

Curriculum Theory and Historical Connections

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Summary

Curriculum studies has paid attention to its history through writings, conference presentations, and the development of professional and personal relationships in the field over the course of many decades. As contemporary scholarship and educational practices take shape, they are built on ideas and practices of the past, of course. One commitment of scholar-practitioners engaged in curriculum studies is to work across the field to understand the nature of movements in thought and practice as they manifest in the field's literature and have an impact (or not) on educational entities where teaching and learning take place. The author offers a description of an ongoing curriculum project with doctoral students that has historical implications for the curriculum field and represents an example of this ongoing, complicated conversation in the field of curriculum studies. Students work with the author during a course on curriculum theory to create research essays examining books from the curriculum field, ultimately producing volumes of their work for current consumption by scholars. Their article treatments of past, historic curriculum books and the entire project are meant to challenge and reclaim the foundational ideas imbedded in the field of curriculum studies. The author discusses the nature of the work at hand, historical implications of the current work, and the potential the project poses for future work.

Keywords: curriculum, curriculum studies, curriculum history, curriculum inquiry, curriculum books, curriculum scholarship, curriculum research, research essays, doctoral education, doctoral students

Subjects: Curriculum and Pedagogy

The Project

“How does this curriculum book have anything to do with me?” – A Doctoral Student in Curriculum Studies

“It has *everything* to do with you.” – Poetter

Just a word about what's coming ahead for the reader: I intentionally wrote this article to reflect the more informal, hopefully engaging style of academic work that I'm encouraging students to provide on this overall project. It is still a scholarly treatment, but not stilted. After reading this article, sample the students' work discussed here in one or more of the published *Curriculum Windows* books to get a better idea about the project and its possibilities.*

I began working with doctoral students at Miami University in spring 2012 to create a series of student-generated book chapters and books based on “curriculum books” from previous decades and authors in the curriculum field (Poetter, 2013; Poetter & Waldrop, 2015; Poetter, Waldrop,

Bolyard, & Bell–Robinson, 2016; Poetter et al., 2017, 2019; Schubert, Lopez, Thomas, & Carroll, 2002) with a focus on how those works and their authors’ “great ideas” may have shaped curriculum studies, educational practice, teaching, schooling, and the study and practice of education (if at all)—and hopefully including the student inquirers’ own perceptions and/or operationalization of curriculum theorizing and practice in the field. I have been purposefully developing aspects of my teaching and scholarship in the curriculum field around student work for more than two decades, having been inspired by Elliot Eisner’s (1979, 1985, 2002) work with doctoral students at Stanford University, most prominently chronicled in his widely read book *The Educational Imagination: On the Design and Evaluation of School Programs* (in three editions). I have written about this type of scholarly, pedagogical work with students in other places, in different ways, as well (Poetter, 2010; Poetter, 2016; Poetter & Googins, 2015).

The project has resulted in the publication of five books to date called the *Curriculum Windows* series, which treat books and curriculum theorists from the decades of the 1950s, 1960s, 1970s, 1980s, and 1990s (all published as a series by Information Age Publishing). Forthcoming are volumes about books and authors from the first decade of the 2000s, as well as a final volume on curriculum books that were passed over in the previous studies of past decades that are still relevant and important (in my opinion), and that I just couldn’t let go of (the book will be called *Curriculum Windows Redux*). Of course, any curriculum scholar could argue that we left more than this or that book off the table! Despite this obvious limitation and challenge, I’m hoping that the books and the chapters that treat them stir insight and conversation, disagreement, and new lines of thought. The “curriculum windows” metaphor suggests that the books and the authors studied might open us up to something missed, not seen at all, or underappreciated, or lurking in places we typically don’t look, or that simply, finally, need a light shone upon them. Certainly, there may be ideas from the past worth revisiting, reworking, and/or reopening for today.

But I never thought I was doing curriculum “history” with students and/or the field, after all, because I’m a curriculum theorist, not a historian, and because I work in an interdisciplinary educational leadership department that includes at least the following disciplines/subject areas/fields: social foundations of education (including history of education), curriculum studies, cultural studies, critical youth studies, educational policy, educational administration, educational research, and leadership, among others. In my academic career, I have tried to learn what the lines are in terms of the ideas and practices among the areas in this loosely held interdisciplinary constellation, mostly out of respect for my colleagues, and not because I necessarily believe firmly in disciplinary lines drawn in the sand. Fences aren’t necessarily a good thing for the work that we do in the field or for myself as a scholar/student in the field, or for my students, for that matter! Curriculum Studies, after all, is by definition interdisciplinary, so the field is tailor-made for connecting with the metaphor of “window.” Windows, both literally and figuratively, are passage ways.

So I admit that I have always been careful and very purposeful to say the following sentences about this particular project and my work on it with doctoral students: “This isn’t a project about using the tools of historical inquiry in the field of educational research or curriculum studies. It’s an inquiry into the personal and societal impact of certain books, authors, and ideas in the curriculum field, and perhaps will serve as an opening to further curriculum theorizing and

practice in the field.” But no matter how much I try to distance myself from doing history formally with such statements—because I don’t do historical study—I keep getting drawn into conversations around curriculum history and its importance. What I can actually say about that, which may be helpful, is that to me as a scholar it’s important to know and understand the ideas and perspectives that constitute the field, as they are embodied in books, projects, conferences, presentations, and other communication conduits in which the ideas of the field get represented (not necessarily embodied) over time, as an intellectual and as a practical matter.

That is, if you are going to really dig into curriculum as a field of study as a student and perhaps become a curriculum theorist of sorts, then my thinking, for myself and which I obviously share openly with my students, is that you should at least have a sketch or two in your head and maybe even in your heart about what the field has looked like and acted like “historically.” It just makes sense to me as a scholar and teacher in a field of study such as curriculum studies. Maybe that position makes me a curriculum historian by default. But I don’t think so.

In my work with students, I believe it is especially important to study the field as it existed and thrived and was stymied before post-reconceptual and post-critical approaches (especially during the 1980s, as noted in Pinar, Reynolds, Slattery, & Taubman, 2006) took hold of the curriculum field, at least in a scholarly sense, in several of its primary academic outlets. I want students to know this ground in addition to studying new work and what it’s about, what it’s contributing, what it’s worth, and how it’s related to and changes the big questions posed by critical scholars in the field, which held and continue to hold, such as:

What knowledge is of most worth? What does the curriculum teach? Can the subaltern (those who have been historically marginalized) speak? I have come to realize that these questions compel us to consider certain realities and to dismiss others. Consequently, in an effort to explore what is dismissed, ignored, and/or simply unacknowledged, the work I pursue speaks to a revised set of questions: *Whose knowledge is considered worthless? Who does the curriculum make and unmake? How do those who have been historically marginalized speak/learn/teach/write in the midst of circumstances that have produced their subaltern status?* (Denise Baszile, personal communication, 2018)

Following Denise’s lead through her deep theorizing about the historically important questions that have guided our work across many aspects of the field of curriculum studies and into the post-critical era of study in the 21st century, I continue to ask these questions when working with doctoral students, and they serve as starting points for engaging texts in a critical way. Not every student is ready for this level of criticality, but a few students have approached this project in ways that challenge the status quo and move the field (note the student examples at the end of the article).

My way into the work with all students on the project—some of whom present as having experience in schools and some of whom don’t—is to assign them to read one important curriculum book by an author and write a research essay about the book and the author (I give an in-depth description of this process and its perils in other published works, including a

description of how I chose the books for study, especially in Poetter, 2016). The chapter should have voice and incorporate personal insights, while communicating to the reader the main ideas of the book (a mini-book review, of sorts), as well as a treatment about how the ideas resonate or don't resonate with the author and/or the field from a contemporary perspective. I ask students to apply all that they are learning early in the doctoral program in initial coursework, all that they know from their experiences in the world, and analyze/narrate how all of it interacts with several themes/principles in our program—especially equity and social justice—and say something about the work so that someone who had never read that work or that author—and never would—could potentially find value in it or not. Ultimately, students are asked to suggest how the book does or doesn't open a figurative “window” from yesterday to today. These steps require that students view themselves as scholars from the start (Poetter, 2010, 2016) and that they begin thinking creatively and analytically about the curriculum, the world, and themselves in ways that lead them into a public conversation about the issues at hand that are of interest to them and that could potentially matter to a larger audience.

One of the first students I taught in the course that housed this project asked me the question in the tag line for the opening section of this article—“How does this curriculum book have anything to do with me?”—when she received a book to read for the project that she hadn't expressed any interest in reading. My process through the life of the project has been to present the project and the books selected on the first night of class, have students list their top three book choices and why, then quickly make decisions given what I know about each student and my understanding of the depth and type of each book in one week for our next class meeting. After all, students need to get started reading their assigned texts! I routinely coached the students that more than 63% would get their first choice, 27% would get their second or third choice, and 10% would be assigned to read something they may not have wanted to read at all. This was simply a statistical reality.

Frankly, though I had a sizeable collection of these books and students routinely got to keep the copy they worked on for class, there weren't enough books in my possession or maybe even enough books of note from that era or enough of them representing a significant range of topics, in my opinion, for everyone to choose their own book. Besides, that would get pretty messy anyway, what with the time limits of the semester and all. And this breakdown by percentages played out consistently over the period of the course's run for seven years. But I always let students know that they could trade out a book for another book if they just couldn't work with their assigned text. However, this never happened, and in fact some of the best chapters in the series were written by students who read and wrote about books and authors that existed outside their personal interest universe. Many of my students accepted the challenge of trying to find value in a place they hadn't looked before.

After all, inquiry is often spurred by dissonance, and in this case, my answer “everything” to the student's question foreshadows the truth of the matter. I'm not clairvoyant, but I can edge my way around curriculum ideas. I know that sometimes insights strike you in the strangest ways, out of nowhere, and until you engage a topic deeply, you may be missing it, and hidden away are insights, the possibilities that you hadn't considered previously. This project tends to unlock these possibilities, even among students who are barely experienced in inquiry or curriculum

theorizing. In nearly every case, my students rose to the occasion and produced a 20-page manuscript on the assigned book. Nearly every one of the chapter drafts were published or will be published. The pieces range in quality, from legible to erudite. But greatness never was the goal; participation is the goal, effort is the goal, trying is the goal, reading is the goal, analyzing and synthesizing ideas is the goal, participating in the complicated conversation in the field of curriculum studies is the goal, and early theorizing is the goal. We reached our goals just by doing the work, not necessarily by achieving outsiders' judgments of perceived quality (Christensen, 2018).

And scholars have everything to gain when they delve into areas where they may not think there is value, something to offer, new insight, new ways of thinking, and so forth. These are places for inquiry. The books in our field, the old ones that are now lost and seldom read, even discarded from the shelves of our own institutions' libraries, are worth reading. That's one lesson of history: some ideas are timeless, good, and worth revisiting or discarding again. Some are not. This is an important aspect of a field's vibrancy and health, and of its members' thoroughgoing, strong roots of conceptual and practical foundation in their work as they build knowledge in the literature and through experience. In part, our responsibility is to help students grow these roots. That means we at least have to be a little bit interested in the history of the field, especially through the field's scholarly foundations, the ideas embodied in works of scholarship.

My way into it with students is to read books published in the past. We should do more of it, and I certainly haven't done it all myself. The only person who has done "all" of it is Bill Schubert, and thank goodness he participates in our project! Our association with Bill began when my longtime co-editor Kelly Waldrop (a former student whose first piece appeared in our *Curriculum Windows* volume on the 1960s) asked Bill to participate in a presentation of our project at the Bergamo Conference sponsored by the *Journal of Curriculum Theorizing* in 2013. After that meeting, Bill was hooked. Our association with Bill has meant a great deal to students and to our work. We can never thank him enough for his insight and care.

It's also the case that some books don't carry the day—they just don't translate well for a student on the project. Most books do, however, and they seem timeless. After all, the book was probably published during a very competitive era in publishing. But not all ideas are meant to last and flourish. This is a historical reality that my students and our readers confront with each volume.

Results

Over the course of this project with students and in association with Bill Schubert, who has written the foreword for each book, I have thought through several issues and possibilities with each author in an attempt to provide a quality result from each chapter. But things begin with a collective call to action in class before becoming more granular. When I meet a group of students who will engage a significant set of books from the field, I create opportunities for them to get to know the ideas that students reading other books are working on. I do this using mini-presentations about progress that students make during the course and at the end. The students, who will have also read Schubert and colleagues (2002), use Bill's motif of naming aspects of

history and social theory, culture and politics, and educational events to frame the feel and flow of the decade, and to determine how the particular books and their foci have the impact of helping all the students solidify their perceptions of the decade under study and the history of the curriculum field.

My thinking, which isn't necessarily innovative, is that ideas in the field recycle, replenish, and reappear. If a student is interested in really understanding what is going on with the curriculum writ large and in situ, then it is incumbent upon her as a scholar-practitioner to recognize if a "new" approach or "innovative" line of thinking in the field or in practice is in actuality new or recycled. As Ellis and Bond (2016) argue, "there is nothing new under the sun" in curriculum or educational innovation. In other words, it is the responsibility of the curricularist to have some sense of where ideas and movements come from. For instance, it's hard for me to think of a fledgling scholar doing a study on or implementing approaches in real classrooms that involve the curricular and pedagogical movement toward "cooperative learning" without reading Slavin (1983) and Johnson and Johnson (1975). It would be doubly difficult to take the person seriously if she hadn't at least explored the historical roots of the movement toward cooperative learning in educational psychology that emerged in the 1960s and flourished into the 1990s.

I also want each student to consider the degree to which the work at hand resonates or not with the era in which it is situated. One bottom line for each chapter is my challenge to each writer to say enough about what the author of the book was doing with the ideas and the topic and the data and the argument so that the reader has a sense of the work without having to read it herself! This is a reality of the project: each reader/author of the book chapters knows that almost no one, perhaps except for Bill Schubert, will ever read the book in question again. Ever! This may sound dramatic, but just think about it. Who is reading Hilda Taba's great and influential curriculum textbook from 1962? The point of the project isn't necessarily to inspire others to read older, "lost" books, but to situate the works in time and place and impact. Ultimately, I want the author to trace, if at all possible, connections between the book author and themselves and/or the fields of education and curriculum studies, in theory and/or practice.

Almost every author on the project has an "aha!" moment that produces a "hook" that is meant to connect the author with the book author and with the reader of the chapter. One student who was struggling with her assigned book and how to go about connecting it to her life and to today asked me if I thought it appropriate to contact the author and pay him a visit. I know the author (who happens to be my doctoral advisor) and suggested that she do it. The book author accepted the invitation, and my student visited him for an entire day in the middle of the semester.

What she found on her visit was her opening, her window, a way into the project that she hadn't seen before. She found her "hook." The point isn't that every author will struggle and may have to resort to visiting the author (many of the book authors are not with us anymore), but that in terms of an inquiry of this sort, a requirement is to connect to the work and convey to the reader some sense of the work's impact. If that is difficult to do, then it may require extraordinary means. The result in this case was an insight by the student that addressing gaps in coverage of certain ideas by that author's approach to the book might be addressed by her using a similar approach in her chapter to draw distinctive nuances.

The result of her inquiry was a treatment of Norman V. Overly's (1979) ASCD Yearbook *Lifelong Learning: A Human Agenda*, which takes a much deeper look at issues of race, class, and gender in the curriculum through the motif of intellectual collage. I believe hers is one of the most apt and helpful chapters in the series to date. The reason I think that is because Overly's book reflects the hope of the late 1970s that new ways of viewing the world and the field were emerging from the field of Curriculum Studies, and the windows author takes the energy resonating from the motif of intellectual collage from the late 1970s and utilizes it today, creating her own collage with the help of school students, teachers, and citizens, especially in terms of their perceptions of the lack of racial understanding and educational opportunity. Her point, and Overly's, of course, ultimately, is for our work to get closer to students, more proximal (Tienken, 2016), less abstract, more real, more representative, just, and equitable. What is at stake are students' lives, our society's health and vitality, and democracy. Perhaps getting closer to the curricular energy at hand is a way to have an impact today, and in the future. Both pieces of work point in this direction: Deb Heard's treatment and application extends and transcends Overly's framework. I'm not sure that we would want it any other way (Heard, 2015; Poetter, 2016).

And finally, I want to use another example of a student's book chapter inquiry to highlight a key aspect of the project that does have certain historical implications for understanding and practice today. I asked a student to read Madeline Hunter's 1982 book *Mastery Teaching* as part of the project's last volume, *Curriculum Windows Redux*. What she found, of course, is that the demise of this curriculum and pedagogical "innovation" created and implemented by Hunter and her staff, one that had such widespread impact and reach, was that the story around it mirrors what continues to happen today with "new" ideas in the field. People come up with approaches, implement them, and sell them untested; some catch on and even become ubiquitous, and then are shown to be unsupportable through research or die a natural death on the educational vine over time. It is remarkable what "sticks," and how long it takes sometimes for the approach to be moved on by practitioners and scholars, and how remarkable that something seemingly substantive sometimes disappears in an instant! The chapter author comments on this cycle, and its continued ubiquity in the field of public school practice, in terms of curriculum development and implementation. And we know better! When will the madness end? This is a key curriculum question that requires new thought and new agency from scholar practitioners.

There are many other examples of historic and contemporary windows, old ideas made new, and future possibilities illuminated by my students and by Dr. Schubert in this book series. It's not necessarily history, but perhaps the historical implications are salient for our vastly and quickly changing field of study and endeavor, Curriculum Studies. And while the examples from the curriculum field that appear in our book series come from the United States, I hope scholars in other countries may take the opportunity to discover and examine curriculum scholarship at home. We could learn much from that kind of new work across the field.

In closing, what I hope is that in 50 years a curriculum scholar and her students will read 100 "lost" books from the 2020s, 2030s, and 2040s and reclaim their value, their insight, and perhaps their resonance with the future, or not. Perhaps the entire story line, then—from the origin of the curriculum field in the early 1900s to that magical future time—will fit seamlessly together (not seamlessly), make sense (probably not to most, no doubt!), and reveal the depth

and even the potential shallowness of our journeys together in education and the curriculum field. All of it may be very productive, and messy. Isn't that the whole point anyway? I guess we'll see.

I wouldn't want it any other way.

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Further Reading

Curriculum Windows Bibliography: A 7 Book Series by T. S. Poetter & associates, published by Information Age Publishing, Charlotte, NC

What Curriculum Theorists of the 1950s, 1960s, 1970s, 1980s, 1990s, 2000s Can Teach Us about Schools and Society Today, Plus 1 book entitled Curriculum Windows Redux

Forewords for each volume by William H. Schubert: Introduction to each volume by T. S. Poetter

The curriculum books studied and treated in chapters in each volume are listed by decade:

1950s

Bestor, A. (1953). *Educational wastelands: The retreat from learning in our public schools*. Urbana: University of Illinois Press.

Bloom, B. (1956). *Taxonomy of educational objectives: The classification of educational goals – Handbook 1, Cognitive Domain*. New York, NY: David McKay.

Conant, J. (1959). *The American high school today: A first report to interested citizens*. New York, NY: McGraw-Hill.

Ellison, R. (1954). *Invisible man*. New York, NY: Random House.

Flesch, R. (1955). *Why Johnny can't read, and what you can do about it*. New York, NY: Harper & Row.

Goodlad, J., & Anderson, R. (1959). *The non-graded elementary school*. New York, NY: Teachers College Press.

Harap, H. (1952). *Social living in the curriculum: A critical study of the core in action in grades one through twelve*. Nashville, TN: George Peabody College for teachers.

- Stratemeier, F. (1952). *Guides to a curriculum for modern living*. New York, NY: Teachers College Press.
- Taba, H. (1950). *Elementary curriculum in intergroup relations: Case studies of instruction*. Washington, DC: American Council on Education.
- Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.
- Wright, R. (1954). *Black power*. New York, NY: HarperCollins.
- Zirbes, L. (1959). *Spurs to creative teaching*. New York, NY: G.P. Putnam's Sons.

1960s

- Berman, L. (1968). *New priorities in the curriculum*. Columbus, OH: Merrill.
- Bruner, J. (1960). *The process of education*. New York, NY: Vintage Books.
- Bruner, J. (1966). *Toward a theory of instruction*. New York, NY: W. W. Norton.
- DuBois, W. E. B. (1957–1961). *Manzart builds a school*. Volume 2 of the *Black Flame; A Trilogy*, including *The ordeal* (Vol. 1) and *Worlds of color* (Vol. 3). New York, NY: Mainstream.
- Goodlad, J. (1966). *School, curriculum, and the individual*. Waltham, MA: Blaisdell.
- Herndon, J. (1969). *The way it spozed to be*. New York, NY: Bantam.
- Holt, J. (1964). *How children fail*. New York, NY: Dell.
- Jackson, P. (1968). *Life in classrooms*. New York, NY: Holt, Rinehart and Winston.
- Kohl, H. (1968). *36 children*. New York, NY: Penguin.
- Mager, R. (1962). *Preparing instructional objectives*. Belmont, CA: Fearon.
- Neill, A. S. (1960). *Summerhill: A radical approach to child rearing*. New York, NY: Hart.
- Phenix, P. (1961). *Education and the common good: A moral philosophy of the curriculum*. New York, NY: Harper and Brothers.
- Popham, J., Eisner, E., Sullivan, H., & Tyler, L. (1969). *Instructional objectives*. AERA Monograph Series on Curriculum Evaluation. Chicago, IL: Rand McNally.
- Postman, N., & Weingartner, C. (1969). *Teaching as a subversive activity*. New York, NY: Dell.
- Schwab, J. (1969). *College curriculum and student protest*. Chicago, IL: University of Chicago Press.
- Taba, H. (1962). *Curriculum development: Theory and practice*. New York, NY: Harcourt, Brace & World.
- Walton, S. (1969). *Black curriculum: Developing a program in Afro-American studies*. Oakland, CA: Black Liberation.

1970s

Apple, M. (1979). *Ideology and curriculum*. London, UK: Routledge and Kegan Paul.

Berman, L., & Roderick, J. (1977). *Curriculum: Teaching the what, how, and why of living*. Columbus, OH: Merrill.

Eisner, E. (1979). *The educational imagination: On the design and evaluation of school programs*. New York, NY: Macmillan.

Ford, A. N. (1973). *Black studies: Threat or challenge*. London, UK: Praeger.

Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: The Seabury Press.

Goodlad, J. I., & Associates. (1979). *Curriculum inquiry*. New York, NY: McGraw-Hill.

Greene, M. (1978). *Landscapes of learning*. New York, NY: Teachers College Press.

Illich, I. (1970). *Deschooling society*. New York, NY: Harper & Row.

Macdonald, J. B., & Zaret, E. (Eds.). (1975). *Schools in search of meaning*. Washington, DC: Association for Supervision and Curriculum Development.

Overly, N. (Ed.). (1970). *The unstudied curriculum: Its impact on children*. Washington, DC: Association for Supervision and Curriculum Development.

Overly, N. (Ed.). (1979). *Lifelong learning: A human agenda*. Washington, DC: Association for Supervision and Curriculum Development.

Pinar, W. (Ed.). (1975). *Curriculum theorizing: The reconceptualists*. Berkeley, CA: McCutchan.

Reid, W. (1978). *Thinking about the curriculum: The nature and treatment of curriculum problems*. London, UK: Routledge and Kegan Paul.

Silberman, C. E. (1970). *Crisis in the classroom*. New York, NY: Random House.

Tanner, D., & Tanner, L. (1975). *Curriculum development: Theory into practice*. New York, NY: Macmillan.

Westbury, I., & Wilkof, N. J. (Eds.). (1978). *Science, curriculum, and liberal education: Selected essays Joseph J. Schwab*. Chicago, IL: University of Chicago Press.

Weinstein, G., & Fantini, M. (1970). *Toward humanistic education: A curriculum of affect*. New York, NY: Praeger.

1980s

Anderson, J. D. (1988). *The education of blacks in the south, 1860–1935*. Chapel Hill: University of North Carolina Press.

Belenky, M., Clinchy, B., Goldberg, N., & Tarule, J. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York, NY: Basic Books.

Bloom, B. (1987). *The closing of the American mind*. New York, NY: Simon and Schuster.

- Boyer, E. (1983). *High school: A report on secondary education in America*. New York, NY: Harper.
- Connelly, M., & Clandinin, D. J. (1988). *Teachers as curriculum planners: Narratives of experience*. New York, NY: Teachers College Press.
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- Goodlad, J. (1984). *A place called school: Prospects for the future*. New York, NY: McGraw-Hill.
- Hirsch, J. D. (1987). *Cultural literacy: What every American needs to know*. Boston, MA: Houghton & Mifflin.
- Lightfoot, S. L. (1983). *The good high school: Portraits of character and culture*. New York, NY: Basic Books.
- Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley: University of California Press.
- Schon, D. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.
- Schubert, W. (1986). *Curriculum: Perspective, paradigm, and possibility*. New York, NY: Macmillan.
- Sizer, T. (1984). *Horace's compromise: The dilemma of the American high school*. Boston, MA: Houghton & Mifflin.
- Slavin, R. (1983). *Cooperative learning*. New York, NY: Longman.
- Stenhouse, L. (1980). *Curriculum research and development in action*. London, UK: Heinemann.

1990s

- Banks, J. (1994). *An introduction to multicultural education*. Boston, MA: Allyn & Bacon.
- Beane, J. (1997). *Curriculum integration: Designing the core of democratic education*. New York, NY: Teachers College Press.
- Berliner, D., & Biddle, B. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's public schools*. New York, NY: Basic Books.
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