



SECOND EDITION

FUNDAMENTALS OF CURRICULUM

Passion and Professionalism

DECKER F. WALKER

Fundamentals of Curriculum

PASSION AND PROFESSIONALISM

This page intentionally left blank

Fundamentals of Curriculum

PASSION AND PROFESSIONALISM

Second Edition

Decker F. Walker

Stanford University



Lawrence Erlbaum Associates, Publishers

2003

Mahwah, New Jersey

London

Senior Acquisitions Editor:	Naomi Silverman
Textbook Marketing Manager:	Marisol Kozlovski
Editorial Assistant (or Assistant Editor):	Lori Hawver
Cover Design:	Kathryn Houghtaling Lacey
Textbook Production Manager:	Paul Smolenski
Full Service Composition:	TechBooks
Text and Cover Printer:	Hamilton Printing Company

This book was typeset in 10.25/12 pt. Goudy
 The heads were typeset in Optima and Goudy

Copyright © 2003 by Decker F. Walker

All rights reserved. No part of this book may be reproduced in any form, by photostat, microform, retrieval system, or any other means, without prior written permission of the publisher.

Lawrence Erlbaum Associates, Inc., Publishers
 10 Industrial Avenue
 Mahwah, NJ 07430

Library of Congress Cataloging-in-Publication Data

Walker, Decker F.
 Fundamentals of curriculum : passion and professionalism / Decker F. Walker.
 —2nd ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-8058-3502-4 (alk. paper)

1. Curriculum planning—United States. 2. Education—United States—Curricula.
 I. Title.

LB2806.15 .W35 2003

375'.001'0973—dc21

2002011441

CIP

Books published by Lawrence Erlbaum Associates are printed on acid-free paper, and their bindings are chosen for strength and durability.

Printed in the United States of America

10 9 8 7 6 5 4 3

Brief Table of Contents

PART 1

Perspectives

1. Curriculum work	3
2. Traditions of curriculum practice	25
3. Curriculum theories	55
4. Curriculum reform	95
5. Curriculum studies	131

PART 2

Practice

6. Curriculum practice	177
7. Improving curriculum practice	213
8. Improving classroom curriculum	247
9. Improving school curriculum	279

This page intentionally left blank

Table of Contents

Preface

xiii

PART 1 Perspectives

Chapter 1	Curriculum work	3
	Questions	3
	People care about curriculum	3
	Curriculum work today	4
	What is a curriculum?	5
	A new teacher meets a school curriculum	10
	Why curriculum questions matter	13
	The work curriculums require	15
	Arenas of curriculum work	15
	Who does curriculum work?	16
	The nature of curriculum work	18
	Curriculum work in the new millenium	20
	What curriculum professionals need to know	22
	Questions and projects	23
	Further study	24
Chapter 2	Traditions of curriculum practice	25
	Questions	25
	The American school curriculum before 1890	25
	The progressive transformation of the school: 1890–1930	32
	Broadened elementary curriculum	32
	New textbooks and curriculum materials	33
	The decline and fall of the classics	33
	Reorganizing the secondary school studies	35
	The rise of vocational education	36
	Invention of procedures for planned curriculum change	37
	Professionalization of curriculum-making: 1930–1960	39
	Content to meet the needs of youth	40
	Experiments with new ways of organizing the curriculum	41
	The eight-year study	42

Political battles between progressives and traditionalists	43
The professionalization of curriculum reform	44
Toward a national curriculum policy: 1960–present	44
Post-sputnik curriculum projects	44
Education of the disadvantaged	45
Multiculturalism and the culture wars	46
Economic competitiveness	47
Learning for understanding	49
Summary	50
The lessons of history	50
Using history to make curriculum decisions	51
Questions and projects	52
Further study	53
 Chapter 3 Curriculum theories	 55
Questions	55
Introduction	55
Curricular ideals	56
Some traditional ideals	57
Commonplaces of curriculum thought	59
Curriculum theories	60
Examples of classic curriculum thought	60
Two modern curriculum theories in the classic tradition	66
New directions in curriculum theorizing	69
Marks of quality in a curriculum theory	72
Validity	72
Theoretical power	74
Serviceability	74
Morality	74
Reading curriculum theory	76
Guidelines	76
An example: Critical reading of Howard Gardner's <i>The Disciplined Mind</i>	77
Summary and conclusion	92
Questions and projects	93
Further study	93
 Chapter 4 Curriculum reform	 95
Questions	95
My first experience with curriculum reform	95
Curriculum reform movements	96
Federal curriculum policy	98
Why curriculum reform?	101
The American curriculum influence system	102

Official agencies responsible for curriculum	102
Official curriculum decisions by state governments	104
Official curriculum decisions by local school districts	107
Unofficial curriculum decision-making in the American system	109
Reforms in the American curriculum influence system	112
Federal role in curriculum reform	113
Strengths and limitations of the American system	114
Strengths	114
Limitations	115
Summary	117
Why the American system works: Negotiated design	118
An example of negotiated design	121
Reforming successfully	123
Standards-based reforms	123
Teacher professionalism	124
Explicit curriculum policy	124
Networks and collaboratives	127
Questions and projects	128
Further study	129

Chapter 5 Curriculum studies

131

Questions	131
Studying curriculum questions	131
Three curriculum studies	133
A survey of mathematics reforms in schools and classrooms	133
A comparison of progressive and traditional mathematics programs in two schools	135
A critical analysis of concepts underlying the mathematics curriculum	137
How studies help	138
Three research traditions	139
Scientific traditions	139
Humanistic traditions	142
Practical traditions	147
These traditions are complementary	151
Using research findings	151
Why research is often hard to understand	153
Challenges of using research	153
Doing curriculum studies	161
Steep yourself in a research tradition	162
Focus on a problem area	163
Develop your technique	163
Participate in research	164
Doing better curriculum studies	165
What is good curriculum research?	165
Beyond rigor	168

Conclusion	169
Questions and projects	169
Further study	171

PART 2

Practice

Chapter 6 Curriculum practice	177
Questions	177
Curriculum practice	177
Teaching a curriculum	178
Teachers bring the classroom curriculum to life	178
Students influence the classroom curriculum	183
Challenges of realizing a classroom curriculum	185
Sustaining a school curriculum	191
American public schools	191
The central office	194
The school curriculum	198
Qualities needed for school curriculum leadership	205
Curriculum practice in school and classroom	207
Questions and projects	207
Further study	209
 Chapter 7 Improving curriculum practice	 213
Questions	213
Approaches to curriculum improvement	213
The realm of the practical	215
Practical reason	215
A curriculum problem considered and resolved	217
Skills of practical reasoning	220
Using practical reason in curriculum improvement	227
Analyze deliberations	227
Pose problems more insightfully	230
Consider more promising alternatives	231
Choose more judiciously	232
Balance diverse considerations	234
Helping practical reason work	234
The deliberative ideal	235
Challenges of deliberation	235
Managing deliberation's difficulties: Some practical arts	237
Limitations of deliberation in curriculum	242
Practical approaches to curriculum improvement	244
Questions and projects	245
Further study	246

Chapter 8	Improving classroom curriculum	247
Questions	247	
Changing the classroom curriculum: The hardest curriculum problem?	247	
Conventional classrooms	248	
Why conventional classrooms persist	251	
What it takes to change the classroom curriculum	252	
Opportunity to study the change proposal	252	
A voice in the adoption deliberations	253	
Incentives to undertake the change effort	254	
Opportunity to learn the new content	255	
Opportunity to master new teaching skills	255	
Access to resources	256	
Ways to check the quality of classroom realization	256	
Continuing support	257	
Bottom line: Extra time, effort, and resources	257	
Approaches to improving classroom curriculum	258	
Common approaches to improving classroom curriculum	258	
Promising new approaches	271	
Questions and projects	275	
Further study	276	
Chapter 9	Improving school curriculum	279
Questions	279	
Common approaches to school curriculum improvement	279	
Reviewing the quality of a school curriculum	282	
Considering curriculum changes	288	
Instituting curriculum change efforts	291	
Facilitating curriculum change in classrooms	294	
Imperatives for school curriculum improvement	300	
Achieving working agreement	300	
Making principled decisions	303	
Working constructively with teachers	303	
Seeking substantial, lasting improvements	305	
Facing conflict constructively	306	
Combining curriculum work with other initiatives	307	
Local curriculum improvement projects	307	
Mounting local projects	307	
Using ideas from theory and research	312	
Affiliating with national reform consortiums	313	
Long-range planning for curriculum improvement	314	
Concluding note on the importance of leadership	315	
Questions and projects	315	
Further study	317	
References		319
Index		329

This page intentionally left blank

Preface

The Curriculum Problem

What a society should teach their children is one of those nasty but wonderful problems that is impossible to solve and impossible to avoid. We can't teach everything. It's too much. On the other hand, if as a society we try to wash our hands of the problem, it just shows up elsewhere. Parents, individually and in their various groups—ethnic, religious, geographical, occupational, and so on—now face the very same problem. There's no avoiding the need to choose. Somehow, through its institutions, society must select from the unimaginably vast store of human knowledge and the immense expanse of arts, crafts, and techniques some few precious things that can be taught and learned in childhood.

From a strictly rational perspective the problem looks hopeless. What criteria should we use? If we think of the welfare of society, should we teach for military might, material well-being, political unity, religious salvation, or cultural excellence? If we think of the welfare of individual students, which virtues should we emphasize—health, courage, kindness, learning, wisdom, or happiness? What tough questions! Can there be a rational, objective way to decide such questions?

When we look at the problem socially and culturally, though, it looks trivial, at least for stable traditional societies. We teach our children what our parents taught us—our language, customs, history, religion, arts, crafts, industries, and so on. We might have to consider whether our generation should add something to the curriculum for the next generation, but this is a kind of question of customs that our traditional institutions manage easily. The conclusion of this line of thought is that social and cultural change make the curriculum problem hard. Stability makes it easy.

American society is the most dynamic society ever, so solving the curriculum problem is especially hard for us. That we are a multicultural society in which many individuals and communities follow traditional ways of life, many different traditions, makes the problem of finding a national curriculum that much harder. That we are immersed in an ever-accelerating global economy in an ever-shrinking world makes it not only harder but also more urgent.

Curriculum problems today are closer to the heartbeat of American society than they have ever been. They are central to our economic welfare, to the vitality of our democratic political institutions, to the vexing problem of the place of religion in public life, and to the character of our intellectual and cultural life. As the social fabric is stretched and ripped by change, innovators call for a new curriculum to prepare children for the New World while traditionalists call for repair and restoration. Who are we? Who do we want our children to be? What kind of world shall we prepare our children for?

The urgency and importance of curriculum problems is greater than ever before. Americans are not going to turn these problems over to professionals, but professional roles are crucial nevertheless. Professional curriculum expertise will be needed to solve these problems. The need for sound professional curriculum work is greater than ever.

Who is this Book for?

I wrote this book for readers who want to improve what teachers teach and students learn in American classrooms and schools. I imagined that some readers would be brought to the study of curriculum by passion and some by professionalism. A passion for helping high school students learn to use their minds in powerful ways brought me to it many years ago. Your passion will probably be different. Perhaps you have a passion for improving the lives of children or for social justice, community, self-expression, multiculturalism, the arts, languages, history, writing, mathematics, science, technology, religion, or similar ideals. Perhaps it is professionalism more than passion that brings you to the study of curriculum. You may be studying it to prepare to be a counselor, principal, teacher educator, state or federal education official, evaluator, researcher, or the like. Some authority may have required you to take a course in curriculum for your degree or professional certification. Both passion and professionalism are commendable motives for curriculum work. One of the themes of the book is that passion and professionalism enhance each other and that effective curriculum work requires both.

The reader I have kept primarily in mind already has some experience with curriculum matters. The more experience you have had, the better. You have at least worked with a curriculum as a classroom teacher. You may have seen an innovative curriculum being planned and may even have participated in making or implementing one. You want to make a difference. You want your curriculum work to succeed. You want the curriculums you work on to turn out as you intended rather than to backfire or morph into something you don't recognize. You want them to last, to grow, to spread, and not to be erased by the next wave of change. You want to make a difference, but you don't want to commit a blunder that disrupts your school or ignites a controversy that divides your school or community.

I think of people who do curriculum work in schools as the primary professionals in curriculum, for they are the ones whose work most directly affects what students experience. Their job titles may be teacher, lead teacher, head teacher, department chair, principal, assistant or associate principal, head, supervisor, director or coordinator of curriculum, or assistant or associate superintendent, but they do curriculum work. This book is primarily for them. It is also for other curriculum professionals whose work informs, enhances, and supports theirs—teacher educators, curriculum developers, curriculum reformers, theorists, scholars, researchers, and teachers of professional courses in curriculum.

Most readers will be teachers or former teachers, but some will have come to curriculum studies by a different path. Parents working to improve their child's school, school liaisons from community organizations, volunteers on loan from industry, and scholars or researcher interested in applying their expertise to curriculum questions have all made important contributions to curriculum. If any of these descriptions fit you, this book should help you achieve your professional goals.

Why this Book?

Graduate students and teachers of introductory graduate courses in curriculum have many textbooks to choose from, so who needs another one? During three decades of teaching graduate courses in curriculum, I have struggled to find a book that adequately introduces

the subject to serious professionals at the graduate level. I found many impressive books on curriculum theory that say little or nothing about curriculum practice and many well-written books for practitioners that leave out theory and research or give them a lick and a promise. In teaching I have tried to make the best of the situation by giving in-depth attention to a few curriculum problems using original curriculum documents, then adding a few lectures about more general themes. This approach has many benefits but it sacrifices the broad, comprehensive understanding that I feel is vital for responsible curriculum practice and scholarship.

In the 10 years I spent writing the first edition of *Fundamentals of Curriculum*, published in 1990, I tried to write the book that I wanted to teach with—an introduction that is comprehensive, scholarly, and professional. I have used the first edition of the book in teaching many times since then and corresponded with colleagues who have used it. My confidence in the vision of curriculum studies that informed the first edition has grown. This revised edition has given me a welcome opportunity to clarify and extend this vision.

What's Distinctive About this Book?

Four words sum up the distinctive qualities of this book: comprehensive, rigorous, practical, and professional.

Comprehensive

This book is comprehensive in that it acquaints readers with the major schools of thought, the major value systems, the major lines of activity, and the major forms of inquiry in the field. Clearly, it is impossible to cover the field of curriculum studies in one volume. It is not even possible in one volume merely to mention all of the important types of work. A single volume can, however, be comprehensive in the sense of providing an entry into all the major forms of thought, inquiry, and practice. Readers may not find between these covers everything that will be important to them in their study of curriculum, but they should at least meet the important things and find out how they can learn more about them.

Rigorous

The book is rigorous in several ways. First, it cites and describes the most rigorous research and scholarship on curriculum questions. Every chapter presents research relevant to the topic of the chapter. Second, it uses research and scholarship to ground discussions of curriculum questions. Discussions of teaching with a curriculum are grounded in research on teaching, discussions of curriculum development by research on development, and so on. Third, in Chapter 5 on curriculum studies it introduces readers to the considerations involved in doing rigorous studies of curriculum questions.

I believe strongly that the introductory graduate level course in curriculum should introduce students to research and scholarship. Some programs leave research for advanced seminars in later years. I think that inquiry is so central to curriculum studies that it is not possible to introduce the subject adequately without it. The sooner students about to enter the field encounter research and scholarship, the sooner they can begin developing the skills and knowledge they will need to design and carry out studies that meet rigorous standards of inquiry.

Many curriculum questions are deep and difficult. Curriculum work is multivalued, complex, and varied. There are no recipes, no formulas. I have tried to acknowledge the difficulties and tried not to oversimplify. On the other hand, scholars and researchers sometimes increase the difficulties with technical terminology and unnecessary abstraction. I have done my best to minimize these and to write in a clear, straightforward style accessible to any college graduate.

Practical

This book is practical in two senses of the term. First, it is focused on curriculum practice. Theory, research, and other important facets of curriculum studies are presented as vitally important to practice, but the primary subject of the book is what teachers and others do that students experience. The book is practical also in a more philosophical sense. Philosophers since Aristotle have distinguished between theoretical questions whose object is finding the truth and practical questions whose object is deciding what to do. This book takes the fundamental questions of curriculum studies to be practical questions and the primary task of curriculum inquiry to be informing decisions about what to do.

This focus on the practical runs against prevailing trends to focus on theory in Curriculum Studies. Over the past scholarly generation, the focus on curriculum improvement that formerly characterized the field of curriculum has shifted to a focus on theory. Pinar, Reynolds, Slattery, and Taubman in *Understanding Curriculum* (1995) state that the curriculum field "is no longer preoccupied with development . . . [T]he field today is preoccupied with *understanding*. . . . It is necessary to understand the contemporary field as discourse, as text, and most simply but profoundly as words and ideas" (p. 7). The discourse that preoccupies the curriculum field today is primarily about values. Purpel and Shapiro in *Beyond Liberation and Excellence: Reconstructing the Public Discourse on Education* (1995), for instance, write about preparing teachers "who reflect on, and understand, the broader human and social purposes of what they do" and have "consciousness and conscience about the fundamental values that [they are] trying to initiate in the classroom" (pp. 109–110). Theorists such as Beyer and Apple in *The Curriculum: Problems, Politics, and Possibilities* (1998) reject technique as a focus for curriculum studies. They maintain that curriculum studies should focus on "*what* should be taught and *why* we should teach it" rather than on "problems associated with *how* to organize, build, and above all now, evaluate curriculum" (p. 3).

Discourse about ideas and values is undoubtedly an important part of curriculum studies. Advancing curriculum discourse is commendable and important. But "inveterate, unexamined, and mistaken reliance on theory," to quote Schwab's (1970) memorable indictment, ducks the central question every practitioner faces: "What should I do?" The theorist who provides a valuable new way to think about a curriculum question only leads practitioners part of the way to an answer to this practical question. As this book will show through many examples, theory does not solve curriculum problems, it only provides a resource for those who would solve them. Responsible practitioners armed with a good theory must still reason and experiment a great deal more to settle on a justified action. If curriculum studies does not help them with this necessary work, who will?

A further difficulty with so much reliance on theory is the proliferation of theories. Theorists have created so many plausible, interesting theories that the most dedicated scholar working full time could not even read them all. The field has no means to test theories and anyway a whole generation of researchers would not have time to test them all. With new theories published every month and no generally accepted way to judge their relative quality and value, practicing curriculum professionals can only shake their

heads in bewilderment. To make matters worse, curriculum theorists have splintered into special interest groups that take particular perspectives—feminist, critical, postmodern, deconstructionist, Deweyan, Jungian, Lacanian, and the like—and each group speaks to its own concerns.

A practical perspective is one way to rescue curriculum studies from its current predicament. Theory's inherent shortcomings do not matter so much when we treat theory as a resource for reasoning about practical problems rather than as the answer to theoretical problems. This book treats curriculum theories with great respect. It shows readers how to critically analyze and assess curriculum theories and how to use theories of many kinds in many ways to enhance decisions and inform actions. But its focus is practical.

Professional

This book's approach to curriculum matters is professional in the narrow sense that it is designed to prepare readers for professional roles doing curriculum work. It is also professional in another sense that is moral and ethical. Professionals serve their client's interest, not their own interest and not the interest of other groups to which they may belong. In public schools, the curriculum professional's client is the local public and so the curriculum professional is obligated to serve the public interest. Throughout the book, I assume that readers will be looking for actions that they can justify as being in the public interest, whether they personally prefer those actions or not.

Finding the public interest can be difficult when the public is divided, and curriculum professionals often find themselves embroiled in controversy. Professional ideals obligate them to act fairly toward all sides, even though they may passionately favor one party. Many curriculum professionals want to lead in making curriculum improvements. Some even speak of themselves as "change agents." This causes no problems when leaders persuade the interested parties and work through established institutions to secure public approval for curriculum initiatives. But professionals overreach when they act on their own beliefs alone and undertake initiatives regardless of public support.

Questions about professional obligations and the public interest can be quite complex but some things are clear. Professionals as a rule only make curriculum decisions within the boundaries set by public policy. The public does not cede to professionals the authority to make curriculum policy. They expect professionals to follow public policy or else resign. The opinions of professionals carry extra weight beyond that of other participants in curriculum decisions only when they have greater expertise and then only to the extent that local leaders acknowledge this expertise. In short, the curriculum professional is a public servant, not a free agent. Still, as this book shows, professionals can have great power and influence in curriculum matters by virtue of their expertise and the trust they earn from other stakeholders.

Organization of the Book

This book consists of two parts, Perspectives and Practice. The five chapters of Part I, Perspectives, look at curriculum from five fundamental perspectives that every professional needs to understand: curriculum work, traditions of curriculum practice, curriculum theories, curriculum reforms, and curriculum studies. Chapter 1, Curriculum Work, answers the question "What is curriculum?" by looking at the curriculum work that teachers, school

leaders, curriculum specialists, and others do. Chapter 2, *Traditions of Curriculum Practice*, presents an historical tour of the curriculum of American schools from colonial times to the present. Chapter 3, *Curriculum Theory*, focuses on the main ideas and visionary ideals that guide Americans' thinking and action on curriculum questions. Chapter 4, *Curriculum Reform*, takes a close look at the biggest, noisiest, most visible, and perhaps the most significant—although that's disputed—phenomenon associated with curriculum, the reform movement. Chapter 5, *Curriculum Studies*, introduces the most important varieties of inquiry that scholars and researchers undertake in studying curriculum questions. Together these chapters review the major ways of thinking about curriculum and doing curriculum work.

Part II, *Practice*, applies the ideas in Part I to important curriculum challenges that arise when people try to improve curriculums in schools and classrooms. Chapter 6, *Curriculum Practice*, describes what's involved in teaching with a curriculum and sustaining an existing curriculum in a school. Those who would change practice need to appreciate what it takes to maintain it. Chapter 7, *Teaching with a Curriculum*, treats the curriculum problems that arise for teachers in the normal life of classrooms. Chapter 8, *Improving Classroom Curriculum*, explores approaches to help teachers make major changes in their classroom curriculum. Chapter 9, *Improving School Curriculum*, explores the challenges principals and other school curriculum leaders face in making major improvements in a school's curriculum.

Each chapter includes several features. Each opens with a quotation and a set of guiding questions. I suggest that you reflect on these before you read each chapter. The main body of each chapter is written for you to read as if it were an essay. Each has an argument or story with a beginning, a middle, and an end. At the end of each chapter is a section called "Questions and Projects" that suggests inquiries you might pursue to carry the ideas in that chapter into your own professional life. Some of these suggest applying the ideas to concrete school situations you face. Others suggest ways that you could do studies that contribute to the knowledge and resources of the curriculum profession. Some can be completed in a couple of hours and others could be dissertations or even the work of a lifetime. Each chapter ends with an essay called "Further Studies" that recommends reading, Web resources, and other ways to study more about the topic.

New in the Revised Edition

This revised edition is a thorough reworking of the first edition that preserves its essential message and basic structure while changing most of the words. The number of chapters is reduced from 13 to 9 and the number of pages reduced almost as much. The text is leaner and simpler. The book is more tightly focused on the ideas, arguments, and examples that I believe are essential learning for anyone entering the study of curriculum. I have integrated the findings of many excellent studies done in the intervening decade, updating the book and at the same time strengthening it as an introduction to research and scholarship in curriculum studies. I focused the book more tightly on the concerns of primary curriculum professionals. I cut chapters on curriculum development and curriculum policy even though these are very important topics for the educational community at large because they were less central to the concerns of curriculum professionals and scholars. I clarified the practical, professional approach that is the book's main message. I also updated examples, references,

and recommended reading. The revised edition is a new book that should be feel quite familiar to those who knew the first edition.

A note on terminology may be helpful. In this book the plural of curriculum is curriculums, not curricula. Both are correct, but the standard English plural sounds better to me than the Latin, and it's less pretentious and simpler. I've used a variety of terms to describe the roles of people who work with curriculum—curriculum worker, curriculum professional, curriculum leader, curriculum specialist, curriculum expert, and others. The choice I make among such terms in any particular case is usually not significant. The variety simply reflects the variety of roles occupied by people who work on curriculum matters. Similarly, I use curriculum work, curriculum practice, curriculum leadership, and a variety of related terms to describe curriculum related activities.

Suggestions for Teaching and Learning with the Book

Specifics are the things I've wished that I could put in this book but could not without writing in hypertext. Curriculum questions come to life fully only when we see specific people acting in real events in authentic settings. It's up to the readers of this book and their teachers to supply these specifics. Use the material in the book as a starting point for thinking about a specific situation. Read about traditions of curriculum practice in the book, and then use what you learn to examine traditions of practice in some situation you know well—rural schools in the Midwest, beginning reading, teacher preparation, girls' schools, New York City schools. Read about theories in the book and compare them to ideas you have heard. Do you recognize any family resemblance to progressive ideas or traditional ones, to Noddings' ideas about caring or Gardner's about multiple abilities?

Before you read, think about situations you have experienced or heard or read about that fit the content of the chapter. What did people do in those situations and how did the actions turn out? Think about educational problems you face now or anticipate facing. To what extent and in what ways do these questions apply to your present problems? Reflect on or better still write about your response to the quotation. Jot brief answers to the questions at the beginning of the chapter. This will prompt you to consider what you already know and believe about this subject.

If your schedule permits you to read a chapter at a single sitting, that would be best. A quick reading followed by re-study of those sections that seem most novel or difficult would be ideal. Read actively! As you read, apply the ideas to situations you know from personal experience and to problems you face now or anticipate facing. As you encounter key ideas, mark those that are new to you as well as those that are familiar but important. Make judgments. Disagree. Mark ideas that you think are wrong, dangerous, dubious, or worthless. If you have a chance to discuss these ideas with others, compare notes on your judgments.

After you read a chapter, note what you've learned from that chapter that may be important to you. Note, too, what questions you have now as a result of reading the chapter. Finally, keep a personal learning agenda listing things you've encountered that you'd like to learn more about later. You may not have an opportunity to learn them just then, but keeping a personal learning agenda will help you remember later what you thought was important. No single book can provide an adequate foundation for a career in curriculum. This one is only an introduction. The essay "Further Study" can guide you to sources for

independent reading. I hope you find your work with *Fundamentals of Curriculum* to be personally and professionally challenging and meaningful.

Palo Alto, California
September 2001

Acknowledgments

The greatest debt I feel is to the many hundreds of curriculum scholars whose life work I have so inadequately summarized in these pages. My contributions to the subject would not fill three pages of the book and even these I was only able to do by relying on those who had gone before me. I humbly thank them one and all, living and dead. I thank my students over the years for their insightful comments and helpful suggestions. Gloria Miller was especially helpful in preparing this revised edition. I thank the librarians of Cubberley Library who have been wonderfully helpful and cheerful in guiding me through the tremendous resources of this great collection of books on education. I thank my editor at Lawrence Erlbaum Associates (LEA), Naomi Silverman. I thank the anonymous reviewers of the manuscript of the Revised Edition. I would like to thank my loved ones for their patience and support: my sons Glenn, David, and Decker, Jr. and their families.