

Georgia Southern University

## Georgia Southern Commons

---

SIG Newsletters (1970-1995)

Faculty Research Project on the AERA-SIG on  
Critical Issues & Cultural Studies (Jupp &  
Schubert)

---

9-1-1982

### 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

American Educational Research Association, "AERA-SIG Curriculum Newsletter" (1982). *SIG Newsletters (1970-1995)*. 28.

<https://digitalcommons.georgiasouthern.edu/sig-newsletters/28>

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 Georgia Southern Commons. It has been accepted for inclusion in SIG Newsletters (1970-1995) by an authorized administrator of Georgia Southern Commons. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

# creation and utilization of curriculum knowledge

special interest group of the american educational research association

## AERA SIG

No. 22

September, 1982

### ANNUAL SIG MEETING HELD

The Annual Meeting of the Creation and Utilization of Curriculum Knowledge Special Interest Group was held in New York in March in conjunction with the annual meeting of AERA. During this session the following officers were elected:

Chairperson and program chairperson -  
George Willis, The University of  
Rhode Island

Secretary / treasurer - Jean King,  
Tulane University

Newsletter editor - Robert Donmoyer,  
The Ohio State University

It was also decided during this session that dues for 1982-83 would be \$5. In addition, Ed Short was directed to continue his efforts to establish SIG publications which will be made available to members of the SIG. Among other things, it is hoped these publications will provide incentives for prospective members to join the SIG and a reward to those who have already joined.

Members attending the recent SIG session expressed their appreciation to the following outgoing officers: William Schubert, The University of Illinois at Chicago Circle (chairperson and co-program chair); George Willis, The University of Rhode Island (secretary-treasurer); Michael Roetter (newsletter editor); and Ann Schubert (co-program chair).

Don't Forget  
MEMBERSHIP RENEWAL  
See last page of this newsletter

### SIG SPONSORS A SIGNIFICANT NUMBER OF AERA SESSIONS

The Creation and Utilization of Curriculum Knowledge SIG sponsored or co-sponsored eight sessions and three additional roundtable presentations during the 1982 AERA meeting in New York City.

Included was a session on "Education's Credibility Image" which featured Fred Hechinger, Education Editor of the New York Times, along with Harry Broudy, Michael Kirst, and Louis Rubin.

Other sessions and papers focused on the phenomenology of language in curriculum research; John Dewey's likely response to contemporary educational research efforts; action implications of recent curriculum thought; the research and practice implications of a curriculum model emerging from Goodlad's study of schooling; curriculum development and management; curriculum and cultural values; and an updating of Schwab's deliberative curriculum theory.

The SIG was such a prominent part of this past year's AERA program for two reasons. First, chairpersons William and Ann Schubert arranged to co-sponsor sessions with other groups. Second, the SIG membership is substantial.

The number of program slots any group is allocated is directly related to the number of AERA members who have joined that organization. This fact demonstrates the importance of completing and mailing the renewal of membership form contained elsewhere in this newsletter. Such action will insure that curriculum issues will continue to be given adequate attention in subsequent AERA programs.

Association

No. 22

September, 1982

ANNUAL SIG MEETING HELD

The Annual Meeting of the Creation and Utilization of Curriculum Knowledge Special Interest Group was held in New York in March in conjunction with the annual meeting of AERA. During this session the following officers were elected:

Chairperson and program chairperson - George Willis, The University of Rhode Island

Secretary/treasurer - Jean King, Tulane University

Newsletter editor - Robert Donmoyer, The Ohio State University

It was also decided during this session that dues for 1982-83 would be \$5. In addition, Ed Short was directed to continue his efforts to establish SIG publications which will be made available to members of the SIG. Among other things, it is hoped these publications will provide incentives for prospective members to join the SIG and a reward to those who have already joined.

Members attending the recent SIG session expressed their appreciation to the following outgoing officers: William Schubert, The University of Illinois at Chicago Circle (chairperson and co-program chair); George Willis, The University of Rhode Island (secretary-treasurer); Michael Roetter (newsletter editor); and Ann Schubert (co-program chair).

SIG SPONSORS A SIGNIFICANT NUMBER OF AERA SESSIONS

The Creation and Utilization of Curriculum Knowledge SIG sponsored or co-sponsored eight sessions and three additional roundtable presentations during the 1982 AERA meeting in New York City.

Included was a session on "Education's Credibility Image" which featured Fred Hechinger, Education Editor of the New York Times, along with Harry Broudy, Michael Kirst, and Louis Rubin.

Other sessions and papers focused on the phenomenology of language in curriculum research; John Dewey's likely response to contemporary educational research efforts; action implications of recent curriculum thought; the research and practice implications of a curriculum model emerging from Goodlad's study of schooling; curriculum development and management; curriculum and cultural values; and an updating of Schwab's deliberative curriculum theory.

The SIG was such a prominent part of this past year's AERA program for two reasons. First, chairpersons William and Ann Schubert arranged

to co-sponsor sessions with other groups. Second, the SIG membership is substantial.

The number of program slots any group is allocated is directly related to the number of AERA members who have joined that organization. This fact demonstrates the importance of completing and mailing the renewal of membership form contained elsewhere in this newsletter. Such action will insure that curriculum issues will continue to be given adequate attention in subsequent AERA programs.

#### OUTGOING CHAIRPERSON EXPRESSES THANKS

Outgoing chairperson, William H. Schubert, wishes to express his appreciation to all members of the SIG who have helped him chair the SIG during the past several years. He also extends special thanks to Gail McCutcheon, The Ohio State University, who was the 1981-82 program chair for Division B and Philip Smith, The Ohio State University, who was the 1981-82 chairperson of the SIG on Philosophical Studies in Education. Both groups co-sponsored AERA sessions with the Creation and Utilization of Curriculum Knowledge SIG and both chairpersons contributed immensely to the success of these cooperative efforts.

#### BIBLIOGRAPHY OF CURRICULUM LITERATURE PROVIDED

For the past several years, Edmund Short, Pennsylvania State University, has provided SIG members with a topically organized bibliography of significant curriculum literature which was published during the previous year. Ed's most recent list is included in this mailing. His efforts to keep our SIG members informed on curriculum literature is very much appreciated.

#### ANNOTATED EVALUATION BIBLIOGRAPHY AVAILABLE

The literature on curriculum evaluation is scattered so widely and is expanding so rapidly that it is becoming difficult for experienced curriculum evaluators to keep abreast and almost impossible for teachers and curriculum evaluation students to find their way around this voluminous literature. Therefore, Barry Frasier, in collaboration with Karen Houghton, has published an Annotated Bibliography of Curriculum Evaluation Literature. The 150 separate abstracts contained in the publication provide a good balance between American and British writings and between references advocating quantitative approaches and those endorsing qualitative methods. The book is made easy to use through its inclusion of cross-referencing, a consolidated list of references, an author index, and a topic index.

Individuals in the United States and Canada can order this publication by sending a \$15 check made payable to Annotated Bibliography Account to:

Dr. William H. Schubert  
College of Education  
University of Illinois  
Box 4348  
Chicago, IL 60680

#### AMERICAN HERITAGE CENTER CONSIDERS ESTABLISHING CURRICULUM HISTORY ARCHIVES

The American Heritage Center of the University of Wyoming has expressed interest in "creating a history and archival project relating to the development of the curriculum movement in the United States -- particularly at the secondary and university levels." The center already has received the papers and files of Hollis Caswell. If a more general archival project generates enough interest, the center would be interested in receiving the correspondence, manuscript drafts, speeches, articles, reprints, and books of other historically significant curriculum scholars. Packing and shipping costs could be reimbursed.

Members of the SIG who are interested in this project can contact Gene Gressley, Assistant to the President, the American Heritage Center, The University of Wyoming, Laramie, Wyoming 82071.

#### INFORMATION EXCHANGE INAUGURATED

The newsletter editor requests SIG members to contribute information regarding current research, scholarly activities and academic interests. A description of the activities of individual members will be published in subsequent newsletters beginning with the Winter 1983 edition. It is hoped that such publication will facilitate the development of informal networks among those who share common concerns or who may be working on a similar problem. At the very least, these informal networks should provide intelligent critics for paper drafts. Members of the SIG are encouraged to send a one page or less

#### OUTGOING CHAIRPERSON EXPRESSES THANKS

Outgoing chairperson, William H. Schubert, wishes to express his

appreciation to all members of the SIG who have helped him chair the SIG during the past several years. He also extends special thanks to Gail McCutcheon, The Ohio State University, who was the 1981-82 program chair for Division B and Philip Smith, The Ohio State University, who was the 1981-82 chairperson of the SIG on Philosophical Studies in Education. Both groups co-sponsored AERA sessions with the Creation and Utilization of Curriculum Knowledge SIG and both chairpersons contributed immensely to the success of these cooperative efforts.

#### BIBLIOGRAPHY OF CURRICULUM LITERATURE PROVIDED

For the past several years, Edmund Short, Pennsylvania State University, has provided SIG members with a topically organized bibliography of significant curriculum literature which was published during the previous year. Ed's most recent list is included in this mailing. His efforts to keep our SIG members informed on curriculum literature is very much appreciated.

#### ANNOTATED EVALUATION BIBLIOGRAPHY AVAILABLE

The literature on curriculum evaluation is scattered so widely and is expanding so rapidly that it is becoming difficult for experienced curriculum evaluators to keep abreast and almost impossible for teachers and curriculum evaluation students to find their way around this voluminous literature. Therefore, Barry Frasier, in collaboration with Karen Houghton, has published an Annotated Bibliography of Curriculum Evaluation Literature. The 150 separate abstracts contained in the publication provide a good balance between American and British writings and between references advocating quantitative approaches and those endorsing qualitative methods. The book is made easy to use through its inclusion of cross-referencing, a consolidated list of references, an author index, and a topic index.

Individuals in the United States and Canada can order this publication by sending a \$15 check made payable to Annotated Bibliography Account to:

Dr. William H. Schubert  
College of Education  
University of Illinois  
Box 4348  
Chicago, IL 60680

#### AMERICAN HERITAGE CENTER CONSIDERS ESTABLISHING CURRICULUM HISTORY ARCHIVES

The American Heritage Center of the University of Wyoming has expressed interest in "creating a history and archival project relating to the development of the curriculum movement in the United

States--particularly at the secondary and university levels." The center already has received the papers and files of Hollis Caswell. If a more general archival project generates enough interest, the center would be interested in receiving the correspondence, manuscript drafts, speeches, articles, reprints, and books of other historically significant curriculum scholars. Packing and shipping costs could be reimbursed.

Members of the SIG who are interested in this project can contact Gene Gressley, Assistant to the President, the American Heritage Center, The University of Wyoming, Laramie, Wyoming 32071.

#### INFORMATION EXCHANGE INAUGURATED

The newsletter editor requests SIG members to contribute information regarding current research, scholarly activities and academic interests. A description of the activities of individual members will be published in subsequent newsletters beginning with the Winter 1983 edition. It is hoped that such publication will facilitate the development of informal networks among those who share common concerns or who may be working on a similar problem. At the very least, these informal networks should provide intelligent critics for paper drafts. Members of the SIG are encouraged to send a one page or less

description of current activities to Robert Donmoyer, 202 Arps Hall, The Ohio State University, 1945 N. High Street, Columbus, Ohio 43210.

#### MINI-REVIEWS

*Editor's Note: This is the first in a series of mini-reviews designed to alert SIG members to books which might be of interest to them. SIG members are encouraged to send mini-reviews of not more than two typed pages for inclusion in subsequent newsletters to: Robert Donmoyer, 202 Arps Hall, The Ohio State University, 1945 N. High Street, Columbus, Ohio 43210.*

#### Evaluation of Educational Innovations

by  
Barry J. Fraser and Rieke Nash  
Macquarie University

Currently many teachers need practical guidance in evaluating and documenting their school-based innovations. One of the few existing sources of thorough documentation of Australian school-level innovations can be found in the reports of evaluations of projects funded by the Schools Commission Innovations Program. Evaluation of Educational Innovations draws authentic examples from Innovations Program evaluation reports to provide teachers with concrete illustrations of a wide variety of useful ways of evaluating and giving accounts of their school-based projects.

This publication makes two contributions. First, examples drawn from evaluation reports are used to illustrate some of the major aspects which might be included when describing an innovation (e.g., aims, materials, student activities, problems). Second, illustrations from these reports are employed to clarify key techniques widely used when evaluating school-based innovations (e.g., interview, observation, questionnaire).

The Australian Schools Commission's National Innovations Committee commissioned the writing and funded production of

Evaluation of Educational Innovations. Inquiries about the availability of this publication and requests for complimentary copies can be sent to the authors at the School of Education, Macquarie University, North Ryde, N.S.W. 2113, Australia.

#### Democracy in Education: Boyd H. Bode

by  
Robert V. Bullough, Jr.  
The University of Utah

This book is quite different from Evaluation of Educational Innovations. It is a biography of one of the premier philosophers of education during education's progressive era. This book is like the Fraser and Nash text in one important respect: both books are exceedingly readable and quite appropriate for practitioners who may be uncomfortable with or uninterested in more abstract, more exclusively theoretical works. Bode's ideas are here, to be sure, and they are here in all their complexity. Bullough, however, presents them in clear, straightforward prose and intertwines them with a compelling narrative about Bode's personal and professional life. A particularly interesting touch is dialogues Bullough has created between Bode and other famous colleagues. These dialogues appear throughout the book.

Democracy in Education: Boyd H. Bode is published by General Hall, Inc., 23-45 Corporal Kennedy Street, Bayside, New York 11360.

#### COLLECTION OF PAPERS TO BE DISTRIBUTED TO MEMBERS

It is time for SIG members to renew their membership and pay the \$5 dues for 1982-83. A form is included on the last page of this newsletter. There is also a form for new members.

Those who pay dues for 1982-83 will receive a copy of Conceptions of Curriculum Knowledge: Focus on Students and Teachers. This collection of papers was edited by Bill and Ann Schubert and published under the auspices of Ed Short.

description of current activities to Robert Donmoyer, 202 Arps Hall, The Ohio State University, 1945 N. High Street, Columbus, Ohio 43210.



## MINI-REVIEWS

*Editor's Note: This is the first in a series of mini-reviews designed to alert SIG members to books which might be of interest to them. SIG members are encouraged to send mini-reviews of not more than two typed pages for inclusion in subsequent newsletters to: Robert Donmoyer, 202 Arps Hall, The Ohio State University, 1945 N. High Street, Columbus, Ohio 43210.*

### Evaluation of Educational Innovations

By

Barry J. Fraser and Rieke Nash  
Macquarie University

Currently many teachers need practical guidance in evaluating and documenting their school-based innovations. One of the few existing sources of thorough documentation of Australian school-level innovations can be found in the reports of evaluations of projects funded by the Schools Commission Innovations Program. Evaluation of Educational Innovations draws authentic examples from Innovations Program evaluation reports to provide teachers with concrete illustrations of a wide variety of useful ways of evaluating and giving accounts of their school-based projects.

This publication makes two contributions. First, examples drawn from evaluation reports are used to illustrate some of the major aspects which might be included when describing an innovation (e.g., aims, materials, student activities, problems). Second, illustrations from these reports are employed to clarify key techniques widely used when evaluating school-based innovations (e.g., interview, observation, questionnaire).

The Australian Schools Commission's National Innovations Committee commissioned the writing and funded production of Evaluation of Educational Innovations. Inquiries about the availability of this publication and requests for complimentary copies can be sent to the authors at the School of Education, Macquarie University, North Ryde, N.S.W. 2113, Australia.

### Democracy in Education: Boyd H. Bode

By

Robert V. Bullough, Jr.  
The University of Utah

This book is quite different from Evaluation of Educational Innovations. It is a biography of one of the premier philosophers of education during education's progressive era. This book is like the Fraser and Nash text in one important respect: both books are exceedingly readable and quite appropriate for practitioners who may

be uncomfortable with or uninterested in more abstract, more exclusively theoretical works. Bode's ideas are here, to be sure, and they are here in all their complexity. Bullough, however, presents them in clear, straightforward prose and intertwines them with a compelling narrative about Bode's personal and professional life. A particularly interesting touch is dialogues appear throughout the book.

Democracy in Education: Boyd H. Bode is published by General Hall, Inc., 23-45 Corporal Kennedy Street, Bayside, New York 11360.

#### COLLECTION OF PAPERS TO BE DISTRIBUTED TO MEMBERS

It is time for SIG members to renew their membership and pay the \$5 dues for 1982-83. A form is included on the last page of this newsletter. There is also a form for new members.

Those who pay dues for 1982-83 will receive a copy of Conceptions of Curriculum Knowledge: Focus on Students and Teachers. This collection of papers was edited by Bill and Ann Schubert and published under the auspices of Ed Short.

In addition to the 38 members listed in the Winter Newsletter, the following people became members of the SIG for 1981-82:

Deborah R. Alexander Oak Ridge, TN	John M. Mickelson Temple University
Vernon E. Anderson Carmel, CA	Janet L. Miller Old Dominion University
T. Aoki University of Alberta	Bonnie Moore Northwestern State University
Roger V. Bennett University of Wisconsin, Oshkosh	Nel Noddings Stanford University
Louise M. Berman University of Maryland	Norman V. Overly Indiana University
Rolland Callaway University of Wisconsin, Milwaukee	Peter Pereira DePaul University
F. M. Connelly OISE	William Pinar University of Rochester
O. L. Davis, Jr. University of Texas, Austin	A. Leon Pines University of Maine, Farmington
Curtis R. Finch Virginia Polytechnic	Gerald Ponder North Texas State University
Jim Finkelstein Ohio State University	George J. Posner Cornell University
Jean Clare Finnerty West Orange, NJ	Jerry Reece New Mexico State University
Geneva Gay Purdue University	Jessie A. Roderick University of Maryland
Naomi Herson University of Saskatchewan	Michael P. Roetter Owens Technical College
Louis E. Hock NYU	Galen Saylor Lincoln, NE
Andrew S. Hughes Atlantic Institute of Education	Philip L. Smith Ohio State University
Francis P. Hunkins University of Washington	Bernard Spodek University of Illinois
Joan S. Hyman University of San Francisco	George W. Stansbury Georgia State University
Mauritz Johnson SUNY at Albany	Daniel Tanner Rutgers University
Richard D. Kimpston University of Minnesota	Laurel N. Tanner Temple University
Jean A. King Tulane University	Bob L. Taylor University of Colorado
David L. Laske University of Illinois at Chicago Circle	Tom C. Venable Indiana State University
Arthur J. Lewis University of Florida	Tom Rusk Vickery Syracuse University
William T. Lower University of Rochester	H. C. Waxman Springfield, Illinois
Gail McCutcheon Ohio State University	Herbert B. Wilson University of Arizona
D. John McIntyre Southern Illinois University	Vivian C. Wolf-Wilets University of Washington
John D. McNeil UCLA	

The following members have already joined the SIG for 1982-83:

David Laske  
University of Illinois at Chicago Circle

Colin Marsh  
Murdoch University (Australia)

Thomas Roby  
Chicago, IL

Michael Roetter  
Owens Technical College

Galen Saylor  
Lincoln, NE

Tom Rusk Vickery  
Syracuse University

George Willis  
University of Rhode Island

---

Newsletter  
for the

CREATION AND UTILIZATION  
OF CURRICULUM KNOWLEDGE  
SPECIAL INTEREST GROUP

of the

American Educational  
Research Association

---

Chairperson: George Willis  
Secretary/Treasurer: Jean King  
Editor: Robert Donmoyer

---

In addition to the 38 members listed in the Winter Newsletter, the following people became members of the SIG for 1981-82:  
Deborah R. Alexander Oak Ridge, TN

Vernon E. Anderson	Carmel, CA
T. Aoki	University of Alberta
Roger V. Bennett	University of Wisconsin, Oshkosh
Louise M. Berman	University of Maryland
Rolland Callaway	University of Wisconsin, Milwaukee
F. M. Connelly	OISE
O. L. Davis, Jr.	University of Texas, Austin
Curtis R. Finch	Virginia Polytechnic
Jim Finkelstein	Ohio State University
Jean Clare Finnerty	West Orange, NJ
Geneva Gay	Purdue University
Naomi Hersom	University of Saskatchewan
Louis E. Hock	NYU
Andrew S. Hughes	Atlantic Institute of Education
Francis P. Hunkins	University of Washington
Joan S. Hyman	University of San Francisco
Mauritz Johnson	SUNY at Albany
Richard D. Kimpson	University of Minnesota
Jean A. King	Tulane University
David L. Laske	University of Illinois at Chicago Circle
Arthur J. Lewis	University of Florida
William T. Lower	University of Rochester
Gail McCutcheon	Ohio State University
D. John McIntyre	Southern Illinois University
John D. McNeil	UCLA
John H. Mickelson	Temple University
Janet. L. Miller	Old Dominion University
Bonnie Moore	Northwestern State University
Nel Noodings	Stanford University
Norman V. Overly	Indiana University
Peter Pereira	DePaul University
William Pinar	University of Rochester
A. Leon Pines	University of Maine, Farmington

Gerald Ponder	North Texas State University
George J. Posner	Cornell University
Jerry Reese	New Mexico State University
Jessie A. Roderick	University of Maryland
Michael P. Roetter	Owens Technical College
Galen Baylor	Lincoln, NE
Philip L. Smith	Ohio State University
Bernard Spodek	University of Illinois
George W. Stansbury	Georgia State University
Daniel Tanner	Rutgers University
Laurel N. Tanner	Temple University
Bob L. Taylor	University of Colorado
Tom C. Venable	Indiana State University
Tom Rusk Vickery	Syracuse University
H. C. Waxman	Springfield, Illinois
Herbert B. Wilson	University of Arizona
Vivian C. Wolf-Wilets	University of Washington

The following members have already joined the SIG for 1932-33:

David Laske	University of Illinois at Chicago Circle
Colin Marsh	Murdoch University (Australia)
Thomas Roby	Chicago, IL
Michael Roetter	Owens Technical College
Galen Saylor	Lincoln, NE
Tom Rusk Vickery	Syracuse University
George Willis	University of Rhode Island

Newsletter  
for the  
CREATION AND UTILIZATION  
OF CURRICULUM KNOWLEDGE  
SPECIAL INTEREST GROUP  
of the  
American Educational  
Research Association

Chairperson: George Willis  
Secretary/Treasurer: Jean King  
Editor: Robert Donmoyer

### Membership Forms

Remember to renew your SIG membership right away by using the form found directly below. Use the second form to invite a colleague to join the group. Dues for the 1982-83 year are \$5. Those who pay 1982-83 dues will receive a complimentary copy of Conceptions of Curriculum Knowledge: Focus on Students and Teachers edited by William and Ann Schubert.

Mail forms and dues to: Jean A. King, secretary/treasurer SIG  
Department of Education  
Tulane University  
New Orleans, LA 70118

---

#### Membership Renewal Form

Please renew my membership in the Creation and Utilization of Curriculum Knowledge SIG. Enclosed is my check or money order for \$5 made payable to: Creation and Utilization of Curriculum Knowledge SIG.

Name: \_\_\_\_\_

Address: (if this is a new address please check  )

\_\_\_\_\_ Street

\_\_\_\_\_ City

\_\_\_\_\_ State

\_\_\_\_\_ Zip

Professional position: \_\_\_\_\_

Date: \_\_\_\_\_

Member of AERA: \_\_\_\_\_ yes \_\_\_\_\_ no

---

#### New Member Form

I would like to become a member of the Creation and Utilization of Curriculum Knowledge SIG. Enclosed is my check or money order for \$5 made payable to: Creation and Utilization of Curriculum Knowledge SIG.

Name: \_\_\_\_\_

Address: \_\_\_\_\_ Street

\_\_\_\_\_ City

\_\_\_\_\_ State

\_\_\_\_\_ Zip

Professional position: \_\_\_\_\_

Date: \_\_\_\_\_

Member of AERA: \_\_\_\_\_ yes \_\_\_\_\_ no

### Membership Forms

Remember to renew your SIG membership right away by using the

form found directly below. Use the second form to invite a colleague to join the group. Dues for the 1982-83 year are \$5. Those who pay 1982-83 dues will receive a complimentary copy of Conceptions of Curriculum Knowledge: Focus on Students and Teachers edited by William and Ann Schubert.

Mail forms and dues to: Jean A. King, secretary/treasurer SIG  
Department of Education  
Tulane University  
New Orleans, LA 70118

#### Membership Renewal Form

Please renew my membership in the Creation and Utilization of Curriculum Knowledge SIG. Enclosed is my check or money order for \$5 made payable to: Creation and Utilization of Curriculum Knowledge SIG.

Name: \_\_\_\_\_

Address: (if this is a new address please check \_\_\_)

\_\_\_\_\_  
Street

\_\_\_\_\_  
City State Zip

Professional position: \_\_\_\_\_

Date: \_\_\_\_\_

Member of AERA: \_\_\_\_\_yes \_\_\_\_\_no

#### New Member Form

I would like to become a member of the Creation and Utilization of Curriculum Knowledge SIG. Enclosed is my check or money order for \$5 made payable to: Creation and Utilization of Curriculum Knowledge SIG.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Street

\_\_\_\_\_  
City State Zip

Professional position: \_\_\_\_\_

Date: \_\_\_\_\_

Member of AERA: \_\_\_\_\_yes \_\_\_\_\_no



A SAMPLING OF SIG-RELATED STUDIES, 1981-82

Prepared by  
Edmund Short

The Pennsylvania State University

Status of Curriculum Inquiry

- McCutcheon, Gail, "Curriculum Theory: This Issue," Theory Into Practice, 21 (Winter, 1982), 2-3.
- Schubert, William H., "The Return of Curriculum Inquiry from Schooling to Education," Curriculum Inquiry, 12(Summer, 1982), 221-232.
- Strickland, Kate, "Research into the Curriculum 1918-1938: Highlights of the Work of the First Generation," pp. 51-59 in Laurel N. Tanner (ed.), Papers of the Society for the Study of Curriculum History. University Park, PA: The Society, College of Education, Penn State University, 1981.
- Taylor, Philip H., "Curriculum Research: Retrospect and Prospect--A Personal Appreciation," Journal of Curriculum Studies, 14(January-March, 1982), 53-59.

Curriculum Inquiry Methodologies

- Anderson, Digby C., "Research as a Basis for Curriculum Policy-Making: A Cautionary Note," Journal of Curriculum Studies, 14(January-March, 1982) 69-78.
- Anyon, Jean, "Adequate Social Science, Curriculum Investigations, and Theory," Theory into Practice, 21(Winter, 1982), 34-37.
- Barone, Tom, "Insinuated Theory from Curricula-in Use," Theory into Practice, 21(Winter, 1982), 38-43.
- Beauchamp, George A., "Curriculum Theory: Meaning, Development, and Use," Theory into Practice, 21(Winter, 1982), 23-27.
- Brown, Theodore M., "How Fields Change: A Critique of the 'Kahnian' View," The Journal of Curriculum Theorizing, 3(Winter, 1981), 5-13.
- Bullough, R. V., Jr., "Curriculum History: Flight to the Sidelines or Source of New Vitality?" pp. 39-42 in Laurel N. Tanner (ed.), Papers of the Society for the Study of Curriculum History. University Park, PA: The Society, College of Education, Penn State University, 1981.
- Campbell, Donald T. "Experiments as Arguments," Knowledge: Creation, Diffusion, Utilization, 3(March, 1982), 327-337.
- Cherryholmes, Cleo H., "What is Curriculum Theory: A Special Problem in Social Theory," Theory into Practice, 21(Winter, 1982), 28-33.
- Davis, O. L., Jr., "An Elusive Quarry: On the Trail of Curriculum History," pp. 47-50 in Laurel N. Tanner (ed.), Papers of the Society for the Study of Curriculum History. University Park, PA: The Society, College of Education, Penn State University, 1981.

Edmund Short  
The Pennsylvania State University

Status of Curriculum Inquiry

McCutcheon, Gail, "Curriculum Theory: This Issue," *Theory Into Practice*, 21 (Winter, 1982), 2-3.

Schubert, William. H., "The Return of Curriculum Inquiry From Schooling to Education," *Curriculum Inquiry*, 12 (Summer, 1982), 221-232.

Strickland, Kate, "Research into the Curriculum 1918-1938: Highlights of the Work of the First Generation," pp. 51-59 in Laurel N. Tanner (ed.), *Papers of the Society for the Study of Curriculum History*. University Park, PA: The Society, College of Education, Penn State University, 1981.

Taylor, Philip H., "Curriculum Research: Retrospect and Prospect—A Personal Appreciation," *Journal of Curriculum Studies*, 14 (January-March, 1982), 53-59.

Curriculum Inquiry Methodologies

Anderson, Digby C., "Research as a Basis for Curriculum Policy-Making: A Cautionary Note," *Journal of Curriculum Studies*, 14 (January-March, 1982) 69-78.

Anyon, Jean "Adequate Social Science, Curriculum Investigations, and Theory," *Theory into Practice*, 21 (Winter, 1982), 34-37.

Barons, Tom, "Insinuated Theory from Curricula-in Use," *Theory into Practice*, 21 (Winter, 1982), 38-43.

Beauchamp, George A., "Curriculum Theory: Meaning, Development, and Use," *Theory into Practice*, 21 (Winter, 1982), 23-27.

Brown, Theodore M., "How Fields Change: A Critique of the 'Kahnian' View," *The Journal of Curriculum Theorizing*, 3 (Winter, 1981), 5-13.

Bullough, R. V., Jr., "Curriculum History: Fight to the Sidelines or Source of New Vitality?" pp. 39-42 in Laurel N. Tanner (ed.), *Papers of the Society for the Study of Curriculum History*. University Park, PA: The Society, College of Education, Penn State University, 1981.

Campbell, Donald T. "Experiments as Arguments," *Knowledge: Creation, Diffusion, Utilization*, 3 (March, 1982), 327-337.

Cherryholmes, Cleo H., "What is Curriculum Theory: A Special Problem in Social Theory," *Theory into Practice*, 21 (Winter, 1982), 28-33.

Davis, O. L., Jr., "An Elusive Quarry: On the Trail of Curriculum History," pp. 47-50 in Laurel N. Tanner (ed.), *Papers of the*

Society for the Study of Curriculum History. University Park, PA:  
The Society, College of Education, Penn State University, 1981.

- Dunn, William N., "Reforms as Arguments," Knowledge: Creation, Diffusion, Utilization, 3(March, 1982), 293-326.
- Gough, Noel, "School-based Curriculum Development: Whether Curriculum Theory?" Curriculum Perspectives, 2(October, 1981), 41-45.
- Hazlett, J. Stephen, "Conceptions of the History of the Curriculum," pp. 43-45 in Laurel N. Tanner (ed.), Papers of the Society for the Study of Curriculum History. University Park, PA: The Society, College of Education, Penn State University, 1981.
- Kliebard, Herbert M., "Curriculum Theory as Metaphor," Theory into Practice, 21(Winter, 1982), 11-17.
- Leithwood, Kenneth A., "What is Appropriate Curriculum Research?" Curriculum Perspectives, 2(October, 1981), 17-22.
- Macdonald, James B., "How Literal is Curriculum Theory?" Theory into Practice, 21(Winter, 1982), 55-61.
- Macdonald, James B., "Theory-Practice and the Hermeneutic Circle," The Journal of Curriculum Theorizing, 3(Summer, 1981), 130-138.
- McCutcheon, Gail, "What in the World is Curriculum Theory?" Theory into Practice, 21(Winter, 1982), 18-22.
- Pinar, William F., Madeline R. Grumet, "Socratic Caesura and the Theory-Practice Relationship," Theory into Practice, 21(Winter, 1982), 50-54.
- Pinar, William F., "'Whole, Bright, Deep with Understanding': Issues in Qualitative Research and Autobiographical Method," Journal of Curriculum Studies, 13(July-September, 1981), pp. 173-188.
- Vallance, Elizabeth, "The Practical Uses of Curriculum Theory," Theory into Practice, 21(Winter, 1982), 4-10.
- VanManen, Max, "Edifying Theory: Serving the Good," Theory into Practice, 21(Winter, 1982), 44-49.
- Walker, Decker F., "Curriculum Theory is Many Things to Many People," Theory into Practice, 21(Winter, 1982), 62-65.

#### Ideological Aspects of Curriculum

- Anyon, Jean, "Elementary Schooling and Distinctions of Social Class," Interchange, 12(Nos. 2-3, 1981), 118-132.
- Anyon, Jean, "Schools as Agencies of Social Legitimation," The Journal of Curriculum Theorizing, 3(Summer, 1981), 86-103.

Dunn, William N., "Reforms as Arguments, "Knowledge: Creation, Diffusion, Utilization, 3(March, 1982), 293-326.

- Gough, Noel, "School-based Curriculum Development: Whether Curriculum Theory?" *Curriculum Perspectives*, 2(October, 1981), 41-45.
- Hazlett, J. Stephen, "Conceptions of the History of the Curriculum," pp. 43-45 in Laurel N. Tanner (ed.), *Papers of the Society for the Study of Curriculum History*. University Park, PA: The Society, College of Education, Peen State University, 1981.
- Kliebard, Herbert M., "Curriculum Theory as metaphor," *Theory into Practice*, 21(Winter, 1982), 11-17.
- Leithwood, Kenneth A., "What is Appropriate Curriculum Research?" *Curriculum Perspectives*, 2(October, 1981), 17-22.
- Macdonald, James B., "How Literal is Curriculum Theory?" *Theory into Practice*, 21(Winter, 1982), 55-61.
- Macdonald, James B., "Theory-Practice and the Hermeneutic Circle," *The Journal of Curriculum Theorizing*, 3(Summer, 1981), 130-138.
- McCutcheon, Gail, "What in the World in Curriculum Theory?" *Theory into Practice*. 21(Winter, 1982), 18-22.
- Pinar William F., Madeline R. Grument, "Socratic Caesura and the Theory-Practice Relationship," *Theory into Practice*, 21(Winter, 1982), 50-54.
- Piner, William F., "'Whole, bright, Beep with Understanding': Issues in Qualitative Research and Autobiographical Method," *Journal of Curriculum Studies*, 13(July-September, 1981), pp. 173-188.
- Vallance, Elizabeth, "The Practical Uses of Curriculum Theory," *Theory into Practice*, 21(Winter, 1982), 4-10.
- VanManen, Max, "Edifying Theory: Serving the Good," *Theory into Practice*, 21(Winter, 1982), 44-49.
- Walker, Decker F., "Curriculum Theory is Many Things to Many People," *Theory into Practice*, 21(Winter, 1982), 62-65.
- Ideological Aspects of Curriculum
- Anyon, Jean, "Elementary Schooling and Distinctions of Social Class," *Interchange*, 12(Nos. 2-3, 1981), 118-132.
- Anyon, Jean, "Schools as Agencies of Social Legitimation," *The Journal of Curriculum Theorizing*, 3(Summer, 1981), 86-103.

---

Apple, Michael W. (ed.), Cultural and Economic Reproduction in Education: Essays on Class, Ideology, and the State, Boston: Routledge and Kegan Paul, 1981.

Apple, Michael W., "Reproduction, Contestation, and Curriculum: An Essay in Self-Criticism," Interchange, 12(Nos. 2-3, 1981), 27-47.

Apple, Michael W., "The Other Side of the Hidden Curriculum: Correspondence Theories and the Labor Process," Interchange, 11(No. 3, 1980-81), 5-22.

Giroux, Henry A., "Hegemony, Resistance, and the Paradox of Educational Reform," Interchange, 12(Nos. 2-3, 1981), 3-26.

McNeil, Linda M., "Negotiating Classroom Knowledge: Beyond Achievement and Socialization," Journal of Curriculum Studies, 13(No. 4, October-December, 1981), 313-328.

Mitrand, Barbara S., "Feminism and Curriculum Theory: Implications for Teacher Education," The Journal of Curriculum Theorizing, 3(Summer, 1981), 5-77.

#### Knowledge Utilization

Huberman, A. Michael, Nanette S. Levinson, Ronald G. Havelock, and Pat L. Cox, "Interorganizational Arrangements: An Approach to Educational Practice Improvement," Knowledge: Creation, Diffusion, Utilization, 3 (September, 1981), 5-22.

Rich, Robert F., Neal M. Goldsmith, "The Management and Utilization of R&D," Knowledge: Creation, Diffusion, Utilization, 3(March, 1982), 415-436.

Apple, Michael W. (ed.), Cultural and Economic Reproduction in Education: Essays on Class, Ideology, and the State, Boston: Routledge and Kegan Paul, 1981.

Apple, Michael W., "Reproduction, Contestation, and Curriculum: An Essay in Self-Criticism," *Interchange*, 12(Nos. 2-3, 1981), 27-47.

Apple, Michael W., "The Other Side of the Hidden Curriculum: Correspondence Theories and the Labor Process," *Interchange*, 11(No. 3, 1980-81), 5-22.

Giroux, Henry A., "Hegemony, Resistance, and the Paradox of Educational Reform," *Interchange*, 12(Nos. 2-3, 1981), 3-26.

McNeil, Linda M., "Negotiating Classroom Knowledge: Beyond Achievement and Socialization," *Journal of Curriculum Theorizing*, 3(Summer, 1981), 5-77.

#### Knowledge Utilization

Huberman, A. Michael, Nanette S. Levinson, Ronald G. Havelock, and Pat L. Cox, "Interorganizational Arrangements: An Approach to Educational Practice Improvement," *Knowledge: Creation, Diffusion, Utilization*, 3(September, 1981), 5-22.

Rich, Robert F., Neal M. Goldsmith, "The Management and Utilization of R&D," *Knowledge: Creation, Diffusion, Utilization*, 3(March, 1982), 415-436.