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AERA-SIG Curriculum Newsletter

American Educational Research Association

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NEWSLETTER

of the

SIG on THE CREATION AND UTILIZATION OF
CURRICULUM KNOWLEDGE

Editors: William Pinar, University of Rochester
George Posner, Cornell University
William Schubert, University of Illinois - Chicago
Circle

Issue No. 11

August 1977

Note: For those who keep back issues of the SIG Newsletter, it should be noted that both the March, 1975, issue and the March, 1976, issue were numbered, Issue No. 0. (sorry about that.)

SIG Members this year have received two papers since the AERA meeting in New York City in April:

1. William Schubert's A Chronology of Curriculum Development Literature, 1977.
2. Overview of the Documentation and Technical Assistance in Urban Schools Project, 1977.

Other papers worthy of nomination for SIG distribution should be brought to the attention of George Willis, SIG Chairman.

Laurel Tanner, O.L. Davis, Jr., and Arno Bellack have been chosen as planners for a new scholarly group concerned with curriculum history which will meet prior to AERA each year. The group is not related to AERA, however. Scholars writing curriculum history should contact one of the above listed persons about membership.

Persons wishing to join the SIG for 1977-78 should send \$3.00 membership fee to Edmund C. Short, 141 Chambers, University Park, PA. 16802.

Fifteen 1976-77 SIG members participated in or gave presentations at the 1977 AERA meeting this year in New York City. Ten others from the 1977-78 list were also participants. The first group included George A. Beauchamp, O. L. Davis, Jr., Carole Hahn, David E. Kapel, Marcella L. Kysilka, Gordon Mackenzie, John D. McLeit, John Newfield, A. Harry Passow, William Pinar, Louis J. Rubin, William H. Schubert, Daniel Tanner, Laurel H. Tanner, and George Willis. The second group includes Margaret Fleming, Jack Frymier, Mauritz Johnson, Bruce Joyce, Murry R. Nelson, Gerald Ponder, Alan Rudnitsky, Louise L. Tyler, Ralph Tyler, and Robert Wise. (Apologies if we've overlooked someone.)

Louis J. Rubin served as Program Chairman of Division D. Decker Walker has concluded a two year term as Vice-President, Division B. and has been succeeded by Louise Tyler. Joel Weiss has joined Louis Rubin as co-chairman for 1977-78.

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We are pleased to recognize these SIG Members for their contributions to the 1977 AERA Program. If you are not familiar with the work of these individuals, you will find their work deserves your attention.

The SIG sponsored two sessions at the 1977 AERA meeting: Abstracts of the sessions* are presented for your information.

Session 14.11 Paper Presentation and Business Meeting

The Effects of Organizational Structure on Curriculum Innovation, DEENIS G. KEELEY, University of Michigan.

The purpose of this project was to study the relationship of certain organizational variables (standardization, formalization and centralization) to curriculum innovation. It was hypothesized that increasing the formalization of curriculum guidelines and the standardization of curriculum procedures would lead to a decrease in role ambiguity and thus to higher levels of curriculum innovation. The study focused on 30 high schools in the metropolitan Detroit area. Approximately 600 teachers and 30 principals were surveyed. The results indicate that formalization and standardization are significantly related to higher levels of curriculum innovation.

Child Development and Curriculum Development: A Case of Conceptual Confusion, LAUREL N. TANNER, Temple University.

Child development and curriculum development are often confused, causing theoretical and practical problems for educators. Although curriculum theorists point out that theories of child development do not substitute for curriculum theories, the problem of conceptual confusion has been given little attention. This inquiry was focused on the historical development and recent effects of the conceptual confusion. The problem was found to be rooted in the work of G. Stanley Hall, who argued that curriculum content could be determined from the data of child development. A recent reflection of the problem is attempts by schools to apply developmental psychological theories as curriculum theories.

The Naturalistic Metaphor in Curriculum History: A Consideration of Eugenics and Emerging Curriculum Theory: 1860-1929, STEVEN SELDEN, University of Pennsylvania.

During the first three decades of this century, the eugenics movement flourished in America. The initial work done by Galton and Pearson in England led many American educationists and curriculum workers to become spokesmen for this pseudo-science. Among those supporting race betterment through eugenics were E. L. Thorndike, Franklin Bobbitt, G. E. Hall, and David Starr Jordan. The nineteenth century roots of eugenics, and its twentieth century permutations in relation to the emerging curriculum field are considered in this paper.

The Literature of Curriculum Development: Toward Centralization and Analysis (Phase II). WILLIAM H. SCHUBERT, University of Illinois at Chicago Circle.

This study is a continuation of the study by the same title presented at the 1976 SIG on the "Creation and Utilization of Curriculum Knowledge." "Phase I" research includes refinement and augmentation of the original bibliography and analyses. It also included progress reports, based on a polling of the SIG membership, in the following areas: priorities and directionalities in subsequent stages of the research; additional analytic categorizations; accumulation of journal articles, theses, and other documents; dissemination; actual collection of documents; funding; and uses of the centralized sources in the development of curricular policy.

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Session 21.00 Sociopolitical Influences

This symposium focused on assessing the influences of sociopolitical forces on curriculum development and on curriculum research and evaluation. The participants were Harry S. Broudy, University of Illinois at Urbana-Champaign, Amatai Etzioni, Columbia University, Arthur W. Forshay, Columbia University, Gordon H. MacKenzie, Columbia University, James E. McClellan, State University of New York at Albany, and Daniel Tanner, Rutgers University.

The implications of various nationalizing influences on educational policy and research were assessed in terms of Gunnar Myrdal's thesis that social scientists tend to aim opportunistically for conclusions that for prejudices (even in their use of computers), and that social scientists suffer from an irrational taboo against discussing their tendency to ignore the sources and influences of bias in social research. In this connection, members of the symposium discussed Myrdal's criticisms regarding the tendency of social scientists (1) to mask their valuations by treating empirical data as though there are no a priori elements in scientific research; (2) to move as a flock and to follow the path of least resistance in building their reputations by seeking negativistic findings; and (3) to present their research as though it was scientifically neutral and independent of the culture, social, economic, and political milieu - and independent of the researcher's own personality.

Interpretations were made of the conflicting data on knowledge eclosion and synthesis in curriculum design. The issue of knowledge specialization and disciplinarity versus interdisciplinary approaches and social problem-focused studies in school and college was examined in the light of curriculum research. Also treated was the conflicting empirical data and conclusions emerging from research patterned according to segmental as opposed to aggregate curricular and educational models.

The symposium participants discussed the implications for educational research of Myrdal's dictum that "value premises should be selected by the criterion of relevance and significance to the culture under study." Specific nationalizing influences were analysed in the light of specific research studies. The way in which the shape, direction, design, and findings of social science research are influenced by sociopolitical forces and funding were examined.

In addition to the two SIG - sponsored several other sessions highly related to the SIG's interests. Of particular interest was session 26.01.

William H. Schubert chaired the session entitled "Priorities in Curriculum Scholarship: Toward Separatism or Synergy." Decker F. Walker spoke of the need for research into curriculum policy frameworks and the development and realization of curriculum plans. He asked to be studied: what pupils do when they are engaged in interacting with the curriculum and what consequences follows. A variety of methodologies are required for these tasks.

Hauritz Johnson analyzed the concepts in the symposium title and contrasted legitimate theoretical scholarship with the attempt made by some to promote a political ideology under the guise of scholarship.

William Pinar spoke against insistence on conceptual agreement in the field, referring to it as a politically repressive process. He advocated being open to other views, and to making a new synthesis in each scholar's thought. The condition of one's own curriculum thought is more important than labeling, categorizing, judging other's work.

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Mike Apple elucidated the implications from research on the distribution and control of school knowledge as embedded in the decisions of curriculum policy-makers. The perpetuation of certain ideologies and class regularities is seen at the heart of the controlling political acts carried on by these policy makers. Apple showed how the tools of critical theory by sociologists of knowledge can be applied to link the process of cultural distribution in schools to power and control outside them.

Maurice Eash took as empirically given the fact that curriculum and instruction have not and will not change from within in their assumptions, practice, or effect, but that it is external context and forces that have changed and will change. Satisfactory response to these external forces has not occurred and is most needed. Eash highlighted family make-up and television and called for development of materials for parents and visual media education.

Two curriculum theory conferences have been announced for 77-78.

Richard Hawthorne announces the Sixth Annual Curriculum Theory Conference on the campus of Kent State University, November 10 - 13, 1977:

"The intent of the conference is to share and examine alternative paradigms, language, consequences and meanings of curriculum.

"The format will include 3 - 5 major presentations with reactions of both a formal and informal nature, a roundtable interview-discussion with all of the major speakers, and 3 - 4 sessions of small group paper presentations with about 8 - 10 different papers per session.

"Presenters of major addresses will include Mike Apple, Jim Macdonald, and Decker Walker. Their topics will be announced in a flyer to be sent this summer.

Please send papers, questions, recommendations -- to

Richard D. Hawthorne
Department of Curriculum & Instruction
407 White Hall
Kent State University
Kent, Ohio 44242
Telephone: (216) 672-7977"

Ronald E. Padgham announces a curriculum theory conference at Rochester Institute of Technology (R.I.T.) May 11 - 13, 1978. Speakers include Maxine Greene, Michael Apple, William Pinar, George Posner, George Willis, Barry Franklin, José Rosario, Francine Shuchat-Shaw, Janet Louise Miller, Ira Marc Weingarten, Max van Manen, Leonard Burk, Leonard Waks, Madeleine R. Grumet, Barbara Benham, Florence Kraull, Robert Bullough, James B. Macdonald, and others. For further contact Professor Padgham, College of Fine and Applied Arts, R.I.T., Rochester, New York 14623, (716) 442-5337.

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Therefore, would you kindly use the space below to write a brief paragraph or two (limit: 150 words) regarding your current research and theoretical work in the field of curriculum. Then list doctoral dissertations which you are currently supervising. The focus of these two pieces of information is on current work, which is either being planned or is already underway. Don't hesitate to include work which is still just an idea in your (or your student's) head or which is only in the proposal stages. We will use the newsletter to disseminate this information to one of the editors of this newsletter.

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TOWARD A GENEALOGY OF SCHOLARS IN THE CURRICULUM FIELD

The current awakening of interest in the history of the curriculum field has inspired bibliographical studies, analysis of historical documents, attempts to write histories of various segments of the field's theoretical and practical efforts, and numerous other endeavors that fall under the rubric of curriculum history. Based on our own discussions and those with other persons in the field, we have decided that it would be of interest to provide information regarding connections among scholars in the field, particularly doctoral advisor/advisee relationships. Such a portrayal, a family tree of curriculum scholars, could provide helpful insight on the evolution of ideas in curriculum. Therefore, we request your assistance in this project, if you would be so kind as to respond to the following:

Your Name _____ Institution _____

Your Doctoral Advisor* _____

Institution Granting Your Degree _____ Date of Degree _____

Your Advisor's Advisor** _____

Institution Granting His/Her Degree _____ Date of Degree) _____

Your Advisor's Advisor's Advisor _____

Institution Granting His/Her Degree _____ Date of Degree _____

Your Advisees of Current or Projected Prominence in the field***	Institution and Date of Doctorate	Advisee's Current Institution
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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*Your "advisor" is defined as the person who supervised your doctoral studies or the person at that institution with principal influence on your studies. If more than one person had principal influence please feel free to indicate more than one name.

**If you have knowledge of earlier advisor relationships, please so indicate.

***Additional advisees may be listed on the reverse of this form.

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Thank you very much for your cooperation in this endeavor. Information concerning the results of the questionnaire will be made available to you. It is hoped that interesting lines of evolution relative to the chains of persons and ideas in our field will emerge from this study.

Please send completed questionnaire forms to either of the following persons:

Dr. William H. Schubert	Dr. George Posner
University of Illinois at	111 Stone Hall
Chicago Circle	Cornell University
College of Education	Ithaca, New York 14853
Box 4340	
Chicago, Illinois 60680	

The SIG is currently in the process of organizing a number of sub-groups to work on projects of interest and concern to our members. The specific focus of each sub-group and the exact nature of the project to be undertaken will be determined by the members of the sub-group themselves. Membership is informal, and SIG members wishing to participate in the work of any of the sub-groups briefly described below should communicate their interests or ideas directly to the coordinators.

Sub-group 1: Continuation and extension of the work described by William H. Schubert in A Chronology of Curriculum Development Literature.

Coordinator: William H. Schubert, University of Illinois at Chicago Circle, College of Education, Box 4340, Chicago, Illinois 60680.

Sub-group 2: Development of channels of intercommunication among SIG members, particularly about research and other activities of members.

Coordinator: Louise E. Hock, New York University, School of Education, Program in Secondary Education, 635 East Building, Washington Square, New York, New York 10003.

Sub-group 3: Methods of scholarly analysis, synthesis, and organization of curriculum materials.

Coordinator: Tom Rusk Vickery, 111 Berkeley Drive, Syracuse, New York 13210.

Sub-group 4: Improvement of the classificatory system for literature and materials in curriculum, particularly the current descriptors used in retrieval systems.

Coordinator: Pauline M. Rothstein, ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, New York 10027.

Sub-group 5: Use of the SIG as national archivist and clearinghouse for all papers and research in curriculum inquiry.

Coordinator: Edmund C. Short, 141 Chambers Building, College of Education, Pennsylvania State University, University Park, PA 16802.

At the AERA Annual Meeting in New York much discussion centered on the present name and statement of purpose of the SIG. Members of the SIG do, in fact, seem to share common (although rather far-reaching) concerns about curriculum development, research, and scholarship. The question is whether a different name and statement of purpose would better serve the SIG.

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Dr. George Posner
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Cornell University
Ithaca, New York 14853

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Any member wishing to suggest a new name and statement of purpose for the SIG may do so by sending the proposed name, statement, and a 100 - 200 word rationale to: George Willis, Department of Education, University of Rhode Island, Kingston, RI 02881. Should several plausible alternatives be suggested, a referendum of the entire SIG will be conducted during the coming year.

The present name, statement of purpose, and supporting rationale are as follows.

Name: Creation and Utilization of Curriculum Knowledge.

Purpose: To focus on the study of the creation and utilization of curriculum knowledge, the need for such knowledge, and the methodologies for its generation.

Rationale: This focus: (1) recognizes the limited potential of studies directed at theory-building in the curriculum field and encourages a wide range of research and inquiry; (2) stresses the importance of both directing studies toward practical aspects and problems of the field and identifying from practice those aspects and problems about which the creation of valid and trustworthy knowledge is most needed; (3) encourages the examination of the process of knowledge creation and utilization in curriculum while still adopting an all-encompassing conceptualization of research in curriculum that enables those who wish to advance the frontiers of the field to be included within the dialogue established among SIG members without feeling compelled to subscribe to a restricting paradigm for research; (4) is necessarily not as broad as the scope of attention of Division B of AERA; and (5) enables curriculum scholars who wish to be particularly self-conscious about the legitimacy and the quality of their work to share in studies and discussions that will mutually enhance the epistemic and utilitarian character of research productivity within the curriculum field.

* * * * *

A SAMPLING OF SIG RELATED STUDIES PUBLISHED 1976-1977

- Apple, Michael W., "Curriculum as Ideological Selection," *COMPARATIVE EDUCATION REVIEW*, 20(June, 1976), 209-215.
- Apple, Michael W., "Rationality as Ideology," *EDUCATIONAL THEORY*, 26(Winter, 1976), 121-131.
- Brown, Stephen I., "Discovery and Teaching a Body of Knowledge," *CURRICULUM THEORY NETWORK*, 5(No. 3, 1976), 191-218.
- Clark, David L. and Egon G. Guba, *AN INSTITUTIONAL SELF-REPORT ON KNOWLEDGE PRODUCTION AND UTILIZATION ACTIVITIES IN SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION*. Bloomington, Indiana: Occasional Paper Series, Research on Institutions of Teacher Education, October, 1976.
- Czajkowski, Theodore J. and Jerry L. Patterson, "To Foster Kinship Among Curriculum Workers," *EDUCATIONAL LEADERSHIP*, 34(April, 1977), 536-539.
- Davis, O. L., Jr. (Ed.), *PERSPECTIVES ON CURRICULUM DEVELOPMENT: 1776-1976*. Washington, D.C.: Association for Supervision and Curriculum Development, 1976.
- Doyle, Walter and Gerald Ponder, "The Ethic of Practicality and Curriculum Implementation: A Theoretical Framework." Paper given at Milwaukee Curriculum Theory Conference, November 12, 1976.

Any member wishing to suggest a new name and statement of purpose for the SIG may do so by sending the proposed name, statement, and a 100 - 200 word rationale to: George Willis, Department of Education, University of Rhode Island, Kingston, RI 02881. Should several plausible alternatives be suggested, a referendum of the entire SIG will be conducted during the coming year.

The present name, statement of purpose, and supporting rationale are as follows.

Name: Creation and Utilization of Curriculum Knowledge.

Purpose: To focus on the study of the creation and utilization of curriculum knowledge, the need for such knowledge, and the methodologies for its generation.

Rationale: This focus: (1) recognizes the limited potential of studies directed at theory-building in the curriculum field and encourages a wide range of research and inquiry; (2) stresses the importance of both directing studies toward practical aspects and problems of the field and identifying from practice these aspects and problems about which the creation of valid and trustworthy knowledge is most needed; (3) encourages the examination of the process of knowledge creation and utilization in curriculum while still adopting an all-encompassing conceptualization of research in curriculum that enables those who wish to advance the frontiers of the field to be included within the dialogue established among SIG members without feeling compelled to subscribe to a restricting paradigm for research; (4) is necessarily not as broad as the scope of attention of Division B of AERA; and (5) enables curriculum scholars who wish to be particularly self-conscious about the legitimacy and the quality of their work to share in studies and discussions that will mutually enhance the epistemic and utilitarian character of research productivity within the curriculum field.

A SAMPLING OF SIG RELATED STUDIES PUBLISHED 1976-1977

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Doyle, Halter and Gerald Ponder, "The Ethic of Practicality and Curriculum Implementation: A Theoretical Framework." Paper given at Milwaukee Curriculum Theory Conference, November 12, 1976.

- Eisner, Elliot W., "On the Uses of Educational Connoisseurship and Criticism for Evaluating Classroom Life," *TEACHERS COLLEGE RECORD*, 78(February, 1977), 345-358.
- Franklin, Barry M., "Technological Models and the Curriculum Field," *THE EDUCATIONAL FORUM*, 40(March, 1976), 303-312.
- Glaser, Robert, "Components of a Psychology of Instruction: Toward a Science of Design," *REVIEW OF EDUCATIONAL RESEARCH*, 46(Winter, 1976), 1-24.
- Harnischfeger, Annegret and David E. Wiley, "The Teaching-Learning Process in Elementary Schools: A Synoptic View," *CURRICULUM INQUIRY*, 6(No. 1, 1976), 5-43. (Three related articles follows)
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- Leithwood, Kenneth A., John S. Clipsham, Florence Maynes, and Robert P. Baxter, "Curriculum Change at the System Level: A Four Year Mathematics Project," *CURRICULUM THEORY NETWORK*, 5(No. 3, 1976), 219-245.
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- Short, Edmund C. and Thomas J. Jennings, Jr., "Multidisciplinary: An Alternative Approach to Curriculum Thought," *EDUCATIONAL LEADERSHIP*, 33(May, 1976), 590-594.
- Sieber, Sam D., "The Organizational Dilemma of Educational Change Models: Toward

- Life," **TEACHERS COLLEGE RECORD**, 78(February, 1977), 345-358.
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- Zahorik, John A., "A Task for Curriculum Research," EDUCATIONAL LEADERSHIP, 33(April, 1976), 487-489.

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SIG MEMBERSHIP - July, 1977

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Rolland Callaway	University of Wisconsin-Milwaukee
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G. H. Cannon	University of British Columbia
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Ruth H. Grossman	The City College of New York.

- Sieber, Sam D. "The Organizational Dilemma of Educational Change Models: Toward a Solution,) INTERCHANGE, 7(No. 2, 1976-77), 39-49.
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