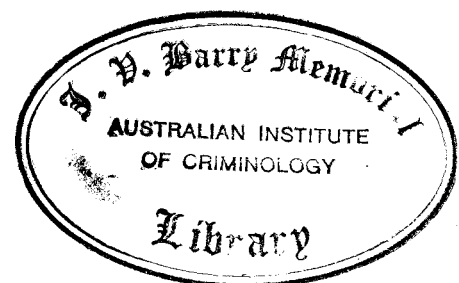


LITERACY AND LEARNING

- THE HUMAN FACTOR

**A report to the Criminology Research Council of
the Australian Institute of Criminology on the literacy
needs and abilities of prison inmates.**

APPENDICES



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APPENDIX A

- i The Questions
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i The Questions

The questions asked and used as the basis for discussion were aimed to elicit information about attitudes to reading and writing. The topics covered ranged from the uses of literacy generally, in the prison context and in the workplace, to reflecting assertions and judgements about how literacy can be promoted both formally and informally.

Primarily what was being sought was illustrative material pertaining to -

1. The prisoners appraisals of their own reading and writing abilities, and the value they recognize in such activities.
2. Their opinions and suggestions on the ways in which reading and writing may be more effectively taught within the prison context OR what in the prison context promoted or prevented the occurrence of effective, positive learning.
3. The role, if any, that reading and writing may play in individual cases of rehabilitation.

The responses provide information about the opinions, assumptions and aspirations which a variety of people bring to the process of learning, reading and writing.

READING

READING

1. Do you read much in prison?
2. What sorts of things do you read?
3. Do you read silently or orally?
4. Do you think reading is an activity to be enjoyed? Why?
5. Do you think that you read well?
6. Can you remember how you learnt to read?
7. What was the last book you read?
8. What was it about?
9. Do you know anyone who is a good reader?
10. What makes him/her a good reader?
11. Is there anything about your reading that you would like to improve?
12. Do you think the education staff would be able to help you here?
13. What would be the best way for someone to go about helping you to become a better reader?

WRITING

1. Do you write much in prison?
2. What sorts of things do you write?
3. Do you enjoy it?
4. Do you think that you write well?
5. What was the last piece you wrote?
6. Is there anything about your writing that you would like to improve?
7. How could the education staff help you?

REHABILITATION & EDUCATION

1. What kind of job did you have before you came to prison?
2. What kinds of things did you have to read and write in this job?
3. How did you handle these reading and writing tasks?
4. What kind of job would you like to have when you leave here?
5. What kinds of things do you need to be able to read and write to hold down this job?
6. Do you think you would be able to meet these demands?
7. If not, what sorts of things do the education staff need to teach you?
8. Is there any reason why they couldn't?
9. What do you think other prisoners think about:-
 - (a) education service in prison
 - (b) reading and writing
10. Do you think that being able to read or write more competently would make a difference to your life when you leave prison?
11. Have you any ideas about -
 - (a) how reading and writing are taught in prison?
 - (b) the types of books and material etc. which are available in the education centre?

ii The Respondents

The basis of this project lies in the use of interview and conversation material generated by the interviewers and 62 inmates/detainees of Victorian incarcerating institutions. All material was collected on audiotape and later transcribed.

The respondents

Bendigo Prison	(Men)	26
Castlemaine Prison	(Men)	11
Fairlea Prison	(Women)	5
Malmsbury Y.T.C.	(Boys)	9
Winlaton Y.T.C.	(Girls)	11

In all cases the respondents were volunteers although their co-operation was solicited differently in each location.

Bendigo - Both the research officer and the principal researcher were based in Bendigo prison (with office facilities in the old Governor's residence) and worked part of the time in the prison's Education Centre with students. Between us we had a fluctuating group of from 4-8 and a number of short term (1-2 weeks) to long term (2½ months) contact on an average of twice a week with another 8 students. All these students were respondents. Others, not doing education, responded to a notice on the general notice board; or were referred by their student friends. In the first week in the prison I was the subject of a 20 minute interview which was videotaped and shown through the closed circuit system. The video explained my and my wife's presence, the purpose of the research project and offered help to anyone who wanted to get in touch.

Some respondents were asked at review and assessment meetings if they would be willing to be interviewed. Refusals were not subject to any sanctions.

Castlemaine - The principal researcher visited Castlemaine Education Centre, explained the project to the teachers and left several notices explaining the project to the inmates. I returned on two separate occasions to interview respondents and in that time also held tutoring sessions for several individuals who wanted help with their reading and writing. The respondents in this case were students in the Education

Centre who were willing to give $\frac{1}{2}$ - $\frac{3}{4}$ hr of their study time to the interview.

Fairlea - Access to Fairlea prison for the purposes of interviewing was closely monitored by the governor's staff and the education staff.

We made a special preliminary visit to the prison in order to explain the parameters of the project, and to guarantee confidentiality. The education staff were protective of the ordinary privacy and courtesy rights of their students (the prisoners). Time spent in the Education Centre is very highly prized and valued by the prisoners and equally respected and protected by the staff.

All information about the project was freely shared and we left after our preliminary visit, copies of the questions and descriptions of the project.

Malmsbury - A preliminary visit was made to Malmsbury in the same way as to Fairlea. Our negotiations however, were less complicated in that we dealt only with the education staff and their students. The Education Centre in this setting is an independent and integral part of the establishment. The research officer returned on 2 further occasions to complete the interviews with willing respondents who had been invited by the education staff.

Winlaton - On hearing of this research programme the principal of the school at Winlaton invited us to conduct the interview/discussion with a number of detainee students. We visited the institution soon after and spent the day interviewing.

Familiarisation and contact with all institutions and staff were not restricted to interviewing sessions for this project. Visits had previously been, and were subsequently made by the principal researcher, in association with a teacher development project. (Ref. "Doing Language", Brennan, M. 1983) Information about the research with reference to audience, use, distribution, confidentiality was made as freely available to staff and discussants alike and where possible we

worked in the various settings in order to return something to them. This was especially so in Bendigo. The credibility and contribution of the researchers was recognised by the inmate population later in the year when almost the total population agreed to fill out a standardised reading test. The support of the principal Mr. Treyvaud and the Governor Mr. H. Buckley was extremely important. The Governor allowed the principal to call all inmates to education in small groups. The principal did so and we outlined the task and asked for co-operation. Both the Governor and the principal stressed (to us) that they would not use any coercive powers whatsoever to enforce participation. The result of the standardised reading test is reported and discussed in Chapter 5.

Although no attempt was made to systematically review prisoners' files it should be noted that a wide range of prisoner/detainee was interviewed. The pool includes, Aboriginal, male, female, migrant, old, young, short term and long term inmates. This is helpful in building a broad picture of the needs of inmates.

iii The Transcripts

The transcripts of the audio-taped interview/discussions which constitute the greater part of the raw material for this report are under separate cover.

There are some 212,000 words typed onto 1,100 pages, double spaced and with a large right hand margin for notations. The transcripts contain all that was said during the sessions and contain occasional qualifying or explanatory notes. The questions asked were standard from one session to another but respondents were allowed and encouraged to elaborate and pursue lines of discussion.

All respondents were asked permission to use the tape recorder and were assured of confidentiality.

The transcripts are bound in three volumes. One set is in the Criminology Research Council's Library and another in the R.C.A.E. Literacy Centre.

Index of Transcripts of Interviews Relevant to C.R.C. Research Grant 15/82, "Literacy & Learning; The Human Factor - The Literacy needs and abilities of prisoners."

There are 62 inmate interviews. Each interview is indexed with a number between 1 and 62 and also with a code designating its place within each institution batch. They are bound in 3 volumes. Hence:
E.G.

CRC 15/82	1	(F1/5)
CRC Research Grant No.	No. 1 of total of 62	No. 1 of 5 Fairlea Interviews

	<u>INTERVIEW NO.</u>	<u>SUB-TOTALS</u>
VOL. 1 FAIRLEA	1 - 5	5
VOL. 1 WINLATON	6 - 16	11
VOL. 1 MALMSBURY	17 - 25	9
VOL. 2 CASTLEMAINE	26 - 36	11
VOL. 2/3 BENDIGO	37 - 62	26
		62

iv The Data

The transcripts form the bulk of raw data for this project and they were treated in the following way.

Each transcript was reviewed for any expressions, statements or reference to the three areas of focus.

VIZ -

1. The prisoners' appraisals of their own reading and writing abilities, and the value they recognise in such activities.
2. Their opinions and suggestions on the ways in which reading and writing may be more effectively taught within the prison context.
3. The role, if any, that reading and writing may play in their individual cases of rehabilitation.

The text so identified was marked in a distinctive way. This allowed the researchers to then review each area of focus. The reviews were carried out for one institution (batch) at a time and are reported in this way.

The marker reliability of the initial marking procedure was checked by asking three separate people (not intimately related to this work) to go through the procedure of marking separately one interview in the manner described. The texts so marked were almost identical. There was a similar high concurrence between the two authors and between them and the three volunteers.

The validity of this data lies in the aims and uses of the data collected, marked and reviewed.

The aim is to solicit opinions, reactions and perceptions to a number of literacy related issues. This has been done by interviewers experienced in eliciting information, extending conversation and encouraging the expression of opinions. In all cases the basic questions were covered but not necessarily sequentially or formally asked. To interview in a formal manner would have been inappropriate for the aims of the project and would have been ineffective in the prison context.

In each case the research was explained and permission asked to use the tape recorder. Confidentiality was/is guaranteed and any reluctant respondents were encouraged to not continue. This occurred on 2 occasions when a person's name was put down on the interviewing roster by someone else "as a joke".

The interviewers concur with Helen Simmons when she states -

"I start from the following assumptions

- (a) that the justification for case study research as an appropriate mode of enquiry in the study of social situations has been established;
- (b) that interviewing is a useful tool in case study research;
- (c) that the recording of people's subjective definitions of experience is a normal part of case study research;
- (d) that whereas structured questions are appropriate when you know what you want to find out, unstructured questions are preferable when you are not sure what you want to know but are prepared to depend on your capacity to recognise significant data on appearance;
- (e) that, further, it is necessary to adopt an unstructured approach (variously called open-ended or flexible) to interviewing in the study of social situations whose complexity has to be uncovered by the research;
- (f) that unstructured interviewing offers more scope for involving the interviewee in the research;
- (g) that because interviewing is a most penetrative way of gaining information from and about people there is a need for rules to control both the acquisition and the subsequent use of interview data.

Helen Simmons. "Conversation Piece." The practice of Interviewing in Case Study Research" Chapter 2 in "Uttering, Muttering; Collecting, Using and reporting talk for social and educational research". by Clem Adelman (ed.)

The raw data for Chapter 4 comes from one question that was part of a general questionnaire sent to incarcerating institution teachers. The questionnaire was formulated for purposes initially separate from this report but this one question was seen to be related and hence used here.

"With reference to reading and writing, what kinds of things do students ask for? What do they say they want when you first have contact with them? Give some indication of the range and proportion of requests."

34 completed questionnaires were returned thus reviewed and reported here.

APPENDIX B

Transcript and questionnaire references used
in compilation of Chapters 1, 2, 3 and 4.

REFERENCES FOR CHAPTER I

".....appraisals of their own reading and writing abilities, and the value they recognize in such activities".

References

Opinions About Self; Reading

1. Sometimes difficult - English words generally no problems	B1/p1
2. Not as good as wants to be	B2/p2
3. As good as anyone	B3/p3
4. Sometimes wonder	B4/p3
5. Read well	B5/p2
6. About average	B6/p3
7. Okay	B7/p2
8. Fairly well	B9/p2
9. Not average - Eng. as 2nd language but can read well	B12/p1 B12/p9
10. Bit of trouble	B13/p4
11. Can't read	B14/p1
12. Slow reader never learnt properly	B15/p2
13. Average reader	B17/p1
14. Average	B18/p3
15. Reading never a problem	B19/p4
16. Proficient reader	B20/p1
17. No problems - quick reader	B21/p36
18. Speed Reader	B22/p7
19. Normally	B23/p1
20. More you read - better you get	B24/p1
21. Reads well in Turkish poor in English not bad	B26/p3 B26/p1 B26/p2

Problems and Improvements; Reading

1. English words solution - re read dictionary - correct English	B11/p1 B1/p4
--	-----------------

2. Defining words	B2/p2
3. No trouble comprehending retaining muddle	B4/p3
4. Speed of reading	B5/p4
5. No improvement needed	B6/p1 & 2
6. No improvement needed	B1/p2
7. Not a fast reader - like to be faster	B9/p2
8. Can't retain tech. info associated with course	B10/p4
9. Problems associated with Eng. as 2nd Lang. accent Problems of definition - uses dictionary	B12/p2 B12/p7 B12/p9
10. Individual words Attack skills Can't read aloud Silent reading no problem	B13/p4 B13/p4 B13/p4 B13/p5
11. Only enough to get by Wants to improve everything	B14/p1 B14/p4
12. Slow and can't absorb Speed & comprehension & vocab.	B15/p2 B15/p3
13. Faster --- - more understanding	B18/p3
14. No problems - Uni courses	B20
15. Problems when other things on mind Goes too fast	B23/p1 B23/p8
16. Slow before - now faster	B24/p2
17. Problems of Turkish student	B26/p5

Writing; What and How Much?

1. Just scribble	B2/p11
2. Writes a lot & well - oblique	B3
3. Writes programmes for computers Nothing else	B4/p2
4. Finds writing hard	B5/p5
5. Writes well	B7/p3
6. Edits newspaper O.K.	B8/
7. Criticism of prison poetry Highly critical of himself	B9/p10
8. Average	B10/p10
9. Writes only for himself	B11/p11

10.	Needs lessons Can't put words together	B12/p3 B12/p10
11.	Not the best	B13/p7
12.	Poor writer	
13.	Doesn't write	B16
14.	Writes well	B17/p4
15.	Letter writing	B18/p5
16.	Graduate Course Japanese	B20/p1
17.	Lots of letters	B21/p1
18.	Not a writer	B22
19.	Writing for Media Certificate	B23/p3
20.	Lots of writing	B24/p2
21.	Impressed with writing	B24/p7
22.	Copying DT No writing	B25/p3 B25/p11

Is there anything about your writing you would like to improve?

1.	Spelling correct English - tense ending	B1p4
2.	Handwriting	B2p/12
3.	Putting down what he is thinking	B6/p2
4.	No because purely personal	B7/p3
5.	Grammar Vocabulary Variety of presentation	B9/p16 & 17
6.	Concerned about expressing himself	B11/p17
7.	Esays/letter-techniques Specific examples	B12/p3 B12/p3
8.	Spelling & English General	B14/p1 & p7 B18/p4
9.	No improvement	B17/p4
10.	Handwriting	B18/p5
11.	Enrolled in writing course	B23/p3
12.	Bad handwriting - uses typewriter	B23/p7
12.	Constrains speed	B22/p8
12.	Sentence construction	B26/p11

Do you know anyone who is a poor reader?

-
- | | |
|---|---|
| 1. Poor reader - aboriginal
B2/p5, 6, & 7
Lack of perspective B2/p8 | Institutionalized
B2/p8 |
| 2. 300 of 400 blokes at Pen B3/p9
specific example - denigrating B3/p10 | "not wit" B3/p11 |
| 3. Contact through drama B4/p6 | No edn. help |
| 4. Yes B5/2 & 3 | Institutionalized
B5/p3 |
| 5. No contact really
People don't admit it B7/p2 | |
| 6. Few B8/p3 | Institutionalized
B8/p3 &
p4 |
| 7. Yes B9/p4 & 5 | Probably wouldn't
go to Ed. p5 |
| 8 Couple B10/p1 | Lack of interest
B10/p2 |
| 9. About 15% of jail B11/p4 | Lack of initiative
B11/p5 |
| 10. Yes - couldn't read letters B13/p6
Examples and a few blokes B13/p7 | Can't be helped
unless want help
B13/p7 |
| 11. Poor reader - self assessment B14/p1 | Domestic viol-
ence B14/p2,3
& 4 |
| 12. 1 bloke B15/p2 | No comment |
| 13. No contact but have heard B16/p3 | Not interested in help
Non-reading & B16/p3
recidivism B16/p4 |
| 14. Not really B17/p2 | |
| 15. 1 bloke B18/p2 | Not much education
B18/p2
Went to Ed. B18/p3 |
| 16. 1 fella B19/p2
Comment on bad spelling B19/p6
Wrote letters for fellas B19/p7 | |

- | | | |
|-----|---|---|
| 17. | Yes B20/p2 | Couldn't individualize
B20/p2
Left behind B20/p3
General comment
on failing
Ed.Centre B20/p3 |
| 18. | Yes one case in particular B21/p33 & 34 | |
| 19. | H Division lots of blokes B22/p8 & 9
Difficulties of borrowing B22/p23
Case Study B22/p29 | Helped B22
Never went to school
B22/p30 |
| 20. | Every now and then B23/p2 & 3 | |
| 21. | Bloke in Pen B24/p4 & 6 | |
- In spite of above a number of p's spoke very personally of contacts with poor or non-readers and writers.
-

Do you enjoy reading and why?

-
- | | | |
|-----|---|----------------------------------|
| 1. | Yes - subject matter | B1/p1 |
| 2. | Yes - reading takes preference
filming & interviewing | B2/p9 |
| 3. | Yes (direct)
Time passes quickly | B3/p3
B3/p13 |
| 4. | Yes
Imagination | B4/p8 |
| 5. | No (direct)
But reads pottery books avidly
Attends Tech
Likes reading-learning | B5/p1
B5/p1
B5/p2
B5/p4 |
| 6. | Yes (oblique)
Release
Learning | B6/p1
B6/p1
B6/p2 |
| 7. | Enjoys poetry
Got to be in mood | B7/p1
B7/p2 |
| 8. | Enjoys novels but not textbooks
Constraints of Tech. material | B8/p3
B8/p3 |
| 9. | Reading in D division
Loves reading
Personal thoughts | B9/p1
B9/p2
B9/p6 |
| 10. | Yes direct
if interesting book | B10/p1 |

11.	Yes - oblique Lots of psychology		B11/p1
12.	Yes - oblique No novels		B12/p4
13.	Enjoys letters Sometimes		B13/p2 B13/p3
14.	Enjoys car magazines		B14/p5
15.	Difficulties Enjoys factual stuff		B15/p2 B15/p1
16.	Gone off reading since inside	(oblique) (direct)	B16/p1 B16/p2
17.	Don't mind Nothing else to do		B17/p1 B17/p1
18.	Sometimes Forget where you are		B18/p1
19.	Enjoys - Yes		B19/p1
20.	Yes - direct Knowledge		B20/p2
21.	Enjoy - oblique release		B21/p30
22.	Not fussy H division ref. Censorship Read a lot All you had		B22/p1 B22/p4 B22/p4 B22/p6 B22/p7
23.	Yes - direct Occupies mind		B23/p1 B23/p1
24.	Yes - direct Good book Bore lom		B24/p1 B24/p2

Do you enjoy writing and why?

1.	Some about course - oblique thinking		B1/p6
2.	2nd time in - no writing (oblique) - courses - computers		B2/p13
3.	(oblique) Diary		B3
4.	Doesn't write much Doesn't enjoy Got to be absurd		B4/p10
5.	Doesn't write much Pottery course		B5/p5

- | | | |
|-----|--|--|
| 6. | Enjoy (oblique)
Poetry & thought put down | B6/p3
B6/p4 |
| 7. | Enjoy (oblique)
direct
Occupied - poetry
Express feelings | B7/p1
B7/p3 |
| 8. | Course
Editor of newspaper
Opinion on poetry | B8/p1
B8/p2
B8/p7 |
| 9. | Creative writing course
Cheer myself up
Going to make a living out of it | B9/p1
B9/p9
B9/p19 &
20 |
| 10. | Course work
Yes - direct
Something to do - makes time fly
Thinking-- -writing | B10/p4
B10/p10
B10/p11 |
| 11. | Sometimes
Imagination runs away
For himself | B11/p2
P11/p10
B11/p11 |
| 12. | Feels the need to write - Eng. as 2nd Language | B12/p10 |
| 13. | Enjoy it -
Happy writing all day
Day & night
Not in jail while writing
Course in pool care | B13/p8
B13/p8
B13/p8
B13/p11
B13/p11 |
| 14. | Poor writer
Course in English
Enjoy once started | B14
B14/p1
B14/p8 |
| 15. | No writing | B15/p7 |
| 16. | Writing outside - not inside
Typing course | B16/p10
B16/p6 |
| 17. | Yes (oblique)
Diary or chronicle | B17/p3 |
| 18. | Yes - but no one to write to (oblique) | B18/p5 |
| 19. | Course in navigation
Freelance journalism
Jotting letter
Enjoy (oblique) | B19/p8
B19/p16
B19/p17 |
| 20. | Course in Japanese | B20/p1 |
| 21. | Enjoys (oblique)
Letter each night
Conversations
Released mind

Allout | B21/p1

B21/p2
B21/p4
p8
P30 |
| 22. | Hates writing
Voyeurism | B22/p24
B22/p24 &
25 |
| 23. | Writing for media certificate
Enjoys (oblique)
Doesn't like letters | B23/p3

B23/p10 |

- | | | |
|-----|---------------------------|---------|
| 24. | Lots of writing (oblique) | B24/p2 |
| | Good | B24/p3 |
| | Mind away | B24/p4 |
| | Easier expression | B24/p7 |
| 25. | Copying | B25/p3 |
| | Never write things down | B25/p11 |
| 26. | Enjoys writing | B26/p11 |
-

Reading; What was the last thing read?
What and How Much?

- | Reading | | How much |
|---------|---|---|
| 1. | Science natural science
no novels
can't get certain books | reads a lot |
| | B1/p1 | |
| | B1/p2 | |
| 2. | Suspense dramas
Library O.K. | Not as much as
used to |
| | 2/p1 | Interested in
video |
| | | B2/p1 |
| 3. | Hardy
Novels
Some novels can't get | Reads a lot |
| | B3/p1 | |
| | B3/p2 | |
| | B3/p1 | |
| 4. | Computer books - course
Read variety before | not much now |
| | B4/p1 | |
| 5. | Pottery-Tech. book
Novels occasionally
Usually finds what he
wants | Occasionally wa-
tches TV
1 book per week |
| | B5/p1 | |
| | B5/p4 | |
| 6. | Novels poetry | Occasionally |
| | B6/p1 | |
| 7. | Poetry
No problems with material | Not a lot |
| | B7/p1 | |
| | B7/p4 | |
| 8. | Course work
Good borrowing with city
library | Fair bit |
| | B8/p1 | |
| | B8/p8 | |
| 9. | Reading in course area
Library open in holidays
Different range of magzs. | Not much now |
| | B9/p1 | |
| | B9/p7 | |
| 10. | Interesting books
Slow reader
Boiler Attendant's course | Couple of books |
| | B10/p1 | |
| | B10/05 | |
| 11. | Read a lot of psychology
Sigmund Frued
- dimensional deisgn | Not much now |
| | B11/p1 | |
| 12. | Papers books
geographic book-magzs.
no novels | Every day |
| | B12/p4 | B12/p4 |

What		How	Much
13. Not books - only read 3 books Read Sun Satisfied with material	B13/p1 B13/p3 B13/p1	Very little	B13/p1
14. Car magazines Satisfied with material	B14/p5 B14/p5	Very little poor reader	B14/p1
15. Non fiction Hunting/fishing/war Indians	B15/p1	Too many distractions	
16. Used to read about drag racing. Got books on typing	B16/p1 B16/p6	Gone off reading	
17. Papers & magazines Wants Post Magazine	B17/p2	Some	
18. Australian history & magazines. Cars Satisfied with material	B18/p1	Sometimes	
19. Factual books Australian Library Service good	B19/p1	Quite a bit	
20. Philosophy - Japanese novels	B20/p1	Reasonable bit	
21. Article on rehabilita- tion More variety access to books	B21/p14 B21/p36	Writes a lot now Used to read a lot Read 1 book a night	B21/p1 B21/p30
22. Mechanics history Sci Fi	B22/p1	Gone off reading read anything	B22/p1
23. Novels, magazines texts John Le Carre; Alastair McLean, Robert Smith Can't get some novels	B23/p1 B23/p2 B23/p6	Reads a lot	B23/p1
24. Science fiction /anyting wants more poetry	B24/p6	Fair bit of reading	
25. Magazines/books Family Circle	B25/p1 B25/p2	Yes a lot	
26. Anything Can understand No Turkish books etc. Political books Economy Finished 2 Turkish books No full English books	B26/p1 B21/p3	Not much	

Writing; What and How Much?

Writing

What		How Much		
1.	Case notes Natural science Not many letters	B1/p6	Only necessary But likes <u>some</u> writing	B1/p6
2.	Letters handwriting problem Wrote poetry last time but wants to do something	B2/p1 B2/p12 B2/p13 B2/p13	Sometimes	B2/p11
3.	Book Detailed descriptions	B3/p15	A lot	B3/p15
4.	Letters - 1 per week Few Stories	B4/p10 B4/p10	Not much	B4/p9
5.	Essay in course	B5/p5	Not much	B5/p5
6.	Poetry	B6/p3 & 4	Quite a bit	B6/p3
7.	Poetry for wife	B7/p1	400 poems	B7/p1
8.	Course work Diesel etc. Newspaper editor interview Gov.	B8/p1 B8/p2 B8/p5	Quite a lot	
9.	Creative writing course poems Started with jail Mainly poems 1 prose piece	B9/p1 B9/p9 B9/p23	Quite a lot	B9/p1
10.	Letters - lots Poems Makes time fly	B10/p10 B10/p11	A lot	B10/p10
11.	Writes to diary Dimensional design Might write book for himself	B11/p2 B11/p2 B11/p10 B11/p11	Little bit Letter says a lot	B11/p2 B11/p10
12.	Letters about situation Writes to mother	B12/p9 B12/p10	Wants to write more practics	B12/p10
13.	Writes to girl - letters Not much about jail Comments Other people	B13/p8 B13/p5 B13/p8 & 9 B13/p10	A letter every day	B13/p7

- | | | | | |
|-----|--|---|--|--------------|
| 14. | Doing course Basic Eng.
Couple letters per week
but problems | B14/p1
B14/p6
B14/p6 | At moment yes | B14/p5 |
| 15. | Letters before - not now | B15/p6 | Not much | B15/p7 |
| 16. | Did typing course | B16/p6 | Hardly anything
inside | |
| 17. | Letters
Mates etc.
What he does each day | B17/p3
B17/p4 | Writes a lot | B17/p3 |
| 18. | Letters but lost girl
friend | B18/p4
& 5 | When he gets letters
necessary | B18/p4 |
| 19. | Freelance journalism
course
Letters jotting | B19/p16
B19/p17 | Quite a bit (oblique) | |
| 20. | Courses | | Letters that's all | B20/p17 |
| 21 | Letters
3 hrs per night
conversational
mind release | B21/p1
B21/p1
B21/p7
p4 & 30 | Lot of writing
Used to write
poetry | B21/p1
p8 |
| 22. | Used to write letters
Problems | B22/p24
B22/p25 | Very little | B22/p24 |
| 23. | Course work writing for
media
Letters when he has to | B23/p3
B23/p10 | A lot (oblique) | |
| 24. | Letters to wife every day
Family
Contact
Diary
No jaul
Poetry | B24/p2
B24/p3
B24/p4
B24/p6
& 7 | Lot of writing | B24/p2 |
| 25. | Copying notes
Like someone to write to | B25/p3
B25/p12 | Never write any-
thing down
Keep in mind | B25/p11 |
| 26. | Letters to parents friends
Poems | B26/p1
B26/p12 | Not much | B26/p11 |

Last Book Read

1. Life in South America B1/p4
2. Can't remember last book B2/p2
3. Robbery Under Arms B3/p8
4. Last of Knucklemen B4/p2
5. Fools die B6/p1
6. Own Collection of Poetry B7/p1
7. Follow Is Wild B9/p1
8. Black Mamba B10/p1
9. H.G.Wells - What Do we Do with our Lives B11/p4
10. The Mill
11. Bedside Book B17/p1
12. Fortunate Life B18/p2
13. Smugglers B19/p5
14. 'Sea Lupin' - Craig Thomas B23/p2
15. 2 Turkish books B26/p3

FAIRLEA PRISON

Reading; Self Assessment

References

- | | |
|--|-------|
| 1. Very competency reader | F1/p5 |
| 2. Very good at it - Love it | F2/p2 |
| 3. Yes - left school at Grade 6
taught herself. | F3/p2 |
| 4. Started to read in English
Sth American | F4/p1 |
| 5. Good reader - but waiting for glasses | F5/p1 |
-

Reading; Possible Improvements

- | | |
|--|-------------------------|
| 1. Satisfied | |
| 2. Satisfied | |
| 3. Continued to improve since Grade 6 | F3/p2 & 3 |
| 4. Can read in Eng. now
10 week intensive course
English & correspondence course | F4/p1
F4/p2
F4/p6 |
| 5. Satisfied | |
-

Writing; Self Assessment

- | | |
|--|-------|
| 1. Yes- Writes for drama group - Writes music. | F1/p9 |
| 2. Writes a lot | F2/p4 |
| 3. Good writer | F3/p5 |

- | | |
|-----------------------|------------------|
| 4. Doesn't write well | F4/p5 |
| 5. Writes rarely | F5/p10
F5/p10 |
-

Writing; Possible Improvements

- | | |
|---|----------------|
| 1. Satisfied | |
| 2. Developing short story writing
with Ed. staff - publication of kids story | F2/p4
F2/p8 |
| 3. Writing develops with Drama | F3/p5 |
| 4. All of writing | F4/p5 |
| 5. No improvement needed | |
-

Poor Readers

- | | |
|---|--------------------|
| 1. Lot of women don't read
Environment makes people lazy and physically
tiring nature of prison
Writing letters takes time | F1/p5

F1/p6 |
| 2. Yes know poor reader
Education helps them a lot | F2/p3
F2/p3 |
| 3. No contact | F3/p4 |
| 4. Spanish woman - only read in Spanish, wrote and spoke
Intensive 10 week course.
Continuing interest of Ed. | F4/p2 |
| 5. Yes - no schooling at all
Couldn't read or write
Education looked after her | F5/p3
F5/p3 & 4 |
-

Enjoyment and Reasons for Reading

- | | | |
|----|---------------------------------------|-----------|
| 1. | Reading associated with course work | F1/p1 |
| | Reading associated with drama | F1/p1 |
| | Sense of progress during time in jail | F1/p2 & 9 |
| 2. | Loves reading | F2/p1 |
| | Learning and takes her away | F2/p1 |
| | Isolation | F2/p2 |
| | Engages imagination | F2/p4 |
| 3. | Yes - enjoys reading | F3/p1 |
| | Identification with the scene | F3/p11 |
| 4. | Spanish speaker - loves reading | F4/p4 |
| | Interest and learning | F4/p4 |
| | Mind is out of jail | F4/p4 |
| 5. | Read a lot when her eyes were better | F5/p1 |
| | Enjoyed reading | |
-

Enjoyment and Reasons for Writing

- | | | |
|----|--|------------|
| 1. | Yes enjoys | F1/p9 |
| | Record of time | |
| | Reflection | |
| | Ability to work yourself out | F1/p9 & 10 |
| 2. | Enjoys writing | F2/p4 |
| | Writing a child's book | |
| | Some shared writing | F2/p5 |
| | Reflective nature of writing | F2/p5 & 6 |
| 3. | Enjoys writing | F3/p5 |
| | Reflection | F3/p6 |
| 4. | Feels the need to improve her writing | F4/p7 |
| | English lessons and a correspondence course. | F4/p7 |
| 5. | Writes very rarely | F5/p10 |
| | Thinking of when it is time to get out | F5/p12 |

Reading; What and How Much?

<u>What</u>		<u>How Much?</u>	
1. Course work - psych	F1/p1	1. A lot	F1/p1
Drama reading	F1/p1		
Computer programming	F1/p1		
2. Biographies, fiction		A lot	
poetry	F2/p1		
3. Fiction - dog books		A lot	
4. Magazines, newspapers			
books	F4/p1	4. When time allows	F4/p1
5. Biographies	F5/p1	5. Used to - needs	
		glasses	F5/p1

Access to Material

1. Correspondence course problems			F1/p3
2. Papers Weekly Times			F2/p1
3. Everything wants			F3/p2
4. ---			
5. ---			

Writing; What and How Much?

<u>What</u>		<u>How Much</u>	
1. Writing for courses	F1/p1	1. A lot	1/p9
For drama group	F1/p9		
Writes music and lyrics	F1/p10		

2.	Short story	F2/p4	2.	A lot	F2/p4
	Poetry	F2/p5			
3.	Short Stories	F3/p5	3.	A lot	
	Drama group	F3/p5			
	Jot on calendar every day				
		F3/p9			
4.	Letters	F4/p5	4.	Sometimes	F4/p5
5.	Letters	F5/p12	5.	Very occasionally	F5/p10

Last piece read.

1.	Computer books	F1
2.	I can Jump Puddles	F2/p
3.	Let No Man Write My Epitath	
4.	Lawson Short Stories "Black Like Me"	
5.	Biographies	

CASTLEMAINE PRISON

Reading; Self Assessment

References

- | | |
|---|------------------------|
| 1. Fluently | C1/p3 |
| 2. Well | C2/p3 |
| 3. Below average | C3/p16 |
| 4. Not well
Slow
No retention | C4/p2
p3
p5 |
| 5. Pretty terrible taught himself | C5/p2 |
| 6. Yes | C6/p2 |
| 7. Can't sleep
Very well | C7/p
C7/p2 |
| 8. Average - can understand
Problems of study material | C8/p8
C8/p9 & 10 |
| 9. Average | C9/p10 |
| 10. Not as good as wants to be
Adequately
Ethnic background - trouble with basics | C10/p1
p5
C10/p1 |
| 11. Yes reads well | C11/p2 |
-

Reading; Possible Improvements

- | | |
|--|------------------|
| 1. Student of French - idioms difficult
Understnad plot | C1/p4
C1/p4 |
| 2. No improvement | C2/p4 |
| 3. Like to be able to orate
Problems of others - where to start | C3/p17
C3/p15 |
| 4. Improve memory
Retention - slow reader | C4/p4
C4/p3 |
| 5. Big words
Taught himself | C5/p2 & 3 |
| 6. Speed | C6/p3 |
| 7. Exact words - know what they mean | C7/p6 & 7 |

- | | | |
|-----|---|--------------------------|
| 8. | Avid reader & study
Problems with tech material
Understand more words | C8/p2
C8/p4
C8/p13 |
| 9. | Interpreting hard words | C9/p13 & 1 |
| 10. | Vocabulary
Uses dictionary
Read quicker | C10/p6
C10/p8 |
| 11. | Satisfied | C11/p4 |
-

Writing; Self Assessment

- | | | |
|-----|---|-----------------------------------|
| 1. | Natural facility | C1/p8 |
| 2. | Courses - 5 subjects
Okay writing | C2/p6
C2/p6 |
| 3. | HSC subjects
Written lot of poetry
Assignments (oblique)
Philosophical issue | C3/p25
C3/p9
C3/p40 |
| 4. | Write well - Legibility
& composition | C4/p6 |
| 5. | Poetry short stories
Letters small book
Likes writing - wants to improve | C5/p4
C5/p5 |
| 6. | Not overkeen - assignments letters
No
Subjects limited | C6/p4
C6/p4 |
| 7. | Yes
Scrawl a bit
Freelance journalism
Method | C7/p4
C7/p8
C7/p8
C7/p10 |
| 8. | Casual writer
Necessity | C8/p15
C8/p16 |
| 9. | Writes well | C9/p2,3 & 4 |
| 10. | Effective - writes scripts
Sociological report
Letters | C10/p16
C10/p10
C10/p13 |
| 11. | Writes better than verbal contact | C11/p6 |

Writing; Possible Improvements

1. Not particularly Discussion helps	C1/p8 C1/p8
2. Handwriting - but nothing else	C2/p7
3. Receiving approval Putting words together properly	C3/p29 C3/p11
4. Handwriting Master himself	C4/p7 C4/p8
5. Spelling Identifies own errors	C5/p6 C5/p7
6. No improvement	C6/p5
7. Too flowery	C7/p8 & 9
8. Handwriting	C8/p17
9. Less slang & bigger words Could write more	C9/p5 C9/p7
10. Expression lack of vocab.	C10/p14
11. Communication problem	C11/p5

Poor Readers

<u>Poor reader</u>		<u>Reason</u>	
1. Yes - no idea number Too many subjects taught	C1/p11		
2. Knows lokes Plastic gangsters	C2/p5	Don't care Watch telly	C2/p5
3. Lot of people can't com- municate Wide range discussed	C3/p11 C3/p17		
4. Don't know	Cr/p10		

5.	Poor reader himself but prolific writer Others	C5/p2 C5/p4 C5/p10	Taught himself	C5/p2
6.	Quite a few Advantages of being reader	C6/p3 C6/p3		
7.	Brother Comments on young kids	C7/p1 C7/p5	Institutionalized	
8.	Yes	C8/p12	Private interviews	C8/p27
9.	Yes - can't read Can't give numbers 10 out of 90	C9/p11 C9/p12 p13	Bad schooling	
10.	Yes	C10/p7 p8		
11.	Majority - yes	C11/p3	Attitude	C11/p3

Do you enjoy Reading? Why?

1.	Keeps mind flexible Discipline Chew over arguments			C1/p5 C1/p6
2.	Reading exercises Yes - enjoy Knowledge Getting out			C2/p1 C2/p2 C2/p2 C2/p3
3.	Distraction - 1st Matric Destroys mood Yes - humour			C3/p3-22 C3/p3 C3/p4 C3/p15
4.	Yes - confident with something he knows about Learning			C4/p1 C4/p1
5.	Prolific writer Very selective reader Writes each night			C5/p4 C5/p4 C5/p4
6.	Tech reading & novels Yes enjoy Fills in time			C7/p1 C6/p2
7.	3 hrs per night Enjoy yes Pottery			C7/p1 C7/p2 C7/p2
8.	Avid reader Study Enjoy yes Peace time T.V.			C8/p2 C8/p5 C8/p5 C8/p8
9.	Prefers writing Yes Loves TV			C9/p1 C9/p10 C9/p17

- | | | |
|-----|---|----------------------------|
| 10. | Completing BA
Rid of time - fiction
Yes - enjoy & study | C10/p1
C10/p5
C10/p5 |
| 11. | Enjoy - ues | C11/p2 |
-

Do you enjoy Writing? Why?

- | | | |
|-----|--|---------------------------------|
| 1. | Don't know if "enjoy" correct word
Expressing thoughts and feelings | C1/p8
C1/p8 |
| 2. | Not a great deal
Courses and letters | C2/p6
C2/p6 |
| 3. | Objective in mind
Got to communicate
Loves words | C3/p28
C3/p11
C3/p32 |
| 4. | Letters poetry essay
Enjoys crosswords | C4/p8
C4/p6 |
| 5. | Love writing - relaxes settles | C5/p6 |
| 6. | Not overkeen on writing
Restricted topic for letters | C6/p4
C6/p4 & 5 |
| 7. | Enjoy - yes
Letter writing drafts and redrafts | C7/p8
C7/p9 |
| 8. | Writes a lot course work
Enjoys reading more
Writing part of study vital | C8/p15
C8/p16
C8/p16 & 17 |
| 9. | Enjoy - yes
Contact
Fills in time | C /p2
C9/p2,3 & 4
C9/p2 |
| 10. | Writes a lot
Enjoys writing | C10/p10
C10/p12 & 14 |
| 11. | Enjoys - yes - letters
Better communication
Experiences and hassles | C11/p5
C11/p8
C11/p6 |

Reading; What and How Much?

<u>How much</u>		<u>What</u>	
1. Habitual	C1/p1	Classics	C1/p1
Better stocked library	C1/p12	Textbooks	C1/p2
		Russian authors	C1/p3
2. Anything get hands on	C1/p1	Photography	C2/p1
		Paper etc.	
		Comedy	C2/p3
		Business	C2/p3
3. Read a lot	C3/p2	Matric reading	C3/p3
Continuum of reading	C3/p2	20 books in 6 months	p21
Reading related to studies	C3/p3		
4. Rarely reads	C4/p1	Bible	C4/p1
		Comics	p2
		Poetry	
		Problem solver	
5. No ---- does	C5/p1	Porn	C5/p1 & 2
		Magazines	
6. Fair bit	C6/p1	Texts - novels	C6/p1
7. Reads a lot	C7/p1	Books, novels	C7/p1
		Pottery reading	C7/p2
		Spy books mysteries	C7/p2
8. A lot	C8/p2	Novel per night	C8/p2
		Study	C8/p2
9. Not much	C9/p1	Letters	C9/p1
		Novels per months	C9/p10
10. A lot	C10/p1	Fiction	C10/p1
		Study material	C10/p5
11. Fair bit	C11/p1	Novels newspapers	C11/p1

Access to Materials

1. Good access	C1/p11
Better stocked library	C1/p12
2. -----	

3. Improve library Annotate books	C3/p16,18 & 19
4. Satisfied	C4/p8 & 9
5. Fuck all - poor selection Suggestion	C5/p10 C5/p11
6. Good job	C6/p8
7. -----	
8. Wants more novels Course catered for so far	C8/p4 C8/p4
9. Good variety	C9/p10
10. More books from outside	C10/p15
11. Reasonably well stocked Regional libraries	C11/p1 C11/p1

Writing; What and How Much?

<u>How Much</u>		<u>What</u>	
1. Letter every night	C1/p7	Letters	C1/p7
		Assignments	p7
		Essays	p7
2. Not much 2, 3 letters per week & 5 courses	C2/p5 C2/p6	Courses letters	C2/p5
3. Used to write a lot of letters Lots of stories	C3/p22 C3/p40	Matric writing	
4. Some	C4/p6	Crosswords	C4/p6
		Poetry letters	C4/p6
		School writing	C4/p6
5. Hell of a lot	C5/p4	30 poems	C5/p4
		Short stories	
		Letters	
		Stories	
6. Not overkeen	C6/p3	Assignments	C6/p4
		Report weekly letters	
7. Writes a lot	C7/p8	Letters - 2 per week	C7/p8
8. A lot	C8/p15	Course Work -letters	C8/p15
		20-30 page assigns. perweek	C8/p16
9. A lot		letter per night	C9/p1
10. A lot	C10/p10	Sociology report	C10/p10
		Script writing	C10/p11
		research	C10/p12
		2 or 3 letters p.w.	C10/p13

11. Some extent C11/p5 Letters C11/p6
2 or 3 p.w. C11/p6

What was the last piece you read?

1. Pride & Prejudice C1/p3
2. Life Universe & Everything C2/p4
3. Fear and Loathing in Las Vegas C3/p16
4. Bible etc. C4/p1 & 2
5. Playboy C5/p2
- Japanese Ware Lords C6/p2
7. Bond book C7/p14
8. Diamond War Lords C8/p11
9. Gangster novels C9/p10
10. Survival Now - Jim Cairns C10/p3
Reapers Daughter - George Orwell C10/p7
11. Watership Down C11/p2
A Letter from Prison - George Jackson C11/p2

WINLATON YOUTH TRAINING CENTRE

References

Reading; Self Assessment

- | | |
|-------------------------|-----------|
| 1. Poor | W9/p2 |
| 2. Well | W8/p1 |
| 3. Alright | W7/p2 & 3 |
| 4. Moderately well | W6/p2 U 3 |
| 4. Don't know just read | W5/p1 |
| 5. Fairly happy | W4/p4 |
| 6. Reasonably good | W1/p3 |
-

Difficulties and Improvements needed in reading

- | | |
|--------------------------|-----------|
| 1. Difficult part | W3/p2 |
| 2. No improvement needed | W10/p2 |
| 3. Needs more practice | W9/p3 |
| 4. Slow speed | W8/p1 & 2 |
| 5. Big words | W1 p3 |
| 6. Like to be faster | W2/p6 |
-

Writing; Self Assessment

- | | |
|---------------------------|--------|
| 1. Okay | W1/p7 |
| 2. Poetry | W2/p7 |
| 3. Writes a lot | W5/p10 |
| 5. Not much | W6/p5 |
| 6. Haven't got the memory | W6/p7 |
| 7. Alright | W7/p4 |
| 8. Happy with writing | W8/p11 |

- | | |
|------------------|--------|
| 9. Alright | W9/p8 |
| 10. Okay | W10/p5 |
| 11. Love writing | W11/p9 |
-

Difficulties and Improvements needed in writing.

- | | |
|------------------------------|---------|
| 1. Neat writer | W1/p7 |
| 2. Needs more help | W2/p10 |
| 3. Satisfied with writing | W4/p6 |
| 4. Can't do English properly | W7/p4 |
| 5. Improve spelling | W9/p8 |
| 6. Messy | W1 /p5 |
| 7. Hate the way I write | W11/p11 |
-

Poot Trsftrtd; Do you know any?

How can they be helped?

- | | |
|--|-----------|
| 1. Poor reader (no comment) | W1/p3 |
| 2. Poor reader - reason ignored at school | W2/p4 &5 |
| 3. No. | W3/p3 |
| 4. Poor reader - special school | W4/p3 &4 |
| 5. Poor reader - not enough e dn. | W5/p2 ' 3 |
| 6. Some are poor readers (no comment) | W6/p3 |
| 7. Unsure perhaps k (no comment) | W7/p2 |
| 8. Not really | W8/p8 |
| 9. I am poor reader | W9/p2 |
| 10. Poor reader - probably didn't like reading | W10/p4 |
| 11. Poor reader - not interested no practice -
doesn't want to get cross about help | W11/p4 |

Do you enjoy Reading? Why

Reading

- | | |
|---|--------|
| 1. Enjoyment | W2/p1 |
| 2. Private research project | W2/p2 |
| 3. Enjoyment & pretend to be someone else | W3/p1 |
| 4. Learning if reading | W3/p3 |
| 5. Enjoyment (but no reason) | W4/p1 |
| 6. Enjoyment (no reason) | CW5/p1 |
| 7. Mood dependent | CW5/p6 |
| 8. Escape from bordeom | W6/p1 |
| 9. Freedom of imagination | W6/p4 |
| 10. Enjoyment if a good book | W7/p1 |
| 11. Bordeom | W8/p1 |
| 12. Feel identification with book | W8/p1 |
| 13. Self ed. child care | W8/p2 |
| 14. Identification runaways | W9/p1 |
| 15. Boredom | W9/p2 |
| 16. Read for something to do | W11/p1 |
| 17. Enjoyment | W11/p1 |
| 18. Ed. | W11/p1 |
| 19. Read to friend
Out of a bad mood | W11/p2 |
| 20. Provision of solace | W11/p8 |
-

Do you enjoy Writing? Why

- | | |
|---|-------|
| 1. Dont write much use phone | W1/p6 |
| 2. Release from anger | W2/p8 |
| 3. Communication with friend & school
Establishes network
Maintains network | W2/p9 |
| 4. Write for comm with family etc.
Trying to find Dad | W4/p5 |

5. Writing at school	W4/p5
6. Family contact Mum sorting out problems	W5/p6
7. Poetry writing	W5/p6
Problem sorting	W5/p10
Release from anger	W5/p10
8. Contact with friends	W7/p3 & 4
9. Contact	W8/p9
10. School Work	W8/p9
11. Contact & explanation and record of happenings	W9/p5
12. Part of routine	W9/p14
13. Writes for herself	W10/p4
Imagination	W10/p5
14. Contact and recording	W10/p5
15. Contact - boyfriend	W11/p8
16. Expressing feelings	W11/p9
2 examples	W11/p9 p10
17. Chrnicle - Diary	W11/p11

Reading; What and How Much?

<u>What</u>		<u>How Much</u>	
1. During school School work but "Reads in bed"	W1/p1 W1/p2	1. prescribed reading	
2. Reads a lot "Crime drugs" books pamphlets	W2/p1	2. A lot	W2/p1
3. Books anything	W3/p1	3. A lot	W3/p1
4. Scary books etc. Mags	W4/p1	4. Sometimes	W4/p1
5. School Rock mags.	W5/p1	5. A lot	"5/p1
6. Novels, mags, comics "Kids books"	W6/p1 W6/p3	6. More	W6/p1
7. TV Week	W7/p1	7. Not much	W7/p1
8. Novels Elvis	W8/p11	8. A lot	W8/p1

9.	But reads mags No books but read 'Go Ask Alice' WW Stories & 'Let Loose'	W9/p1 W9/p4	9.	No - hate reading	W9/p1
10.	Anything with horses	W10/p2	10.	A lot	W/10/p1
11.	Book	W11/p1	11.	A lot	W11/p1

Writing; What and How Much?

<u>What</u>		<u>How Much</u>	
1.	Compulsory writing	W1/p5	1. Prescribed W1/p5
2.	Letters poems	W2/p7	2. Lots letters, Poems etc. W2/p7
3.	Letters	W3/p3	3. To boyfriend (no amount)
4.	Letters-schoolwork	W4/p5	4. A lot W4/p5
5.	Letters Poetry	W5/p6	5. All the time W5/p6
6.	3 weeks in Remand	W6/p5	6. Not much W6/p5
7.	Letters to friends	W7/p3	7. No amount specified
8.	Letters - schoolwork	W8/p9	8. Much - yes W8/p9
9.	Letters - Ma friends boyfriends	W9/p5	9. No amount specified
10.	Anything story writing letters	W10/p4 W10/p5	10. A lot W10/p5
11.	Letters to family Would like to keep diary	W11/p11	11. Describes letter to boyfriend W11/p8

MALMSBURY YOUTH TRAINING CENTRE

Reading; Self Assessment

References

- | | |
|---|--------|
| 1. Average | |
| 2. Not an expert - get through most books | M2/p4 |
| Doing courses | M2/p5 |
| Form IV a motor maintenance | M2/p1 |
| 3. Silent reading O.K. | M3/p2 |
| Oral reading problem | M3/p2 |
| Big words a problem | M3/p5 |
| 4. Yes | M4/p2 |
| 5. Tries to read | M5/p1 |
| Hard word | M5/p2 |
| 6. Watches a lot of tele | M6/p2 |
| Average reader | M6/p4 |
| Forklift course | M6/p11 |
| 7. Not good reader | M7/p1 |
| Taught himself | M7/p2 |
| Trouble understanding | M7/p2 |
| 8. Poor reader | M8/p1 |
| Never read well at school | M8/p2 |
| Can't read | M8/p4 |
| 9. Reads in whispers to understand | M9/p2 |
| Couldn't cope with High School material | M9/p4 |
| Comfortable | M9/p8 |
-

Possible Improvements in Reading

- | | |
|------------------------------------|----------|
| 1. Satisfied | |
| 2. Satisfied | |
| 3. Left school at start of Grade 6 | M3/p3 |
| Better in day to day situations | M3/p4 |
| General improvement | M3/p5 |
| 4. No problem | |
| 5. Practice | M5/p3 |
| Ability to function | M5/p10 & |

- | | | |
|----|---|-------|
| 6. | Read quicker | M6/p6 |
| | Understand a few words | M6/p6 |
| 7. | Just improve | M7/p1 |
| | No school | M7/p2 |
| | Wants to know more | M8/p2 |
| 9. | Reads in whispers to understand | M9/p2 |
| | Couldn't cope with high school material | M9/p4 |
| | No improvements needed | M9/p8 |
-

Writing; Self Assessment

- | | | |
|----|--|---------|
| 1. | Doesn't have visitors - writes letters | M1/p18 |
| | Average | |
| 2. | Average write - not a good speller | M2/p9 |
| | Writes a lot of letters. | |
| 3. | Not proper English | M3/p5 |
| | Trouble with writing | M3/p6 |
| | Writing is hard | M3/p7 |
| 4. | Proficient writer - editor of paper | M4/p7 |
| | Writes letters for others | |
| | Writes poetry | M4/p8 |
| 5. | Can't write | M5/p6 |
| | Problems job interviews etc. | M5/p6 & |
| | | 7 |
| | Mate helps with letters | M5/p12 |
| 6. | Average | |
| 7. | Not a very good writer | M7/p5 |
| | Doesn't like writing got people to write for him | M7/p5 |
| 8. | Average | |
| 9. | Writes a lot | |
| | Knows what's going on | M9/p10 |
-

Writing; Possible Improvements

1.	Come to Ed. to learn to write & spell	M1/p21
2.	Spelling Errors if he rushes	M2/p10
3.	Basic things More writing Spelling Practice	M3/p6 M3/p11 M3/p6 M3/p7
4.	No problems	
5.	Problems with spelling Mixed up on words	M5/p3 M5/p24
6.	Write neater Editing his own work	M6/p9
7.	Spelling Write own letters	M7/p3 M7/p6
8.	Bad handwriting , spelling Used to type letters	M8/p6& M8/p8
9.	No improvement	M9

Poor Readers

1.	Lot of blokes don't read and can't read Reason - left school bad schooling <u>Ed.</u> missing out	M1/p2 M1/p3 M1/p7 & 8
2.	Few who can't read Reason - ethnic Ed. don't like	M2/p6 M2/p6 M2.p6
3.	Still in Intake section	M3/p1
4.	Not confident INability Reason Suggestions Come for help Ed. don't take opportunity	M4/p3 M4/p4 M4/p5 M4/p14 M4/p4

- | | | |
|----|---|-------------------------|
| 5. | Poor reader himself
Poor writer | M5.p1
M5/p6 |
| 6. | | |
| 7. | Poor reader - self assessment
Reason - taught himself
Lot of guy in boys home
Paranoia | M7/p1
p2
p4
p9 |
| 8. | Poor reader
Reason - never read
No other people | M8/p1
p2
p4 |
| 9. | Yes - poor readers
Reason - didn't care about school
Helped him | M9/p6
M9/p7
M9.p8 |
-

So you enjoy Reading? Why?

-
- | | | |
|-----|--|----------------------------------|
| 1. | If left alone
Never reads at home

Comments on disturbances | M1/p1
M1/p1 &
2
M1/p7 |
| 2. | Depends on material | M2/p3 |
| 3. | Depends on material
Reading something is alive | M3/p1
M3/p6 |
| 4. | Yes enjoy
Fills in time
Scope | M4/p1
p1
M4/p2 |
| 5. | Reads small parts of the Sun
Doing reading at Ed.
Doesn't want to be able to read books
but wants to read paper | M5p1
M5.p1
M5/p3
M5/p10 |
| 6. | Reads inside
Doesn't really enjoy
Boredom | M6/p5
M6/p6
M6/p6 |
| 7. | Yes - enjoy
But poor reader | M7/p1 |
| 8. | poor reader
Wants to read well | M8/p1 |
| 9. | Yes enjoy - but specific about likes
Magazines | M9/p1 &
3 |
| 10. | | |
| 11. | | |

Do you enjoy Writing? Why?

- | | |
|--|-------------------------|
| 1. Writes 1 letter per night | M1/p18 |
| 2. Do sn't mind it
Does a lot of sriting - courses
And letters | M2/p9
P7
P8 |
| 3. Writing is hard
Difficulties | M3/p7 |
| 4. Writes a lot
Course/letters/poetry | M4/o7
M4/p8 &
9 |
| 5. Problems with spelling
Can't write | M5/p3
M5/06 |
| 6. Writes more for contact | M6/p7 &
8 |
| 7. Writes but badly
Wants to but doesn't like to
No letters at moment
Doesn't write "says" them | M7/p5
M7/p5
M7/p6 |
| 8. Writes a lot
Contact boredom | M8/p5
M8/p6 |
| 9. Yes - but specific
Enjoy
Contact through lots of letters | M9/p1
M9/p9 |
-

Reading; What and How Much?

-
- | <u>What</u> | | <u>How Much</u> | |
|--|-----------------|---|-------|
| 1. Paper
Course - Form IV Eng. | M1/p1
M1/p21 | 1. Rarely reads
5 books in life
in boob | M1/p1 |
| 2. Novels
Courses - motor main-
tenance - heaps
Magazines | M2/p1
M2/p3 | 2. Quite a lot | M2/p1 |
| 3. Nothing special
Mags.
Cars - motor bikes | M3/p1 | 3. Not much books | M3/p1 |

4. Mysteries, horror novels, biographies Craft referral courses	M4/p1	4. Heaps 300-r00 p's p/v	M4/p1 M4/p2
5. Sun	M5/p1	5. Tries	M5/p1
6. Finished book recently Magazines bits & pieces Form IV	M6/p1 M6/p2 M6/p3	Not much	M6/p1
7. Newspaper Poor reader Anything that interests me	M7/p1 M7/p8		
8. Novels Form IV	M8/p1 M8/p15	8. Not much Poor reader	M8/p1
9. Cars - magazines A paper every morning Prefers magazines Course work	M9/p1 M9/p4	9. A lot	M9/p1

Access to Reading material

1. Hardly anything in library Not big choice	M1/p2 M1/p2
2. More car maintenance mags.	M2/p14 & 15
3. Only there few hours	M3/p1
4. Expansive but some lacking More easy reading	M4/p19 p19/20/& 21
5. Just wants to learn Road Rules	M5/p11
6. Doesn't know yet	M6/p2
7. No comment	
8. Satisfied	M8/p1
9. Books etc. give him shits Wants drug related literature	M9/p1 M9/p3

Writing; What and How Much?

<u>What</u>		<u>How Much</u>	
1. Letters-no visitors. Form IV-Eng.	M1/p18 M1/p21	1. Letter per night	M1/p18
2. Course work Letters	M2/p7 M2/p8	2. 30 questions & 1 essay - 4 p's Lot of letters	M2/p8
3. 1 letter	M3.p7	3. Not much Writing is hard	M3/p7
4. Letters 2 or 3 pages per day Letters for other people Course work Poetry Magazine	M4/p7 M4/p8 P8	4. A lot	
5. Can't write Gets other to do it	M5/p6	5. Has difficulty with writing	
6. Letters 3 Draft system	M6/p7 M6/p8 M6/p9	6. Fair bit lately	M6/p7
7. Wants to but can't	M7/p5	7. Not good writer	M7/p5
8. Letters 4th Form	M8/p5 M8/p15	8. A lot	M8/p5
9. Writes letters 2 o4 3 Course	M9/p2 & 9 M9/p4	9. Everyday	M9/p9

What was the last piece you read?

1. Hijacking plane	M1/p7
2. Rocky	M2.p5
3. Article on Fords	M3/p5
4. --	
5. Paper	M5/p3
6. "Return to Mars"	M2/p1
7. Don't know - poor reader	M7/p1
8. E.T.	M8/p3
9. Car magazine	

REFERENCES FOR CHAPTER II

".....their opinions and suggestions on the ways in which reading and writing may be more effectively taught within the prison context".

BENDIGO PRISON

Opinions on relevance - non-relevance of education

<u>Relevance</u>		<u>Non Relevance</u>	
1. Help perhaps depends on method used. Eng. as 2nd Language	B1/p5	Only few take ed. seriously Depends on individ.	B1/p9 & 10
2. Help with handwriting	B2/p16	Preliminary Eng. no help outside	B2/p10 & 11
3. Wants to work on HSC Other think Ed. O.K.	B3/p4 B3/p24	Mechanical attitude	B3/p16 & 17
4. Course in writing Helped but needs more help with expression	B6/p2	4. Ed. not popular Teachers like officers	B4/ 12 B4/p13 & 14
5. Most guy like it	B7/p5	5. Most not interested in ed. & explanation	B5/p6
6. Courses in mechanics etc Enthusiastic about ed. Examples 70% think ed. good	B8/p1 B8/p9 B8/p11 B8/p13	6. Most not interested because depressed	B6/p5
7. Creative writing course help with writing	B9/p17	7. Lazy & don't go near Ed.	B7/p5
8. Different reason for going to school	B10/p8	8. Problems with Pen-tridge ed.	B8/p10
9. Did HSC in B Division Helpful teachers	B11/p14 B11/p15	9. Too many courses	B8/p10
10. Most appreciate ed.	B11/p15	8. No help with work	B10/p4 & 6
11. Good people in Ed.	B11/p15	10 No indiv. help	B11/p15
12. Helping with basic Literacy & Numeracy Want to learn Spelling and sentences	B14/p1 B14/p2 B14/p11	11. Ed. is a bludge 12. Did Ed.-English too basic Needed to do something. Traditional classroom not approp. Problems of correspondence	B13/p20 B15/p4 B15/p5 & 6
13. Ed. alright	B16/p12	13 Non committal - younger person	B17/p5
		14. Ed. could help but doesn't like school	B18/p4

Relevance

Non Relevance

both

B19/p21

- | | | | |
|--------------------|---------|--|---------------|
| 14. Personal issue | B23/p16 | 15. Ed as alternative to ind. not encouraged | B20/p4 & 5 |
| | | 16. custodial nature of staff | B20/ p3 7 & 8 |
| | | 17. Younger prisoners should be drawn out | B20/p6 |
| | | 18. Correspondence course not applicable | B23/p4 & 5 |
| | | 19. Lack of motivation | B24/p11 |
-

Poor Readers

-
- | | | |
|--|---|--|
| 1. Per on exp. tried to teach him themselves | | B2/p7 & 8 |
| 2. Poor readers - no approach to Ed.
Want to but how
Problems of poor readers | | B4/p7 & 8
B4/p16
B4/p |
| 3. Can't help unless ask for it | | B5/p7 |
| 4. Know non readers - but don't ask for help | | B6/p1 |
| 5. Ask for no help - return to prison | | B6/p6 & 7 |
| 6. Won't admit it | | B7/p2 |
| 7. Poor readers institutionalised
Ed. only help if asked for
or separate tuition
Twice as many left | | B8/p4 & 5
B8/p5
B8/p14
B8/p16 |
| 8. Doesn't care | B | B9/p5 & 6 |
| 9. Lack of interest | | B10/p2 |
| 10. Guys are shy | | B11/p6 |
| 11. Ask for help from peers
Self help issue
Helped | | B13/p5 & 6
B13/p7
14/p1 |
| 12. Non readers not interested | | B16/p3 |
| 13. Poor readers went to school | | B18/p3 |
| 14. Poor readers not to Ed. | | B20/p3 |
| 15. Poor readers not analytical | | B20/p8 & 9 |

16. Library problems	B22/p23
17. Non readers shy	B22/p28
18. Non readers - subject helped	B24/p6
19. Problems of non reader	B26/p9,12 &

Suggestions

1. Learn to control feelings & rehabilitations	B1/p10
2. More personal approach	B2/p18
3. More people to teach	B2/p18
4. Identification with learner	B2/p20 & 21
5. Long pre-sentences a problem	B3/p25
6. Literacy testing	B4/p7
7. Forced to learn - only solution	B4/p17 18,19 & 20
8. Changes in client type - get lazy ones up there	B7/p5 & 6
9. Make it more enjoyable	B8/p5
10. Reward system for ed.	B8/p13
11. Access to materials on holidays	B8/p7
12. Special class for non readers	B10/p2
13. Specific ed. purposeex jails	B10/p3
14. Updated Library	B10/p6
15. Problems of system	B15/p11 & 12
16. More care in selecting courses	B19/p21
17. More practical courses	B19/p22
18. Fundamental in attitude of staff Pentridge example Outside visits Opportunity	B20/ p7 & 14 B20/ p10 & 11 B20/p13 & 15 B20/p17
19. Learning important - videos	B20/p23/24
20. More books available - Ed. Centre threat	B21/p36
21. Greater flexibility of programmes	B22/p22
22. Attractiveness - Creativeness	B22/p23 & 24
23. A in attitude - encouragement	B20/p5

FAIRLEA PRISON

Opinions on relevance - non-relevance of education

- | | |
|---|--------|
| 1. Ed. is a release | F1/p12 |
| 2. Teachers have time. 1 to 1 | F2/p3 |
| 3. Everyone pleased - range of subjects | F2/p9 |
| 4. Good ides - new ideas | F3/p14 |
| 5. Ed. staff helped with English | F4/p2 |
| Studying Eng. as a correspondence course | F4/p7 |
| Women think it is good | F4/p9 |
| 6. Glowing report for literacy education | F5/p3 |
| Ed. in general | F5/p14 |
| Role of teachers as confidantes and friends | F5/p15 |
-

Readers; Non-readers

- | | |
|------------------------|-------|
| 1. Poor readers helped | F2/p3 |
| Example | |
| 2. | F4/p7 |
| 3. | F5/p3 |
-

Suggestions

- | | |
|---|----------|
| 1. Problems with correspondence courses | F1/p2 &3 |
| 2. Hard to get extra sessions | F1/p12 |
| 3. More day to day reading material | F2/p1 |
| 4. More sessions | F2/p9 |

Drama F1/p9
 F3/p6

CASTLEMAINE PRISON

Opinions on relevance - non-relevance of education

<u>Relevance</u>		<u>Non Relevance</u>	
Atmosphere of ed. encourages learning	C1/p10	Studying French - no-one can help	C1/p5
Doing photography - exploring field alone	C2	Variety of subjects no thorough teaching	C1/p11
Doing matric	C3/p3 & p25	Wants to improve handwriting - can do himself	C2/p7
Breaks down hostilities	C3/p8	No guidelines for learning	C3/p1
Confidence building Intellectual freedom	C3/p9 C3/p10	Problem-peer pressure	C3/p1
No attitudes	C4/p10		
Pleased with help	C8/p10 & 11		
Poor reader helped	C5/p3	Depend on correspondence	C6/p7 & 8
Helping with spelling	C5/p7	Loss of interest	
Prolific writer		Lack of contact	C6/p9
Example of help given		Need support & hasn't got it.	C6/p7
Most people enjoy ed. - relaxed atmosphere	C5/p9		
Studying pottery	C7/p2		
Doing something positive	C8/p2	Some regard Ed. as a waste of time	C8/p23
Bus. Management & Law	C8/p3	but counter opinion	C8/p24
Use time well	C8/p3		
Up to date Ed. Centre	C8/p19		
Freedom of expression	C8/p25		
Appreciative of Ed. service	C9/p20	Lack of motivation of non readers	C9/p15
Completing BA	C10/p1		
Cooperative teachers for materials	C10/p4		
Treated well	C10/p15		
		Wants help with communication	C11/p6,7 & 8
		Lost interest and motivation	C11/p1

Poor Readers

- | | |
|--|---------|
| 1. Surprised by number of non readers | C1/p11 |
| 2. Can't read at all 'plastic gangsters' | C2/p5 |
| 3. Poor reader - description | C8/p12 |
| Hasn't asked teachers help | C8/p13 |
| Abusing himself | C8/p13 |
| Comment on poor readers situation | C8/p15 |
| 4. Knows a lot of non readers | C9/p12 |
| 10 out of musterof 90 | C9/p13 |
| Lack of motivation | C9/p15 |
| 5. Knows poor readers | C10/p8 |
| No group teaching | C10/p17 |
| People afraid | |
| 6. A lot of people are poor readers | C11/p3 |
| 1 to 1 basis for teaching | C11/p4 |
-

Suggestions

- | | |
|--|-------------|
| 1. Better stocked library | C1/p12 |
| 2. Issue of motivation - personal | C2/p9 |
| 3. Concentration on team effort | C3/p6 |
| 4. Reduce long sentences - remission for school attendance | C3/p7 |
| Incentive | C3/p35 & 36 |
| 5. Glossary of books and pamphlets | C3/p18 & 19 |
| 6. Help people to communicate & learn for themselves | C3/p30 & 31 |
| 7. Acceptance of intellectual standards | C3/p38 |
| 8. Better stocked library | C5/p11 |
| 9. More available and approachable teachers | C8/p27 & 28 |
| 10. Equal relationship important | C10/p7 |
| 11. Group sessions | C11/p9 |

WINLATON YOUTH TRAINING CENTRE

Opinions on relevance - non-relevance of education

<u>Relevance</u>	<u>Non Relevance</u>	
Low-Security-Section		
1. Homecrafts - valuable	W1/p3	
	p4	
compulsory subjects	W1p5	
Choices		
Legal studies - value	W1/p6	<u>Opinions</u>
Correspondence	W1/p7	outside school
		some can't stand it
		W1/p12
2. School Section		<u>Opinions</u>
Private project with		Some good
the staff help	W2/p2	Some bad
Wants to be faster		Won't admit like it
reader	W2/p6	W2/p11& 12
Hasn't asked for help	W2/p10	W2/p13
with writing too private		
Starting correspondence	W2/p12	
3. Low Security Section		<u>Opinions</u>
No courses -job hunting	W3/p11	Dependent on personal
		circumstance
		W3/p14
4. School Section		<u>Opinions</u>
Preferred outside school	W4/p2	Explanation of neg-
	& 3	ativism
Form 2	W4/p4	W4/p9
Home - went to outside		
school	W4/p7	
Enjoys this school	W4,p10	
5. Doing Form IV	W5/p3	<u>Opinions</u>
& correspondence Art		Botj sodes pf argi,emt
Likes it	W5/p3	W5/p12
Prefer outside school		
higher standard	W5/p13	
6. Oral reading problem	W8/p1	<u>Opinions</u>
Poor handwriting	W8/p10	Some need fore ed.
Improve herself		W8/p13
Cottage home experience	W8/p11	
Ed. works in W	W8/p12	
School stops boredom	W8/p11	
7. Loves English	W11/p5	<u>Opinions</u>
Outline of subjects	W11/p5	Lot hate it
Prefers outside school		W11/p15
Reasons	W11/p6	
Hates her handwriting	W11/p11	
her remedy	P12	
Doing Form IV	W11/p13	

Remand Section

8. Practice reading W6/p3 Opinions
Basic English W6/p4 Most sensible W6/p11
Compulsory school W6/p4
Subjects W6/p5
Loves school W6/p5
Why? W6/p12
9. Self assessed poor Opinions
reader W9/p2 Positive W9/p13
Help herself - practice W9/p3
Wants to improve
spelling W9/p8
Really good school W9/p10
& reasons P11
Description of courses W9/p11
12 & 13

School Section

10. Can't do English Opinions
properly W7/p4 Don't know why W7/p8
& 5
Alright school W7/p5

Hostel Section

11. Day programme W10/p1 Opinions
Typing-child care W10/p1 Unsure W10/p8
beneficial W10/p1 Some trying to get out
Organisation W10/p1 of it W10/p8
Liked it at W W10/p3
Want to improve
handwriting W10/p5
Easier to learn W10/p11
& 12
-

Poor Readers

-
1. Knows - poor at everything W1/p3
2. Knows poor reader - bad edn. W2/p4 & 5
Staff help W2/p5
3. No poor readers W3/p3
4. Knows poor reader - peer help W4/p4
5. Know poor reader W5/p2 & 3
Case study of helpless poor reader W5/p5
Peer help W5/p6

- | | |
|---|----------------------|
| 6. No poor readers | W8/p8 |
| 7. Yes poor reader -
Doesn't want help | W11/p4
W11/p4 & 5 |
| 8. Poor readers try to help | W6/p3 |
| 9. No poor readers | W7/p2 |
| 10. Poor reader - yes - helped | W10/p4 |

MALMSBURY YOUTH TRAINING CENTRE

Opinions on relevance - non-relevance of education

<u>Relevance</u>		<u>Non Relevance</u>	
1. Form IV Eng.		Learn to spell unsuccessful	M1/ P21 & 22
2. Motor mechanics course	M1/p1	Most like Ed.	M2/p13
Unit method	p2		
Enjoyed course	M2/p3		
Crane driver's course qualification	/p5 /p5		
Problem with spelling but takes time	M2/p9		
3. Working on writing with teacher	M3/p2	Use or abuse	M3/p11
Missed school	M3/p3		
Better day to day skills	M3/p4		
Proble m	M3/p5 & 6		
4. Interior decorating	M4/p8		
5. Reading/spelling with teacher	M5/p1	Some think its alright other don't	M5/p11
6. Doing Form IV	M6/p3	Alright and not alright	M6/p11
Wants to understand more words & read quicker	M6/p6		
Helps himself			
For life course	M6/p11		
7. Poor reader			
Started with Ed.	M7/p1 & 2		
8. Self assessed poor reader - being helped	M8/p2	Some think school is a bludge	M8/p16
Handwriting/spelling poor	M8/p7	Blokes put themselves down	M8/p18 & 19
has advice			
doing Form IV	M8/p15		
Likes school	M8/p15 & 16		
9. Motor mechanics course	M9/p4	Bludge attitude	M9/p12
Leaving school		Outlines problem	P9/p12

Poor Readers

- | | |
|---|--|
| 1. knows young blokes
miss out on Ed.
embarrassment a cover up
success of teacher - example | M1/p2
M1/p7
p7 & 8
M1/p8 |
| 2. knows non readers
don't care
set in ways | M2/p6 |
| 3. Poor writer - getting help | M3/p4/5/6 |
| 4. Non confident - but done come to Ed.
Go to workshop
Approach peers - embarrassment
Forgotten basics | M4.p3
M4/p3
M4/p14 & 15
M4.p16/17 |
| 5. Himself a poor reader & writer
Attending school
Problems | M5/p1 & 2
M5/p6 & 7 |
| 6. Self assessed poor reader
Ed. help
Other poor readers don't care
or scared | M7/p1
M7/p2
M7/p4
M7/p8 & 9 |
| 8. Self assessed poor reader - helped | M8/p1 |
| 9. Knows non readers
Help from peers | M9/p6 & 7
M9/p7 |
-

Suggestions

- | | |
|---|----------------|
| 1. Can't make it more attractive
Won't admit problems
Practical courses | M4/p4
M4/p5 |
| 2. More basic books | M4/p19/20/21 |
| 3. Leave them along | M5/p11 |
| 5. Motivation important | M6/p15 & 16 |

REFERENCES FOR CHAPTER III

".....the role, if any, that reading and writing may play in individual cases of rehabilitation".

BENDIGO PRISON

Vocational - Personal Uses of Literacy

<u>Courses</u>		<u>Vocation</u>	
1. None as yet Wants to improve spelling and grammar	B1/p4	1. Previous job - import jewellery literacy tasks involved Better standard of reading and writing helpful when leaving prison	B1/p8 & 9 B1/p1
2. Course of video Lot of reading and writing Returning to school to learn to write	B2/p3 B2/p4 B2/p9 & 10 B2/p12	2. Lighting business in South Australia, Job is arranged Therefore help with handwriting	B2/p1 15 & B2/p10
3. Wants to start HSC No distractions Enjoys study	B3/p6 & 7 B3e/p7 B3/p8	3. Tried HSC 2 years ago too difficult with work as well wants to do so- cial work course Job before prison - selling cars Wants to be a student when he leaves Bendigo Outlines problems of those who leave prison	B3/p5 B3/p6 B3/p18 B3/p22 B3/p25 & 26
4. Course at BCAE (ed leave programme		4. Long stay - not making plans has had offers Discussion of causes of recidivisism Problems of non-readers facing the world	B4/p11 & 12 B4/p15 16 B4/p21
5. Pottery course at Tech Staff will help with essays	B5/p1 B5/p5	5. Pottery	B5/p6
6. Writing course	B6/p2	6. Job - steel fixing fixed up Reading & writing tasks	B6/p3 & 9 B6/p5
7. No course		7. Was stor manager Interested in photography Reading & writing dem- ands Did it at Pentridge	B7/p4 B7/p5 B7/p7 8

- | | | | |
|---|----------------------------|--|--|
| 8. Electronics Diesel Mechanics etc.
Tutor
Full time education
Six courses | B8/p1
B8/p11
B8/018 | 8. Auto electrician
Truckes
Not much reading & writing
Problems of getting out
Over qualified | B8/p2
B8/p12
B8/p13
B8/p14
15 & 16
B8/p19 |
| 9. Creative writing course | B9/p1 | 9. Wants to publish books of poetry
Writing when he leaves | B9/p12
B9/p19 & 20 |
| 10. Boiler attendant's course
Independent work | B10/p4
B10/p4 | 10. Job as boiler attendant when released
Needs certificate with reading and writing tasks | B10/p5
B10/p12 |
| 11. No course | | 11. Dimensional design
Professional fishing for living
Problems of reentry
Fitter & turner by trade
Building job - sheet metal. Jobs to go to. | B11/p3
B11/p6
B11/p10
B11/p14
B11/p20 |
| 12. German English courses | B12.p1 | 12. Had job in jewellery
Maintain books in Eng. | B12/p11
B12/p5 |
| 13. Pool care course | B13/p11 | 13. Pool care business prospect | B13/p14 |
| 14. Basic Eng. course helped him
EDU course/welding | B14/p1
B14/p6 | 14. Didn't have job
Writing not up to standard
Job in Melbourne provided read & write | B14/p7
B14/p7
B14/p7
B14/p8 & 9 |
| 15. No course
Was doing course but disillusioned
Did rigging - no practical opportunities | B15/p4
B15/p4
& 5 | 15. Rigging job
Not much reading
Just finishing app'ship in fitting & machining | B15/p5
B15/p11
B15/p8 |
| 16. No course
Learnt to type
Built garden
Attendance Centre | B16/p6
B16/p6
B16/p7 | 16. Job to go to hire service | B16/10 & 11 |
| 17. No courses | B17/p3 | 17. No job
Factory work | B17/p4
B17/p5 |
| 18. No course | | 18. Motor mechanic but not enough education
Labourers job. | B18/p6 |

- | | | | |
|---|---------------------------|---|--|
| 19. No course now but did navigation/14 mnths
A freelance journalism | B19/p8
& 10
B19/p16 | 19. Timber mill job before
& before a fisherman
Railway work in future | B19/
B19/
B19/ |
| 20. B.A. | | 20. | |
| 21. No course
Writes prolifically | B21/p34
B21/p1
& 2 | 21. Working not a problem
Rehabilitation
Problems of release

Could be headcook in prison
could be cook
or machinist
or barman | B21/p
& 1
B21/p
&15
B21/p
&20

B21/p. |
| 22. No course
Interest in video | B22/p2 | 22. Not worried about work
Lack of work orientation

Teach skills of some sort
Job philosophy
Work release | B22/p1
B20/p2
&21

B20/p2
B22/p3
B22/p4
&44 |
| 23. Media course | B23/p3
&4 | 23. Unclear about job prospects | B23/p1
P16 |
| 24. No course | | 24. Crane driver & rigger by trade. Had dairy farm going back there
Jail no cure for anything | B24/p1
B24/p1 |
| 25. First Aid Course | | 25. Punching
Lost | B25/p5
B25/p9
& 10 |
| 26. Basic Eng. course | | 26. University if English is acceptable
Cook | B26/p8
B26/p15 |

Personal Development

- | | |
|--|--|
| 1. Control of feeling | B1/p10 &
11 |
| 2. Change in attitude wants to accomplish something | B2/p13 |
| 3. Reading makes time fly
Wants to achieve something | B3/p3
B3/p5 |
| 4. Spends a lot of time with his micro computer | B4/p1 |
| 5. Reads for information about pottery
Likes to learn | B5/p1
B5/p4 |
| 6. Reading is a release
Reading is learning
Writing for development | B6/p7
B6/p2
B6/p4 |
| 7. Writes to wife - lots of poetry
Offer of publication | B7/p1
B7/p3 |
| 8. Reads for courses | B8/p3 |
| 9. Reflective quality of reading
Wants something to show for it
Keep mind out of jail | B9/p6
B9/p12
B9/p14 |
| 10. Wants to prove he's not a flop
Working virtually alone
Writing helps allay time | B10/p5
B10/p4
B10/p11 |
| 11. Used to read a lot but moved to dimensional design.
Explanation
Release
Writes fir himself a lot
Analytical sessions | B11/p1
B11/p1
B11/p4
B11/p11
B11/p16 |
| 12. Wants to improve English usage | B12/p2 |
| 13. Writing - time to himself
A release | B13/p8
B13/p11 |
| 14. Improve himself
Self image improved | B14/p2
B14/p10 |
| 15. | |
| 16. | |
| 17. | |
| 18. Reading - forgets where he is. | B18/p1 |

- 19.
20. Knowledge
Drama Group - Pentridge B20/p2
B20/pk
21. Writing - mind released B21/p4
Reading B21/p30
22. Reading kept him sane in H division
4 to 6. Quote p.7
Importance of outside contact B22/p4
& 42
23. Reading occupies mind B23/p1
24. Reading to relieve boredom - think about other things B24/p2
Write to take you away B24/p4
Self expression B24/p7
25. Leisure & learning B25/p1

FAIRLEA PRISON

Jobs before and after

- | | |
|--|-------------|
| 1. Job with arts but realistic about chances | F1/p10 |
| 2. Continue writing | F2/p7 & 8 |
| Return to farm | F2/p9 |
| 3. Farm job | F3/p10 |
| Stud farm | F3/p11 |
| 4. Previous factory job | F4/p8 |
| Better Eng. - better job | F4/p8 |
| Receptionist | F4/p9 |
| 5. Qualified nursing sister | F5/p24 & 25 |
-

Courses

-
- | | |
|-----------------------------|--------|
| 1. Psych | F1/p1 |
| Computer programming | F1/p1 |
| Advantages of course work | F1/p1 |
| Drama | |
| Computer - self taught | F1/p4 |
| Enquiries at TAFE no help | F1/p4 |
| 2. Short story writing | F2/p4 |
| Wants to write child's book | F2/p4 |
| 3. Drama Group | F3/p5 |
| Ed. Centre advantages | F3/p14 |
| Tuping and cookery | F3/p15 |
| 4. Eng. as 2nd language | F4/p1 |
| Engl courses | F4/p2 |
| Reading acclimatization | F4/p3 |
| Eng. correspondence course | F4/p7 |
| 5. Art course | F5/p4 |
| Cooking class | F5/p21 |

Personal Development

1. Sense of progress associated with work F1/p2
2. Drama group - reading and writing development F1/p8,9,10
3. Value of writing as a record of past history
and development F2/p5 & 6
F2/p5 & 6
4. Always learning through reading F4/p4
Not like jail F4/p4
5. Art course - personal expression F5/p5
Spanish girl example F5/p8
Value of Ed. as counsellors F5/p15
Routing before F5/p14

CASTLEMAINE PRISON

Courses		Vocation	
1. Studying French	C1/p2	1. Was postal sorter Pensioner when out	C1/p9
2. Photography Course 5 course - Tech	C2/p1 C2/p6	2. Detail draughtsman Reading & writing requirements	C2/p7 C2/p8
3. Matriculation Comment on value of courses	C3/p3 & 25 C3/p27	3.	
4. Maths course Needed for job	C4/p9 C4/p10	4. Few jobs Sales rep. job when released Not much reading & writing	C4/p9 C4/p9
5. Writes a lot Pottery course General recommendation of education	C5/p7 C5/p9	5. Illegal job Pastrycook Job as pastrycook No reading & writing Print book of poems	C5/p8 C5/p8 C5/p8 C5/p9
6. Electronics course	C6/p1	6. Tropical fish collecting them	C6/p6
7. Pottery	C7/p2	7. Pottery & Theatre	C7/p10,13 14 & 15
8. Business Management & Law	C8/p3	8. Open up business Motor mechanic before prison Same job when leaves	C8/p3 C8/p2 & 22 C8/p22& 23
9.		9. Foreman at iron foundry Swimming instructor when released requirements	C9/p18 C9/p18 C9/p19
10. B.A. Major in psychology & Sociology Advantages of study in prison	C10/p1 C10/ p2 C10/p16	10. Studying full time before prison Reading handled well	C10/p16 C10/p16
11. Lost interest in courses Comment about rehabilitation	C11/p1	11. Purchasing Officer No troubles with read- ing & writing Job prospects	C11/p8 C11/p8 C11/p9 C11/p10 & 11

Personal Development

- | | | |
|-----|--|-------------------|
| 1. | Reads for pleasure & learning | C1/p1 |
| | 'Mental workout' | C1/p5 |
| | Reflection | C1/p6 |
| | Writing - expressing thoughts | C1/p8 |
| 2. | Reading exercises brain | C2/p1 |
| | Gain knowledge on certain things | C2/p3 |
| 3. | Reading relieves mood | C3/p4 |
| | Interpretation | C3/p4 |
| | Education gives confidence building | C3/p9&10 |
| | Different perspective | C3/p22 |
| | Growth | C3/p23 |
| | Change your direction | C3/p31 &
33,34 |
| 4. | Reads to learn | C4/p1 |
| 5. | Writing for relaxation | C5/p6 |
| 6. | Reads for enjoyment | C6/p2 |
| 7. | Reading for knowledge | C7/p2 |
| | Understanding | C7/p6 |
| 8. | Opportunity to write & study | C8/p1 |
| | Learn for qualification | |
| | Reading - peace of mind and time element | C8/p5 |
| | Comment on importance of reading and writing | C8/p4 & |
| | Importance of reading & writing in course | C8/p16 &
17 |
| 9. | Writes to maintain contact | C9/p2 |
| 10. | Fiction reading gets rid of time | C10/p5 |
| | Study reading - enjoys it | |
| | Writing for stimulation | C10/p12 |
| 11. | Problems with expression - writing | C11/p6 |

WINLATON YOUTH TRAINING CENTRE

The Uses of reading and writing, before and after detention

- | | | | |
|-----|---|----------|---|
| 1. | Going back to school
Motor mechanics or child care
or shop assistant
Did work experience
Going to TAFE - doesn't know courses | (Hostel) | W1/p7
W1/p7
W1/p7 & 8
W1/p11 |
| 2. | Previous employment facoty & chicken shop
Kids
Back to school | (School) | W2/p10
W2/p11
W2/p9 |
| 3. | Job hunter
Any job
Cope Okay | (Hostel) | W3/p6 & 11
W3/p13
W3/p15 |
| 4. | Returning to school
Child care
No idea of demands
Maybe an architect | | W4/p ¹ ₅
W4/p8
W4/p9
W4/p9 |
| 5. | Correspondence Art
Continue with Art course
TAFE
Lot of reading & writing cope - unsure | (School) | W5/p3
W5/p11
W5/p12 |
| 6. | Returning to school
Wants to do hairdressing apprenticeship
Cope with reading & writing - Yes | (Remand) | W6/p7
W6/p9
W6/p10 |
| 7. | Returning to school
Hairdressing course
Doesn't know about reading & writing tasks | | W7/p5 & 6
W7/p7 |
| 8. | Cottage Parent
Wants to get HSC
Information about courses
Wants to go & live with Dad in S.A. | (School) | W8/p3 & 6
W8/p12
W8/p ¹ ₂ & 13
W8/P21 & 22 |
| 9. | Poor reader - self assessed
might go back to school
Finished Form 2
Unclear about any job
Any work | (Remand) | W
W9/p3
W9/p9
W9/p10 |
| 10. | School - work prep - job hunter
Wanted to work with horses
Reading and writing demands - minimal | (Hostel) | W10/p3
W10/p6-8
W10/p7 |
| 11. | Returning to school
Mothercraft - when 17 years old
Reading and writing - would cope | | W11/p13
W11/p14
W11/p15 |

Courses

- | | | | |
|-----|--|----------|----------------|
| 1. | Homecrafts - survival in private board
Advantages
Form III | (Hostel) | W1/p4
W1/p4 |
| 2. | Private project | (School) | W2/p1 & 2 |
| 3. | School | | W4/p4 |
| 4. | Form 4
Art course | (School) | W5/p3 |
| 5. | Courses | (Remand) | W6/p4 |
| 6. | Form IV | School | |
| 7. | Attends school | | W8/p10 |
| 8. | Compulsory school | Remand | W9 |
| 9. | Comes to school in Winlaton
because she likes it. | Hostel | W10/p1 |
| 10. | English Maths & electives | School | W11/p5 |
-

Personal Development

- | | | | |
|----|--|--|--------|
| 1. | Reading - more education (Hostel - Job hunter) | | W3/p3 |
| 2. | Release through writing | | W5/p10 |

MALMSBURY YOUTH TRAINING CENTRE

<u>Courses</u>		<u>Vocation</u>	
1. Form IV English Spelling	M1/p21 M1/p21	1. Thieving "It's me job"	M1/p23
2. Motor maintenance Lot of reading	M2/p1	2. Personal reason Quite a few jobs before Wants to stick to a job Any job	M2/p2 M2/p12 M2.p12 M2/p13
3. Self assessed poor reader Help from Education Better functional skills	M3/p4 M3/p4 & 5	3. A job Contract cleaning Job when released	M3/p6 M3/p7 M3/p8
4. Craft work Interior decorating quite a lot of reading and writing	M4.p1 M4.p8	4. Modelling prior to detention Then interior consul- tant No trouble with paper work. Set up art gallery. Art teacher	M4.p12 M4/p13 M4.p14
5. Poor reader & writer Enrolled in Education for this reason	M5/p1 M5.p1	5. Hopes it will help with jobs Bootmaker before det- ention Wants job in abbatoir	M5.p6 & 7 M5/p7 M5/p7
6. Form IV Fork lift course	M6/p3 M6/p11	6. Catalogue of past job Better job prospects Writing Leading to job	M6/p3 M6/p5 M6/p10 M6/p12
7. Poor reader & writer Taught himself Courses in Education	M7/p1 M7/p2 M7/p3	7. Unemployed before Wants to do landscape gardening Jobs easier to find Done it before	M7/p1 M7/p7 M7/p3 M7/p8
8. Poor reader Helped by staff Form Iv	M8/p1 M8/p2 M8/p15	8. Hasn't worked for past two years Likes outside work Spray painting, panel beating Sales rep. (op- tions for jobs. Recognises his need for a job.	M8/p9 M8/p9 M8/p11 M8/p14 & 15

- | | | |
|---------------------------------|--------------------------|-----------|
| 9. Motor mechanics course M9/p4 | 9. Working with uncle in | |
| Going back to workshop M9/p4 | car business | M9/p5 & 6 |
| | Helps uncle | M9/p10 |
| | | M9/p11 |
-

Personal Development

- 1.
2. reading & writing associated with courses
3. Reading and writing for better day to day functioning M3/p4 & 5 & 1
4. Reading occupies time M4/p1
Independence M4/p2
Personal Expressions in poetry M4.p8
5. Wants to be able to write & read M5.p10 & 11
6. Reading passes time M6/p6
Learning = practical use of time M6/p4
7. Better reading and writing for information of self M7/p3
Wants to make something of himself M7/p4
8. Motivation to learn to read better M8/p4
Writing for contact M8/p6
9. Writing for contact M9/p9

CHAPTER IV REFERENCES

"With reference to reading and writing, what kinds of things do students ask for? What do they say when you first have contact with them? Give some indication of the range and proportion of requests."

QUESTIONS TO TEACHERS IN PRISONS, YTCs AND RECEPTION CENTRES
FOR THE LINCS PROJECT

Answers to questions are to be pooled with ideas and information generated by the core group and will be used in building up a full summative picture of issues involved in the development, teaching and learning of Literacy in incarcerating institutions.

Please post the completed schedules to: Ian Treyvaud
Prison Education Centre
P.O. Box 503
BENDIGO 3550

BEFORE 8th April 1983

N.B. You should limit yourself to an hour for your responses. Your name on the response is requested, but of course not mandatory.
Thank you for your interest and valued support.

1. What, in your own terms, are your aims in working as a teacher in your situation?
2. How do you view the status and importance of literacy education?
3. What are the needs that you are aware of in relation to reading and writing (at any level)?
4. What can be done to respond to these needs?
5. What kind of information or support could you best benefit from in this area? Do you have any special needs?
6. How do you think of literacy and literacy education? What is it and how do you develop it?
7. Describe the contact between yourself and your students. (Set times? Set tasks? Formal? Informal? Depends on.....?)
8. With reference to reading and writing, what kinds of things do students ask for? What do they say they want when you first have contact with them? Give some indication of the range and proportion of requests. (Give examples where possible).
9. What special advice would you give someone who was going to take over from you. (With special reference to literacy related issues)
10. Please feel free to extend any of the above answers and/or make any other comments you think pertinent to the business of creating messages and images ('Writing'). Of making sense of, and use of written and printed material ('Reading') in your situation.

Malmsbury

1. I want to learn to write better. Mine is terrible writing! Can you teach me to write?
2. I want to learn to spell because I keep writing words wrong. I'm not good at spelling.
3. I want to read better. Can you teach me?
4. I hate reading! I can't read! You won't be able to teach me!

I would say that the majority of students seem to apologise because they can't spell everything perfectly. This would be the most common comment when they first come into school.

The second most common apology I feel would be when going to read a student's work and they say "Sorry it's a bit messy but I can't write neatly".

Winlton

Does not apply

Pentridge

"I want to improve my handwriting".

"I want to read better".

"I want to learn something to get a job".

"I want to improve myself".

"I want to do my H.S.C.".

They primarily want to work on spelling and writing.

Malmsbury

The greatest request is to attain the ability of basic literacy. i.e. to be able to write a letter. To read and understand with some proficiency.

Turana

They ask for correspondence courses - accreditation. Generally they don't ask for literacy activities but are

encouraged to write for school magazines or to co-operate with a school requirement/request.

They ask for: - novels related to current movies, Ram/Juke magazines, Punk books. Tattoo Design, Horror stories.

Most initiatives are motivated after intensive delivery into their interests or what they may be interested in. Little initiative from students.

Winlaton

Letter writing - some.
Job applications - lots.
Cursive writing - one.

Winlaton

I am not a classroom teacher. I tend to try to always work with a group of teachers and youth and as such develop a group working situation.

The issues discussed depend on the situations. In one particular group we have spent considerable time discussing the issue of censorship and we have worked together on a positive response to this issue.

Other issues in other groups include:-

- the institutional procedures and how they affect youth, how to air grievances logically and with evidence. (This involves collating information around the issues).
- the world of work and how it affects all youth, and all people (information around these issues).

Youth are now asking for institutional policies which relate to these issues.

Winlatoon is about to have a Mural. Youth have been involved in the planning and organisation of this project (which has aroused considerable controversy I might say). One youth has been involved directly in the controversy and has helped me in working this through.

Winlatoon

With few exceptions new wards don't request work in the area of reading and writing. However with encouragement we can achieve quite a lot in the area of remediation if care is taken that the youth does not feel at all threatened in the group and having to return to basic or near to basic levels of reading and spelling.

Winlatoon
Remand Centre

1. Library books - a first request.
2. Time for letter writing.
3. Work sheets that require little effort.
4. School work - same text or level of text that they've had at school.
5. Poetry.
6. Spelling lists and cards. Very few girls are actually interested in reading daily "Sun". However, are ready to devour "Dolly" magazines and "Cleo" or our internal magazine "Rave".

Tally Ho

Negligible - Maybe a few manuals.

This is the bomb out area and has to be avoided if possible!!

Motivation! The great requirement.

Softer Options e.g. Cards for Work Education/Comprehension.

Malmsubry

The most common requests are to improve spelling and handwriting. (By far). In fact apart from those who have stated "I'd like to improve my Education or I'd like to learn more", I've never been asked to teach a student to improve his communication or expression skills. It seems that most think that by learning to spell and to write neatly, they will become 'educated' people.

Some requests and comments have been:-

- I'm no good at reading.
- I was never any good at reading.
- Can you teach me to spell?
- I can't do double writing.
- I can read better to myself. I can't read out loud.
- I can't think of anything to write or I can't write.
- I'll never be any good at writing.

Langi Kal
Kal

The range of requests is limited. The majority of students request:

reading	}	Virtually all clients focus on these skills.
spelling		
handwriting		

In addition, a smaller percentage of students request tuition in punctuation. I had expected a greater interest in survival skills, such as reading/filling in forms and applications. However, the trainees have, almost without exception, requested a formal approach to English sessions. A very small percentage of trainees are involved with TAFE Off-campus programs. These trainees are at Langi

Kal Kal for several months and are keen to complete one unit of study. Preliminary English is the most popular choice.

Langi Kal
Kal

- Assistance with high interest reading material.
- Requests for magazines which interest them e.g. Bike Mags., Car Mags., Van Mags., etc.
- Current novels on film themes etc.
- Hobby titles, such as weight lifting, sport, vans etc.
- With writing. A lot of trainees print, and want to change it to script - some stick with individual assistance, but a lot find it too frustrating and tiring.

Malmsbury

- The most frequent request I face is - "I want to get my Driver's Licence. What do I do?"
This requires reading a written exam. Thirty out of a possible 231 questions are asked. Learning these is a daunting task. Understanding and memorising - both necessary.
- "I want to improve my writing"- which to begin with, mostly means handwriting but includes written expression generally.
- Letter writing - variation of content.
- "I want to do a course so that I can get a job when I get out".

Malmsbury

They want to learn to write (they actually mean the art of letter formation, not the skill of putting words into sentences).

Letters are very important as it is the only link back into society for some - letters offer comfort, status in front of your peers.

Baltara

- A. Writing - Letter writing,
Play scripts for video
Word Search puzzles
- Reading - Comics
Sex Education books
- B. "Can you help me.....?"
"I want to.....?"

Baltara

-

Turana

Usual requests are for help with letter writing, desire to improve handwriting and spelling. Some others want to embark on a project on their own in which they research reference books. Others express an interest in writing for the Turana magazine or for their own pleasure. Some say "I can't read at all", but they usually can while others are very blase about their literacy skills but this is a front to cover inadequacies and has to be handled discreetly. Very few request a novel to read but most like to look at the newspaper (Sun) each day.

Sale

Although a small prison - the range of requests is enormous. They can be basically grouped as follows:-

- A. Practice in numeracy/literacy skills.
(mainly letter writing, self expression, spelling, basics survival maths).
- B. Interest based time consumption courses such as navigation, pilots licence, hairdressing etc.
- C. Vocational Studies - B.A. and other degree subjects. Whole range of TAFE (Australia wide) courses.

Many fellows make use of our "prison library" which consists of subscriptions to a whole range of magazines plus paper back populars.

Generally the first thing students ask for if they are going to read is "an easy book with pictures".

Writing of letters.

Otherwise their reading is generally interest based.

Beechworth

Students ask for help in specifics. They want to "learn to spell", to write letters, to improve their handwriting. In many cases if they are placed in a position of having to write a letter or make a written application they will come and ask the teacher to do it for them. This is the time to try and get them involved in the program as they have identified the need.

- I want to do some English (most)
- I want to do some Spelling
- I want to do some Handwriting

I would say that the majority of contacts are made from the point of view of us asking if the prisoner would be interested in studying English. On a positive response, they are usually willing to take what we have to offer.

1. Grammar type exercises.
2. Comprehension exercises.
3. Word - sentence usage (foreign students)

Ararat

Almost all students interviewed who want to attend school indicate that they would like to improve their English -

regardless of their educational level. All want to improve their spelling ability.

Pentridge

The majority of students want help with spelling, 65% - 80%, but at a later date many reveal they really need help with self-expression; being able to get their thoughts down clearly on paper.

Others express a desire to improve themselves in terms of punctuation. They're unsure of where to put a full stop or comma. This ties in with the self expression bit but they often cannot see the relationship.

Pentridge

A set course. The range is vast from a simple request to learn to read. To detailed requests covering spelling, reading, writing, speech etc. They all request to be put down for a written course so they can see something concrete in their possession.

APPENDIX C

Recommended Reading List

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- Adamson, R. & Hanford, B. "Zimmer's Essay;" Wild & Woolley; Sydney, 1974.
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Prentice Hall, New Jersey, 1963
- Nelson, A.J.A. (ed) "On the Importance of Being Literate"
Aust. Council for Adult Literacy; UNE; 1981.
- Peters, R. S. "Essays on Educators"; Unwin, London, 1981
- Smith, F. "Demonstrations, Engagement & Sensitivity:
The Choice between people and programmes" in Language
Arts Vol. 58 No. 6. Sept. 1981. (USA/NCTE)
- Stubbs, M. "Language & Literacy; The Sociolinguistics of
Reading and Writing"; R.K.P. London, 1980.
- Stubbs, M. "Language Schools & Classrooms" Methuen, London,
1976.
- Vinson, T. "Wilful Obstruction; the frustration of prison
reform"; Methuen, Perth, 1982.
- Williams, M. "Dingo - My life on the run". Fontana/Collins,
Melbourne; 1980.
- Wooden, K. "Weeping in the Playtime of Others; America's
Incarcerated Children". McGraw Hill; N.Y. 1976.
- Woods, C. A. "Patterns of Literacy in School & Community".
Paper presented at 8th Australian Reading Conference,
Adelaide, August, 1982
- Zdenkowski, G. & Brown, D. "The Prison Struggle; Changing
Australia's Penal System"; Pelican, Ringwood, Vic. 1982.

APPENDIX D

LITERACY, LITERATURE AND PRISON

- a view on the place of literature
in the process of becoming and re-
maining literate

If literature is not at the basis of the teaching enterprise then teachers cannot claim to be developing literacy.

The task of teachers of reading and writing is to identify and engage a body and source of literature vital to the client. In most cases this means looking to the client herself.

My following remarks are based on the premise that the process of learning and learning language - learning to become literate - is universal and that this learning process manifests itself in special ways in differing circumstances. In this regard there are some things special about prison and the way in which prison helps, inhibits, highlights and plays down aspects of being (or not being) literate, but the overarching business of being, not being or learning to become literate is part of a universal pattern of learning.

There is no such phenomenon as prison literacy, any more so that there is 'adult literacy', 'functional literacy' or 'survival literacy', as notions with conditions so special that they can afford to ignore basic notions about literacy, learning and human development.

It is useful to talk about literacy and development insofar as it is an aspect, medium or outcome of human learning directed towards the business of either using or creating a literature of some sort. Anything that does not have this aim in mind cannot regard itself as aiding literacy. Controlled vocabulary readers, drilling word lists, laboriously decoding print, writing on topics chosen by others, do not help people become critical users or creators of literature.

I'm talking more about the way we view the learner than I am about a distinction between the road rules book and Dickens. Literature is written language which can be acted upon by reader, writer and critic alike. It is the carrier of images and ideas. Good literature invites the readers to become part of itself by being engaging, provocative, generative, expanding, evocative. Written language which does not do this has to be viewed as constraining the reader rather than liberating the reader.

The directions on the back of the pill bottle or the can of insecticide require creative mindful and critical appraisal just as a novel or magazine invites it. Anyone who suggests that reading is simply a matter of decoding

and getting it right only, is implicitly espousing a philosophy about what they believe learning to consist of; errorless reproduction rather than successive approximation. Prison literacy, as an issue, is not a question of finding the magic formula to teach by, but of identifying and responding to the literacy demands and needs of individuals. To do otherwise is to not see prisoners as students and learners. A search for the magic formula is a hazard as is a preoccupation with recipes, directions and methods, which when taken literally, do not work. They do not work because their genesis and evolution are not recognised.

The literal transfer to the classroom of a newly published technique for teaching spelling, with neatly graded steps and stairs aiming towards the production of a 'good speller' is a prescription for educational disaster. Attention is focussed primarily on the mechanics. The learner is a secondary reality in the equation. Failure in whatever form, ranging from boredom to loss of the student, is the result of a lack of understanding on the part of the teacher who thinks that ready made programmes are better than their own personalised instruction. The programme may in fact be a good one, but if there is no understanding of the precepts and assumptions on which the programme is based there is little hope for any identity with the business of learning spelling. The teacher will probably rely on a hazy idea of the techniques involved as the student moves through the course. No one is much better off at the end, and indeed, it is fortunate if they are not worse off.

The pervasiveness of behaviourist theory and practice, in our society, reaches its zenith in the world of advertising which sells not only products but the imaginary worlds which go with the purchase of a product. This mentality encourages a literal comprehension of the world. The constancy of fads and searches for better ways of doing the same tasks provokes a sense of consumption as the mark of success. If other people's products are always better than those which you make yourself then this consumerist attitude will persist. And this is probably the hub of many conflicts and dis-

contents in education, for teachers and student alike. Shopping in the supermarket of tricks and ideas, always searching for that elusive big educational bargain will always leave the consumer feeling unfulfilled. Teaching activity based on sound principles of learning and the wise experience of others requires the mentality of the generator, the investigator and the producer.

Maybe we should learn to read various 'methods and techniques' as parables rather than as prescriptions for teaching. Let's take a couple of examples keeping in mind the way in which the teacher's outlook can influence the implementation of new viewpoints in literacy education.

"Language Experience"

In looking for a place to start with an adult student who wanted to learn to read, the teacher is confused and resentful. He reported his failure with "The Language Experience Approach". He put his failure down to the fact that the method was condescending and thus inappropriate. The failure had taken only one 1 hour session to establish itself.

There are two cues here, even in this short account that should immediately alert us to some gross misinterpretations. Firstly there is an APPROACH being talked about as if it were a METHOD - defined tightly in its form and function. And secondly METHOD is being interpreted as one ACTIVITY; and it is this activity which failed. The overarching failure is however that the teacher himself was not equipped with the IDEA and, when the ACTIVITY failed, any possibility of the IDEA behind the technique ever emerging, failed too.

The idea behind "Language Experience" which leads to it being regarded as a useful approach to teaching reading at all levels is: Material that has been generated by the student is good learning material. It is good because it is predictable in its form and content. It is owned by the student. It provides a ready resource of words and phrases on which to practice. It is extending in that the spoken facility is transferred into print. It is part of

learning to control the medium. It is totally adaptable. It is also part of the process of becoming a writer. It does not make talking/listening/reading/writing mutually exclusive categories, but recognises the totality of the process of becoming literate; the act of becoming a controller and generator of information and messages.

It should be noted here that "Language Experience" was a phrase generated by Van Allen and others and describes a whole way of education including classroom organisation, architecture and curriculum. One one hour session hardly does credit to the ideas which this man developed.*

Given this idea there are a number of expressions or activities that can either be thought up or thought about in this way. They include

- Picture books without text where text is to be provided by the student
- Written conversations, and Diary Writing
- Transcripts of tapes
- Captioning, Labelling and re-presenting pictures, thing and ideas.

Anything which captures real language that says "something" instead of "just anything" is worth working with.

Mary is a Nics gial good frend lots of fun
a lot of haet verey well manerd very pritey
nics famerley good mum good dad good bruvvers
verey good famley I lick them a lot

Mary sounds very nice and she must be a very
good friend. Anyone who is well mannered
and who's got a lot of heart is worth knowing.
You like the family, mother, father, brother,
the lot. Lucky for you. Tell me more. What's
Mary's father like.

* e.g. Lee, D.M. & Allen R.V., "Learning to Read Through Experience".

Mary's father is a fucken dog I never dun nuthing to him but he just dont like me at all I just dont no whiy so he is nuthink but a dog. May be it is be cos I toock his dorter away from him But its not my folt they loves me and I love Mary

Well, it certainly was a good question I asked. There's nothing like hitting the spot first time. Anyway its his daughter you're interested in - not him. I think we've made a lot of progress in the last week or so. When we make some more tapes, what would you like them to be about?

The success of one Language Experience activity is described below by a student in a detention centre recently.

".....Jenny did something which I thought was really good, there was a guy here Rick who was not all that well educated, and he sat down with her and just said a few lines and Jenny was jotting down notes as he said them, and she gave it back to Rick and said: "Make something of that". And he made a poem out of it. And that was put into the magazine as well. And I think he would have probably got satisfaction out of it seeing it - something that he had written which were his own words.....Naturally anyone is thrilled to bits if they have something of theirs in print."

"Process" Writing

Let's take another example. Another teacher disappointedly reported that her enthusiasm had been thwarted, and that "The

Graves Process Approach" didn't work in prison because getting any written work published was too difficult.

There are several elements here that sow the seeds of failure. Firstly, initial enthusiasm that is generated without a clear understanding of the notions behind an idea will remain as a disembodied feeling and subject to all the frailties of such.

"The Graves Process Approach" is simply too derived a construction to mean anything very much. And it's all topped off with the definitive "THE". I don't believe Graves ever presented a singular procedure for teaching writing. Rather he has identified, through observation and study, the various aspects of the process that writers, established and developing, go through when they are writing. These observations include an appraisal of a lot of things that lead up to the time(s) when pen is put to paper. He identified the general procedure of writers making drafts which, when worked up to the writer's satisfaction, are submitted for publication.

These observations gave him an appreciation of the process and he went on to suggest that developing writers and teachers need also to appreciate these ideas. This does not mean, however, the establishment of a method where rehearsal, drafts one, two and three and publishing (overlaid by 'conferencing') are called for. What is called for is the appreciation that there are a set of dynamics, take offs, and pressures associated with the process of writing something.

To suggest, for instance, that publishing is a necessary capping of any valid writing, is ludicrous. Publishing has to be understood not only concretely but metaphorically. Publishing can mean the satisfactory display of the work. If the writing has found its audience be it the writer, the class, or the newspaper then this is what publishing is.

Understanding the pressures that all people on an adventure feel is also important. If someone is writing, and writing seriously, it means being prepared to come up with something that wasn't planned, and that he/she didn't previousl

know. That may be pleasant for some, and threatening for others.

The writing of drafts is important in the process of externalising personal knowledge. Writing which grows from something familiar and comfortable to something new and synthesised about yourself or a situation is a process of reappraisal and learning. Drafts represent a layering of the conscious and sub-conscious. Each draft reveals something different. These five drafts below, each drawing upon a previous piece reveal different perspectives of the writer and his writing.

The first time I met Lenny was in prison. We were both undergoing a sentence. I first noticed him in the exercise yard in "B" division. He sat alone in a distant corner of the rough asphalt yard. As I was walking back and forth across the yard, as I often did. to help me to think, Lenny got up and started pacing beside me. He is roughly my height around 5-8.

He sat alone in a distant corner of the rough asphalt yard. Staring across the yard, with eyes that saw nothing except his inner thoughts. I could understand how he must feel at that moment. For I had often sat alone in the same yard, just as he did now. Deep in thought, unaware of what was happening around him.

Lost within his mind, asking question after question and each question being answered with confusion. Although I'd never met him, at that moment I felt very close to him. I wanted to go and sit by him, and tell him that what he was feeling, I could understand that. I had been through the same experience, and felt alone and confused as he was.

I had often sat alone in the same yard, gazing up at the high, rough blue stone wall. Trying to rid my mind of all the confusion, all the problems, that had engulfed my mind. I wanted to run at the wall with all the speed and anger I had in my body, and try one last attempt at freedom. But I knew it to be a futile attempt. I had resigned to the fact that I was in prison, now the hardest part seemed to be controlling my emotions. A hundred thoughts would race through my mind all at once. Creating furies of emotions that I couldn't deal with. Lost within in myself, I was fighting a battle.

My emotions were like soldiers of war, that I had to restrain. Fighting them back, left me exhausted, I felt drained, the energy withered from my body.

The energy withered from my body, as I laid on the muddy bank of battle field. Pain racked my chest, burning across my ribs. I wanted to scream out for help, but my body wouldn't respond. Darkness was creeping in to my mind. I tried fighting it away but it would only return again, as black and forbidding as ever. The field was quiet, so quiet as death itself. How long had I been lying here? A few minutes, hours? Days maybe.

I wanted to scream out for help, to yell up at the plane that circled above. But I knew it to be futile, they couldn't hear me, and the trees were too thick for them to see me. It had been four days now since the storm that had washed my boat up against this God forsaken place. It lay now in splinters scattered across the beach.

As the journey proceeds there is both an objectifying and negotiating aspect to the trip. The actual writing, the pinning down, the giving of names to ideas and feelings is objectifying and externalising. As this occurs the writer takes control of the venture. As the ideas and phrases are layered, changed and coloured they are negotiated. The writer deals with and projects his creation. The writer makes a message.

The willingness to share the message either with himself, or another worthwhile audience is a matter for sensitive choice. An audience worthy of the effort represents a commitment on the part of the writer, not only to that audience, but to the author's own sense of worth.

Peter J.
Bendigo Prison
Bendigo 3550

Dear Peter Brock.

I hope I can call you Peter as my name is Peter too. I appreciate all the things that you have sent me. I have been a keen follower of yours and the Holden Dealer Team since I was about ten years old. I am now twenty five years old and I am still interested in you and Holdens as I always have. As you know I am in jail and have not too much to do with cars but I like working on cars myself.

I started working on cars in my dad's back yard because he was a mechanic himself and I used to help him when I could.

So if you could send me the working and how you went about building the car you built and anything you can about the way you started driving for the Holden Dealer Team.

I thank you for the things you have already sent me and I appreciate everything.

How hard is it to get into driving the circuit you drive? Is it as hard as it looks on T.V. or is it harder than that? Have you been in driving very long or is it that good that you have not noticed it?

When did you decide to change the car number to C5. It is a good reminder to everyone that you should not drink and drive. How long have you and John Harvey been driving together as a team? When did Scott and Perkins start with Holden? I will appreciate the calendar with no days on it as it is hard enough doing time, without a calendar.

Yours sincerely,

P.J.

8th March, 1983.

Mr. Peter J.
C/- Bendigo Prison,
BENDIGO VIC., 3550

Dear Peter,

Thank you for your letter. I am pleased to hear you appreciate the posters etc. sent to you previously. I have enclosed a resume of my career and a photocopy of an article published in the December issue of Modern Motor which may be of interest to you.

In answer to your questions - it is very difficult and very expensive to get into motor racing, also much harder than it actually looks.

I have been driving for quite a few years now; I started in 1968 and still enjoy it.

In 1975 I changed my racing number to 05 as part of an alcohol awareness campaign organised by the Government.

Gary Scott joined the team during 1982 for the Endurance Championship, but not on a permanent basis.

Larry Perkins also joined us in 1982 for the CRC series, and has since become involved in the mechanical, development and testing side of things.

I hope this information is of help to you; thank you for your support, and I hope the calendar that was sent off to you several days ago has arrived intact.

Regards,
HDT RACING PTY. LTD.

PETER G. BROCK

PGB:dt

HDT RACING PTY, LTD.

36 Leveson Street, North Melbourne, 3051 Phone (03)3291044

Conferencing is a format that allows the writer to both share and hear the messages he is creating. It involves the teacher in the role of the sympathetic critic. For this the teacher needs to be sympathetic and critical. The teacher

has to have developed a security about the person and about writing, and has to have something to say in the way of constructive criticism - not in the form of telling the writer what to do, but in terms of developing in the student a sense of reflection about their own work. The teacher has also to be a practice audience. Writing rests heavily on the notion of the students discovering and developing their own talents - and becoming sensitive to and receptive to the resources and opportunities for learning available to them in their own environment - or in new environments yet to be uncovered.

To suggest that any of the above comments could be comfortably accommodated in a neat methodology called "The Graves Process Approach" is absurdly straight-jacketing creative research. What Graves intended was and is an approach which is based on an appreciation of the process which can manifest itself in a number of ways and may be different in detail from person to person. These kinds of over-literal interpretations are reminiscent of cargo cultism and of course the waste of energy accompanying such. The constant search for new methods stolen usually from the desks and tables of pure researchers and hastily translated 'from theory into practice' suggests that teachers need to be better translators and better generators of their own constructs for education. False journeys could be avoided if academics were less concerned with pushing newly packaged material and more concerned with clarifying and explaining ideas and their premises.

We should move then to some of the premises upon which the concept of literacy is based.

The basis of the idea is that a literate person has the ability, the need and the willingness to negotiate her own social and psychological relationships across time and across space - via language written down. To apply the term negotiate to reading and writing directs us to the proposition that a literate person is amongst other things, a competent negotiator. Through all kinds of reading and

through all kinds of writing. Truly literate people are people who read a range of material for a variety of reasons and who write a variety of messages in a range of ways.

People who read, read for specific information. For diversion and pleasure; for general enlightenment; for relaxation and privacy; because others demand a response in writing.

People write for a number of reasons. To get a message across; to find out what they know; to record for posterity; for the sheer pleasure of doing it; as an excuse to play; as a need to express and to know; to get it out.

Negotiability of information and the control of self are the issues that are central. Dealing with the world at large - projecting yourself into it and reacting to it - is clearly central to the notion of literacy development

The Beginning of the End

I've come of age in this twisted cage,
where time stands still,
I've seen the coming of the dark ships,
High on the ridge upon the hill.

I smell the mist amongst the storm,
shaking out the light,
I feel the chill of the unwelcome,
still far from sight.

And then you tell me that everything
will be O.K.
that was yesterday,
is the same today.

Just because I'm frightened,
doesn't mean I'm wrong,
I've seen the coming of the darkships,
and it won't be long.

In order to achieve either of these there has to be engagement. How to promote and activate this engagement is the crucial educational issue.

The basis of any appropriate techniques for effective action that engage the learning venture, lie in activities which

- (a) re-establish and re-organize existing social relationships (e.g. writing conferences, reading groups), and
- (b) affect the context in such a way as to encourage worthwhile activities and processes pertinent to the (self) definition of the client. (e.g. distribution of free books, establishment of newspaper for publication of writing).

Literacy is setting up a text world in which the constraints of the "real" world can be more clearly tolerated, presented, critiqued and dealt with.

If you let people produce a message with whatever devices they have available and then build on that in a negotiable way, then this is the most powerful medium for the generation of literacy. This is what literacy is.

"When I die I'll go to heaven
Because I've done my time in Hell"

Tattoo

Literacy is a process of development and growth determined by the interests and capabilities of the learner which become the ability to negotiate and control through recorded messages.

The briefing document that preceded the National Language Policy Conference (1982) states that -

"Literacy can be seen to describe the role played by language in the growth of the person. The complex process of learning to speak and then to

read and write takes in more than the acquisition of functional skills. It is a creative activity through its exercise the person is able progressively to order and re-order his experience; to make sense of the world and his place in it."

The universal persistence of literature in the culture of human societies suggests it is a fundamental part of what "being human" means and significant to the continuance of societies. Access to the literary tradition of the society is a fundamental need.

"...if we are teaching literacy, and not ciphering and deciphering, we must be teaching politics. We must be concerned with the content of our teaching. This means that our teaching has to be founded in the learners' experiences, and not just their working experiences, but their fantasies, their aspirations, and their feelings. We must take the whole range of the learners' experiences seriously since each of those contributes to their growth and to their mastery of language. If language does not address all of those dimensions of the personality and does not help the learner deal with all of those aspects of experience, then it is only developing the person selectively according to someone's priorities. Secondly, it gives us a direction, a purpose, for whatever techniques are required for the learner. If we don't consider the purpose, the use to which those techniques are to be put, then we are not developing a process of liberation, we are developing a process of domestication." [Gerry Tickell, "Literacy & Transition" in the Educational Magazine Vol.39 No. 1. 1982.]

'Literacy' is now one of those words that is so commonly and widely used, that although its meaning is assumed, it is in fact not well understood.

We hear of 'literacy' rising and falling, 'literacy programmes', 'adult literacy', 'functional literacy', 'occupational literacy', 'illiteracy', 'literacy skills' and 'computer literacy'. Most of these labels are associated with patterns of specificity and work relatedness. They are

attempts to split the concept of literacy into manageable, trainable and usable pieces.

Rather than clarifying or extending the basic concept, this promotion of sectional interests has led further away from useful and valid ideas about the essentially human activity of becoming and remaining literate.

The sectional interests that are best served in our society by this compartmentalising of the process are those sections whose pursuits are better served by having human beings perform in a particular and definable way.

Although it is a fact that skills learned in one activity may not transfer directly to another skill area, it is also true that the mentality which accepts and promotes activities that are highly specific and non-transferable is focussing only on human performance and not human learning. This is as mentally dangerous in our society as it is in societies that more obviously restrict and control human activity, performance and thinking.

It is a fact that someone can be literate in one language or code - but not in another. The person who reads only comics, speaks the words of gangster movies, or writes only the signs of electronics jargon is showing you a place to start and a direction to go. The task of literacy education must be to help people first of all recognise their own literatness whilst at the same time helping, promoting and challenging them to become literate in the most transferable way. The focus must be on the learner, her capacity for learning and her continued independence.

Is teaching people to read solely for the purpose of being able to comprehend orders and training manuals "functional literacy"?

On the other hand it is plain downright snobbish to refuse to share the tools of survival with those who do not have them (albeit on the grounds that it "won't expand their minds.")

However, there should be no (false) conflict of interests if literacy is understood and appreciated in such a way as to recognise its roots in literature and learning.

This is what "being literate" is about. It's about having some control either as a critical processor or as a generator of some literature; as a reader or writer of stories, words, lists or graphs.

When considering a person's literateness these are the things we should be thinking about and notions of progress should be perceived in the following ways:

What can she already do in the way of creating and sharing images and ideas? How can they be extended or refined? How transferable are they? How useful are they? Psychologically. Socially. Economically? What does she need to enhance her critical independence? Who can she share her literature with? Who can share their's with her? Is there a "body of literature" which she can explore?

It is obvious given this view of things that the word literature can be legitimately used to describe all sorts of written material ranging from books to graffiti; from printouts to newspapers; from poetry to prose.

All appraisals of literate activities, literacy learning or literacy creation, can be examined in terms of "What is the literature?" "What can the reader do with it?" "How is it created?" (written). By asking these three questions we can bring to our observation of, and participation with learning a dynamic perspective.

Literature is itself a vehicle as well as a maker of images, ideas and precepts.....This is what we mean by culture. Be it mainstream or "sub".

What all these considerations add up to is that literacy and being literate and becoming literate have to be understood and appreciated in both social and cognitive terms; in terms of what goes on between people as well as within people; in terms of what goes into making literature.

Being literate means being able to critically use and generate a literature of some sort.

Given a concern with literacy - and thus literature - in prison we should turn our attention (constantly) to the ways in which literature is produced and used. This is not a concern only with "prison literature" but also with "literature in prison".

I would suggest that there are three key phenomena that call for appreciation by those who are interested in literacy and learning in prison. They are

Poetry - The notion of poetry is significant in that it is about creating an image world that is so personal and so fully owned by its creator that no one else can take it away. The writing of poetry - especially by those who have never done so before - is testimony to the need that humans have to create ideas and images in a world where everything else is controlled and open to scrutiny,

S: Well I suppose it's your own thoughts put down it's an achievement when you get something down that upsets you, or that you're feeling about, you put it down on paper, it's a good feeling.

I: And do you write about, when you are writing poetry, about things that worry you?

S: Yeah, things that have happened, things that are on me mind.

I: And how is that different from other kinds of writing?

S: When I write poetry I sort of put it in me own words, that I understand, that other people might sort of skip over sorta.

Poetry in the prison context is essentially an attempt to discover some semblance of "self". It is the literature of self discovery and self assertion.

Letters: - Like everything else are open to scrutiny

but represent that one constant avenue through which to contact the outside. Letters are not only messages on paper. They are the most significant channel of communication between inside and outside. The courage, sensitivity and risk involved with going through the walls is large. If inmates are to have an opinion of themselves other than that already defined for them - by being inside - then there's a lot riding on the outside contacts - and the letters sent to and fro. Thinking about letters in this way cuts right across some conventional notions about writing expressed in terms of "functional writing", "personal writing", "creative writing" or whatever. Writing is learning and contact with yourself and others and has to be appreciated as such.

Letters are the literature of contact with the outside. It is the literature which contains the basis for continuing relationships.

Groups: Are the basis for rehearsing and reflecting one's identity. If one is to become and remain a member of a group of any sort you have to recognize some common ground and then negotiate your relationship to that. This is done by seeing yourself as a function of the relationships you have with others - and these factors are common to the creation and use of a literature of some sort. The creation and uses of literature is the creation and use of images, ideas, feelings, that are at once special and shared and it is this that working in groups can be about. About projecting your self and seeing the selves of others.

It is from these senses that literature is grown.

Self

I looked into his eyes
and in them I saw
A coldness I'd never
Seen there before.

I looked closer at what was hidden,
deep within his mind,
hoping for a reason,
An answer I might find.

Fear was there and,
hatred did I see,
In this man's image,
that reflected back at me.

