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### AERA-SIG Curriculum Newsletter

American Educational Research Association

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Not an official  
AERA Publication

NEWSLETTER

of the

SIG IN THE CREATION AND UTILIZATION OF  
CURRICULUM KNOWLEDGE

Michael P. Roetter, Editor

Owens Technical College  
Caller No. 10,000  
Toledo, Ohio 43699

Issue No. 16

December, 1979

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Merry Christmas! - And a belated Happy Thanksgiving!

The November newsletter is a bit belated but none-the-less here. The editor hopes the delinquency is made up by some of the features of this issue. Please pay special attention to the SIG activities planned for the AERA annual meeting in Boston. Two symposia plus a round table are planned under the auspices of the SIG and Division B. Further, we look forward to a well attended business meeting of the SIG. Why not support the activities of the SIG by attending the business meeting? Input from more members would be appreciated.

Membership

Since publication of the June newsletter, membership in the SIG has climbed to 99. The individuals who have either renewed membership or have joined since then:

Vernon E. Anderson  
Roger V. Bennett  
Donald R. Chipley  
Jean Clare Finnerty  
M. G. Frankel  
Joan Fulton  
Helen E. Hayes  
Dorothy Huenecke

Carmel, California  
Rhode Island College  
Kelvin Grove College of Advanced Education  
(Australia)  
Seton Hall University  
Princeton, New Jersey  
Virginia Commonwealth University  
Toronto, Ontario  
Georgia State University

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Jean A. King  
Constance Leean  
Colin J. Marsh  
John D. McNeil  
Gerald Ponder  
Jessie A. Roderick  
Paul Shaker  
George W. Stansbury  
Ralph W. Tyler  
David C. Williams

Tulane University  
University of Vermont  
Murdoch University (Australia)  
UCLA  
North Texas State University  
University of Maryland  
Mount Union College  
Georgia State University  
Foster City, California  
Pennsylvania State University

AERA Meeting - Boston

In conjunction with Division B, the SIG is proud to announce three sessions at the AERA meeting which should be of interest to SIG members and many others. Please consult the program for the annual meeting which should be available sometime in February or March. The following information is available now though:

1. Symposium: "Eclectic Approaches to Curriculum Research from Subject Matter Perspectives."  
  
Chair: Daniel L. Duke, Stanford University  
  
Participants: Conceptual change analysis: implications for mathematics and for curriculum theorizing. Jere Confrey, Michigan State University  
  
Curriculum inquiry and literary criticism. Jean King, Tulane University  
  
Concept origins, biological inquiry and curriculum. Margaret Waterman, Cornell University  
  
Historians' mistakes: uses in curriculum theorizing. Elliott Lauderdale, Cornell University
2. Symposium: "Curriculum Knowledge and Student Perspectives: Exploring the Relationship."  
  
Chair: William H. Schubert, University of Illinois, Chicago Circle  
  
Participants: Autobiography in the Restitution and Reconstruction of Educational Experience. Madeleine R. Grumet, Hobart and Smith Colleges.  
  
The Need for Alternative Categories to Express How We Think. Philip W. Jackson, University of Chicago  
  
Iconicity in Pedagogy or Knowledge as Being. Max van Manen, University of Alberta  
  
Discussant: Ralph Tyler, Science Research Associates

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Constance Leean

Tulane University  
University of Vermont

Colin J. Marsh	Murdoch University (Australia)
John D. McNeil	UCLA
Gerald Ponder	North Texas State University
Jessie A. Roderick	University of Maryland
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3. Round Table - A paper accepted for presentation at a round table session is entitled, "A Theory of Curriculum Constructed as a special Instance of Talcott Parsons' General Theory of Action" by Vincent Presno and Albert J. Leonard of Curight State University.
4. Business Meeting - Members are urged to attend the business meeting of the SIG as mentioned earlier. Business will include most importantly suggestions and ideas for future SIG activities. As many members as possible should be heard. Election of officers also occurs as well as a report from this year's officers.

#### New Book on Curriculum Inquiry

A new book on curriculum inquiry in Canada appeared in July, 1979, entitled, Curriculum Canada: Perceptions, Practices, Prospects (edited by Walter Werner). This 150-page volume contains the papers and reports given at a Symposium on Curriculum Inquiry in Canada, held at the University of Victoria (British Columbia) in February, 1979. This invitational gathering of thirty prominent curriculum scholars from major Canadian universities heard reports from eight provinces on the status of curriculum research and development in these provinces. While all are informative and some are instructive within the Canadian setting, the report of interviews done in Alberta on subjective and political factors operating in curriculum decision making has implications for curriculum decision making far beyond the Alberta context. Besides, offering an example of ethnographic methods of study that should be useful elsewhere, this report suggests that we may need to revise our linear conceptions of curriculum making as a result of learning how the "lived reality" of persons involved in this process really affects the process.

Ten major papers, as well as an overview of the Canadian scene by the editor, constitute the first hundred pages of this volume. Not only do these papers provide the best available evidence of where Canadian curriculum scholars are in 1979 in their thinking, but they also demonstrate that some of the most useful concepts and practices in the entire field of curriculum inquiry are emanating from the work of these Canadian scholars: Ted Aoki on critical inquiry a la the Frankfurt School of Social Criticism; Kieran Egan on educational theory as a basis for curriculum design; Michael Fullan on conceptualizing curriculum implementation; Keith Leithwood on the identification of problems for study in curriculum and matching the appropriate methodology to them; Al MacKay on taking curriculum variables into account in research on teaching; Tom Maguire, J. Bernier, and Donald Wilson on guidelines for evaluation; George Tomkins on the need for historical perspective in curriculum studies; B. Robert on Canadian Studies.

This book is excellent reading. It may be obtained from the Center for the Study of Curriculum and Instruction, University of British Columbia.

Edmund Short

17/B3

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#### Announcement of New Journal

The first issue of a new journal, Knowledge: Creation, Diffusion, Utilization, was published in September, 1979, by Sage Publications. This journal will be of great significance for members of this SIG on "Creation and Utilization of Curriculum Knowledge." It brings together scholarly works from many fields which focus upon one or more of the processes of knowledge specified in the sub-title of the journal--knowledge creation, knowledge diffusion, and knowledge utilization. Persons in such diverse fields as government, education, health, agriculture, etc., will be contributing studies to this journal. Articles will appear on methodological issues, state-of-the-art discussions, and other issues related to the pursuit of knowledge.

Examples of articles appearing in Volume 1, No. 1, are: "The Pursuit of Knowledge," by editor Robert F. Rich; "Forty Years of Social Problem Research," by Gary Gregg and Associates; "Uses, Value, and Benefits of Knowledge," by Fritz Machlup; "Knowledge Utilization as Planned Social Change," by Gerald Zaltman; "Scientific Knowledge, Public Policy, and Democracy," by Dorothy Nelkin; and "Knowledge Creation: An Overview," by Stephen D. Nelson.

Individual subscriptions to this quarterly journal are: \$16.50 - 1 year; \$32.50 - 2 years; \$46.50 - 3 years. From Sage Publications, P.O. Box 5024, Beverly Hills, CA 90210.

#### Bibliography of Curriculum Texts

In the last issue of the newsletter, mention was made regarding the inclusion of a listing of basic texts for curriculum. Shortly thereafter the editor received a letter from Dr. Tom Veneble, a member from Indiana State University, saying he would be involved in such work during an upcoming sabbatical. His work will ultimately involve the production of an annotated bibliography which the SIG may distribute to its membership. The first phase of his work was the development of an overall bibliography covering the period 1970-1979. The results are attached to this newsletter including his definition of a curriculum text.

In the meantime, Bill Schubert (University of Chicago) provided an update on a running bibliography of curriculum publications he maintains. His list takes up with materials published in 1976. In comparing the two lists, the important question appears to be "What constitutes a curriculum text?" and as Dr. Schubert suggests "For what type of curriculum course?" In order to remain objective, a supplemental list from Dr. Schubert's submission which covers texts not listed by Dr. Veneble is provided below. This is not to suggest that Veneble overlooked texts in his search, though, because his definition for selection may have been different. Dr. Schubert indicates texts which are synoptic and/or which have wide course use in several kinds of curriculum courses. Books considered to be synoptic are labeled "s" in the list that follows. (Note again that this list is from 1976 to present.)

17/B4



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s Taylor, P. H. and Tye, K. (Editors). Curriculum, school and society: An introduction to curriculum studies. Atlantic Highlands, New Jersey: Humanities Press, Incorporated, 1976.

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Berman, L. M. and Roderick, J. A. Curriculum - Teaching the what, how, and why of living. Columbus, Ohio: Bobbs-Merrill, 1977.

Curtis, T. E. and Bidwell, W. W. Curriculum and instruction for emerging adolescents. Reading, Massachusetts: Addison-Wesley, 1977.

s Hass, G. Curriculum Planning: A new approach (Second Edition). Boston: Allyn and Bacon, 1977.

Lewy, A. Handbook of curriculum evaluation. New York: Longman, Incorporated, 1977.

Lounsbury, J. H. and Vars, G. F. A curriculum for the middle school years. New York: Harper and Row, 1977.

Oliver, A. I. Curriculum improvement: A guide to problems, principles, and process (Second Edition). New York: Harper and Row, 1977.

Ragan, W. B. and Shepherd, G. D. Modern Elementary Curriculum (Fifth Edition). New York: Holt, Rinehart, and Winston, 1977.

Rubin, L. (Editor). Curriculum handbook: Administration and theory. Boston: Allyn and Bacon, 1977.

Rubin, L. (Editor). Curriculum handbook: The disciplines, current movements and instructional methodology. Boston: Allyn and Bacon, 1977.

Rubin, L. (Editor). Curriculum handbook: The disciplines, current movements, instructional methodology, administration, and theory (Abridged Edition). Boston: Allyn and Bacon, 1977.

Shane, H. G. Curriculum change toward the twenty-first century. Washington: National Education Association, 1977.

Shuster, A. H. and Ploghoft, M. E. The emerging elementary curriculum (Third Edition). Columbus, Ohio: Merrill, 1977.

17/B5

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- s Doll, R. C. Curriculum improvement: Decision making and process (Fourth Edition). Boston: Allyn and Bacon, 1978.
- s Gress, J. R. and Purpel, D. E. (Editors). Curriculum: An introduction to the field. Berkeley: McCutchan, 1978.
- s Orlosky, D. E. and Smith, B. O. Curriculum development: Issues and insights. Chicago: Rand McNally, 1978.
- s Schiro, M. Curriculum for better schools: The great ideological debate. Englewood Cliffs, NJ: Educational Technology Publications, 1978.

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A BIBLIOGRAPHY OF CURRICULUM TEXT

1970-1979

T. C. Venable  
Indiana State University

The bibliography which follows is the first step in the compiler's attempt to up-grade his former area of expertise. Having filled the role of administrator for a period of seven years, I found myself growing out-of-touch with the literature of the field. The list of texts with which I intend to become familiar is presented with the hope that it will prove useful to other curriculum students and with the invitation for others to suggest additions and deletions.

Inasmuch as a favorite topic for curriculum specialist is that of attempting a definition of curriculum, it is not surprising that I had a difficult time determining what books to include. (One of my colleagues insists that the outstanding curriculum book of the decade is Zen and the Art of Motorcycle Maintenance.) My criteria for inclusion were these: First, whether the author--by title or preface--stated that the book was a curriculum text. Second, if librarians agreed it to be a curriculum text by so classifying it. Third, if after a hasty scanning, I decided it fit my definition of curriculum. (Subjectivity granted.)

Your comments are invited.

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Association for Supervision and Curriculum Development. Education for an Open Society (1974 Yearbook).

Association for Supervision and Curriculum Development. Perspectives on Curriculum Development (1976 Yearbook). Washington: ASCD, 1976.

Association for Supervision and Curriculum Development. Progressive Education (1972 Yearbook). Washington: The Association, 1972.

Barrow, Robin. Common Sense and the Curriculum. Hamden, Conn.: Linnett Books, 1976.

Beauchamp, George. Curriculum Theory (3rd ed.). Wilmette, Illinois: Kagg Press, 1975.

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