



# Detailed Contents

<b>Preface</b>	<b>xv</b>
<b>Acknowledgments</b>	<b>xxi</b>
<b>Chapter 1: Introduction to the Curriculum Ideologies</b>	<b>I</b>
Your Beliefs About Curriculum	4
The Curriculum Ideologies	4
The Scholar Academic Ideology	4
The Social Efficiency Ideology	5
The Learner Centered Ideology	5
The Social Reconstruction Ideology	6
Historical Perspective on the Ideologies	7
Curriculum Workers	7
The Nature of the Curriculum Ideologies	8
<b>Chapter 2: Scholar Academic Ideology</b>	<b>15</b>
Scholar Academic Curricula	15
UICSM and MSG School Mathematics	16
Man: A Course of Study	17
Curriculum and the Disciplines	19
Initiation Into the Disciplines	20
Grounding Curriculum in a Discipline	21
Drawing Upon the Discipline's Knowledge	21
Priorities	23
Disciplines, Intellect, Knowledge: An Assumed Equivalence	24
Education as an Extension of Disciplines, Intellect, Knowledge	25
Disciplines, Intellect, Knowledge: Global Considerations	25
Disciplines, Intellect, Knowledge: Local Considerations	26
The Academic Disciplines	27
The Discipline as a Community	27
The Discipline as a Hierarchical Community	27
The Learning ↔ Teaching Dynamic of the Discipline	29
The Educative Process Within the Academic Community	29
Curriculum Issues	30
Classification and Selection of Disciplines	30

Curriculum as a Reflection of the Discipline	32
Curriculum Improvement	34
Historical Context	35
Aims	42
Knowledge	43
The Nature of Knowledge	43
The Form of Knowledge	43
The Origin of Curriculum Knowledge	44
Knowledge and Objective Reality	44
The Child	45
The Child as Mind	45
The Child as Memory and Reason	45
The Incomplete Child	45
Learning	46
The Learning ↔ Teaching Dynamic	46
Direction Within the Learning ↔ Teaching Dynamic	46
Transmitting and Receiving Agents of the Learning ↔ Teaching Dynamic	46
Learning Theory as Reflection of the Discipline	47
Lack of Concern With Formal Learning Theory	47
Many Theories of Learning	47
Learning to Parallel Inquiry	47
Readiness	48
Teaching	48
Teachers as Members of a Discipline	48
Teachers as Transmitters, Mediators, or Translators	49
Teaching Methods	50
Evaluation	52
Student Evaluation	53
Curriculum Evaluation	53
Concluding Perspective	54

### **Chapter 3: Social Efficiency Ideology**

**57**

A Scientific Technique of Curriculum Making	57
Programmed Curriculum and the Behavioral Engineer	60
Programmed Curriculum	61
Behavioral Engineering	63
The Analogy	65
Objectives and Standards	66
Education	67
Scientific Instrumentalism	68
Social Orientation	68
Society	68
People in Society	68

Educating People to Live in Society	69
Education for a Better Society	70
Objectives	71
The Form of Objectives	71
Gathering Terminal Objectives	73
Acquiring Progressive Objectives	73
Atomism	75
Objective Reality	75
Causality	76
Ends, Means, and Instrumental Values	77
Historical Context	78
Social Reform	78
Utilitarian Education	79
Behavioral Psychology	80
Scientific Methodology	80
A Century of Forgetting	81
Accountability Movement: From Educational to Administrative and Political Initiatives	82
Aims	84
Knowledge	84
The Nature of Knowledge	84
Knowledge and Objective Reality	86
Learning	87
A Behavioral Viewpoint	88
Assumptions About Learning	89
Readiness	90
The Child	91
Lack of Concern	91
The Child as a Worker	92
Individualized Programmed Instruction	92
Teaching	92
Role of the Teacher	92
Consequences	93
Evaluation	94
Reasons for Evaluation	94
The Nature of Evaluation	96
Objectivity and Atomization	96
Appropriateness of Evaluation	96
Concluding Perspective	97

#### **Chapter 4: Learner Centered Ideology**

**99**

Ideal Schools	99
Ideal Schools for All Learners	100
A Learner Centered Curriculum	101

The Ideal School	104
The Learner-Centered School	105
The Activity School	106
The Organic School	110
The Integrated School	112
Learners	114
The Learner as Central Focus	114
The Nature of the Learner	115
The Growing Individual	116
The Learner in the Present Tense	116
Learning	116
Developmental Viewpoint	116
Learning Theory	118
Learning Leads to Knowledge	118
Teaching and Learning in Instructional Environments	119
The Person in an Environment	119
The Learning Environment	120
Structure of the Learning Environment	121
Teaching	123
Freedom, Individualism, and Shared Responsibility	124
The Curriculum: Unit of Work Versus School Subject	126
Scope	126
Sequence	127
Flexibility	127
Concern for the Whole Person	127
Movement From the Concrete to the Abstract	127
Responsibility	128
Historical Context	128
Aims	132
The Child	133
The Child as an Integrated Person	133
The Child as a Meaning-Making Organism	133
The Child's Subjective Being	134
Learning	134
Learning as Natural	134
The Mechanics of Learning	135
Stages of Learning	136
Teaching	137
The Teacher as Diagnostician	137
The Teacher as Provider of the Environment for Learning	138
The Teacher as Facilitator of Learning	139
Characteristics of the Teacher	140

Knowledge	140
Personal Meaning and Knowledge Construction	140
Knowledge and Experience	142
Knowledge as a Derivative Concept	143
Knowledge and Reality	144
Evaluation	144
Assessment for Growth	144
Standardized Objective Testing	145
Grading	146
Student Evaluation	146
Curriculum Evaluation	148
Concluding Perspective	148

## **Chapter 5: Social Reconstruction Ideology**

**151**

Highlander	153
Sixth-Grade Social Reconstruction Mathematics	155
Projects	156
Instructional Procedures	156
Start Where Students Are	156
Personal Experience	157
Intense Discussion	158
Follow-Up	158
Vision and Social Action	159
Academics	160
Society and Reconstruction	161
Social Perspective	161
Deep Social Structures	162
The Individual in Society	163
Society, Change, and Crisis	163
Reconstruction and Vision	163
Social Dynamics	166
Reconstruction Through Education	167
The School as the Institution of Change	167
Education as a Social Process	168
Educational Methods: Group Discussion and Experience	168
Education and Language	169
Education and Social Change	170
Civic Responsibility	170
Education and Politics	170
Education and Socialization	171
Historical Context	173
Aims	176

The Child	176
Children as Social Agents	176
Children as Meaning Makers	177
Children in Society	179
Learning	179
Meaning Making	180
Meaning Structure	180
The Nature of Learning	181
Teaching	182
The Discussion Method	183
The Experience Method	185
The Teacher as Colleague	187
Characteristics of Teaching	187
Characteristics of Teachers	187
Knowledge	188
The Social Construction of Knowledge	188
Knowledge and Value	189
Knowledge and Reality	189
The Creation of Knowledge	190
Characteristics of Knowledge	192
Evaluation	192
Student and Curriculum Evaluation	192
Perspective on Increased Student Testing	193
Concluding Perspective	196

**Chapter 6: A Comparative Overview of  
the Curriculum Ideologies**

**199**

Comparative Summary	199
Aims Play	200
Aims Comparison	204
Knowledge Play	205
Knowledge Comparison	211
Learning Play	215
Learning Comparison	220
The Child Play	222
The Child Comparison	225
Teaching Play	228
Teaching Comparison	232
Evaluation Play	234
Evaluation Comparison	238
Other Parameters	241
Freedom	241
Time	241

Social Improvement	241
Multicultural Education	241
Teacher Education	244
Concluding Perspective	244

**Chapter 7: Individual Perspectives on  
the Curriculum Ideologies** **247**

Curriculum Life Histories	248
Can People Believe in More Than One Ideology? More Than One Ideology	255
Posture Toward Different Ideologies	256
Why Do Educators Change Ideologies?	258
Concluding Perspective	260

**Appendix: Curriculum Ideologies Inventory** **263**

**References** **269**

**Index** **279**

**About the Author** **297**