8-1-1977

AERA-SIG Curriculum Newsletter

American Educational Research Association

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sig-newsletters

Part of the Higher Education Commons

Recommended Citation
https://digitalcommons.georgiasouthern.edu/sig-newsletters/12

This newsletter is brought to you for free and open access by the Faculty Research Project on the AERA-SIG on Critical Issues & Cultural Studies (Jupp & Schubert) at Digital Commons@Georgia Southern. It has been accepted for inclusion in SIG Newsletters (1970-1995) by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
DEALLETTER
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. 8. (Sorry about that.)

* * * * * * *

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


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. Bemchamp, O.L. Davis, Jr., Carole Hahn, David E. Kapel, Marcello L. Vyslika, Gordon Mackenzie, John D. McNeil, 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, Maurit Johnson, Bruce Joyce, Hurry 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 D, and has been succeeded by Louise Tyler. Joel Weiss has joined Louis Rubin as co-chairman for 1977-78.
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. 8. (Sorry about that.)

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

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. McNeil, John Newfield, A. Harry Passow, William Pinar, Louis J. Rubin, William H. Schubert, Daniel Tanner, Laurel N. 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 B. 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.
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, DEEKIS 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 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.


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 educators and curriculum workers to become spokesmen for this pseudo-science. Among those supporting race betterment through eugenics were E. L. Thorndike, Franklin Bobbit, 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 II" 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 directionality 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.

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, DEEWIS 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 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.


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 spokesman 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." "Phase II" 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 directionality 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.

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. Brody, University of Illinois at Urbana-Champaign, Amata Etzioni, Columbia University, Arthur W. Forshey, 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 favor 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 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 exclusion and synthesis in curriculum design. The issues of knowledge specialization and disciplinariness 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 analyzed 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-sponsord 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 realignment of curriculum plans. He asked to be studied: what pupils do when they are engaged in interacting with the curriculum and what consequences follow. A variety of methodologies are required for these tasks.

Nauritz 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.
Session 21.08 Sociopolitical Influences

This symposium focused on assessing the influences of sociopolitical focus 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 Gunner 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 disciplinarily 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 analyzed 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.

Mauritz Johnson analyzed the concepts in the symposium title and contrasted legitimate theoretical scholarship with the attempt made by some to promote in 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 than labeling, categorizing, judging other's works.
Mike Apple elucidated the implications from research on the distribution and control of school knowledge as embedded in the decisions of curriculum policymakers. The perpetuation of certain ideologies and class regularities is seen at the heart of the controlling political acts carried on by these policymakers. 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.

Naurice Eash took an 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) 672-7277"
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"


At the last SIG business meeting the group decided to use the newsletter for sharing information about each other's research, thus establishing informal networks of scholars.
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.
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.
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:

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Doctoral Advisor*</th>
<th>Institution Granting Your Degree</th>
<th>Date of Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Advisor's Advisor**</th>
<th>Institution Granting His/Her Degree</th>
<th>Date of Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Advisor's Advisor's Advisor</th>
<th>Institution Granting His/Her Degree</th>
<th>Date of Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Advisees of Current or Projected Prominence in the field***</th>
<th>Institution and Date of Doctorate</th>
<th>Advisor's Current Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*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.
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 Adviser'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***

*Your “advisor” is defined as a person who supervised you doctoral studies or the person at the 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.
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 434C
Chicago, Illinois 60601

* * * * * * * *

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.

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

Sub-group 3: Methods of scholarly analysis, synthesis, and organization of curriculum materials.
Coordinator: Tom Rusk Vickery, III 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.
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 4348
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.

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

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

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 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 16002

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.
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


Czajkowski, Theodore J. and Jerry L. Patterson, "To Foster Kinship Among Curriculum Workers," EDUCATIONAL LEADERSHIP, 34(April, 1977), 536-539.


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


Czajkowski, Theodore J. and Jerry L. Patterson, "To Foster Kinship Among Curriculum Workers," EDUCATIONAL LEADERSHIP, 34(April, 1977), 536-539.


Martin, Jane R., "What Should We Do with a Hidden Curriculum When We Find One?" CURRICULUM INQUIRY, 6 (No. 2, 1976), 135-151.

Nash, Nicholas and Jack Culbertson (Eds.), LINKING PROCESSES AND THE IMPROVEMENT OF EDUCATION. Columbus: University Council on Educational Administration, 1977.


Martin, Jane R., “What Should We Do With a Hidden Curriculum When We Find One?” CURRICULUM INQUIRY, 6(No. 2, 1976), 135-151.

Nash, Nicholas and Jack Culbertson (Eds.), LINKING PROCESSES AND THE IMPROVEMENT OF EDUCATION. Columbus: University Council on Educational Administration, 1977.


Sieber, Sam D., “The Organizational Dilemma of Educational Change Models: Toward
No. 11

August 1977


* * * * * * * * * * * * *

SIG MEMBERSHIP -- July, 1977
(Please send Professor Pinck of the University of Rochester, know if you changed address)

Arthur Adkins
Vernon E. Anderson
George A. Deauchamp
B. J. Denham
Robert V. Bennett
Lois E. Dornan
Amy Frances Brown
Joel L. Bardin
Dennis C. Bass
Rolland Callaway
Douglas C. Campbell
S. H. Cannon
Chester D. Carlow
Gordon L. Cawelti
Donald Chipley
F. Michael Connelly
Arthur L. Coste
David P. Crandall
Thomas E. Curtis
C. L. Davis, Jr.
Basil S. Deming
Duane H. Dillman
Russell Dobson
Harold D. Drummond
Victor L. Dupuis
Paul H. Elliott
Curtis A. Finch
Jean C. Finnerty
Margaret Fleming
Angela Freley
Jack A. Frymier
John I. Goodlad
Ruth M. Grossman

University of Maryland
Carmel, California
Northwestern University
Texas Tech University
Memphis State University
University of Maryland
Nashville, Tennessee
Am. Assn. of Col. for Teac. Ed.
East Windsor, New Jersey
University of Wisconsin-Milwaukee
Seneca College of AA & T
University of British Columbia
Ontario Institute for Studies in Education
Association for Supervision & Curriculum Development
Virginia State College - Petersburg
Ontario Institute for Studies in Education
California State University
NETWORK - Merrimac, Massachusetts
SUNY at Albany
University of Texas
University of Maryland at Baltimore
Drew Post Grad. Medical School - Los Angeles
Oklahoma State University
University of New Mexico
Pennsylvania State University
University Park, Maryland
VA. Polytechnic Inst. & State University
Seton Hall University
Brecksville, Ohio
New York, New York
Ohio State University
University of California - Los Angeles
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.

Siegel, Judith E., “Task No. 1: Writing ‘Practical’ Curriculum,” EDUCATIONAL LEADERSHIP,  
34(April, 1977), 540-544).

Tyler, Ralph M. (Ed.), PROSPECTS FOR RESEARCH AND DEVELOPMENT IN EDUCATION.  


Wise, Robert I., “The Use of Objectives in Curriculum Planning," CURRICULUM THEORY NETWORK,  
5(No. 4, 1976), 280-289.

487-489.

SIG MEMBERSHIP – July, 1977  
(Please let Professor Pinar, of the University of Rochester, know if you changed address)

Arthur Adkins      University of Maryland  
Vernon E. Anderson     Carmel, California  
George A. Beauchamp     Northwestern University  
B. J. Benham      Texas Tech University  
Rober V. Bennett     Memphis State University  
Louise H. Barman     University of Maryland  
Amy Frances Brown     Nashville, Tennessee  
Dennis E. Buss     East Windsor, New Jersey  
Rolland Callaway     University of Wisconsin - Milwaukee  
Douglas C. Campbell     Seneca College of AA&T  
G. H. Cannon     University of British Columbia  
Chester D. Carlow     Ontario Institute for studies in Education  
Gordon L. Cawelti     Association for Supervision & Curriculum Development  
Donald Chipley     Virginia State College — Petersburg  
F. Michael Connelly     Ontario Institute for studies in Education  
Arthur L. Costa     California State University  
David P. Crandall     NETWORK – Merrimac, Massachusetts  
Thomas E. Curtis     SUNY at Albany  
O. L. Davis, Jr.     University of Texas  
Basil S. Deming     University of Maryland at Baltimore
Duane H. Dillman  
Russell Dobson  
Harold D. Drummond  
Victor L. Dupuis  
Paul H. Elliott  
Curtis R, Finch  
Jean C. Finnerty  
Margaret Fleming  
Angela Fraley  
Jack R. Frymier  
John I. Goodlad  
Ruth H. Grossman

Drew Post Grad. Medical School — Los Angeles  
Oklahoma State University  
University of New Mexico  
Pennsylvania State University  
University Park, Maryland  
VA. Polytechnic Inst. & State University  
Seton Hall University  
Brecksville, Ohio  
New York, Haw York  
Ohio State University  
University of California - Los Angeles  
The City College of New York.