

## “HIDDEN HERITAGE”

BY SCOTT RENNIE

Part of what has been lacking in the field of correctional education—the term hidden heritage is after all a euphemism for a debilitating lack—are routine benefits that professionals in the related fields generally take for granted. Most professionals can study in formal preparatory courses that include the history and literature of their field; they can read texts on the successive trends that predated their own work so they will not have to reinvent the wheel every time they encounter a problem. In this regard correctional education professionals have most definitely been lacking. According to Wright we suffer from a “collective amnesia” regarding the educational, cultural, historical and philosophical roots of correctional education (in Gehring & Eggleston, 2006, p. iii). That this is problematic goes without saying. Correctional educators need knowledge of their field to place their particular struggles and successes in a meaningful context. According to Eggleston, “Our professional identity is often rooted in our particular area of training, rather than in correctional education” (1991, p. 16). Some institutional educators do not identify as correctional educators at all. The need for awareness of past contributors, trials, and accomplishments is profound.

In recognition of this need, the 49 books in the Core Library were compiled by the Center for the Study of Correctional Education at California State University, San Bernardino. Collectively, the books represent a comprehensive survey of the available literature on correctional education. Twenty six of the titles are currently in print and available for retail purchase while the remaining 23 titles are out of print and can be extremely hard to find. The Center, in compliance with U.S. copyright law, has made reproductions of out-of-print books available at actual cost, each varying from zero to \$10.00 per title in copyright fees and about \$.03 per photocopied page.

The earliest book in the library was first published in 1848; the newest titles have a publication date of 2007. Several of the books were written on the history of correctional education. With the complete library it is possible to trace over 200 years of correctional education development; all major heroes and movements of the field are represented. Other books cover topics such as correctional education administrative structure, cultural adjustment of institutional educators, prison education in other countries, origins of the CEA, penal reform, correctional education leadership, correctional education theory and practice, special education in confinement institutions, and even participatory management in prisons. The library is not necessarily meant to be read in its entirety. Interested persons can select books they find personally significant and useful. So little is known by practitioners about the literature of their field that almost any new information should prove to be of value.

More information, including an annotated bibliography, can be found on this page of the Center’s website: <http://www.csusb.edu/coe/cg/csce/research/articlesMisc.html> You will also find downloadable files containing the out-of-copyright books from the Core Library and other articles and literature as well. Our website contains the most extensive collection of correctional education literature available anywhere on the internet. Please stop by and browse what is available.

### References

Eggleston, C. (1991). Correctional education professional development. *The Journal of Correctional Education*, 42(1), 16-22.

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