

AN ABSTRACT OF THE THESIS OF

Judith A. Glenn for the degree of Master of Arts in Inter-disciplinary Studies in the co-departments of Sociology, Anthropology and Women's Studies presented on August 10, 1990.

Title: An Assessment and Comparison of Resources and Services Available in Men's and Women's State Prison Libraries

Abstract approved:

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The purpose of this study was to determine if there was a difference in the resources and library services in men's and women's state prison facility libraries, and to determine to what extent the librarians who administer services to inmates in prisons believe the resources available are adequate in giving library service to the inmates.

A questionnaire was sent to the librarians in charge of the library in all women's institutions in the United States and to a random sample of men's institutions. A total of seventy-three questionnaires were completed and returned; thirty-nine from male institutions, twenty-three from female institutions, and eleven from co-ed institutions. The data from the questionnaires were tabulated using the Statistical Package of the Social Sciences - (SPSS-PC).

Major comparisons between the male and female institutions included: 1) the size of the institutions with the size of the library collection, 2) the size of the institutions with

the resources available to inmates, and 3) the comparison of resources and services between the men's and women's institutions. Based on the results of the study, the following conclusions were reached: 1) men's institutions had much larger inmate populations than women's institutions, 2) men's institutions had only slightly more books and journals than women's institutions, and 3) because there were fewer females per institution, females had many more resources available per inmate than men. A second analysis was performed to compare male and female institutions within categories of similar size to determine whether or not the differences in the materials and services which were found to be outstanding or significantly different in the first analysis would remain valid. Data from both analyses indicated that women's institutions, in most cases, had more resources and services available than men's institutions regardless of the size of the institution. The majority of librarians in both men's and women's institutions believed they were able to support their goals and objectives, and most were satisfied with the services they were able to provide.

A review of the literature indicated that similar problems have existed in prisons from the early 1800's to the present. Those problems, still recurrent, are theft, insufficient funding, overcrowding, and lack of administrative support for prison libraries.

AN ASSESSMENT AND COMPARISON OF RESOURCES  
AND SERVICES AVAILABLE IN MEN'S AND WOMEN'S  
STATE PRISON LIBRARIES

by

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# AN ASSESSMENT AND COMPARISON OF RESOURCES AND SERVICES AVAILABLE IN MEN'S AND WOMEN'S STATE PRISON LIBRARIES

## CHAPTER I

### THE PROBLEM

#### Introduction to the Problem

Library services are available at all state prison libraries in the United States. The library must provide information to a wide range of the population and does so through local and national networks such as interlibrary loan and on-line communication systems.

In order to evaluate the quality or effectiveness of resources available to prisoners in a library, purposes and objectives must be taken into account. Just as with civilian public libraries, prison libraries must meet standards for quality library service. These services are outlined in the American Correctional Association's Standards for Adult Correctional Institutions, 2nd Edition that state the inmates' rights to library service. (Appendix IV)

#### Statement of the Problem

The focus of this study was to determine if there was a difference in the resources and library services in men's and

women's prison facility libraries, and to determine to what extent the librarians who administer services to inmates in prisons think the resources available are adequate in giving library service to the inmates.

### Fuller Definition of the Problem

To examine the resources available at prison libraries the following subproblems must be studied:

1. What is the size of the population of the institutions studied?
2. What is the size of the library collection at both the men's and women's institutions?
3. Are both the male and female institution libraries affiliated with a local public library?
4. How many hours per week is the library open for the inmates?
5. Concerning funding, are the librarians at men's and women's facilities equally satisfied with their budget?
6. What is the staff size — professional and support staff?
7. What are the most important problems that impede service?

### Delimitations of the Study

The study encompassed all women's prisons as listed in the Directory of State Prison Librarians.<sup>1</sup> Because this source did not encompass all the institutions (since some states listed only a state department of corrections rather than specific institutions), addresses were also obtained from the Juvenile and

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<sup>1</sup> American Correctional Association. Directory of State Prison Librarians. Chicago: ACA, 1988.

Adult Correctional Departments, Institutions, Agencies and Paroling Authorities.<sup>2</sup> This study examined adequacy of library services, including the resources and services available and the comparison between men's and women's institutions.

### Null Hypothesis

It was hypothesized that there would be no difference in the resources and services available in men's and women's prison libraries.

### Importance of the Study

The library services in prison facilities are there to fulfill the wants and needs of the inmates in the prisons. These libraries are essential to the well-being of the inmates and need to be evaluated for effectiveness of resources available in order to help the librarians enhance the services.

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<sup>2</sup> American Correctional Association. Juvenile and Adult Correctional Departments, Institutions, Agencies and Paroling Authorities. Chicago: ALA, 1987.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### Historical Background and Development

Prisons, as we understand them today, are about two hundred years old, but there is no accurate record of the beginning of prison libraries. The Philadelphia Prison Society provided books to the prisoners in the penitentiary of the Walnut Street Jail in 1790, but no real effort to establish libraries was made until the 1840s.<sup>3</sup> In the early dungeon-like, dimly lighted cells prisoners were permitted to read, but were restricted to reading the Bible and other religious books loaned to them by the chaplains as supplemental materials to Bible reading.

In prisons where libraries were available, the libraries all appeared to be in about the same deplorable condition. Libraries were staffed by clergy, guards, substitute teachers or bookish inmates with little or no support from the prison administration. With no regulatory requirements regarding library services to prisoners, prison administrators had full discretion in decisions regarding libraries. The library at Sing Sing (California) was opened in 1840 but closed down three years later when the state administration changed. It was not reopened until 1855.<sup>4</sup> Prisoners needed extraordinary eye-sight and will power to read

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<sup>3</sup> Jean Marie Zabel, "Prison Libraries." Special Libraries, no. 1, 67 (1976) : 2.

<sup>4</sup> Joy S. Eyeman Prisons for Women: A Practical Guide to Administration Problems (Springfield, IL: Charles C. Thomas, 1971) : 50.

in the Sing Sing library, which was located in an old cell-block that, even though condemned as unfit for human habitation, still remained in use for another one hundred years.<sup>5</sup> In contrast, San Quentin (California) opened one of the best and most liberal prison libraries of its time in 1852, an important date in the history of prison libraries.<sup>6</sup>

By the beginning of the twentieth century many prison libraries had been closed down and those that remained open lacked a clearly defined purpose. In 1915 the American Library Association published a Manual for Institution Libraries stating that prison libraries should be developed with "the character and purpose of the institution in mind" and that "the exceptional man among the convicts is the one whose needs should govern the selection of books." They added that "fiction for prisons and reform schools should be censored carefully. Nothing should be accepted which represents vice attractively, contains sensual suggestions, or deals with crime and punishment." (ALA, Manual for Prison Libraries. Library Handbook, No. 37, 1916)<sup>7</sup>

In 1927-28 a survey was conducted of 110 prisons which indicated that there was not a librarian with library school training in any of the institutions. Most had libraries staffed by teachers with undergraduate or graduate degrees, many of whom sought advice from librarians in learning standard library methods. Still, the person most often in charge of the library, especially in smaller institutions, was the chaplain. By the 1930's trained librarians under state auspices began to bring

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<sup>5</sup> Austin H. MacCormick, "A Brief History of Libraries in American Correctional Institutions." Paper presented at the American Correctional Association's Centennial Congress of Correction, (Cincinnati, OH, 12 October 1970), p. 3

<sup>6</sup> Zabel, p. 2.

<sup>7</sup> William J. Coyle, Libraries in Prisons: a Blending of Institutions (Westport, CT: Greenwood Press, 1987), p. 27-28.

<sup>8</sup> MacCormick, p. 17.

their professional knowledge and skills into the correctional institutions.<sup>8</sup> According to a 1931 survey, there was only one professional librarian in all the U.S. prisons. Ten years later it was found that twenty-five percent of all prison libraries were run by chaplains, forty-five percent by educators, and thirty percent by inmates.<sup>9</sup> In 1939 the American Prison Association and the American Library Association's Committee on Libraries in Correctional Institutions combined efforts and produced a document entitled, Objectives and Standards for Libraries in Adult Prisons and Reformatories. This document spelled out an educational role for prison libraries, thereby integrating the library with the achievement of institutional goals.<sup>10</sup> By the 1940's the majority of state prisons still did not have adequate library services even though more and more state library agencies were participating in prison programs.<sup>11</sup> For the next twenty years the condition of prison libraries remained almost static.

Following the Library Services and Construction Act of 1966, federal funds were available for state institution libraries, which encouraged new interest in prison libraries. Those who supported rehabilitation of prisoners could use as justification the official recognition in the American Correctional Association's Manual of Correctional Standards, which identified the purpose of prison libraries, in part, as "a therapeutic release from strain, and a positive aid in substituting new interests for undesirable attitudes." (American Correctional Association,

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<sup>9</sup> Rhea Joyce Rubin, et.al. An Evaluation for System-Provided Library Services to State Correctional Centers in Illinois (Urbana, IL: ERIC Document Reproducion Service, ED237116, 1983), p. 496.

<sup>10</sup> Coyle, p. 33.

<sup>11</sup> Albert R. Roberts, Sourcebook on Prison Education: Past, Present, and Future (Springfield, IL: Charles C. Thomas, 1971), p. 162.



Manual of Correctional Standards, 1966 p. 504.)<sup>12</sup> The association also recommended that each prison library include the following statement in all its policies: "Libraries in a correctional situation have a clear responsibility to support, broaden, and strengthen the institution's total rehabilitation program." (American Correctional Association Manual of Correctional Standards, 1974.)<sup>13</sup>

There are diverse views on what the nature of a prison really is. Corrections theorists have never agreed in their opinions on the purpose of imprisonment; some believe in rehabilitation (change of behavior), some incapacitation (prevention of further crimes by the incarcerated offenders), others in deterrence (the inhibiting effect of the threat of imprisonment), and most in retribution (punishment).<sup>14</sup>

Not everyone agreed with the therapeutic and rehabilitative goals. Richard Barone, one opponent of the therapeutic method, said he believed that changes brought about by therapy were normally shortlived. He thought prison libraries that were only tied to a correctional goal were tied to a goal of failure. Barone believed that intellectual freedom, the right of inmates to read and have access to books and library services, would be the only meaningful purpose for prison libraries. He said that "correction goals were irrelevant to the purpose of prison libraries" and that prison libraries were their own justification as institutions of intellectual freedom with goals and priorities of their own."<sup>15</sup>

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<sup>12</sup> Special Committee on Library Service to Prisoners. Jails Need Libraries Too (Chicago: American Library Association, 1974), p. 46.

<sup>13</sup> Richard M. Barone, "De-Programming Prison Libraries." Special Libraries, no. 9, 68 (1977) : 294.

<sup>14</sup> Rhea Joyce Rubin and Sandra J. Souza, "The Challenge Continues: Prison Librarianship in the 1980s." Library Journal , no. 4, 114 (March 1, 1989) : 47.

<sup>15</sup> Coyle, p. 47-48.

In 1968, the American Library Association created the Social Responsibilities Round Table (SRRT), a committee to deal with the commitment of the library profession to the social and political issues of the time. The Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." In other words, the social and political issues of service to prisoners cannot be separated from other library issues such as the access to information, the right to read, the primacy of community priorities and needs, and the defense of free speech from censorship. Illiteracy is a social issue to be addressed whether it be for Americans inside or outside of prison walls --- library service should not stop at the prison gates.<sup>16</sup>

In the 1970s prisoners began to demand recognition and treatment as human beings, including the access to information and reading materials. At about the same time librarians and their professional organizations began to realize the importance of libraries and librarians services to social change.<sup>17</sup> It has been only recently that prison administrators and judicial systems recognized the need for more developed information systems in prisons. Today every major prison in the United States has a library of one kind or another with better collections than those that were available prior to the 1970's.

In 1981 prison libraries in Ohio began receiving small but separate budgets from the state. Prior to that time inmates funded their libraries themselves using their I&E monies (industrial and entertainment funds), which were derived from profits from commissary and other inmate efforts. Now that support is received from the state for their libraries, I&E funds

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<sup>16</sup> Joan A. Stout and Gilda Turitz, "Outside . . . Looking In." Wilson Library Bulletin, no. 8, 51 (1977) : 499..

<sup>17</sup> *Ibid.*, p. 499.

can only be used for services that directly benefit the total inmate population.<sup>18</sup>

As library funding and required materials have changed, so has the physical location of libraries within prison walls. Traditionally, prison administrators put the libraries in far-off, dark, dungeon-like rooms as if to discourage their use, and even though they were in existence, they were nearly as inaccessible as the arsenal. For example, the library in the 1600-man New York State prison was once located in an old crowded building behind the coal pile. Libraries have been set up in sections of dormitories, chapels, and even mop-and-broom closets! Newer facilities provide more central locations, better lighting and technology, and better proximity to the educational facilities. Modern day administrators recognize that it is essential that the library be accessible to the majority of the inmates and open as many hours as possible.

Library security is maintained by various methods, mainly by permitting only certain groups to visit the library at the same time. In some prisons certain inmates are locked into a cell within the library.<sup>19</sup>

### Characteristics of the Population

Who will be served in the prison libraries? Mainly, educationally deprived young males. The Correctional Educational Association statistics show that 75 percent of all adults in correctional facilities are functionally illiterate.<sup>20</sup> "On any given day, one in 500 American adults is in a state prison

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<sup>18</sup> Phil Koons, "Lest We Forget: Prison Libraries." Library Journal (May 15, 1988) : 51.

<sup>19</sup> Rubin and Sousa, p. 50.

<sup>20</sup> Ibid., p. 50.

(for black males, one in 49). In the long term, the numbers are even more staggering — one out of every 48 people will have served at least one state prison sentence in their lifetime. (For black males, one out of seven.)”<sup>21</sup> According to data from the U.S. Bureau of Justice Statistics, in 1986 there was a total of 447,185 inmates in state prisons. Of those, 95.6 percent were male, 4.4 percent female, 49.7 percent white, 46.9 percent African-American, and 3.4 percent other races. The average age of all inmates was 28.<sup>22</sup>

Prisoners in state institutions are more likely to be African-American than prisoners in federal prisons. (47% vs. 31%). The proportion of African-Americans is higher among female than male prisoners in State and Federal institutions, as well as in each of the four regions of the United States. Not surprisingly, the proportion of African-Americans in the prison population is highest in the South and lowest in the West. Again, not unexpectedly, nearly one-half of the native Americans in prisons are in Western facilities, which relative to other regions, reflects the high percentage of American Indian and Alaskan native residents.<sup>23</sup>

In a presentation made to the Institutional Library Workshop in Albany, New York, on May 19, 1984, Plummer Bradley, Program Director of the Schenectady Boys Club, spoke from a perspective unfamiliar to most of us. Mr. Bradley had been out of prison for the past five months. Previous to that he spent five years incarcerated in the jails and prisons of New York State. He noted that 85 percent of New York State's prison population is comprised of people of color — African-American

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<sup>21</sup> Ibid., p. 47.

<sup>22</sup> United States. Bureau of the Census. Statistical Abstracts of the United States. (Washington D.C.: Government Printing Office, 1989). p. 184.

<sup>23</sup> United States. Department of Justice. Bureau of Justice Statistics. Prisoners in State and Federal Institutions on December 31, 1984. A National Prisoner Statistics Report NCJ-103768, February 1987. (Washington D.C.: Government Printing Office, 1987), p. 3.

people, Hispanic-American people, etc. Mr. Bradley said it is very important for librarians in a prison to understand the population with which they are working. He said he would like to see librarians be able to create an interrelationship between their own value and cultural contexts and those that may differ from theirs. He said you must first understand the prison population itself and your role within that system. According to the Federal Bureau of Prisons:

- up to 50 percent of adults in federal and state facilities can neither read nor write;
- 90 percent of all inmates have not completed high school;
- 85 percent of inmates dropped out of school before their sixteenth birthday;
- the average inmate functions two or three grades below the actual number of school years completed
- in New York State approximately 82-85 percent of the prison population is Black or Hispanic with a growing number of inmates speaking Spanish as a first language;
- there are no Black or minority librarians in the New York State prison library system <sup>24</sup>

“Culture, the underlying 'rules' for interpreting and constructing behavior, is learned by people from others around them.” (Conformity and Conflict: Readings in Cultural Anthropology 1974, p. 2)<sup>25</sup> The worldview is the way a person in a particular culture views and describes the world. This is no different in a prison community; it is necessary to understand and become aware of the way cultural knowledge is organized for

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<sup>24</sup> Plummer Bradley, "Library Services Behind the Wall for Prisoners: An Ever-Present Challenge." The Bookmark 43 (Fall 1984) :39.

<sup>25</sup> Inez Cardozo-Freeman, The Joint: Language and Culture in a Maximum Security Prison (Springfield, IL: Charles C. Thomas, 1984), p. 2.

the prisoner. People fit unconsciously into the framework of a language system, and language carries within it the values, beliefs, and attitudes of that system.<sup>26</sup>

### Women

In 1837, Sing Sing, America's toughest prison, had overcrowded the limited facilities available and built a separate cellblock for women. In early prisons women were housed in separate units within men's prisons and often kept in solitary confinement for "security" reasons (which was actually segregation to avoid sexual abuse by male prisoners). This usually meant that several women were confined to one room, not leaving that room even for meals, exercise, or work. This practice continued until the Indiana Women's Prison was opened in 1873. During the next forty years only four more institutions for women were opened: the Massachusetts Prison (Massachusetts Correctional Institution for Women at Framingham) in 1877, the New York Reformatory for Women (Westfield Farm) in 1901, the District of Columbia Women's Reformatory in 1910, and the New Jersey Reformatory for Women in 1913.<sup>27</sup> A 1912 report on the State Prison for Women at Auburn shows a continuing concern for the future of inmates as seen in the following quote:

Many of our women are young enough to profit by a course in Manual Training if it could be provided for them, and find profitable employment when released. At present the only employment open to them is domestic service. A course in domestic science would fit many of them for positions who are now only capable of doing rough, heavy work at low wages, and the course in sewing and

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<sup>26</sup> Ibid., p. 22.

<sup>27</sup> Eyman, p. ix

dressmaking which we will enter upon in the future, will equip many for making a livelihood at agreeable remunerative employment that will leave no excuse for resorting to dishonorable means of obtaining both the necessities of life and some pleasure and recreation.<sup>28</sup>

In 1920, administrators at the State Prison for Women at Auburn looked at the "domestic" training that women were receiving and considered it "busy work" and recommended vocational as well as domestic training for female inmates; however, no follow-up was made — nothing changed. Seven years later the same recommendation was suggested, and again nothing happened until the early 1940's when there was a breakthrough — industrial sewing was offered to women inmates enabling them to earn one cent per hour. Inmates in the men's prison earned five cents per hour and could rise to thirty cents per hour. In 1965 Bedford Hills (New York) listed in a brochure all the vocational opportunities currently available for women which were the same opportunities that were available in 1933.<sup>29</sup>

Women have always been a very small part of the prison population; in 1960 only 3.7 percent of all prisoners were women.<sup>30</sup> On June 30, 1988, 5.1% of all prison inmates were women, the highest percent since recordkeeping began in 1926. Since 1980 the number of female inmates grew from 13,420 to 30,834, a 130% increase. The number of male inmates grew from 316,401 to 573,990, an 81% increase.<sup>31</sup>

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<sup>28</sup> Jean. S. Harris, They Always Call us Ladies: Stories from Prison New York: Charles Scribner, 1988, p. 186.

<sup>29</sup> Ibid. p. 188.

<sup>30</sup> Eileen B. Leonard, "Judicial Decisions and Prison Reform: The Impact of Litigation on Women Prisoners" Social Problems . no. 1 131 (October 1983): 46.

<sup>31</sup> United States. Department of Justice. Bureau of Justice Statistics. BJS Data Report, 1988. (Washington D.C.: Government Printing Office, 1988), p. 61.

As of today, no state operates more than one women's facility and some states have none. Frequently women's prisons look like a college campus and appear less forbidding than men's prisons. The appearance can be deceptive since female prisoners are subject to strict regulations which create an oppressive atmosphere where women are often treated like children and must abide by childish rules. For example, prior to 1982, prisoners at the Kentucky Correctional Institute for Women were not allowed to display pictures of their children or loved ones, were required to go to bed at 9:30 P.M., and could not wear make-up. Rules of this sort were not imposed on male inmates in Kentucky. Many of the biased rules at this institution were overturned by the Rawls, 1982 case when the prisoners enlisted the support of the U.S. Justice Department to lodge a federal suit against the state of Kentucky. The Justice Department's lawyer argued that women were subjected to unequal rules and had unequal access to resources and vocational programs. The most common vocational programs for women were hairdressing, typing, clerical work and nurse's aide training. Many of the women lacked sufficient education to work at clerical jobs other than copy typing. As of 1980 state laws often prevented a woman with a felony conviction from obtaining a license to work as a beauty care specialist; nor could a woman with a felony conviction or a history of drug use become a nurse's aide.

In the 1970s prisoners took to the courts suing for better prison conditions and for legal rights citing both the 8th and 14th Amendments. The change in prison libraries requiring legal materials was only part of a larger litigation which was taking place throughout the 1960s and 1970s. The 14th Amendment of the U.S. Constitution provides that "no state shall deny to any person within its jurisdiction the equal protection of the law." However, it took a U.S. Supreme Court case to extend the protective powers of this amendment to female prisoners.

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In 1971, *Reed v. Reed* (404 U.S. 71) brought about a stronger standard arguing that unreasonable discrimination based on sex denies women equal protection of the law. Because of the *Reed* decision, female prisoners can demand explanations for any inequities in the way they are treated in comparison to men; for example, there must be a meaningful explanation if women are denied furlough programs, recreational opportunities, training, or work release.<sup>32</sup>

Has the 14th Amendment helped? In a 1988 American Corrections Association publication, Corrections Magazine, there are articles listing more than forty different skills available for male prisoners in New York State, e.g., welding, lathe and drill press operators, dental technology, auto body and auto mechanics, carpentry, upholstery, air-conditioning, printing, lithography etc. Of the above vocations, only printing is available at the women's institution at Bedford Hills (New York). The inmates are told that it is too expensive to teach skills other than the traditional "women's skills" such as beauticians and nurse's aides. It is possible for a woman at Bedford Hills to go from adult basic education to a bachelor's degree, but according to the women inmates who were polled, they believe less than ten percent of the inmates leave prison with marketable skills.

An excellent program once offered at Bedford Hills by Citibank trained women to be bank tellers. The women who completed the course were given jobs in banks after their release. Some of those women have risen to more responsible banking jobs and none have robbed the banks! This program lasted for four years but was then discontinued -- and no one really knows why, but it is assumed that some bank officials and customers did not like having former prisoners working in the banks.<sup>33</sup>

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<sup>32</sup> Leonard, p. 47.

<sup>33</sup> Harris, p.188-192.

## Education

Until the 1920s, most of the formal educational programs had been designed to assist illiterate immigrant convicts learn to read and speak English. As additional educational efforts in correctional institutions began, the provision for prison libraries was the next logical step. There are many objectives of prison libraries. If the inmate takes advantage of it, the library can play an important role in education, career development/vocational training and resocialization of prison inmates. Libraries provide not only a necessary adjunct service to the prison academic and recreation programs, but also offer materials that can encourage sensitivity towards people from different cultural backgrounds, materials for vocational classes, potential career possibilities, educational support while taking classes, correspondence courses, reading groups, and recreational reading.

The twentieth century prison stresses rehabilitation, but in most cases the closest an inmate comes to any kind of rehabilitation is the prison library. "The current recidivism rate of 80% is indication enough to suspect that rehabilitative programs are ineffective in converting inmates from criminals to more socially acceptable individuals."<sup>34</sup> But there is also strong evidence that recidivism decreases with certain variables, some of which can be affected by the library. When released, those who are employed are less likely to commit crimes; those who participate in drug, alcohol and sexual counseling programs commit fewer crimes, as do ex-convicts involved with schooling.<sup>35</sup> Some theorists believe that "to rehabilitate is to

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<sup>34</sup> Fred R. Hartz, "Prison libraries — the realities." Catholic Library World 59 (May/June 1988) : 260.

<sup>35</sup> Virgil Gulker, "Prison Libraries and the "Myth of Rehabilitation," Catholic Library World, no. 8, 47 (March 1976) : 327.

restore to a former constructive capacity or condition and that there is nothing with which to rehabilitate a criminal because there is no earlier condition of being responsible to which to restore him or her.”<sup>36</sup> Perhaps “reform” is a better description of what prisons are supposed to do. The importance of education as a component of reform encouraged the development of good libraries to meet the needs of the inmates.

Rhea Joyce Rubin and Connie House believe that inmates need library services more than the rest of the population and that if inmates have constructive work to do, have library programs and recreational reading, they are less likely to cause problems while incarcerated.<sup>37</sup>

While libraries may not significantly reduce recidivism or increase resocialization, they offer the inmate materials conducive to learning which is a key ingredient in the process of changing his or her former way of life. Prisoners know that doing well in the educational and self-help programs looks good on their record and may lead to community work programs, early release, or parole.

Apart from the educational argument by librarians and leaders of correctional reform, a warden at the Wisconsin State Prison, expressed this view:

We consider our library and its privileges the biggest single factor in the maintenance of our discipline and in the building of the morals of our inmates....We have found that if we can interest a prisoner in reading good subject matter, the disciplinary problem in his case has been very greatly reduced.” (Jones, *Library Journal* 59 (October 15, 1934, p. 78) <sup>38</sup>

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<sup>36</sup> Hartz, p. 261.

<sup>37</sup> Rhea Joyce Rubin and Connie House, “Library Service in U.S. Jails: Issues, Questions, Trends.” *Library Journal*, no. 3, 108 (Feb 1, 1983) : 173.

<sup>38</sup> Coyle, p. 30.

In his book, Illiterate America Jonathan Kozol states that "our prison population represents the single largest concentration of adult illiterates in the country. Prison is hardly the place, therefore, to make a book hard to get." <sup>39</sup>

### Collections

Collection development is not a simple matter of going through a list and purchasing the necessary books for a library. While it is true that there are standard books required for a well-balanced collection, every prison population is unique in its requirements. In 1911, the American Library Association began working with the American Prison Association in their attempt to improve library services in prisons. They compiled a list of recommended books for prison libraries and created the American Library Association's Manual for Institution Libraries.

The American Prison Association and the American Library Association's Committee on Libraries in Correctional Institutions joined forces in publishing a pamphlet 2500 Books for the Prison Library (1933). This list dealt almost exclusively with educational materials and listed very little popular fiction. In 1938, the American Prison Association established the Committee on Institution Libraries. They first published 1000 Books for Prison Libraries (1938), as well as an extremely valuable publication, Objectives and Standards for Libraries in Adult Prisons and Reformatories (1939). From these types of guidelines a set of recommendations emerged.

Services require a diversity of materials. Even though the majority of inmates have little education, materials must be available for all levels from vocational through academic. Prison libraries are now automated or affiliated with public or state libraries whereby materials requested may be ordered by

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<sup>39</sup> Harris, p. 231-232.

inmates. Interlibrary loans are available from throughout the world. Recreational reading, as well, should be widely diversified. To adequately serve its population, a library must possess materials of interest to its particular population, such as materials specifically for women and for the major ethnic populations. Materials for and about Hispanic-Americans, Asians, and native Americans are in high demand in the western United States, whereas more Puerto Rican materials are wanted in the eastern United States. Since Spanish-speaking inmates are a large percentage of the prison population, Spanish translations of popular English-language titles may have a place in the prison library, but the collection should also hold original Spanish-language materials to enhance and preserve the Hispanic-American inmates' pride in their culture. In addition, a considerable number of African-American inmates are Muslim, therefore, the collection should include Islamic materials.

Librarians must realize that although there are suggested guidelines for books in prison libraries, there is no single ideal list of books that can be recommended. An attempt should be made to have books of interest for as many inmates as possible; a good librarian will build the collection in accordance with the needs of the library's clientele. One surprising genre is the request by prisoners for poetry. They want to include poems or fragments of poetry in letters to their loved ones.

The information needs of inmates always takes precedence in the collection development of any prison library. It is the librarians' responsibility to discern between leisure reading materials requested and legitimate information needs. "A well-trained librarian is necessary because there is no substitute for a real professional in selecting the library materials best suited to the needs and interests of the institution."<sup>40</sup>

It is important that librarians respect the prisoners' right to read. Prisoners have lost their physical and personal

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<sup>40</sup> Roberts, p. 166.

freedom; however, they retain all of their First Amendment rights, including the right to information, self-education, and recreation through reading. The only exception allowed by our courts is a denial of information that interferes with the security of the prison.

The trends in the courts from the 1970s on have been encouraging to librarians working with prison populations and in particular, with their legal reference needs. In many jurisdictions great efforts have been made to implement or improve prison law library collections. The *Younger v. Gilmore* case in 1971 (404 U.S. 15) created a landmark victory when the U.S. Supreme Court affirmed a California ruling that an inmate's right of access to legal research materials is an extension of his/her right of access to the courts, and access to law library services is mandated where adequate legal counsel is not provided.<sup>41</sup> Many prisoners actively pursue information that might entitle them to a new trial or to be granted clemency.

Legal materials required by inmates include law dictionaries, decisions, laws, and treatises on evidence that confirm the legal argument. They also need materials on how to present an argument; for example, brief writing and formularies of legal petitions. Some institutions have librarians trained in law to assist inmates, but others only make the materials available on a "do it yourself" basis.

Rhea J. Rubin completed a project in which she documented the encroachment by law library services on general library services. By law, correctional facilities must provide law library materials to inmates. Rubin found that expensive law materials consumed a significant part of library budgets as well as a large amount of the available space in many libraries. One example is found at Oregon State Penitentiary where only four chairs (but no tables) are available for general library use, while the law library has twelve tables. twenty-five

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<sup>41</sup> Stout, p. 502.

chairs and twenty-two typewriters!<sup>42</sup> Ms. Rubin did not, however, mention the inmates' satisfaction or dissatisfaction with this situation.

Security measures may restrict some inmates' use of particular formats of materials. For example, not all inmates are allowed to use microfiche machines or audiocassette players. Others may not have hardcover books because weapons can be concealed in their bindings and others may not have softcover books in their cells because they may be used to obstruct plumbing.<sup>43</sup> Regrettably, even though most inmates value the library, loss and mutilation of library materials remains a serious problem.

### Prison Librarians

Most libraries are run by one professional with a staff of inmates. This means that the lone librarian is responsible for the acquisition of materials, circulation, shelving, technical processing, reader services, law services, interlibrary loan, films, documents, and reference. He/She must also plan and incorporate programs, attend meetings with prison administrators, and manage the inmate staff, as well as maintain professional reading and attend external library conferences and meetings.

The successful operation of a prison library requires a subtle mix of democracy and authoritativeness on the part of the librarian. It is essential that the librarian has an openness about negotiating agreements, flexibility in human relations, and good interpersonal skills and judgment. The prison setting often

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<sup>42</sup> Susan H. Hardie, "Oregon's Jail and Prison Libraries: Is Rehabilitation Possible?" *PNLA Quarterly*, no. 4, 53 (Summer 1989) : 5.

<sup>43</sup> Rubin and Sousa, p. 50.

dictates unusual methods when dealing with people with such diverse backgrounds. Often what makes things work in a prison library makes no sense to an outsider.<sup>44</sup>

In the prison system, librarians must work within many contrasting philosophies and ideologies when developing a meaningful program. They must be able to communicate with and supply materials to people ranging from those who cannot read to those with doctoral degrees. The librarian must put his/her reference negotiation skills to the test. Inmates seldom know what they need, and if they do know they often find it difficult to communicate with the librarian because they may lack the verbal skills, or they may hesitate to discuss anything with an authority figure. Many inmates do not understand that information can help solve problems — they are accustomed to physical ways of communicating. Therefore, the prison librarian must reach out to the inmates in order to effectively serve their needs. Since the average inmate has never been in a library, it cannot be assumed that they are a self-motivated library user. Many must be instructed in library usage.

A sincere interest to help the inmates accompanied with firmness, fairness and friendliness are important attributes for a good prison librarian. Most of all, a librarian must be sensitive to the needs of the patron and must not automatically assume that they all have the same preferences or that a low reading level indicates few interests.<sup>45</sup> A prison librarian should conduct her/himself with politeness, firmness, and consistency. The librarian must, as much as possible, understand what is going on inside the criminal's mind.

Here are some example questions asked of a librarian which indicate the wide variety and levels of information desired:

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<sup>44</sup> Albert, Myra. "Being a Prison Librarian." *CLIC Quarterly* 3 (June 1984): 46.

<sup>45</sup> *Ibid.*, p. 48.



Do you have any good westerns? I need information relating to my conviction. Have you any information on the psychological make-up of the typical wife of a prisoner? Will a steel ball traveling at X rate of speed pass cleanly through a piece of clay wall without leaving shards? My veteran's benefits were cut off. How do I get them restored? Who took the Playboy centerfold? Where are the Administrative Regulations and which one relates to the commissary? Do you have the phone book for Cleveland?<sup>46</sup>

Few professional librarians seek positions in institutions, and those who do tend to remain only for relatively short periods of time. The work is difficult, the pay is low, and their supervisors often have poorly-formed concepts of what to expect from library services. “. . . prison librarians attest to the fact that while they are often sought after for their skills, their professional values are not always honored in the same degree.”<sup>47</sup>

Progress is being made, however. In 1966, the American Library Association saw the growing acceptance of service to prisoners and formed the “Library Service to Prisoners Section” of the Health and Rehabilitative Library Services Division with the goal of encouraging and assisting librarians to improve service and standards for correctional library service. State prison library operation is gaining respect because of the work the professional (MLS degree) librarians and their staff do with the help of civilians and inmate assistants. Part of this trend was reflected in the passage of the 1984 Library Omnibus Bill, which established a separate fund for prison services in the public

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<sup>46</sup> Koons, p. 52.

<sup>47</sup> Ibid., p. 53.

library budget. Also, the standards for Adult Correctional Institutions now include several library requirements essential for obtaining accreditation.<sup>48</sup>

If a librarian is to have any credibility in the prison it is dependent upon his or her ability to create it through a well run and responsive library. If the prison administration perceives the library as an asset to the institution there is an enhanced chance for a better budget for future growth. The librarian can "make or break" the prison library. Librarians should get to know their population, know their own library system, take an active approach, and be creative in encouraging use of the library. A trained librarian can motivate the inmates by making available in a nonpressured way books with subject matter that stimulates the inmates' interest. Because the needs are so great, it must be understood that correctional librarianship is not for everyone. If a librarian is looking for a challenge, this may be the job for him or her.

### Summary

In reviewing the literature on prison libraries it was found that the majority of materials were written in the 1960s and 1970s when legal pressures were exerted for the rights of prisoners and for materials in prison libraries. Prison libraries have evolved from being administered by chaplains to the present practice using professional librarians. Collections once consisting only of religious materials now contain audio-visual and computerized materials.

There remains today the controversy of whether rehabilitation exists in prisons. For those who believe it does exist, the library is necessary for providing the educational materials, and for those who do not believe in rehabilitation,

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<sup>48</sup> Coyle, p. 3.

there is a belief that the library is necessary for current awareness of the outside world and for providing necessary recreational reading.

Prison libraries must respond to the needs of the unique clientele. They strive to provide within the prison confines the same services normally associated with a good community library. No two prisons are exactly alike, but in actuality a community behind bars is no different from any other group to be served. The library staff must analyze and respond to that community's particular informational, vocational, and recreational needs.

Over the past ten to fifteen years areas of growth have occurred in prison libraries. There has been continual development of standards, growing awareness of inmates' needs in educational and training programs, and a continuing effort to use libraries as bridges between inmates and society.<sup>49</sup> However, even though the prison libraries in most state prisons are better than their early predecessors, they are still hindered by the lack of adequate funds for the purchase of up-dated books, trained personnel, and adequate facilities. Regardless of the way it is viewed, the correctional institution library is a very important bridge to the outside world to which the inmate will one day return.

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<sup>49</sup> Jane Pool, "Library Services to Correctional Facilities." Catholic Library World, no. 9, 56 (April 1985) : 386-389.

## CHAPTER III

### RESEARCH METHODOLOGY

The focus of this study was to determine if there was a difference in the resources and library services between men's and women's prison facility libraries, and to what extent the librarians believed the resources available were adequate in giving library service to the inmates.

In order to gather the necessary data for the study, a questionnaire was developed and sent to the librarians in charge of the library in all women's institutions in the United States and to a random sample of men's institutions.

The addresses for this project were obtained partially from the Directory of State Prison Librarians, by the ASCLA Library Service to Prisoners Forum of the American Library Association, 1988. This source did not encompass all the institutions since some states listed only a state department of corrections rather than specific institutions. Addresses and size of institution were also obtained from the Juvenile and Adult Correctional Departments, Institutions, Agencies and Paroling Authorities, 1987.

A total of ninety-five questionnaires were sent, forty-five to all women's institutions, and a random sample of fifty men's institutions. Three weeks after the initial mailing, a second mailing (second wave) was sent using new addresses if available. A handwritten note was included requesting the return of the questionnaire. In addition to the questionnaires sent to female institutions which were returned as co-ed, three were returned

with the following notation on the envelopes; "closed permanently," "addressee unknown," and "out of business."

A total of seventy-three questionnaires were completed and returned from both the first and second mailings; thirty-nine from male institutions, twenty-three from female institutions, and eleven from co-ed institutions. (See Table 1)

Table 1

**Prison Libraries Survey  
Results of Mailings**

	Male Institutions	Female Institutions	Overall Total
Questionnaires Mailed	50	45	95
Returned as Coed	8	3	11
Undeliverable	0	3	3
No Response	3	16	19
Useable Questionnaires	39	23	62
Adjusted Resp. Rate	92%	59%	75%
	39/(50-11)	23/(45-22)	

Since the number of male institutions in the country is much higher than the number of female institutions, the intent of this study was to contact a random sample of male institutions and a complete census of female institutions. The goal of measuring the population of women's institutions was not met, however, because not all women's institutions returned questionnaires.

## Null Hypothesis

It was hypothesized that there would be no differences between men's and women's prisons concerning the resources and services available at the prison libraries. Resources and services are defined fully in the next section.

## The Questionnaire

The questionnaire was divided into sections dealing with the number of inmates at the facility, the size of the library collection, the services available, and sections dealing with personnel and other concerns. (See questionnaire in Appendix VIII)

The first section dealt with the number of inmates, the size of the library (in volumes), the number of hours that the library is open and how many inmates visit the library per day.

Questions in the next two areas related to the adequacy of the resources available for inmates such as vocational programs, ethnic materials, rehabilitative needs, provisions for those without access to the library, interlibrary loan, photocopiers and assistance with legal materials.

The next section expressed the librarians' feelings concerning the adequacy of services and any special services or programs they have to offer or would like to see offered at their library. It also asked the librarians to indicate any problems they may have which make it difficult to effectively run their library.

The final section was concerned with the matters pertaining to the personnel of the library; the number of library personnel, the experience and training of the librarian, opportunities for professional training and development, and how long the librarians had been in their present position.

The questionnaire required different response formats. Factual questions, such as the number of volumes at each facility, were to be answered with numerals. Other questions were to be

answered with a circled number if they had specific resources in their library. Still others were to be answered on a five-value Likert-type scale, from lowest to highest. The remaining questions were open-ended and asked for comments.

### Treatment of the Data

The data from the returned questionnaires were initially tabulated using the FREQUENCIES procedure of Statistical Package of the Social Sciences - (SPSS-PC). This program yielded information on frequencies, means, and percentages. For open-ended questions, answers were categorized and numbers assigned to enable computer analysis. Important ideas and additional information were extracted from questions asking for comments.

The SPSS procedure CROSSTABS was used for exploring the relationship between two categorical variables such as determining whether male institutions are more likely to be affiliated with a public library than female institutions.

In computer analysis, major comparisons included: 1) the size of the institution with the size of the library collection, and 2) the size of the institution with the resources available to inmates, and 3) the comparison of resources and services between the men's and women's institutions.

## CHAPTER IV

### ANALYSIS OF THE DATA

Ninety-five questionnaires were sent to men's and women's prison facilities libraries throughout the United States. Seventy-three questionnaires were completed and returned. The non-responding institutions were similar in size of inmate population, therefore, it is believed that their lack of response did not appreciably affect this study.

It was predicted that there would be no difference in the resources and services available at prison libraries in men's and women's facilities.

For numerical quantitative data such as numbers of books and numbers of journals, the numbers were checked and found to have extreme departures from normality, therefore, it was not appropriate to do t-tests. The numbers themselves adequately describe the findings.

#### Comparison of Inmate Populations of Men's and Women's Prisons

##### Size of Facility

The first question on the questionnaire dealt with the number of inmates in the facility and whether they were male or female. Of the seventy-three respondents, thirty-nine (53.4%) were from male institutions, twenty-three (31.5%) from female institutions, and eleven (15.1%) from co-ed



institutions. The co-ed institutions were excluded when comparing male and female facilities.

It was clear that the male institutions were larger than the female institutions. The range of inmates in male institutions was from 50-4600 inmates with an average number of 1,173 inmates; and for female institutions there was a range of 56-1600 with an average of 387 inmates. (See Table 2)

## Basic Resources

### Size of Collection

The librarians were asked about the size of their library collection in terms of the overall number of books, journal subscriptions, and gift books received per year. (See Table 2)

Table 2

### Average Number of Inmates - Size of Collection

Variable	Male Institution	Female Institution
Number of Inmates	1173	387
Books (in volumes)	6000	5997
Journal Subscriptions	30	29
Gift Books rec'd per year (in vols)	200	300

Comparison of the mean number of books, journal subscriptions and gift books suggests very little difference between male and female facilities. The average number of books in the male institutions was 6,000 volumes, compared with an average of 5997 volumes in the female institutions. Male institutions had an average of thirty journal

subscriptions and female institutions had an average of twenty-nine journal subscriptions.

Table 3

**Numbers of Books, Journal Subscriptions,  
and Gifts per Inmate**

Number per Inmate	Male Institutions	Female Institutions
Books	6.59	21.15
Journal Subscriptions	.03	.08
Gift Books rec'd per year (in vols)	0.22	1.60

Per inmate, the men had an average of seven books each and the women twenty-one books each.

The finding indicated a marked difference in the number of inmates in male and female institutions and, although the actual numbers of books and journal subscriptions were similar on a per institution basis, the women had considerably more materials than men.

### Gift Books

The next question considered the number of gift books received each year. There are many more gift books received at the female institutions than at the male institutions. The average number of gift books received per year in male institutions was 200 volumes; and per year in female institutions an average of 300 volumes. Each female inmate received approximately one and one half books each per year, whereas male inmates received approximately one book for every four inmates. Twenty-five percent of the male

institutions received more than 500 gift volumes per year and twenty-five percent of female institutions received more than 875 gift books per year.

#### Affiliated with Public Library

Question four asked how many prison libraries were affiliated with a local public library for use of their collection. Of the thirty-seven male institutions (one did not respond), 19 (51.4%) were affiliated and 18 (48.6%) not affiliated. Of the twenty-three female institutions, 15 (65.2%) were affiliated and 8 (34.8%) were not affiliated with a public library. The finding of Chi Square statistical analysis showed that there was no difference between male and female institutions in affiliation with public libraries. Chi square = .62 with 1 degree of freedom,  $p = .43$ . Null hypothesis accepted.

### Inmate Access to Resources

#### Library Hours

Question five dealt with how many hours per week the library was open to inmates. The average for male institutions was 40 hours and for female institutions 36 hours.

#### Inmate Visits

The librarians were asked to indicate how many inmates visited their library per day by choosing one of seven different categorical responses. There was a significant difference between the numbers of males and females that visited the libraries per day. A Chi square test comparing the

inmate visits for male and female institutions was significant, rejecting the null hypothesis. Libraries in male institutions received more inmate visits per day than libraries in female institutions. Chi square = 13.58 with 5 degrees of freedom,  $p = .02$ . Null hypothesis rejected. (See Table 4)

Table 4

**Inmate Visits to the Library per Day**

Number of Inmates Visiting the Librrary	Inmate Visits on Average Day		Inmate Visits on Average Day		Percentages
	% Male	(n)	% Female	(n)	
0—10	0	(0)	13	(3)	4.9
11—50	37	(14)	65	(15)	47.5
51—100	31	(12)	9	(2)	23.0
101—200	21	(8)	13	(3)	18.0
201—300	8	(3)	0	(0)	4.9
400 +	3	(1)	0	(0)	1.6
Totals	100	(38)	100	(23)	100.0

**Library Services, Programs, and Equipment**

**Materials and Services**

In question seven the librarians were asked to rate on a scale of one (not able) to five (fully able) how well their library's materials and services could support vocational programs, self-improvement needs, rehabilitative needs, recreational reading, ethnic materials, and materials to supplement the prison educational programs. The Chi square

test was performed to determine whether male institutions were more likely than female institutions to support the programs and services. There was no significant difference at the .05 level between the male and female institutions' ability to support with the materials and services listed.

(See Table 5)

Table 5

**Ability to Support with Materials and Services**

Goals and Objectives	1 or 2 (Low)		3 (Med)		4 or 5 (High)		P-value
	%	(n)	%	(n)	%	(n)	
Recreational Reading							.68
Male	13	(5)	16	(6)	71	(27)	
Female	13	(3)	9	(2)	78	(18)	
Self-improvement Needs							.68
Male	37	(14)	29	(11)	34	(13)	
Female	26	(6)	30	(7)	43	(10)	
Educ. Suppl. Materials							.21
Male	50	(19)	18	(7)	35	(12)	
Female	26	(6)	39	(9)	35	(8)	
Rehabilitative Needs							.15
Male	45	(17)	29	(11)	26	(10)	
Female	26	(6)	30	(7)	43	(10)	
Ethnic Materials							.84
Male	44	(16)	19	(7)	36	(13)	
Female	52	(12)	26	(6)	22	(5)	
Vocational Programs							1.0
Male	62	(23)	30	(11)	8	(3)	
Female	59	(13)	32	(7)	9	(2)	

1 = not able

5 = fully able

### Library Objectives

Question eight provided information about the library's ability to meet its objectives. The librarians were asked to rate their perceptions on a scale of one (not able) to five (fully able). Thirty-seven male institutions and twenty-three female institutions replied to this question. The finding of Chi Square statistical analysis showed that there was no significant difference between male and female institutions in their ability to meet objectives. Chi square = 3.000 with 4 degrees of freedom,  $p = .5577$ . Null hypothesis accepted. (See Table 6)

Table 6

#### **Ability to Meet Library Objectives**

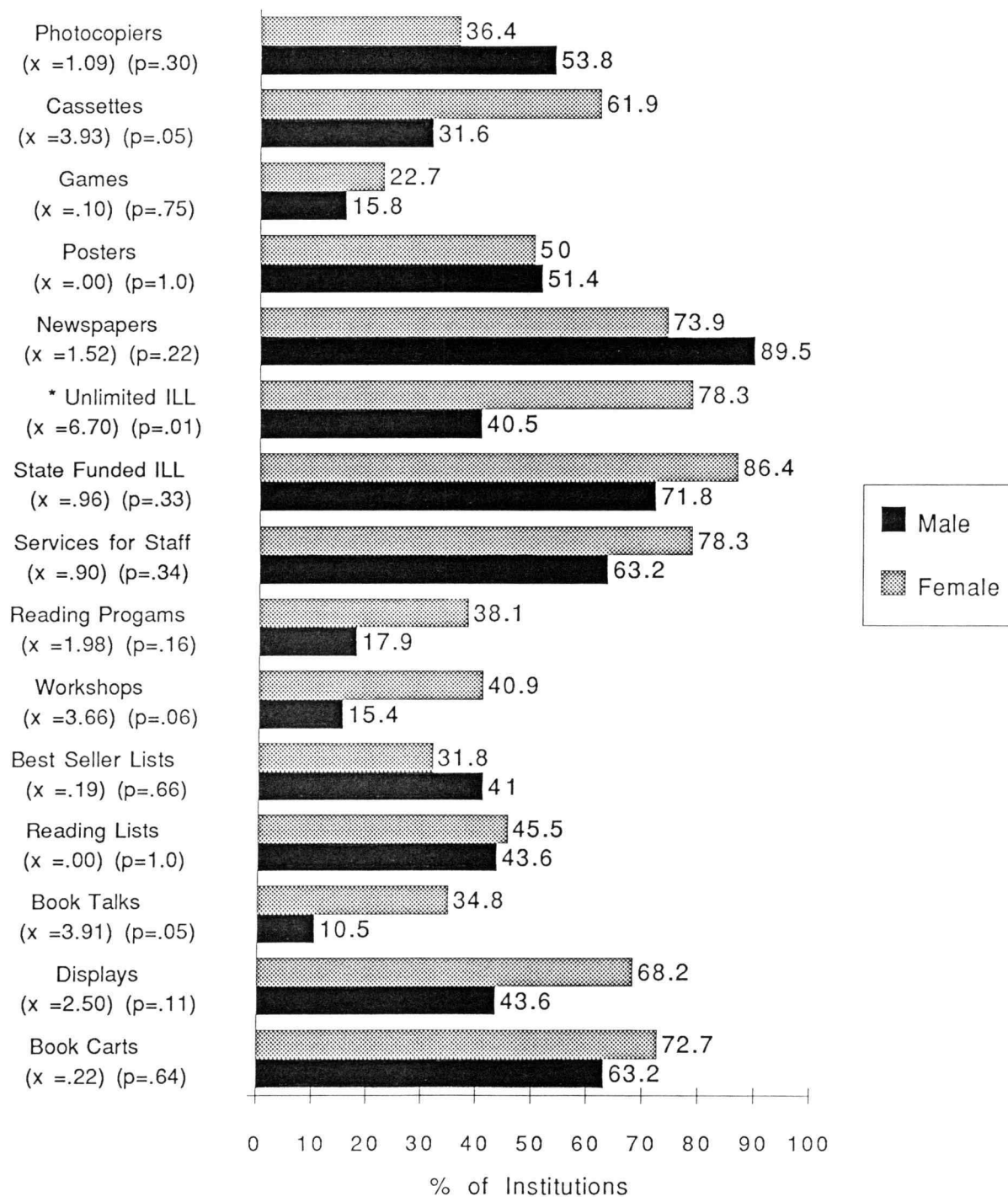
	1 or 2	3	4 or 5
	Low	Med	High
	% (n).	% (n)	% (n)
Male Institutions	24 (9)	22 (8)	54 (20)
Female Institutions	22 (5)	26 (6)	52 (12)
Totals	(14)	(14)	(32)

### Resources Available

Materials and services used to aid in serving the inmates were listed in question nine. The librarians were asked to circle "yes" (available) or "no" (not available) for these resources, according to their availability in their libraries. The Chi square statistical analysis showed a significant difference at the .05 level between male and female institutions with the resources; cassettes. unlimited

interlibrary loan, and book talks. Of the fifteen comparisons of materials and services, it was shown that female prisons were able to provide more than the male prisons in eleven of the areas. Null hypothesis was rejected. (See Table 7)

Table 7  
Materials and Services



\* significance level .05  
1 d.f. for all tables



## Legal Materials and Services

### Case Law Material

The next question dealt with how the libraries acquired case law materials. Twenty-eight (80%) of the male institutions and fifteen (75%) of the female institutions purchased these materials for their library. Three (8.6%) of the male facilities and three (15%) of the female facilities acquired these materials utilizing interlibrary loan. Four male and two female facilities acquired by "other" means, but did not indicate what they were. Chi square = .55 with 2 degrees of freedom,  $p = .76$ . Null hypothesis accepted.

### Assistance with Legal Materials

Question eleven queried the librarians about who assisted the inmates with the legal materials. Inmates assisted each other in male institutions 39.5 percent of the time, and in female institutions 33.3 percent of the time. Inmates received assistance from librarians and other inmates in male institutions 13.2 percent of the time, and in female institutions 19 percent of the time.

Some librarians from male institutions indicated that they had a separate law library where inmates received assistance with their legal research. Table 8 indicates the varied responses by librarians concerning legal assistance with legal materials. Chi square = 5.2 with 8 degrees of freedom,  $p = .74$ . Null hypothesis accepted.

Table 8

**Assistance with Legal Materials**

Assisted by:	Male Institutions		Female Institutions	
	%	(n)	%	(n)
Inmates	39.5	(15)	33.3	(7)
Attorneys	13.2	(5)	14.3	(3)
Librarians	2.6	(1)	4.8	(1)
Inmates and Attorney	7.9	(3)	19.0	(4)
Inmates and Librarian	13.2	(5)	19.0	(4)
Inmates and Separate Law Library	7.9	(3)	4.8	(1)
Attorney and Librarian	2.6	(1)	4.8	(1)
Librarian and Law Lib	2.6	(1)	0	(0)
Separate Law Library	10.5	(4)	0	(0)
Totals	100	38	100	21

Legal Collections and Legal Counsel

Sections "i, j, and k" of question fourteen dealt with problems with legal resources and services issues that may or may not make it difficult to effectively run a library. The librarians were asked to indicate "yes" or "no" to the following problems: Was their legal collection adequate? Did they have a legal collection in their library? Was legal counsel available to assist the inmates with legal research? The Chi square test was performed which indicated a significant difference at the .05 level concerning inadequate legal collections at female institutions.

(See Table 9)

Table 9

**Availability of Legal Counsel and Legal Collections**

Problem	Male Institutions		Female Institutions		P-value
	%	(n)	%	(n)	
Little or No Legal Counsel	35.3	(12)	31.6	(6)	1.0
No Legal Collection	6.5	(2)	0	(0)	.73
Inadequate Legal Collection	0	(0)	26.3	(5)	.01*

\* significance level .05

Perceived Problems and Satisfaction-Dissatisfaction with  
Library Resources and Services

Library Services Satisfaction - Librarians

Question twelve requested information about the level of satisfaction with library service provided for the inmates. The librarians were asked to rank how satisfied or dissatisfied they were with the services their library was able to give. A Chi square test was performed to determine whether librarians in male institutions were more or less satisfied with the services than librarians in female institutions. The results of the Chi Square test indicated no difference at the .05 level. Chi square = 3.56, with 3 degrees of freedom,  $p = .31$ . Null hypothesis accepted. (See Table 10)

Table 10

**Library Services Satisfaction - Librarians**

	Librarians Satis.		Librarians Satis.	
	Male Institution		Female Institution	
	%	(n)	%	(n)
Very Satisfied	10.3	(4)	17.4	(4)
Satisfied	59.0	(23)	43.5	(10)
Dissatisfied	25.6	(10)	21.7	(5)
Very Dissatisfied	5.1	(2)	17.4	(4)
Totals	100	(39)	100	(23)

If the librarians were dissatisfied or very dissatisfied they were asked to elaborate. Twenty-five responded to this question. One librarian (female institution with 112 inmates) wanted a library — they are presently served by a bookmobile. (See Table 11)

Table 11

**Librarians' Dissatisfaction with Services**

<b>Librarians in both Male and Female Institutions were Dissatisfied with:</b>	<b>(n)</b>
Poor budget	12
Lack of staff	3
Lack of space	3
Lack of materials & services	2
Theft problems	2
Lack of "non-inmate" staff	1
Wanted library open more hours	1
Wanted a library	1
Totals	25

**Library Services Satisfaction - Inmates**

The librarians were asked to rank how they perceived the inmates' satisfaction with the services the library was able to provide. The librarians in 73.7 percent of the male institutions and 85.7 percent of the female institutions thought that inmates were "very satisfied" or "satisfied" with library services. To see the comparison of males and female institutions, see Table 12.

Chi square = 2.38 with 3 degrees of freedom,  $p = .50$ . Null hypothesis accepted.

Table 12

**Library Services Satisfaction - Inmates**

	Inmate Satisfaction		Inmate Satisfaction	
	Male Institution		Female Institution	
	%	(n)	%	(n)
Very Satisfied	2.6	(1)	9.5	(2)
Satisfied	71.1	(27)	76.2	(16)
Dissatisfied	21.1	(8)	9.5	(2)
Very Dissatisfied	5.3	(2)	4.8	(1)
Totals	100%	(38)	100%	(21)

Eighteen librarians elaborated on why they believed the inmates were dissatisfied with services the library was able to give. In addition to responses in Table 13, one librarian commented, "the women here are not even aware of what a library should have." Another replied, "inmates are never satisfied if you know anything about inmates."

Table 13

**Librarians' Evaluation of Inmates Dissatisfaction with Services**

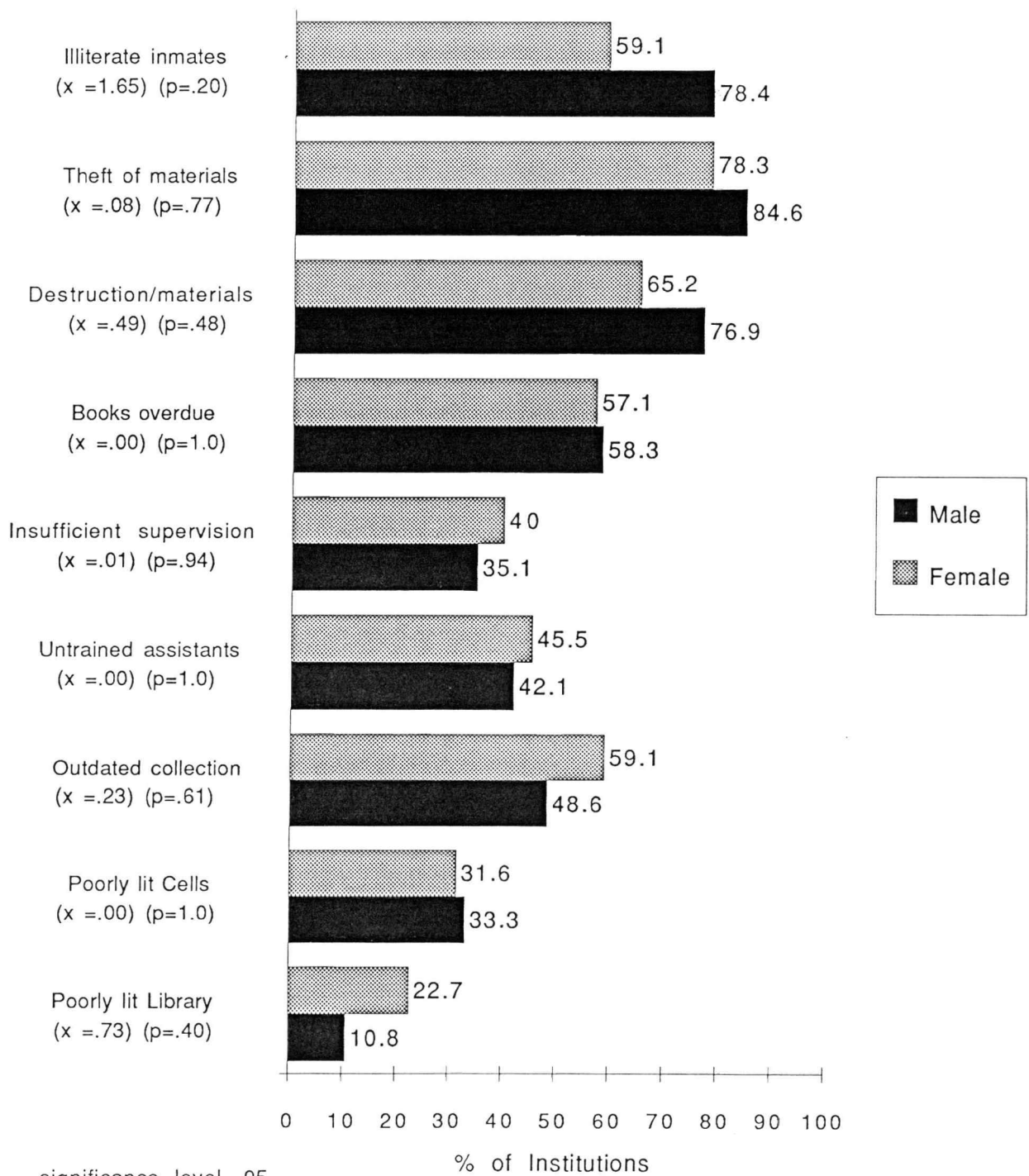
Librarians in both Male and Female Institutions Believed Inmates were Dissatisfied with:	Number of Responses
Collection not meeting their needs	14
Lack of space	3
Theft of materials by other inmates	3
Library open limited hours	1
Totals	21*

\*some librarians gave more than one answer

## Problems

Question fourteen asked the librarians to indicate “yes” or “no” to a list of problems that did or did not make it difficult to effectively run their library. The three key problems found in male institutions were: theft, illiterate inmates, and destruction of materials. In female institutions the three most prominent problems were: theft, destruction of materials, and equal responses for illiterate inmates and outdated collection. The null hypothesis was accepted with no significant difference between the male and female institutions at the .05 level. (See Table 14)  
(Question 14, sections “i. j, and k” are discussed in the section, Legal Materials and Services)

Table 14  
Problems





### Most Serious Problem Obstructing Service

Forty-nine librarians responded to question fifteen when asked what they perceived as their most serious problem obstructing effective library service. Funding was reported to be the most serious problem in male institution libraries. It was the least serious problem, (tied with theft/destruction and lack of security), in female institutions. Overcrowding was the number one problem in women's institutions and the number two problem in men's institutions. In order to determine whether the perceived most serious problem was related to whether the institution was male or female, a Chi square test was performed. Chi square = 10.25 with 5 degrees of freedom,  $p = .07$ . Null hypothesis accepted. (See Table 15)

Table 15

#### Most Serious Problem Obstructing Service

Most Serious Problem	Male Institutions		Female Institutions	
	%	(n)	%	(n)
overcrowding	32.3	(10)	55.6	(10)
funding	38.7	(12)	5.6	(1)
theft/ destruction	16.1	(5)	5.6	(1)
lack of lib staff	3.2	(1)	16.7	(3)
lack admin supp.	6.5	(2)	11.1	(2)
lack of security	3.2	(1)	5.6	(1)
Totals	100	*(31)	100	*(18)

\*49 respondents answered this question

### Sufficient Funding

The next question asked the librarians if they believed the library had sufficient funding to carry out its responsibilities in a satisfactory manner. All librarians from the male and female institutions replied to this question. Fifty-six percent from the male institutions, and fifty-seven percent from female institutions believed they had insufficient funding. Chi square = .00 with 1 degree of freedom,  $p = 1.00$ . Null hypothesis accepted.

### Prison Librarian Professional Activity and Networking

#### Communication of Ideas

The librarians were asked to indicate the methods they used to share ideas with other librarians. The FREQUENCIES procedure of the SPSS-PC test was used to detect their methods of communication. Overall, thirty-one (44.9 percent) of the librarians indicated that they participated in workshops to share ideas. Other categories marked were newsletters, journals, and computer networks. (See Table 16)

Table 16

## Communication of Ideas

Type	% of All Librarians	(n) of All Librarians
Workshops	44.9	31
Newsletters	40.3	27
Journals	18.8	12
Computer Networks	3.1	2
Totals	106*	72

\* Some respondents marked more than one category, therefore, the total exceeds 100 percent.

## Library Personnel

Personnel

This section, based on question number twenty on the questionnaire, dealt with the number and type of personnel in each library. The FREQUENCIES procedure of the SPSS-PC test was used in this analysis. Most libraries had one professional librarian. Inmates working in the library accounted for the majority of the workforce. (See Table 17)

Table 17

## Average Number of Personnel in Library

Type	Male Institutions	Female Institutions
Professional Librarian	1.14	1.00
Library Technicians	1.05	.88
Inmate Personnel	7.69	4.14

## Professional Training, Tenure, and Gender of Librarians

### Professional Training of the Librarian

The librarians were asked to respond to the question of their educational training. Of the seventy-two that responded, twenty-five (34.7 percent) had a masters' degree in library science, followed by those with a bachelor's degree (29.2 percent), and next with a master's degree other than library science (18.1 percent). (See Table 18)

Table 18

### Professional Training of the Librarian

Level of Education	%	(n)
Ph.D. in library science	1.4	1
Ph.D. (other than library science)	1.4	1
Masters in library science <u>and</u> subj masters	6.9	5
Masters in library science	34.7	25
M.A. or M.S. (other than library science)	18.1	13
B.A. or B.S.	29.2	21
Two year degree	1.4	1
Some college	6.9	5
Totals	100.0	72

### Sex of Respondent

Question number twenty-two provided information about the sex of the librarians and whether they were in a male or female institution. The eleven co-ed institutions were excluded. Sixty-one librarians responded to this question. In male institutions there were twenty-one (55.3 percent) male librarians and seventeen (44.7 percent) female librarians for a total of thirty-eight respondents. Of those librarians working in female institutions, five (21.7 percent) were male and eighteen (78.3 percent) female for a total of twenty-three respondents. A Chi square test was performed to determine if the sex of the librarian was related to working in a male or female institution. It was concluded that male institutions are more likely to have male librarians and female institutions are more likely to have female librarians. Chi square = 5.28, with 1 degree of freedom,  $p = .02$ . Null hypothesis was rejected.

### Years in Position

The length of time the librarians had worked in their present position spanned from one year to more than twenty years. The average length of time in position was 5.75 years.

### Additional Comments from Librarians

Several questions on the questionnaire asked the librarians for comments. One question asked of the librarians was whether or not they had any services or program with which they were especially pleased. Interlibrary loan, and legal materials/legal classes received the majority of the responses. (See Table 19)

Table 19

#### Pleased with Services or Programs

Librarians from both Male and Female Institutions were Pleased with:	Number of Responses
Interlibrary loan	20
Legal materials/legal classes	14

**Mentioned three times were;** computerized collections and ethnic programs, i.e. Black history and Black health, ability to accept donations, and overall growth of collection.

**Mentioned twice were;** bookcart service, bookmobile service, booktalks, one mentioned having visiting authors, comfortable facility, computerized collection, library instruction class, literary discussion group, monthly themes in library, periodical collection, service to segregated inmates, staff training, support of educational programs.

**Mentioned once were;** aerobic classes, best sellers, children's collection (encourage mother-child bonding), circulation to all inmates, craft and painting classes, excellent inmate library staff, excellent library collection, legal materials in Spanish, overall acceptance of the library program, programs on careers, national issues, parenting, women's issues, questionnaires to inmates for their library suggestions, slow learner class, special events; Black entertainers contest, video tape loans.

**One additional comment was,** "We place orders for flowers for the men — this is a fun service."

#### Services Librarians Would Change if They Could

When asked what the librarians would change about the library's services if it were possible, they indicated the following responses. (See Table 20)

Table 20

#### Services Librarians Would Change if They Could

Librarians from both Male and Female Institutions would change:	Number of Responses
Would like more materials	17
Would like more staff	12
Would like more space	7
Wanted library open more hours	7
Wanted to computerize library	6
Better legal collection w/assistance	3
Wanted library open more hours	1

In addition to the items in Table 20, each of the following were mentioned once; computers for inmates, more movies and games, quiet study areas, and the purchase of audio visual materials. One librarian wanted, "Everything. Especially — have civilian on duty whenever library is open." Another said, "if at all possible, the library system should be involved with [a] trade program. Inmates need life skills not more punishment."

### Further Comments

The last question asked the librarians if they had anything else to say about their library. Some direct quotes follow: (additional comments in Appendix VI)

"I have almost 10 year's experience in library work (academic, public, and school media). This is my first experience in a prison library and it blew away alot [sic] of my pre-conceived ideas about prisons. In general, the women are avid readers, eager to learn and make the most of their time while incarcerated. It makes my job alot [sic] easier, since I do not have to "drum up" business."

"The work is rewarding because efforts are appreciated."

"In order to work in this kind of situation, one needs a great sense of humor. I think that I have been able to create a hospitable atmosphere for all who come here."

"It is one of the best organized prison library."

"Clean well lighted place that's an interesting place to work."



"Our library has a very good legal section (\$250,000+), however, next to nothing is allocated for other library services."

"It is well supported!"

"The facility here is only six years old. Therefore, the library is a very pleasant place for the inmates to relax and enjoy books, magazines, and newspapers."

"Lots of stress - but also lots of rewards!" "The Department of Corrections Ed. School Library, \_\_\_\_\_ Corrections Center for Women, is a most pleasant, air conditioned facility; open the maximum number of hours permitted by D.O.C. It is well-lighted, carpeted, spacious, and much used by inmates. Materials are current and inmate suggestions considered when purchasing. There is an author-title-subject catalog. There is an active library advisory committee. The institutional library consultant keeps in close contact and offers practical ideas on how to improve our services and acquires free or low cost materials. We are constantly trying to improve in all areas."

"Library resources are frequently used by inmates to file lawsuits against Department of Corrections; this engenders hostile attitudes among some staff."

"Very important to inmates."

One librarian wrote, "inmates that run the library do more than money could buy."

"It's good to leave @ the end of the day."

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Restatement of the Problem and Procedures

The purpose of this study was to compare the resources and services available in men's and women's state prison libraries. It also examined to what extent the librarians who administer services to inmates in the prison facility libraries believed the resources available were adequate in providing library service to the inmates.

Ninety-five questionnaires were mailed, forty-five to female and fifty to male institutions followed by a second request three weeks later. A total of seventy-three questionnaires were returned and analyzed. A questionnaire was mailed to all women's institutions in the United States, but not all responded. The men's institutions were treated as a random sample of the population.

#### Summary and Conclusions

Even though most of the librarians queried in the study believed they were meeting their goals and objectives, it is evident that there were differences in the resources and services provided in men's as compared with women's institutions.

### Differences Between Men's and Women's Prison Libraries

The results of this study seemed to indicate that the majority of the differences between men's and women's prison libraries appear to be based on the size of the institution. Some of the outstanding differences were:

It was shown that men's institutions had much larger inmate populations than women's institutions. Surprisingly, men's prison libraries had only slightly more books and journals than women's institutions, but because of the smaller number of inmates in women's prisons, women had many more resources (books and journals) available per inmate than men.

Results also indicated that more men's than women's institutions had law libraries separate from the general library. This finding was not unexpected since the availability of legal materials is a federal law, and institutions with large populations would require the space to accommodate multiple copies of case law materials with appropriate workspace. Since most institution libraries were housed in small rooms, law materials either gradually took over the space of the general reading materials, or a separate law library was established.

It was discovered that inmates in men's institutions had more photocopying services available than women. This finding was expected due to the larger population of inmates in men's institutions. The greater the population, the more likely it should be that additional photocopying services for personal legal research would be required.

It was concluded that men's facilities had more inmates visit the library per day, which was not unexpected considering the larger number of inmates in men's prisons.

Librarians in men's institutions indicated that a lack of funding was the major problem that affected their ability to provide service to the inmates.

Librarians in women's institutions indicated that their collections were outdated and their legal collections were inadequate. This suggests several questions: When funding is one of the least serious problems in women's institutions, what prohibits the purchase of up-to-date legal materials? Librarians in female institution libraries perceived their legal collections to be inadequate. On the other hand, the female inmates were satisfied with the services the library was able to provide. Do women generally have shorter sentences than men and therefore have no need to challenge the system, or are men more challenging when it comes to legal research? Is it because their most serious problem is overcrowding which may result in little space for adding materials? Would they have to relinquish space used by their general library collection to provide additional shelving for more legal materials? As suggested in the literature, in some prison libraries the general library collection is diminishing to make room for legal materials.

Findings showed that women's institutions received many more gift books than men's institutions. No explanation for this was apparent from the comments by librarians. If it is assumed that librarians in female institutions have more time because of fewer inmates, do they actively go out to pursue gift books and donations? Is there some gender based notion that women are more conditioned for rehabilitation than men and therefore receive more gift books? Or, do donors simply have more sympathy for women behind bars?

Data indicated that women's institution libraries had more services available than men's institutions. This could be attributed to the smaller size of women's institutions with fewer inmates to serve, which may have afforded the librarian the necessary time to prepare displays, book talks, workshops, and reading programs. Or, do librarians who are generally female in female institutions, expend more energy than male librarians to make these services available?

It was shown that women's institutions had more affiliation with local public libraries than men's institutions. Once again, it

could be attributed to the number of inmates requiring services, or to the fact that there were more dedicated professionals in female institutions.

The results indicated that women inmates were allowed significantly more interlibrary loan use than male inmates. Interlibrary loan is a very time-consuming service which has an additional burden in an institutional setting. The librarian, upon receipt of materials on interlibrary loan, must check the physical condition of the items as well as check for contraband. The inspection must be repeated before items are returned to the lending institution.

In men's institutions the foremost problem librarians perceived in providing service to the inmates was funding; in women's institutions it was overcrowding. In most instances it was not clear if the library and library collection was overcrowded, or if the librarians believed there were too many inmates for the size of the prison facility.

It was reported that male institutions were more likely to have male librarians and female institutions more likely to have female librarians. It was also found that more librarians in female institutions were very dissatisfied with the library services they were able to provide. Since the majority of librarians in women's institutions are female, does this mean that female librarians have higher expectations than male librarians? Do women have more interest in providing services to the inmates than male librarians, and therefore, are they more dissatisfied with what they can offer?

### Similarities Between Men's and Women's Prison Libraries

This study provided evidence that there were outstanding similarities between the men's and women's prison libraries in terms of the overall size of the collections, and resources such as games, posters, newspapers, and reading lists.

Data from this study supported the literature in that librarians in both men's and women's institutions viewed theft as

their most serious problem. In fact, one librarian from a women's institution commented that she would like to stop subscriptions to all journals because they were a waste of money. She said the minute a journal was put on the rack it disappeared, never to be seen again.

Additional problems common to both male and female institutions were reported to be: destruction of materials, illiterate inmates, overdue books, outdated collections, and insufficient supervision in the library.

It was clear from the data received that the majority of the workforce in both male and female prison libraries was provided by inmates. One of the comments made by several librarians was the need for more trained, non-inmate library staff.

The majority of librarians in both men's and women's institutions believed they were able to support their goals and objectives, specifically in the areas of recreational reading, self-improvement needs, and materials to supplement the prison education programs. Most of the librarians were satisfied with the services they were able to provide and believed the greatest proportion of inmates were also satisfied with the services.

Data indicated that most of the institutions purchased their case law materials. The majority of legal assistance for inmates was by other inmates (jailhouse lawyers), followed by assistance from attorneys and then librarians.

As stated previously, it was quite apparent from the data and additional comments from the open-ended questions that librarians in both male and female institutions were dissatisfied with their budget.

## Conclusions

As noted in the review of literature, interest in correctional institution libraries has increased slowly throughout the years. Over the last few years there has been a growing interest in determining what part, if any, prison libraries play in the education and possible rehabilitation of inmates. Is there a relationship between "men's" and "women's" capacity for possible rehabilitation and the disparity of gifts and library services available in men's and women's prison facilities? In light of the findings of this study and from the literature review, the following could be questioned: What is the relationship between gender based assumptions about "men" and "women" and the disparity in men's and women's prisons?

From the responses of some of the librarians it is obvious that there should be more instruction available on prison librarianship for students in library school. Prior to their first day of work in a prison library, which does not often include training with the previous librarian, new librarians must understand many specific guidelines in working with inmate library staff, how to deal with censorship, security matters, and other considerations which are not common to general librarians.

This survey concurred with the literature with respect to prison librarians spending an average of five years at their position. Why is this? Are they moving to other institutional libraries or changing to another area of librarianship? If so, is this indicative of promotion or dissatisfaction with the library? Was it because of lack of support staff? It was also noted from the responses that there was a definite lack of support from prison administrators, and that librarians were not included in the managerial structure of the institution. Are there structural antagonisms between the librarians and prison administrators because the wardens are concerned with security matters of the

institution rather than focusing on library issues? Why are these professionals banned from management decisions? Librarians in correctional institutions should be afforded the same status as the director of a public library and should be working with, rather than for, the other professionals in the prison facility. Librarians must be assertive, but at the same time foster good communication with the administrators. Many administrators appear to be unaware of services available to them and their staff through the library such as interlibrary loan, online searching, and statistical tools that could aid in their budgeting and other administrative responsibilities. There is a saying among many in the library profession, "librarians should get out of the toolbox and into the driver's seat!" But how should they accomplish this? Librarians cannot sit back and wait for recognition. They must take the responsibility for making prison administrators, educators, law officials, and the general public aware of the value of a prison library. This can be accomplished by attending public meetings, publishing in scholarly journals, bringing the results of studies such as this to the attention of state library groups, the American Library Association, the American Correctional Association, and state government officials.

The initial analysis looked at a comparison of resources and services in men's and women's institutions, but not specifically with regard to comparing like-size institutions. On the average, men's institutions tended to be larger than women's institutions. It was not clear if the resulting differences from the analysis of the data were due to the gender of the population or the size of the population. In order to resolve this question, the data were reanalyzed by comparing men's and women's institutions while holding the size of the institutions constant. This analysis examined the materials and services that indicated a significant difference or an outstanding difference in the previous analysis. Since there were relatively few male and female institutions in each category, it was not possible to perform tests of significance.



In order to compare the institutions by size they were divided into size categories. There were fifteen male institutions and thirteen female institutions of comparable size that could be sorted for analysis. (Appendix VII, Table 21)

Data indicated that females had considerably more books than males in the twenty institutions with 200-599 inmates. In the 600-799 category, men's institutions had more books than female's institutions, but it must be noted that there were only two institutions in each category for comparison. It was shown that when books per inmate were compared by size of institution, females continued to have more books per inmate in four of the six size categories. (Appendix VII, Table 22)

It was discovered in the comparison of institutions by size that female institution libraries had more journal subscriptions than male institutions in four of the six categories by size. This was consistent with the previous analysis. (Appendix VII, Table 23)

Data showed that in institutions with 200-299 and 500-599 inmates, males received more gift books than females. But, in agreement with the initial analysis, female institutions overall received more gift books than male institution libraries.

Librarians from the three male institutions in the 200-299 size category reported that between 11-50 inmates visited their library each day, which was the same for three of the four female institutions. The fourth female institution reported that 51-100 inmates visited the library each day. Both the male and female institutions in the size categories of 300-399 and 700-799 inmates had the same number of visits by inmates to their libraries each day. Female institutions had more inmates visit the library in the 400-499 range, and males had more at the 500-599 and 600-699 range. The previous analysis indicated that male institution libraries had more inmate visits per day than libraries in female institutions, which held true for this analysis as well. (Appendix VII, Table 25)

It was concluded in the prior analysis of data that female institutions had significantly more cassettes, unlimited

interlibrary loans, and more book talks available for the inmates. Results of analysis by size of institution showed that female institutions tended to have more of these materials and services available than male institutions. (See Appendix VII, Tables 26-28)

The analysis by size of institution reiterated dissatisfaction in the female institutions with regard to inadequate legal collections. Dissatisfaction was from librarians in institutions with 300-399 and 700-799 inmates. None of the librarians in male institutions indicated dissatisfaction, which concurred with the prior results. (Appendix VII, Table 29)

The previous analysis showed that female institutions had more of the following materials and services than male institution libraries: games, state funded interlibrary loan, services for staff, reading programs, workshops, reading lists, displays, and bookcarts. The analysis controlling for-size of institution did not necessarily contradict the findings of the main analysis regarding these dependent variables. (Appendix VII, Tables 30-37)

Results of the data showed that when the problems of insufficient funding and overcrowding in like-size institutions were analyzed, funding remained a more serious problem in male institutions and overcrowding continued to be a more serious problem in female institutions. (Appendix VII, Table 38 - 39)

Due to the small numbers of men's and women's prisons with inmate populations of comparable size in the sample in this study, the results of the analysis controlling for size must be interpreted with caution. The most that can be said is that, overall, the results do not clearly contradict the findings pertaining to the major differences between men's and women's prison libraries reported in Chapter IV.

## Recommendations

Based on the review of the literature during the course of this study, it became apparent that the need existed to increase the body of knowledge relevant to problems faced by prison librarians. In order to further expand this body of knowledge and to continue the effort to learn more about prison librarians and libraries, the following research is recommended:

1) Although difficulties might be encountered, a similar survey of the inmates of the studied institutions would be valuable to compare their assessment of library resources and services with those of the librarians from this study.

2) Even though most of the librarians queried in the study believed they were meeting their identified objectives, further studies could suggest the rehabilitation values of a good library system by investigating the quality of the library and recidivism of inmates at a specific institution.

3) In contrast with male librarians in male institutions many librarians in female institutions (usually female) were very dissatisfied with the services they were able to provide. This issue could be the focus of further study.

4) Unknown to this researcher at the time, a similar survey by the American Library Association directed at prison librarians had recently been distributed. A comparison of their survey results and this study is recommended.

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## APPENDICES

## APPENDIX 1

### LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961. June 27, 1967 and January 23, 1980, by the ALA Council.



## APPENDIX II

## RESOLUTION ON PRISONERS' RIGHT TO READ

WHEREAS, The right to read is a fundamental concern of the American Library Association, and

WHEREAS, Censorship is a problem for many prisoners and for librarians providing materials and information for prisoners, and

WHEREAS, Several states have statutes or regulations regarding prisoners' right to read, as California Penal Code Section 2601 (c), which provides that prisoners have the right: to purchase, receive, read, and permit other inmates to read any and all legal materials, newspapers, periodicals, and books accepted for distribution by the United States Post Office, except those which describe making of any weapon, explosive, poison or destructive device. Nothing in this section shall be construed as limiting the right of prison authorities (1) to open and inspect any and all packages received by an inmate, and (2) to establish reasonable restrictions as to the number of newspapers, magazines and books that the inmate may have in his cell or elsewhere in the prison at one time.

NOW THEREFORE BE IT RESOLVED, That the American Library Association urges that legislation and/or administrative regulations similar to California Penal Code Section 2601 (c) be secured in all states without such provisions,

AND BE IT FURTHER RESOLVED, That the American Library Association shall transmit a copy of this resolution to the Intellectual Freedom and Legislation Committees of all ALA State Chapters, urging them to work with agencies and persons concerned with prisoners' right to read to secure similar legislation and/or administrative regulations.

Adopted by the Association of Specialized and Cooperative Library Agencies Executive Board, January 26, 1982.

## APPENDIX III

## THE PRISON LIBRARIAN, THE LINK IN YOUR INFO CHAIN\*

Librarians can make a valuable contribution to your Correctional Management Team. The prison Librarian acts as a broker between people with information needs and the agencies with the resources to address these needs. The Librarian can help you to manage information to support planning and decision making in your organization.

Each of the divisions in your institution need specialized information that will allow them to function effectively. The Library or Information Center is the place where information is organized and available for access by everyone.

The Librarian can assist ADMINISTRATION in the everyday operation of an institution, the planning process, and in the accreditation and certification process. The Librarian can maintain on site information and access data bases for criminal justice and legal information; materials on personnel, staff development, training, job advancement preparation, correctional agencies in other states, programs in other states.

The Librarian can assist EDUCATION by selection of:

- 1) life long learning resources for non-student residents
- 2) educational technology
- 3) staff development materials for education personnel
- 4) materials in support of education curriculum
- 5) audio-visual resources
- 6) leisure materials on different levels of literacy

The Librarian can assist RECREATION by:

- 1) providing inmates with constructive opportunities for use of their leisure time with minimal supervision
- 2) bringing cultural experiences to the population
- 3) making available rule books for sports and refereeing
- 4) circulating physical fitness materials
- 5) arranging audio-visual programs

The Librarian can assist VOLUNTEER SERVICES by researching:

- 1) sources of volunteers
- 2) information on recruiting and training
- 3) outside funding sources
- 4) names and addresses of organizations to help with volunteer services

The Librarian can assist SOCIAL WORK AND CLASSIFICATION by finding:

- 1) information on criminology, psychology of the offender, testing and measurement
- 2) re-entry programs - organizations and agencies to assist clients upon release
- 3) resources for prescriptive inmate self-actualization

The Librarian can assist HEALTH CARE PROVIDERS by acquiring:

- 1) health care information to which patients can be referred (books, pamphlets, films, tapes)
- 2) access to current medical information
- 3) preventive health care information

The Librarian can assist LINE STAFF by collecting:

- 1) information to assist with career advancement
- 2) materials on coping with stress and other job related matters
- 3) information on outside organizations and agencies and referring staff to community resources

The Librarian can assist PRISON INDUSTRIES, VOCATIONAL EDUCATION PROGRAMS, WORK RELEASE by finding:

- 1) trade journals, marketing and production information via interlibrary loan
- 2) career opportunity information related to trades
- 3) career exploration, job opportunities, resume writing, wage and salary information and training materials for use with inmates
- 4) addresses and information on potential business and industry employers

The Librarian can assist in aiding in the management and habilitation of SPECIAL POPULATIONS by having available:

- 1) materials for use by the physically and visually handicapped in a broad variety of formats
- 2) information on legislation and standards addressing the needs of special populations
- 3) specialized service modes to bring resources to areas of confinement

The Librarian does not have to purchase resources to make them available to you. It is important to remember that the library is an access point. The librarian is trained to acquire information through national interlibrary networks and online data base searches.

\*Prepared by: Institution Libraries Committee. American Correctional Association, 6/85

## APPENDIX IV

AMERICAN CORRECTIONAL ASSOCIATION'S STANDARDS  
FOR ADULT CORRECTIONAL INSTITUTIONS, 2ND EDITION

## INMATE RIGHTS

*2-4323 Written policy and procedure ensure the right of inmates to have access to courts. (Essential)*

**DISCUSSION:** The inmates right to have access to the courts minimally provides that inmates have the right to present any issue, including challenging the legality of their conviction or confinement; seeking redress for illegal conditions or treatment while under correctional control; pursuing remedies in connection with civil legal problems; and, asserting against correctional or other government authority any other rights protected by constitutional or statutory provision or common law. Inmates seeking judicial relief are not subjected to reprisals or penalties because of the decision to seek such relief.

*2-4326 Written policy and procedure provide for the right of inmates to have access to an appropriate law library and to supplies and services related to legal matters. The law library includes, at a minimum, relevant and up-to-date constitutional, statutory and case law materials, applicable court rules, and practice treatises. When an inmate is unable to make meaningful use of the law library alone, additional assistance necessary for effective access is provided. (Essential)*

**DISCUSSION:** The constitutional right of access to the courts requires that, when requested, inmates receive assistance from persons with legal training, law school legal assistance programs, the public defender's office and law library facilities. As suggested by state court rulings, the law library should include, at a minimum: state and federal constitutions, state statutes and decisions, procedural rules and decisions and related commentaries, federal case law materials, court rules and practices, treatises, and legal periodicals and indexes.

*2-4327 Written policy and procedure provide inmates access to paper, typewriters, or typing service, and other supplies and services related to legal matter. (Essential)*

**DISCUSSION:** The institution should make reasonable efforts to assist inmates with the preparation and processing of their legal documents. Items such as paper, typewriters or typing service, and carbon paper should be provided all inmates upon request and should be available free of charge to indigent inmates.

## LIBRARY SERVICES

*2-4442 The institution maintains and/or provides access to comprehensive library services which include, but are not limited to, a reference collection which includes general and specialized materials, and planned and continuous acquisition of materials to meet the needs of the institutional staff and inmates. (Essential)*

**DISCUSSION:** The institution's library service should be comparable to a public library, providing the following: logical organization of materials for convenient use; circulation of materials to satisfy the needs of users; information services to locate facts as needed; a reader's advisory service that helps provide users suitable materials; promotion of the uses of library materials through publicity, book lists, special programs, book and film discussion groups, music programs, contests and other appropriate means; a congenial library atmosphere; and audio-visual materials for educational and recreational purposes. The reference collection is vital, particularly specialized materials such as reintegration, survival, prerelease, vocational and educational information. See the guidelines developed by the American Correctional Association/American Library Association Joint Committee on Institution Libraries.

*2-4443 Written policy defines the principles, purposes and criteria used in selection and maintenance of library materials. (Essential)*

**DISCUSSION:** Library materials should be selected to meet the educational, informational and recreational needs of the inmates. They should be easily accessible and regulated by a system that prevents abuse.

*2-4444 The institutional staff or parent agency conducts an annual evaluation of the library services program against stated performance goals and objectives. (Essential)*

**DISCUSSION:** The evaluation should be conducted annually and the results submitted to the warden/superintendent. This process will help provide justifications for budget requests and ensure that library services are run effectively and efficiently.

*2-4445 There is a systematic approach for determining the library service needs of the inmate population at least annually. (Important)*

**DISCUSSION:** Library materials should be relevant to the needs and interests of the inmate population. They should reflect the different reading levels, languages, special interests and ethnicities of the inmates. Library service needs can be determined through assessment surveys and a library advisory committee composed of individuals from all institutional components, including the inmate population.

*2-4446 Library services are available daily, including evenings and weekends. (Essential)*

**DISCUSSION:** The availability of library services is particularly important under conditions of confinement. Therefore, there should be no restrictions on access to library services and facilities. Library services should be provided at prime program hours as well as at times which do not compete with work assignments, visitation, counseling or other programs. Every inmate should have access to library services.

*2-4447 The library participates in interlibrary loan programs. (Important)*

**DISCUSSION:** Participation in interlibrary loan programs with local and state public library systems can increase the materials available to inmates without increasing acquisition expenses.

*2-4448 The institution has a qualified staff member who coordinates and supervises library services. (Essential)*

**DISCUSSION:** This position may be full or part-time. If this person is not a trained librarian, he/she should receive training in the provision of library services.

*2-4449 There is available to the institution a person with a Master of Library Science degree who assists in coordinating and supervising library services and is responsible for training of all library staff. (Essential)*

DISCUSSION: There should be a qualified librarian available to assist the staff member who coordinates and supervises library services in the institution.

*2-4450 Written policy and procedure provide for the selection, training and use of inmates as library assistants. (Essential)*

DISCUSSION: In order to provide adequate access to library services, inmates should be used as library assistants and trained in library operation by the librarian. Selected inmates can be used as circulation clerks and acquisition and technical processing clerks.

*2-4451 The personnel requirements for the provision of library services are systematically determined so as to ensure inmates access to staff and services. (Essential)*

DISCUSSION: Library staff should be available in proportion to inmate needs, with most staff assigned at peak use periods. This is essential to acquaint inmates with library resources and their uses. The American Correctional Association/American Library Association Joint Committee on Institution Libraries has established staff/inmate ratios that may be useful in determining the number and type of library personnel required.

## APPENDIX V

### HISTORY OF PRISON LIBRARY EVENTS

The following is a chronological survey of some of the most important events in prison library history.

1911 - The American Library Association (ALA) forms a committee on Libraries in Federal Prisons.

1915 - The first edition of ALA's Manual for Institutional Libraries. The prison library is part of the institutional education program.

1929 - The beginning of the Federal Prison Library System.

1930 - The federal government reorganized its prisons and some states attempted to model theirs after the federal example.

1931 - The penal institutions of the U.S. have only one library-school-trained librarian at this time.

1932 - The American Library Association Committee on Libraries in Correctional Institutions published the Prison Library Handbook.

1941 - The American Prison Association established a Committee on Institutional Libraries.

1944 - The California Legislature passed a Prison Reorganization Act creating a Department of Correction whose objective it was to carry out a unified program for the study and rehabilitation of inmates.

1946 - The American Correctional Association (ACA) published the Manual of Correctional Standards (1966, p.506). These standards became the basis of most prisons. In the chapter on library services, the manual states that correctional institutions include in their policy statements, as a preface to the Library Bill of Rights, the following:



Libraries in a correction situation have a clear responsibility to support, broaden, and strengthen the institution's total rehabilitation program. The library should contain the free expressions of men in order to provide the individual inmate with an opportunity to study and evaluate materials in the light of his needs. The library program should provide an opportunity for education, information and recreation.

1950 - The Committee on Institution Libraries of the American Prison Association published a Library Manual for Correctional Institutions, a handbook of library standards and procedures for prisons, reformatories for men and women, and other adult institutions.

1956 - The Association of Hospital and Institution Libraries (AHIL) was founded. The name has since been changed to the Health and Rehabilitative Library Services Division (HRLSD).

1959 - The survey on the conditions of correctional institutions is conducted under the auspices of the ACA.

1965 - The American Correctional Association and the Association of Hospital and Institutional Libraries participated in a jointly sponsored inventory of library resources in correctional institutions for the ALA publication, National Inventory of Library Needs.

1965 - The AHIL survey of prison library needs, based on 294 institutions around the country, found that the nation's state prison library system is more than one million books below the minimum standards. Staffing was even more deficient; only a quarter of the libraries have professionally trained librarians working even part time.

1966 - The Title IV-A of the Library Services Construction Act (LSCA) provided to the states, on a matching basis, funds to establish or improve library service in state institutions. Funds could be spent for staff, materials, or equipment. Each state was required to survey present library service in its own state institutions, define standards and plan for meeting these standards.

1970 - The new LSCA consolidated state institutional services into the general provisions of Title I (Public Library Services), stipulating that spending for state institutional services be no less than it was in fiscal year 1969.

1971 - The organization of two groups, 1) BLFI, the Black Liberation Front International and 2) ALERTS, the Associated Library and Educational Research Team for Survival. Both were formed to bring attention to the need for Black and ethnic material.

1971 - The Association of American Publishers (AAP) began its project of Books for Prisoners. This was also the year of the Attica riot. Because of it there came an awareness of the need for books in prisons.

1971 - (June) — The Legal Services to Prisoners Committee was set up by the American Association of Law Libraries.

1971 - (August) The American Correctional Association established a Committee for the Provisions of Legal Research Materials for Prisoners.

1971 - (November) — The Supreme Court ruled on Nov 8, 1971, that indigent prisoners have a right to adequate law libraries.

1972 - The U.S. Office of Education made a grant to the Institute of Library Research (University of California, Berkeley) to support a survey of library and information problems of prison populations.

1973 - The Subcommittee of the Resources and Technical Services Division, Cataloging and Classification System. (RTSD/CCS) on Subject Headings for Correctional Materials was established to investigate whether there was a need for new or revised subject headings for correctional materials.

1973 - (November) — The Bishops of the U.S. published a formal statement; The Reform of Correctional Institutions in the 1970's.

1974 - The Bibliotherapy Committee of the HRLSD Health and Rehabilitative Library Services Division formed a Research Subcommittee which produced a rough draft of a proposal for

research in bibliotherapy in correctional programs, based on ideas of an informal group of librarians, psychologists, correctional personnel and others from Illinois, Indiana, and Wisconsin.

1974 - (October) — The first issue of the Newsletter, Inside-Outside. Its aim is to exchange information about programs inside and outside the institutions.

\*The above history was compiled by Jean Marie Zabel of the City Hall, Legislative Reference Bureau, Milwaukee, WI.<sup>50</sup>

1979 - The Public Library Mission Statement and its Imperatives for Service. ALA, 1979.

1980 - (January) American Library Association. Library Bill of Rights. Revised version accepted by the ALA Council. January 23, 1980.

1981 - Library Standards for Adult Correctional Institutions  
In addition to the federal standards, individual states have written standards for their own institutions.

1984 - Library Omnibus Bill. This bill separated funding for public libraries from monies for correctional institutions.

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<sup>50</sup> Zabel, p. 1.

## APPENDIX VI

## COMMENTS FROM LIBRARIANS

"I feel that this library could be expanded in the general section."

"It operates very well considering all the unique problems that it encounters over a years' time. Perhaps the general library section could be expanded."

"We could use more space, more books, but on the whole, this is a pretty good library."

"I have had a full-time job for eight years working 1/2 time in two correctional facilities. The income is decent and I have met many good staff workers. My professional satisfaction comes from my part time reference work."

"We are automating systems for circulation and for regional networking."

"Improvements will be visible and evident by July 1, 1990."

"We have an on-going struggle with security, which is normal for state."

"Of the 1,190 inmates, we average over 750 entering our doors during an 8 hour day. We have nearly 900 inmates who have asked for library cards which enable them to check material out of the library."

"Like most prison libraries in the state of \_\_\_\_\_ we are a branch of the state library, and librarians are employees of the state library."

"For a small library, we have an excellent collection due to careful selection and a relationship with the state library system. This library is geared toward patients at a mental hospital, however."

"We are a legal library only. Paperback books are kept in all living area under no supervision."

"In the process of remodeling. Have made many improvements here in 9 years."

"The library has a potential for growth. I plan a large outreach program to draw inmates into our facility."

"We need one. The women of \_\_\_\_\_ need a women's prison that is adequate. The legislature is working on it."

"We are working on it. I have made it a policy not to add gifts that are not needed and heavily weeded the collection. Just because this is a jail, we can't let people give us their "donations" instead of putting them in the garbage."

"We operate 6 libraries within the institution. 5 are in maximum security to include ad seg area. We also operate 3 law libraries w/paralegals."

"Its a multiuse area."

"More money!"

## Appendix VII

## TABLES BY SIZE OF INSTITUTIONS

Table 21

## Size and Type of Institution

Size of Institution (numbers of inmates)	Number of Male Institutions	Number of Female Institutions
200 - 299	3	4
300 - 399	1	3
400 - 499	2	1
500 - 599	3	3
600 - 699	2	2
700 - 799	2	2
Total	13	15

Table 22

Average Number of Books by Size and Type of Institution  
and Average Number of Books per Inmate

Size of Institutions (number of inmates)	Male Institutions		Female Institutions	
	(n) per Inst..	(n) per Inmate	(n) per Inst.	(n) per Inmate
200 - 299	2150	9	8019	32
300 - 399	4960	14	7267	21
400 - 499	4250	9	10,961	24
500 - 599	5133	9	5551	10
600 - 699	7750	12	3250	5
700 - 799	9250	12	7229	10

Table 23

**Average Number of Journal Subscriptions  
by Size and Type of Institution**

Size of Institution	Male Institutions	Female Institutions
(numbers of inmates)	(n) of Jnl. Subs	(n) of Jnl. Subs
200 - 299	10	32
300 - 399	29	45
400 - 499	17	1
500 - 599	14	28
600 - 699	50	25
700 - 799	20	57

Table 24

**Average Number of Gift Books per Year per Institution and  
Average Number of Gift Books per Year per Inmate  
by Size and Type of Institution**

Size of Institutions (number of inmates)	Male Institutions		Female Institutions	
	(n) per Inst..	(n) per Inmate	(n) per Inst.	(n) per Inmate
200 - 299	1305	5	160	.64
300 - 399	150	.43	833	2.4
400 - 499	150	.33	300	.67
500 - 599	143	26	65	.12
600 - 699	100	.15	480	.74
700 - 799	1100	1.5	2000	2.7

Table 25

**Average Number of Inmates Visiting the Library Each Day  
by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions			Female Institutions		
	(n) <sup>1</sup>	(n) <sup>2</sup>	(n) <sup>3</sup>	(n) <sup>1</sup>	(n) <sup>2</sup>	(n) <sup>3</sup>
200 - 299	(3)	11 - 50	(3)	(3) (1)	11 - 50 51 - 100	(4)
300 - 399	(1)	11 - 50	(1)	(3)	11 - 50	(3)
400 - 499	(2)	11 - 50	(2)	(1)	101 - 200	(1)
500 - 599	(2) (1)	11 - 50 51 - 100	(3)	(3)	11 - 50	(3)
600 - 699	(1) (1)	51 - 100 101 - 200	(2)	(1) (1)	11 - 50 101 - 200	(2)
700 - 799	(1) (1)	51 - 100 101 - 200	(2)	(1) (1)	51 - 100 101 - 200	(2)

1 Number of institutions reporting in that size category

2 Range of the numbers of inmates visiting the library per day

3 Total number of institutions in that size category



Table 26

**Percent Reporting the Availability of Cassettes  
by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	0	(3)	75	(4)
300 - 399	100	(1)	67	(3)
400 - 499	0	(2)	0	(1)
500 - 599	33	(3)	67	(3)
600 - 699	0	(2)	0	(2)
700 - 799	0	(2)	50	(2)

%is the percent of the total number of reporting institutions in that category that have cassettes

(n) is the total number of institutions in that size category

Table 27

**Percent Reporting the Availability of Unlimited Interlibrary  
Loan Requestsby Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	67	(3)	100	(4)
300 - 399	100	(1)	100	(3)
400 - 499	50	(2)	100	(1)
500 - 599	33	(3)	100	(3)
600 - 699	50	(2)	50	(2)
700 - 799	50	(2)	100	(2)

%is the percent of the total number of reporting institutions in that category that have unlimited interlibrary loan requests

(n) is the total number of institutions in that size category

Table 28

**Percent Reporting the Availability of Book Talks  
by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	0	(3)	25	(4)
300 - 399	0	(1)	33	(3)
400 - 499	0	(2)	0	(1)
500 - 599	0*	(3)	0	(3)
600 - 699	0	(2)	50	(2)
700 - 799	0	(2)	50	(2)

% is the percent of the total number of reporting institutions in that category with the availability of book talks  
(n) is the total number of institutions in that size category

Table 29

**Percent Reporting Inadequate Legal Collections  
by Size and Type of Institutions**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	0	(3)	0	(4)
300 - 399	0	(1)	33	(3)
400 - 499	0	(2)	0	(1)
500 - 599	0	(3)	0	(3)
600 - 699	0	(2)	0	(2)
700 - 799	0	(2)	50	(2)

% is the percent of the total number of reporting institutions in that category with inadequate legal collections  
(n) is the total number of institutions in that size category

Table 30

**Percent Reporting the Availability of Games  
by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	0	(3)	0	(4)
300 - 399	0	(1)	33	(3)
400 - 499	50	(2)	0	(1)
500 - 599	0	(3)	33	(3)
600 - 699	50	(2)	0	(2)
700 - 799	0	(2)	50	(2)

% is the percent of the total number of reporting institutions in that category with games available

(n) is the total number of institutions in that size category

Table 31

**Percent Reporting the Availability of State Funded  
Interlibrary Loan by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	100	(3)	50	(4)
300 - 399	100	(1)	100	(3)
400 - 499	50	(2)	100	(1)
500 - 599	100	(3)	100	(3)
600 - 699	100	(2)	100	(2)
700 - 799	100	(2)	100	(2)

% is the percent of the total number of reporting institutions in that category with the availability of state funded interlibrary loans

(n) is the total number of institutions in that size category

Table 32

**Percent Reporting the Availability of Services for Staff  
by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	100	(3)	75	(4)
300 - 399	0	(1)	67	(3)
400 - 499	50	(2)	100	(1)
500 - 599	67	(3)	100	(3)
600 - 699	100	(2)	50	(2)
700 - 799	50	(2)	100	(2)

% is the percent of the total number of reporting institutions in that category with the availability of services for staff  
(n) is the total number of institutions in that size category

Table 33

**Percent Reporting the Availability of Reading Programs  
by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	0	(3)	25	(4)
300 - 399	100	(1)	0	(3)
400 - 499	0	(2)	100	(1)
500 - 599	33	(3)	33	(3)
600 - 699	50	(2)	50	(2)
700 - 799	0	(2)	50	(2)

% is the percent of the total number of reporting institutions in that category with the availability of reading programs  
(n) is the total number of institutions in that size category

Table 34

**Percent Reporting the Availability of Workshops on Subjects  
of Interest to Inmates by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	0	(3)	0	(4)
300 - 399	0	(1)	67	(3)
400 - 499	0	(2)	100	(1)
500 - 599	33	(3)	0	(3)
600 - 699	50	(2)	50	(2)
700 - 799	50	(2)	50	(2)

% is the percent of the total number of reporting institutions in that category with the availability of workshops  
(n) is the total number of institutions in that size category

Table 35

**Percent Reporting the Availability of Reading Lists  
by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	33	(3)	0	(4)
300 - 399	100	(1)	67	(3)
400 - 499	0	(2)	100	(1)
500 - 599	33	(3)	33	(3)
600 - 699	50	(2)	50	(2)
700 - 799	0	(2)	50	(2)

% is the percent of the total number of reporting institutions in that category with the availability of reading lists  
(n) is the total number of institutions in that size category

Table 36

**Percent Reporting the Availability of Displays  
by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	33	(3)	50	(4)
300 - 399	0	(1)	67	(3)
400 - 499	0	(2)	100	(1)
500 - 599	33	(3)	67	(3)
600 - 699	50	(2)	100	(2)
700 - 799	0	(2)	50	(2)

% is the percent of the total number of reporting institutions in that category with the availability of displays

(n) is the total number of institutions in that size category

Table 37

**Percent Reporting the Availability of Bookcarts  
by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	33	(3)	75	(4)
300 - 399	100	(1)	100	(3)
400 - 499	0	(2)	0	(1)
500 - 599	100	(3)	0	(3)
600 - 699	100	(2)	100	(2)
700 - 799	100	(2)	100	(2)

% is the percent of the total number of reporting institutions in that category with the availability of bookcarts

(n) is the total number of institutions in that size category

Table 38

**Percent Reporting Insufficient Funding as Most Serious Problem by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	33	(3)	25	(4)
300 - 399	0	(1)	0	(3)
400 - 499	0	(2)	0	(1)
500 - 599	33	(3)	0	(3)
600 - 699	50	(2)	0	(2)
700 - 799	100	(2)	0	(2)

% is the percent of the total number of reporting institutions in that category with insufficient funding as their most serious problem  
(n) is the total number of institutions in that size category

Table 39

**Percent Reporting Overcrowding as Most Serious Problem by Size and Type of Institution**

Size of Institution (numbers of inmates)	Male Institutions		Female Institutions	
	%	(n)	%	(n)
200 - 299	67	(3)	25	(4)
300 - 399	0	(1)	67	(3)
400 - 499	50	(2)	100	(1)
500 - 599	0	(3)	0	(3)
600 - 699	50	(2)	50	(2)
700 - 799	0	(2)	50	(2)

% is the percent of the total number of reporting institutions in that category with overcrowding as their most serious problem  
(n) is the total number of institutions in that size category

Appendix VIII

COVER LETTER

QUESTIONNAIRE

CRITIQUE OF QUESTIONNAIRE



William Jasper Kerr  
Library



Kerr Library 121  
Corvallis, OR 97331-4501

April 4, 1990

Correctional Facility  
P.O. Box 400  
Somewhere, USA 973009

Dear Librarian:

Prison libraries within America's prisons play an important part and can be a valuable support in the lives of many men and women. An evaluation of resources and services available to inmates in prison libraries is the research topic for my master's thesis at Oregon State University. I am working on an interdisciplinary degree encompassing the areas of sociology, anthropology, and women's studies which are also my collection development areas as a reference librarian at OSU.

As part of this evaluation, questionnaires are being distributed to the librarians in charge of the prison libraries to gather the necessary data for the project. This questionnaire is to help determine the type of resources available at each prison and to identify useful programs effective in serving the inmates.

Please take time to fill out this questionnaire and feel free to make comments (which will remain anonymous), and return it in the stamped, self-addressed envelope. Please let me know if you would like to receive a summary of the results of the survey.

Thank you for your help.

Sincerely,

Judith A. Glenn  
Reference Librarian

# LIBRARY RESOURCES SURVEY

1. How many male and female inmates do you have in your facility?

INMATES

- a. \_\_\_\_\_ ..... MALES
- b. \_\_\_\_\_ ..... FEMALES

2. What size is your library collection?

- a. \_\_\_\_\_ NUMBER OF BOOKS
- b. \_\_\_\_\_ NUMBER OF JOURNAL SUBSCRIPTIONS

3. On the average, how many gift books do you receive per year?

\_\_\_\_\_ NUMBER OF GIFT BOOKS

4. Are you affiliated with a local public library for use of their collection? (Circle one number)

- 1 YES, AFFILIATED
- 2 NO, NOT AFFILIATED

5. How many hours per week is your library open?

\_\_\_\_\_ NUMBER OF HOURS OPEN

6. How many inmates visit your library on an average day? (Circle one number)

- 1 UNDER 10
- 2 11 TO 50
- 3 51 TO 100
- 4 101 TO 200
- 5 201 TO 300
- 6 301 TO 400
- 7 OVER 400

7. On a scale from one to five where 1 is not able and 5 is fully able, how would you rate your library's ability to support with materials and services each of the following (Circle one number for each)

	NOT ABLE	FULLY AB
a. Vocational programs. ....	1 2 3 4 5	
b. Self-improvements needs (personal growth, stress management...)	1 2 3 4 5	
c. Rehabilitative needs (i.e. chemical dependence) .....	1 2 3 4 5	
d. Recreational reading (novels, mysteries, science fiction, etc.)...	1 2 3 4 5	
e. Ethnic materials for your particular population (i.e. native language). ....	1 2 3 4 5	
f. Materials to supplement prison educational programs. ....	1 2 3 4 5	

8. Overall, how well do you believe your library able to meet its objectives? (Circle one number)

NOT ABLE    1   2   3   4   5    FULLY ABLE

9. Please circle whether or not each of the following are available at your library.  
(Circle one number for each)

	YES AVAILABLE	NOT AVAILABLE
a. Bookcarts for inmates without access to library .....	1	2
b. Displays (book jackets etc.) .....	1	2
c. Book talks. ....	1	2
<hr/>		
d. Reading lists (eg: classics) .....	1	2
e. Best-seller lists. ....	1	2
f. Workshops on subjects of interest to inmates. ....	1	2
<hr/>		
g. Reading programs .....	1	2
h. If a women's facility, do you have materials of interest particularly to women (i.e., legal, medical, sports, beauty, child care) ..	1	2
i. Provide services for prison staff? .....	1	2
<hr/>		
j. State funded interlibrary loan .....	1	2
k. Unlimited interlibrary loan requests. ....	1	2
l. Newspapers, national and regional .....	1	2
<hr/>		
m. Posters .....	1	2
n. Games (scrabble, chess, checkers, etc.) .....	1	2
o. Cassettes and/or records .....	1	2
p. Photocopier .....	1	2

10. How do you acquire case law materials? (Circle one number)

- 1 PURCHASE  
2 INTERLIBRARY LOAN  
3 LOCAL LIBRARY  
4 OTHER, please describe: \_\_\_\_\_)

11. Who assists inmates with legal materials/services?

12. Overall, how satisfied or dissatisfied are you with the services your library is able to give? (Circle one number)

- 1 VERY SATISFIED  
2 SATISFIED  
3 DISSATISFIED  
4 VERY DISSATISFIED

→ 12a. Briefly, why are you dissatisfied?

13. From your point of view, how satisfied or dissatisfied do you think the inmates are with the services your library is able to give? (Circle one number)

- 1 VERY SATISFIED
- 2 SATISFIED
- 3 DISSATISFIED
- 4 VERY DISSATISFIED

→ 12a. Briefly, why are you dissatisfied?

14. Below is a list of problems that may or may not make it difficult to effectively run a library. Please read each one and indicate whether or not each has ever been a problem at your institution. (Circle one number for each)

	<u>YES, A</u> <u>PROBLEM</u>	<u>NO, NOT</u> <u>A PROBLEM</u>
a. Poorly lit library . . . . .	1	2
b. Poorly lit cells . . . . .	1	2
c. Inadequate, outdated collection . . . . .	1	2
<hr/>		
d. Untrained assistants . . . . .	1	2
e. Insufficient supervision . . . . .	1	2
f. Books overdue for long periods of time . . . . .	1	2
<hr/>		
g. Destruction of materials . . . . .	1	2
h. Theft of materials . . . . .	1	2
i. Inadequate legal collection . . . . .	1	2
j. No legal collection . . . . .	1	2
k. Little or no para-legal counseling in law library . . . . .	1	2
l. Illiterate inmates . . . . .	1	2

15. What is the most serious problem, if any, obstructing effective service at your library?

16. Do you feel that your library has sufficient or insufficient funding to carry out its responsibilities in a satisfactory manner? (Circle one)

- 1 SUFFICIENT FUNDING
- 2 INSUFFICIENT FUNDING

17. With what services or programs, if any, are you especially pleased? (please describe)

18. What, if any, would you change about your library's services if it you could?

19. Please indicate whether or not you use each of the following to share ideas with other prison librarians: (Circle one number for each)

	<u>YES</u>	<u>NO</u>
a. Workshops. ....	1	2
b. Newsletters . . . . .	1	2
c. Journals. . . . .	1	2
d. Computer networking. . . . .	1	2
e. Other, (Specify _____ )	1	2

20. Including yourself, how many of each of the following personnel are there in your library?

	<u>NUMBER</u>
a. Professional librarians (M.L.S.) . . . . .	_____
b. Library technicians . . . . .	_____
c. Inmate personnel . . . . .	_____
d. Other, (Specify _____ )	_____

21. What level of schooling have you completed? (Circle one)

- 1 Ph.D in library science
- 2 Ph.D (other than library science)
- 3 Masters in library science and subject M.A. or M.S.
- 4 Masters in library science
- 5 M.A. OR M.S. (other than library science)
- 6 B.A. OR B.S.
- 7 Two year degree
- 8 Some college
- 9 High school diploma or G.E.D.
- 10 Other, please explain \_\_\_\_\_ )

22. Are you male or female? (Circle one number)

- 1 MALE
- 2 FEMALE

23. How many years, altogether, have you served in this position?

\_\_\_\_\_ YEARS

24. Is there anything else you would like to say about your library?

THANK YOU FOR YOUR COOPERATION IN FILLING OUT THIS QUESTIONNAIRE

### Critique of Questionnaire

Regardless of the number of times the survey instrument was edited, it appears there was always something that should have been handled in a different manner. For example, on question #10, the librarians were asked to "circle one" answer, when in fact more than one logical answer was appropriate. On #12a the word "you" was used in place of "they." This did not seem to affect any answers and only one person corrected it! On question #20 there should have been a choice of "Professional librarians" and "Professional librarians M.L.S." because many who answered said they were a professional librarian but indicated that they did not have a degree in library and information science. And finally, on #23 no provision was made for less than one year in that position.