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## AERA-SIG Curriculum Newsletter

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NEWSLETTER

of the

SIG on THE CREATION AND UTILIZATION OF

CURRICULUM KNOWLEDGE

Editors: William Pinar, University of Rochester  
George Posner, Cornell University  
William Schubert, University of Illinois - Chicago  
Circle

Issue No. 13 (Misnumbered)

February 1979

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This issue of the SIG Newsletter is primarily devoted to informing our members what each of us spend our time doing in our professional lives. In the last request for renewal of membership we asked each of you "to describe briefly (limit 150 words) a little about yourself and your current scholarly interests and work." The response to this request was overwhelming. Thirty-nine members wrote something about themselves and the great majority of these members wrote a good deal. Because many persons belong to the SIG for the sole purpose of staying in touch with the field of curriculum, we have decided to publish all thirty-nine responses in this issue. They are presented in alphabetical order and are preceded by an alphabetical listing of all currently paid-up members of the SIG.

1978-79 Members of SIG: Creation and Utilization of Curriculum Knowledge

(as of Feb. 6, 1979)

Individual Members:

Arthur Adkins	University of Maryland
William M. Alexander	" " Florida
Vernon E. Anderson	United States International University
George A. Beauchamp	Northwestern University
Roger V. Bennett	Memphis State University
Louise M. Berman	University of Maryland
Rolland Callaway	" " Wisconsin-Madison
G. Harry Cannon	" " British Columbia
Donald R. Chipley	Kelvin Grove College of Advanced Education Australia
Donald R. Clerico	Syracuse University
F. Michael Connelly	Ontario Institute for Studies in Education
Arthur L. Costa	California State University, Sacramento
David P. Crandall	The NETWORK of Innovative Schools
Thomas E. Curtis	SUNY at Albany
Harold D. Drummond	University of New Mexico
Curtis R. Finch	Virginia Polytechnic Institute
James H. Finkelstein	Ohio State University
Jean Clare Finnerty	Seton Hall University
Joan L. Fulton	Richmond, Virginia
Geneva Gay	Purdue University
John I. Goodlad	UCIA

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Jean Clare Finnerty	Seton Hall University
Joan L. Fulton	Richmond, Virginia
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Bob Gowin  
Carole L. Hahn  
Paul R. Hanna  
C. Glen Hass  
Helen E. Hays  
Margaret Gill Mein  
Naomi Herson  
Robert R. Hoen  
William E. Hoffman  
Arthur Hoppe  
Ladd Holt  
Dorothy Huenecke  
Andrew S. Hughes  
Francis P. Hunkins  
Harry M. Hutson, Jr.  
David E. Kapel  
Shaké Ketefian  
Richard D. Kimpston  
Jean A. King  
Marcella L. Kysilka  
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Colin Marsh  
Gail McCutcheon  
D. John McIntyre  
Wm. Lynn McKinney  
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John M. Mickelson  
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Murray R. Nelson  
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Francine Shuchat-Shaw  
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East Stroudsburg, Pennsylvania  
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Wooster, Ohio  
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University of Washington  
Bloomington, Indiana  
University of Nebraska at Omaha  
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University of Minnesota  
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Pittsburgh State University  
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Lincoln, Nebraska  
University of Illinois at Chicago Circle  
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New York University  
Pennsylvania State University  
Mississauga, Ontario  
Clearwater, Florida  
Wayne State University

Carole L. Hatn	Emory University
Paul R. Hanna	Stanford, California
C. Glen Hass	Gainesville, Florida
Helen E. Hays	Toronto, Ontario
Margaret Gill Hein	Kent Stroudature, Pennsylvania
Naomi Hersom	University of British Columbia
Robert R. Hoen	University of Calgary
William E. Hoffman	Wooster, Ohio
Arthur Hoppe	Northern Illinois University
Ladd Holt	University of Utah
Dorothy Huenecke	Georgia State University
Andrew S. Hughes	Atlantic Institute of Education
Francis P. Hunkins	University of Washington
Harry M. Hutson, Jr.	Bloomington, Indiana
David E. Kapel	University of Nebraska at Omaha
Shaké Katefian	New York University
Richard D. Kimpston	University of Minnesota
Jean A. King	Ithaca, New York
Marcella L. Kysilka	Florida Technological University
Arthur J. Lewis	University of Florida
William T. Lowe	University of Rochester
Gordon N. MacKenzie	Tennafly, New Jersey
Colin Marsh	Murdoch University, Australia
Gail McCutcheon	University of Virginia
D. John McIntyre	Southern Illinois University
Wm. Lynn McKinney	University of Rhode Island
John D. McNeil	UCLA
Theona McQueen	University of Miami
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Murray R. Nelson	Pennsylvania State University
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**Cornell University**

**New Mexico State University**

Michigan State University

University of Saskatchewan

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University of Illinois at Chicago Circle

Bloomington, Indiana

New York University

Pennsylvania State University

Mississauga, Ontario

Clearwater, Florida

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David G. Tucker  
Ralph W. Tyler  
Tom C. Venable  
Jim Venne  
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Robert I. Wise  
Vivian C. Wolf-Wilets  
Fred H. Wood  
Esther Zaret

Omaha, Nebraska  
University of Illinois  
Decatur, Georgia  
University of Texas at San Antonio  
" " Missouri-Columbia  
Rutgers University  
University of Colorado  
Grand Rapids, Michigan  
University of Alberta  
Foster City, California  
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National Institute of Education  
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Institutional member:

Canberra College of Advanced Education, Australia

William M. Alexander: Although I retired from University of Florida last June, I will still teach a course on curriculum theory occasionally. My other major interest is middle school education, and I am continuing writing and consulting in this area.

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Donald R. Clerico: I am presently engaged in dissertation research investigating parental rationales for placing children in conservative protestant "Christian" schools. By focusing on the educational perspectives, attitudes and expectations of Christian school parents the study should provide insights into the nature of their rejection of public schooling and their perceptions of the alternative offered by the Christian school.

F. Michael Connelly: Research and Teaching Interests in both science education and in general curriculum. Curriculum decision-making with special attention to teacher roles. Chairman, Curriculum Task Force for the Ontario Royal Commission on Declining School Enrollments.

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University of Illinois

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A.W. Strurges	University of Missouri-Columbia
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Curtis R. Finch: Recently published Curriculum Development in Vocational and Technical Education (Allyn and Bacon, 1979).

James H. Finkelstein: I am an advanced Ph.D. candidate in Early & Middle Childhood Education at The Ohio State University. My interests however, are somewhat removed from my department. I am currently writing my dissertation which is titled Educational Research as Human Praxis. The focus of this work is the impact of phenomenologically oriented social sciences on educational research. My most recent paper is "Commonsense Alternatives to Educational Research: Phenomenology & Ethnomethodology." This paper is to be presented at the First International Congress on Education in Toronto this June.

Jean C. Finnerty: I have 14 honorary listings including Who's Who of American Women, Who's Who of the World's Women International Platform, D.I.B., Who's Who in the East Community Leaders, Leaders in Education et. al. and am an active member of Phi Delta Kappa & Kappa Delta Pi.

My doctorate was earned at Fordham University in English. In addition to an M.A. in Medieval English I completed all course work in mathematics for the M.A. degree. Post-doctorally, I earned my certifications as teacher of English and Mathematics, Supervisor Principal K-12 and Superintendent of Schools K-12. I have been a mathematics teacher (Grades 9-12) for 18 years and during those same years an adjunct professor of mathematics (7 years) and of English (16 summers). I served as high school principal, supervisor of 110 Catholic schools working through 36 community supervisors (7 years) and Assistant Superintendent of a public school for 3 years. Presently, I teach graduate courses, direct administrative internship and field experiences and have designed and conducted 2-week intensive workshops for School Administrators (6 cr) at Seton Hall University. My publications and memberships can be gleaned from D.I.B. or Who's Who of American Women. One of the most outstanding experiences I have had was being Official Delegate to the International Educational Conference in Geneva, Switzerland where Oliver Caldwell and I represented the United States of America, 1964. Piaget was one of the speakers. My present involvement is helping to design an Educational Specialist Degree and eventually a doctoral program in education. The Ed.S. has been in operation for the past 2 years.

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textbooks and to an educational television series. Factor analyses have consistently yielded constructs which are different from those suggested by Rogers. I am now interested in determining how the constructs relate to Gene Hall's levels of use in the process of implementation.

Helen E. Hayes: I am currently enrolled as a Ph.D. student in the Department of Curriculum, O.I.S.E.

Naomi Herson: I was elected President of the Canadian Society for the Study of Education for two year term 1978-80.

Ladd Holt: I am presently head of the Elementary Division at the University of Utah. We are developing a new undergraduate Teacher Education program using developmental models as our basic foundation. Our hope is to develop research on the developmental changes prospective teachers undergo in such a program and the relationship between teacher development along specific dimensions and behavior in the classroom.

Arthur Hoppe: I have been Professor of Education with major concern for curriculum and instruction for many years. Will become Professor Emeritus upon retiring from Northern Illinois University in August of this year. A consuming interest of mine for the past several years has been HUMANIZING CURRICULUM AND INSTRUCTION. I have directed a workshop on that topic for the past six years. (Hope to do it again after retirement!) I served on 1978 Yearbook Committee of A S C D -- (IMPROVING THE HUMAN CONDITION) and wrote the first chapter. I will be moving to Arizona!

Francis P. Hunkins: Interests: I am interested in the total field of general curriculum with special interest in educational systems.

I also am interested in the concept of change as it relates to curriculum development.

I also have a continuing interest in the areas of social studies education, questions and questioning strategies, and model of teaching. Much of research has been in the area of questions and questioning as well as in the area of social studies education.

Shaké Ketefian: My work involves the utilization of research knowledge in practice; issues relative to education on moral/ethical issues in professional practice - in health fields, in undergraduate education in general.

Jean King: I am currently a grad student at Cornell, working with George Posner in Curriculum and Jason Millman in Research Methodology. My thesis (Ph.D.) is about peer rating of composition (i.e. the difference between the ways teachers and students rate papers and the possibility of training students to rate like teachers). Last week I presented a paper entitled "The Hidden Curriculum in English" at the New York State English Council conference in Rochester, and I will present a paper entitled "Teaching Writing in an Age of Testing" at the National Council of Teachers of English convention at Kansas City in November.

Marcella L. Kysilka: I am currently doing research with a group of persons interested in identifying means of analyzing curriculum according to ACCS (Anneheust Curriculum Classification System). Specific concern at this time is on materials for gifted!

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D. John McIntyre: Currently, I am an assistant professor in the Department of Curriculum, Instruction and Media at Southern Illinois University at Carbondale. As coordinator of a teaching center, I am responsible for the preservice experiences of S.I.U. students and the ever-increasing staff development projects in the public schools. Recently, Tom Vickery- Syracuse University - and I have been examining the student teaching experience. Areas such as the stability of student teacher behavior over time, the influence of "significant others" as observers, and the effect on pupils have been or are being examined. I am also involved in research examining the relationship between a teacher's learning style and their preferred teaching strategies.

Gordon H. MacKenzie: Not "scholarly" as you have used term, but - I am participating in a comprehensive study of School District Number One, Columbia, South Carolina, and in a Management Study (Curriculum and Staff Development) East Orange, New Jersey.

Janet L. Miller: In my position as "curriculum person" at Battelle, I am able to combine theory and practice, so to speak. I continue to be involved in designing and developing curriculum for children's education television programming - this is an aspect of my work in which I am most interested. Given the scientific nature of the majority of the work done at Battelle (it is the largest private not-for-profit research organization in the world!!), I am constantly provided with opportunities for inter-disciplinary work in the true sense of the word. In our most recent project, I have worked with scientists and experts in the areas of agriculture in developing the curriculum for a television series directed to nine to twelve year olds on the subjects of food and natural fibers. Having come from the humanities disciplines (English and curriculum theory!!), I find the meetings of the scientists and the educators to be most interesting! This work has certainly broadened my perspectives as to the very meanings of the words education and curriculum.

Murray R. Nelson: I teach courses in Social Studies Curriculum, Elementary and Middle School Curriculum History. My interests are more in historical development of curriculum ideas and practices as well as external influences on that development. Pursuing that, I have written and continue to research the history of the middle school curriculum and recently (with H. Wells Singleton) been investigating FBI files as a research area of curriculum policy history.

Nel Hoddings: I have a Ph.D. in philosophy of education. I am currently teaching courses in curriculum. I recently completed a curriculum for CAI (Problem Solving, a mathematics course [grades 3-6] for CAI. Palo Alto: Computer Curriculum Corporation, 1978). My major interests are in curriculum design and philosophical analysis of problems in teaching/learning.

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now being field tested within several districts in the states of Kansas and Missouri. I am also serving as program coordinator for the new Individualized Elementary Teacher Preparation Program which has recently been implemented here at PSU.

Peggy Miller Riethmiller: My greatest interest is in teaching at the graduate level although I've been involved in some development/research activities in the area of educational sciences/cognitive mapping. I teach courses in curriculum improvement, change and innovations issues/theory, leadership, program development, futuristics, and creativity.

Michael P. Roetter: Although my work is administrative in nature, I maintain an interest in curriculum theory. My work involves both responsibility for curriculum and administrative leadership as a division head. I find involvement with the SIG keeps me somewhat abreast in this aspect of curriculum thinking and therefore worthwhile.

Galen Saylor: My interests are in the area of history of curriculum, broadly defined. The Oregon Curriculum Bulletin recently published my report of "Reform in Secondary Education: The Continuing Efforts to Reform Secondary Education and a Modest Proposal." Previously the L & S Center, Lincoln, Nebraska published my "Antecedent Developments in the Movement to Competency-Based Teacher Education." This was a report prepared for AACTE project on Competency-Based Teacher Education.

Peter Seidman: Ed.D. - Indiana University - 1978. Chairman - Norman V. Overly. Discussion on the collective bargaining of curriculum issues; why management and teachers bargained and agreed contractually to issues they were under no obligation to bargain, much less agree to. My other interests include: Anthropology as an analytic and methodological tool in curriculum/education, policy studies/analyses, politics of education/curriculum development, diffusion and adoption, and educational options.

Francine Shuchat-Shaw: 1978-79 will be my third year on New York University's faculty, in the Division of Education, the Communications in Education Program. Our collective concern with this Program is to move it away from its historical affiliation with tradition in the field of "audio-visual instruction" and to transform its more recent preoccupation with what is known as instructional technology and the systems approach to curriculum and instruction; as a consequence, this transitional period is marked by our own preoccupation with critique of these traditions and a search for alternative conceptions of the place, meaning and function of audio-visual forms of expression in educational experience.

My own current work relates to this preoccupation; I have been attempting to develop a framework for comprehensive critique, epistemological and political in nature, of "audio-visual media phenomena in educational environments" and to relate this critique to contemporary critiques of schooling; more generally; I do this with a view toward alternatives, the central one being student's, rather than teacher's use of various expressive mediums, such as film, still photography, video, as modes of inquiry, as means to facilitate thoughtful encounters with the here and now, as tool toward understanding the taken-for-granted and acting on, transforming its problematic aspects.

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Bill Sinnett: Major - Adult Education; Minor - Curriculum; Thesis Title - "Contemporary Human Images and Lifelong Learning." Using the philosophies of John Macmurray, Martin Buber and Maurice Friedman to build up working Human Images from a psychological basis and Hermeneutical and Critical theory (Frankfort School - Marcuse, Habermas, Adorno through Marx) to provide a sociological basis - integrating this as philosophical anthropology and doing analysis and critique of goals and aims of lifelong learning as presently espoused within the adult education field, particularly Canada and the policy implications for lifelong education (note the distinction between lifelong learning, which I equate to living and being-in-the-world and lifelong education which arises out of the recommendation in the Faure report, Learning to Be and are formal prescription for institutional intervention into economic malaise),

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Jim D. Venne: Graduate Studies at University of Wisconsin and University of Chicago, Professional Activities and Research interests in areas of non-school education, environmental education, family life education, adult education, in-service education in business and industry. I have conducted survey research of national AACTE member institutions to determine the range of programs currently available to prepare educators for professional roles in non-school settings.

John Voth: I am involved in content organization/structuring, those various sets of objectives constant for all content learning, and skills related to these two dimensions.

David C. Williams: Currently serving as consultant to Ministry of Education in Jamaica, coordinating US input in project developing continuing/community education nationwide. Program is part of a comprehensive rural development scheme, and spans agricultural, economic, and youth advocacy interest. The focal point is curriculum development with communities seeking non-formal learning networks.

Herbert B. Wilson: I am very involved in cross cultural communication and application to curriculum and instruction. I recently conducted our cultural Literacy Laboratory for Arizona State Department of Education Consumer Education and Homemaking; University of Guam; Northern Arizona University; and USC-CRRC in service. Since developing the Lab over 3000 students have

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- Joe Burnett, Educational Theory
- Ronald Brandt, Educational Leadership
- Lawrence Iannaccone, Review of Educational Research
- William Pinar, Journal of Curriculum Theorizing
- Joel Weiss, Curriculum Inquiry
- Ian Westbury, Journal of Curriculum Studies

The SIG business meeting is scheduled for Monday April 9 at 4:05 in the Boardroom of the St. Francis.

Special Recognition to:  
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Tom Vickery, Program Chairperson, for arranging the above program, and Ed Short for his role in preparing and chairing it.

Fred H. Wood, Edmund Short, and Steven R. Thompson from Pennsylvania State University for their fine papers on "The job market for curriculum specialists in higher education."

William Pinar and the University of Rochester for copying and mailing several past issues of the newsletter.

The University of Illinois at Chicago Circle, College of Education, for copying and mailing this edition.

Dan Tanner, at Rutgers, for his many efforts to produce a monograph of papers based on the 1973 SIG session in Toronto. It includes an introduction by Dan Tanner and articles by Len Berk, Ralph Tyler, and Arthur Wirth. Members can look forward to receiving copies before the Annual Conference.

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