6

A Comparative Overview of the Curriculum Ideologies

In the preceding four chapters of this book, I have described four curriculum ideologies: the Scholar Academic ideology, the Social Efficiency ideology, the Learner Centered ideology, and the Social Reconstruction ideology. In exploring each ideology, I have examined several essential aspects of its conceptual framework. These include educators' professional aims, conceptions of knowledge, views of learning, perspectives on childhood, conceptions of teaching, and beliefs about evaluation. Thus far, these topics have been separately investigated in the context of each ideology. They will now be compared. Afterward, several as yet unmentioned aspects of the ideologies will be briefly examined.

Comparative Summary

The comparisons consist of two parts: a play in which four teachers present their beliefs and a summary of the major ideas of each ideology.

The plays take place after school, in a middle school classroom, in which four teachers meet to discuss their beliefs. The teachers' names are Scholar Academic (SA), Social Efficiency (SE), Learner Centered (LC), and Social Reconstruction (SR). The teachers are meeting because their school principal has charged them with preparing opening statements for school faculty meetings that will stimulate the faculty to think about and discuss their curriculum beliefs. The teachers understand some of the distinctions and use some of the language presented in this book. Most plays also contain

a digression, of the sort that occurs in many discussions among educators, that raises a current curriculum issue without discussing it thoroughly or in depth.

Aims Play

SE: I can't believe that the four of us have been put on a committee to write a draft of our school's mission statement that our principal is going to use as a discussion starter for a faculty meeting. And she wants a transcript of our entire discussion, not just our end product.

SR: We four are the ones who always disagree with everything. Maybe what we come up with will be a good discussion starter.

SE: The sooner we come up with a mission statement, the sooner we'll get out of here. Thank goodness I have a computer program that will record what we say and then turn it into a written transcript. When I have the transcript I can format it, record who said what, print it out, and then send it to the principal to distribute to the faculty. In fact, my computer is recording us now, so let's get started talking about our mission statement.

SA: Let me start. Our mission is to pass on to our students the content of the school curriculum and to get them to learn it. That includes the content of mathematics, science, history, and literacy—including reading, writing, literature, and a foreign language.

SR: And just how do you determine the content of those subjects?

SA: The content comes from the state's content standards, which are derived from content standards of our professional associations (such as the National Council of Teachers of Mathematics), which in turn reflect the content of the corresponding academic disciplines.

SE: Why should students learn the content of the academic disciplines? What use is that?

SA: The academic disciplines contain the essence of the traditions of our culture, and by passing on to students that content we pass on to them the essence of our culture. Who can disagree?

SE: I can! I don't think the academic disciplines contain the essence of our culture's traditions. I think that the mission of our school should be to efficiently provide students with the skills that will enable them to contribute to our democratic society. And to certify to society, using tests, that students have obtained those skills.

SR: So you think that our school mission should be to prepare students to fit into our capitalist, free enterprise society that is under the control of big corporations? You probably also think that we should be teaching students to read and write just so they can do the jobs that our corporate leaders say need to be done by

their corporations, so that their shareholders can make money from the sweat of hard working employees.

SE: So what's wrong with that? We need engineers, doctors, and lawyers as well as people to work in factories, banks, and fast-food stores. All these types of jobs need to get done efficiently, if we are to continue to benefit from our society.

SR: Yes, but the problem is that by just giving kids skills to fit into society as it is, we perpetuate our current social and economic inequalities and injustices. If we continue the way we're going, what we'll soon have is wage slavery for most people!

SE: So what do you think the mission of the school should be?

SR: I think we should provide kids with the knowledge, skills, and values to improve our society and make it into a more just and egalitarian place where all its members can satisfy their material and spiritual needs.

SE: You sound like a flaming radical who wants a socialist society. Our democratic, free enterprise, capitalist society is best.

SR: I have a vision of a better society in which the poor and middle class have a far better life than they currently have. Do you know how many homeless there currently are? Do you know that the richest 1% earn more than 23% of all the income in the USA—and that leaves less than 77% of the total income for the remaining 99% of our population. Do you think that is fair?

SA: Enough arguing about social issues! LC, what do you think our mission should be?

LC: I think our mission is simply to help children grow and maximize their human potential. They need to learn such things as how to communicate effectively so that they can express their needs and desires, and by that I mean to read, write, speak, do mathematics, and use technology effectively. It's simple. You guys are so interested in the needs of the curriculum that you overlook the needs of individual children.

SR: I can't believe your fuzzy ideas! Schools exist to do more than simply nurture children and to help them grow, each in his or her own idiosyncratic way—as you so frequently say. Schools have a social function, not just an individual function.

SA: If we keep getting into arguments we are never going to finish. We need to come up with a mission statement. And I think it would be nice if it had something to do with Race to the Top, you know, the successor of No Child Left Behind.

SE: That's a great idea.

SR: Do you have any idea what Race to the Top is about?

SE: Yes, I sum it up in four words: standards, assessment, accountability, and innovation.

SR: And just what do those cute little words mean?

SE: *Standards* means designing and implementing rigorous academic standards that prepare kids for college and careers. *Assessment* means designing and implementing assessments that measure student performances that are useful in making instructional decisions. *Accountability* means using the results of student assessments to improve teaching, evaluation, compensation, and retention by encouraging and rewarding effectiveness and discouraging and punishing ineffectiveness. *Innovation* means using standards, assessment, and accountability to improve schools through such innovations as implementing merit pay, supporting charter schools, and promoting collaborations between business leaders and educators.

SA: Good summary! To me the most important thing is the design of rigorous academic standards for the core curriculum of mathematics, literacy, science, and social studies. That is what is best for preparing students for the future.

SR: There is no proof of that, given the fast rate of cultural and technological change taking place in our world!

LC: In addition, I just can't see why you believe that if children can't measure up to current curriculum standards, we should raise the standards and make them more rigorous. And lots of states are passing laws that go further and say that if children can't pass the new standards then we should deprive them of high school graduation, and thus further education. This does not solve our problems and is not in the interest of children.

SA: Haven't you heard how poorly American students are doing in comparison to students from other countries? We need to raise standards and get better teachers, teachers who will teach the content required by the standards.

SR: Oh, yes! Teachers deserve all of the blame for poor student performance, don't they! I am sick of hearing this! It overlooks things such as dysfunctional families and communities unsupportive of education; student transience; broad social ills such as homelessness and hunger; and poor curriculum, poor teacher working conditions, and lousy administrative support.

SE: If we implement Race to the Top innovations such as expanding support for charter schools, implementing merit pay, and promoting collaborations between business leaders and educators, it should help with the poor performance.

SR: Come on! You are assuming that because educators are to blame for poor student performance, as a result we should turn decision making over to business and corporate CEOs, wealthy philanthropists, and politicians. There is no proof that educators are completely to blame. In addition, corporate CEOs, philanthropists, and politicians have agendas that aren't in the best interests of most kids. They are also clueless about classroom realities.

LC: In addition, you are assuming that because public education in the U.S. has failed—which is questionable—we should turn over traditional public schools

to charter schools and allow private for-profit corporations and businesses to run them. This is lousy logic. Current research indicates that there is no evidence that charter schools or schools run by for-profit corporations do a better job than traditional public schools.

SE: Well, to me what is most important about Race to the Top is development of standardized student tests that can be used to hold teachers accountable for their students' performance.

LC: Eee! You assume that standardized tests are free of cultural, linguistic, and other biases; that they completely and accurately assess all the important dimensions of children's knowledge; that they cannot be circumvented by raising or lowering passing scores, cheating, or teaching to the test; and as a result they should be the primary determiners of student success and teacher effectiveness. I disagree!

SR: And you assume that merit pay for teachers based on student tests given once a year will be fair. I disagree! Other factors than a teacher's efforts influence test scores, such as a high degree of student transience and discrepancies between family support for their children's education. In addition, you assume that merit pay based on student test scores will improve education without adverse effects on teachers or children. I doubt it. Competition between teachers for pay raises will probably influence collegiality and morale, promote teaching to the test, and limit teacher creativity and instructional design efforts. For children, it has already resulted in narrowing the school curriculum to focus primarily on the subjects tested, which often results in minimizing the teaching of things like the arts and physical education and, where they are not tested, also history, civics, and science.

SA: OK! Enough! What a rampage! Forget I ever brought up Race to the Top. We need to come up with a mission statement. And we need to do it soon because I want to go home.

SE: I agree. I want to leave. But I disagree with all of you. How we are going to agree on anything?

SA: Well, how about if we agree to disagree. At least that is a starting point.

LC: Yes! That's it! What if we say our school has many purposes and that they vary depending on grade and subject taught?

SA: Good idea! What if we each get one sentence in the mission statement?

SR: I am willing to give it a try.

SA: OK! Here is the first sentence: "Our school attempts to accomplish a variety of things." Someone add a sentence.

SE: We provide children with the skills necessary to become efficient, constructive members of our democratic society.

SA: We enable students to obtain academic excellence by acquiring the content knowledge of the school curriculum.

LC: We facilitate the growth of children so that they can self-actualize and reach their full human potential.

SR: We help kids learn the knowledge, skills, and values that will enable them to contribute to building a more just and fulfilling society for all of its members.

LC: Ok, that's it! Full of disagreement, but we all agree that this is what we are all about.

SR: Yes, but it is just a bunch of slogans. It doesn't commit us to any real social vision or action.

SA: I disagree! I think that mission statement has lots of meaning! What do you expect from a mission statement—other than a bunch of slogans? I vote we accept it. Each of us has contributed something.

LC: I agree. Let's do it, end this meeting, and go home.

SR: OK.

SE: Good! When my computer finishes transcribing what we said, I will format the document, add labels that identify who said what, and then send a copy to our principal so she can distribute it our faculty.

Aims Comparison

Educators have professional aims that give meaning to their endeavors. The following questions allow their aims to be compared:

- What do educators conceive their professional aims to be?
- For what kind of clients or ideals do educators believe they work?
- Where do educators' vested interests lie?
- Do educators see themselves as responsible to a client whose vested interests are other than their own?

The aim of Scholar Academics is to perpetuate the existence of their discipline both by guaranteeing that future members of the discipline will exist (who will in turn carry on its traditions and further its epistemic development) and by building literacy for the discipline in the general public (so the public will support its endeavors and benefit from its discovered truths). This aim usually takes the form of extending the discipline by transmitting its essence to students. Educators conceive of themselves as working within their academic disciplines in such a way that their own curriculum construction endeavors coincide with those of their academic community.

The aim of Social Efficiency educators is to efficiently and scientifically carry out a task for a client (often society). Educators conceive of themselves as unbiased agents of their client whose vested interests are other than their own. Social Efficiency educators consider their vested interests to lie in how efficiently and scientifically they accomplish their task rather than in which task they accomplish.

The aim of Learner Centered educators is to stimulate the growth of people by designing experiences from which people can make meaning, fulfill their needs, and

pursue their interests. This aim includes within it secondary aims of stimulating curriculum developers' own growth and the growth of teachers (both of whom support the growth of students). Learner Centered educators do not view themselves as responsible to a client but as serving the ideal of learners' growth. They believe their vested interests are identical to those of learners.

The aim of Social Reconstructionists is to eliminate undesirable aspects of their culture. They try to reconstruct their culture in such a way that its members will attain maximum satisfaction of their material and spiritual needs. Social Reconstructionists frequently conceive of themselves as working for downtrodden members of society whose material and spiritual needs are not being met. However, they view themselves as responsible primarily to their vision of the future better society. As such, Social Reconstructionists' vested interests (their vision of the future good society) are often different from those of the members of society for whom they work. Educators try to change this difference of opinion through education.

Knowledge Play

SE: The principal asked us to discuss what type of knowledge we think is most important for students to learn in school. She wants to use the result to stimulate talk in the faculty meeting next week.

SE: Let's get to the discussion. My computer is recording us as we speak.

SA: I think that the most important knowledge for students to learn in school is the information in our textbooks. They need to understand that information.

SR: What do you mean by "understand" and "information"?

SA: I mean the objective facts that experts in each school subject agree on. I also include ways of thinking and experimenting used by scholars, such as historical or scientific methods.

SE: I don't think that schooling should be about filling the mind with facts. I think it should be about learning how to do things, like reading and writing and calculating. A mind full of facts without the ability to act is useless. The most important types of knowledge students should learn in school are capabilities for action that enable them to perform tasks; simply filling their minds with facts does not give them anything they can use in their life to become productive citizens.

SA: Bunk! Give me an example of why performance is better than information.

SE: That's easy. In history we deal with civics and things like the importance of being honest. So what is more important: the ability to define honesty and say how an honest person should behave, or behaving as an honest person whether or not you can describe how an honest person should behave?

LC: I think that worthwhile knowledge has to be more than simply things you remember or do. It has to be personally meaningful to children. Simply being

able to repeat a fact or do something is not enough. The school knowledge children learn should have personal meaning to them; it should connect to their unique personal experiences with life and give them insights into their world.

SA: That kind of knowledge would be subjective, for each student would have different views of things like who Christopher Columbus was, based on how, where, and when they learned about him. School knowledge should be objective; everyone should have the same understanding of it and be able to state that understanding.

SE: It's important that knowledge is objective, that everyone can agree on it.

SA: I agree. Worthwhile knowledge is objective, but by that I mean that scholars agree it is true.

SR: Why does the knowledge we teach need to be objective and everyone's understanding of it need to be identical? Some of the most important things kids learn in school are subjective.

SA: Like what?

SR: Like what it feels like to be discriminated against if you are Latino, or female, or poor, or gay. I think that all knowledge carries values with it. In fact, I think that the most important school knowledge is connected with a set of values. Knowing about Hitler is one thing, but knowing in your gut both about Hitler and that what Hitler did was evil is what is really important. Having a value-loaded understanding of the past that allows kids to construct a value-loaded vision of a future good society that they can act on in order to improve society is the type of knowledge we should be teaching in school.

SE: I think we need to get concrete in our discussion and explain what we think students should learn by studying a particular topic. For example, if we were teaching about Christopher Columbus, what would we hope students would learn?

SA: Excellent idea! And let's assume that the major item we use in our study is Columbus's Ship's Log of his first journey to the New World. It's available in English on the Internet.

SR: Why would you choose that, of all things?

SA: It's an historical document, and if students are going to study history the way they should, and learn to act as historians, they should do so like a historian and use original documents.

SR: That says a lot about what knowledge you value most! I'll agree if we can also allow kids to use the Internet.

SA: Fine. So lets each tell how we would use Columbus's Log and the Internet with our students to illustrate what we value most about school knowledge.

SE: Why don't you go first, SA, since this is your idea?

SA: Well, I would have students act as historians by getting the facts, writing research reports that are put into a monograph, and then presenting their findings in a mock scholarly conference. This is how I would do it:

1. I would have my students go to the Internet and find out about Columbus's life. The assignment would be to make a time line of his life. They need to know the facts about his life and the historical events of the time to put his voyage in historical context. Learning the facts, in historical context, is an important starting point.
2. I would have students read his diary of his first journey to the New World. We want students to act like historians when studying history, and historians always try to use original documents when attempting to understand the past.
3. From their reading of his journal, students will prepare a written research report and an oral presentation that describe an event that occurred during Columbus's voyage. They will choose the event from his journal and see what else they can find about it from the Internet. They will include at least one quote from the original document in their written report. Students will hand in their written reports in both printed form and as pdf files. I will compile the reports into a class monograph and post it on the Internet.
4. Students will present their oral reports to the class as part of a conference on events that occurred on Columbus's trip.

LC: Very impressive. Everything is based on the facts, students use original documents, and students behave like little historians as they attempt to understand things. This illustrates your views. SE, why don't you go next?

SE: First, you need to know how I would set up my classroom. Students would sit at their desks and work individually, each at his or her own rate. Each would have a pencil, a computer with Internet, a copy of Columbus's Log, sets of multiple-choice questions related to selected readings in the Log, and computer scanable bubble answer paper on which they answer the questions. This is a sample of what some sets of questions would be about:

- getting information from reading Columbus's Log,
- finding information about Columbus on the Internet,
- finding the meaning of words in the Log in an Internet dictionary,
- identifying the meaning of contractions and constructing contractions, and
- using a book's index.

At my desk would be a computer connected to a bubble paper scanner that can grade student work. It would constantly provide updated student progress reports. In this setting, this is how my curriculum would proceed:

1. Students would read a selection from Columbus's Ship's Log and answer a set of questions related to it by coloring in answers on the bubble paper.
2. Students would bring their answers to the scanner and scan them. The computer would grade their work.

3. If students answered enough questions correctly, the computer would allow them to repeat the previous two steps by reading another selection from Columbus's Ship's Log and answering a new set of questions, which would then be graded by the computer. If students did not correctly answer enough questions, they would have to repeat the reading and answer the questions related to it again. This process would continue until all the sets of questions were satisfactorily completed.

While students were completing the readings and related questions, I would call individuals to my desk to do three things:

- read aloud a section of the Log, to test their reading fluency;
- copy a selection from the Log using good handwriting, to test their handwriting; and
- copy a selection from the Log using touch typing, to test their typing speed and accuracy.

I would enter in the computer whether a student passed or failed these tests. If any performance was inadequate, the student would have to practice the skill using computer programs I have, retake the related test, and continue this process until performing up to expectation.

SA: That says a lot about the knowledge you value. There is nothing in there that values facts, understanding of historical events, or the historical method. Students are doing lots of things but are not required to understand anything. In the reading test, you would value fluency and performance over comprehension and understanding, while I would value the opposite.

SR: LC, why don't you go next?

LC: First, I would set up learning centers around the classroom, with the materials in each that were required to complete its activities (such as hand puppets and dress-up clothing). I would make Columbus's Ship's Log available to students, as well as a time line of its events and the pages on which they were described in the Log. I would ask students to read about events that interested them. It would be their choice. Then, based on what they read, I would ask them to select a learning center and complete the activity described in it, as it related to what they read and what interested them. Some activities would be for individuals; others would require groups of students. Students would be assessed on their unique endeavors in the context of their own potential. The learning centers would be the following:

Puppet Show: Plan and perform a puppet show for the class that describes one of the events that occurred on the *Santa Maria.* Construct your own puppets or use those in the learning center.

Oral Story Telling: Create an oral story that tells about some of the events that occurred on the *Santa Maria.* Tell it first to children in our class, then to children in the second grade.

Make a Video: Go on the Internet and read about what Native Americans thought about Columbus and what Columbus though about Native Americans. Then plan a play that shows how each treated and thought about the other, perform it and record it on our video recorder, present your video to the class, and then hold a class discussion about your video.

Newspaper Article: Read on the Internet about what Native Americans thought about how Columbus treated them. Then pretend that aliens from another planet arrive on Earth with weapons superior to ours and start treating us like Columbus treated Native Americans. Next, pretend you are a newspaper reporter and write a story about what is occurring and what we Earthlings think about it. Finally, share your article with friends and family members and ask them whether your article influenced how they think about Columbus.

Opinion Paper: Read on the Internet about what Native Americans and Europeans got from each other as a result of Columbus's discovery. Include consideration of raw materials, food, and population growth and/or decline. Then write an opinion paper about what they got from each other, whether you think Europeans or Native Americans got more, and your thoughts about how your life would be different today if Europeans had never arrived on our continent.

Write a Log: Write your own log of what you think several days on the *Santa Maria* would have been like as a sailor.

Comic Book: Draw and write a comic book about one of Columbus's adventures.

Report on Columbus: Go on the Internet and find out about Columbus's life. Then construct and deliver either a written, oral, or dramatic report to the class of what you discovered.

SA: Chaos would reign in your room if that occurred. And students would not learn any common body of accepted facts about Columbus. Each would be learning different things.

LC: Yes, the children would take their own unique meanings from what they did, as they always do. In addition, what they learned would be meaningful to them and they would remember it for years, which is different from the facts they need to memorize in your class where everyone needs to have the same understanding.

SR: No fighting. This is about finding out what type of knowledge each of us considers most valuable. Clearly, LC thinks that the personal meanings that students construct in their own way as a result of their own interests are the most important type of knowledge.

SA: Your turn, SR. What would you do?

SR: I would have my students work through the following three projects.

Columbus's Views of Native Americans: Set this project's context by discussing with students how history books propagate national myths. First, students read about Columbus's life on the Internet and in their history textbook and create a time line of it. Next, to discover Columbus's views about and behavior toward Native Americans,

students read his Ship's Log, Internet commentaries on him, and some of *A Short Account of the Destruction of the Indies* by Bartolomé de las Casas. Students then ask their parents what they know about Columbus and his attitudes toward Native Americans. Next, students write reports that compare their, their parents,' and their textbook's pre-existing knowledge of Columbus with the things they have recently found out about him, with special focus on how he viewed and treated Native Americans and how they would have felt if they were a Native American who came into contact with Columbus. Then, students discuss their reports. Finally, students brainstorm how to change people's attitudes about Columbus to correspond more with current knowledge and take action to do so (for example, by speaking with a parent or writing a letter to their history textbook's author).

Telling the Truth: Set this project's context by informing students that Columbus kept two Ship's Logs: one that his sailors could read, in which he underestimated the distance travelled each day (to mislead his sailors, who were afraid to sail far from land), and another private log in which he accurately recorded distances. First, students speak with parents and friends to discover when politicians have lied and their responses when the lies were revealed. Students then write a report about people's responses when they discover they have been lied to. Next, students imagine a situation where it might be convenient to lie and write a short essay on what they would do if they were in that situation—lie or tell the truth—and why. Third, students prepare for and participate in two discussions: (1) If you thought it would help people if you lied rather than told the truth, would you lie or tell the truth? and (2) If you discovered a politician lying and if the lie harmed the people the politician was supposed to represent, what might you do to disclose the lie? Fourth, students find a lie that they do not like, plan a way to expose that lie, get feedback from teachers and friends about the plan, and then take action to expose the lie (e.g., by calling a talk show or writing a letter to the editor of a newspaper). Finally, students discuss how they feel when their history teachers or textbooks tell lies of omission, as was the case with their portrayal of Columbus by not disclosing his attitudes about and actions toward Native Americans.

On Trial for Genocide: Set this project's context by telling students that as many as three million Native Americans who lived on the island of Hispaniola, which Columbus "discovered" in 1492, died as a result of his actions. First, students prepare for a trial of Columbus, Columbus's men, King Ferdinand and Queen Isabella, and the Native Americans, to determine who was responsible for the deaths. They prepare for the genocide trial by reading further on the Internet and discussing their findings with each other. Second, they role play the trial and video it, with the class divided into groups that represent a jury and lawyers as well as representatives for Columbus, Columbus's men, King Ferdinand and Queen Isabella, and the Native Americans. Students then discuss their trial. Finally, students use the Internet to examine other genocides, find out about a current genocide, explore what they can do about it, and then do something that will alert people to it (such as mounting a protest at their school or a nearby place where people frequent).

SA: You call that worthwhile knowledge? You are teaching values and inciting students to subversive action.

LC: Stop criticizing. SR has nicely shown what he thinks is worthwhile school knowledge.

SE: Well it is clear that we value different types of knowledge. SA favors authoritative, objective information that can be understood. I favor performances that can be objectively demonstrated. LC favors subjective meanings that are unique to each student and that they create from their personal creative experiences. And SR favors subjective, value-laden information, opinions, and visions that students can act on to improve society.

SA: I think we have finished discussing knowledge, and I want go home. How about it?

LC: I agree!

SE: Good! I will get the transcript of our discussion to the principal tomorrow.

Knowledge Comparison

Educators' conceptions of the types of knowledge that are most valuable and most worthy of inclusion in curriculum are of great importance. The positions educators hold with respect to knowledge will be reviewed by examining the following questions:

- What is the nature of knowledge?
- What kinds of abilities does knowledge give to a person?
- What is the source of knowledge?
- From where does knowledge derive its authority?
- How is knowledge's truth verified?

Scholar Academics believe that worthwhile curriculum knowledge has the nature of didactic statements and modes of thinking that correspond to the intellectual traditions of academic disciplines. Knowledge gives the child the ability to understand. It has its source in objective reality as interpreted by the academic disciplines. It derives its authority from the academic discipline to which it belongs. Its truth is verified through a congruence method that evaluates the degree to which it reflects the essence of the academic discipline to which it belongs.

Social Efficiency educators believe that worthwhile curriculum knowledge has the nature of a capability for action. Knowledge gives children the ability to do things. It has its source in normative objective reality as interpreted by the members of society. It derives its authority from the impact it has in perpetuating society by providing individuals with the skills that they need to function within society. Its truth is verified through a congruence method that evaluates its correspondence to empirical reality as interpreted by members of society.

Learner Centered educators believe that worthwhile knowledge takes the form of personal meanings. Knowledge gives learners the ability to be themselves at their highest level of self-actualization. It has its source in individuals' direct experience with their world and their personal creative self-expression in response to experience as directed by their felt needs and personality structure. It derives its authority from the meaning it has to its possessor. Its truth is verifiable through the personal insight of individuals who possess it. Acquisition of knowledge is not

a primary concern of Learner Centered educators—it is a first derivative of learning and a second derivative of growth, both of which are respectively more important than knowledge.

Social Reconstructionists believe that worthwhile curriculum knowledge takes a form that expresses both truth and value: both intelligence and a moral stance. Knowledge gives children the ability to interpret, act on, and reconstruct their society. It has its source in educators' interpretations (and, through educators' interpretations, children's interpretations) of the past, present, and future society. It derives its authority from educators' visions (and, through educators' visions, children's visions) of the future good society. Its truth is verified through educators' convictions regarding its ability to improve the existing society as it relates to their visions of the future good society.

Table 6.1 sets forth the answers given by each of the ideologies to these questions.

Table 6.1 A comparison of the ideologies' views regarding knowledge.

Knowledge	Scholar Academic	Social Efficiency	Learner Centered	Social Reconstruction
The nature of knowledge is . . .	didactic statements	capabilities for action	personal meanings	intelligence and a moral stance
Knowledge gives the ability . . .	to understand	to do	to actualize oneself	to interpret, act on, and reconstruct society
The source of knowledge is . . .	objective reality as interpreted by the academic disciplines	normative objective reality as socially interpreted	individuals' personal creative response to experience	individuals' interpretation of society's past, present, and future
Knowledge derives its authority from . . .	the academic disciplines	its ability to perpetuate society through skills provided to its members	the meaning it has to its possessor	individuals' visions of the future good society
The truth of knowledge is verified by . . .	finding the degree to which it reflects the essence of an academic discipline	seeing if it corresponds to society's view of the nature of empirical reality	the personal insights of its possessor	individuals' beliefs in its ability to improve society

Educators' views about the nature of knowledge can be further examined by clarifying their answers to these two questions:

- Where does worthwhile knowledge reside: within the individual or outside the individual?
- What is more important about knowledge: the source from which it originates or the use to which it can be put?

Underlying these two questions is an implicit distinction between objective reality and subjective reality. Objective reality refers to things in the real world whose existence and nature can be impartially perceived and verified. Subjective reality refers to things in the minds of individuals that are constructed from their own unique observations, thoughts, feelings, temperaments, etc. Objective reality refers to those things (that is, objects) independent of the mind of the perceiver. Subjective reality refers to meanings or perceptions within people's (that is, subjects') minds.

Educators believe that worthwhile curriculum knowledge has its origins in either objective or subjective reality. Scholar Academic and Social Efficiency educators believe that knowledge originates and has a separate existence outside the individual—that is, they believe it exists in the objective, publicly accessible world of reality. In contrast, Learner Centered and Social Reconstruction educators believe that knowledge originates and exists in the subjective minds of individuals and is dependent on the subjective meanings of those individuals. As a result, Scholar Academic and Social Efficiency educators believe that knowledge is universal and that anyone can come to understand it in its true form. In contrast, Learner Centered and Social Reconstruction educators consider knowledge to be idiosyncratic to the individuals who possess it in that each individual understands knowledge in his or her own unique way, which is not easily accessible or comprehensible to anyone other than that individual. Thus, even though Scholar Academic educators believe that knowledge has its origins in the objective interpretations of the academic disciplines and Social Efficiency educators believe that knowledge has its origins in the normative reality of society, they both act on the belief that knowledge originates outside the individual. Similarly, even though Learner Centered educators believe that knowledge has its origins in individuals' creative response to their personal experiences and Social Reconstruction educators believe that knowledge has its origins in individuals' interpretations of social events, they both act on the belief that knowledge is created by the individual who possesses it and that it has its origins in subjective reality.

Educators can also be differentiated according to whether they value knowledge primarily because of the source from which it originates or because of the uses to which it can be put. Scholar Academics believe that knowledge's value comes primarily from the fact that it has its origins in the academic disciplines, while Learner Centered educators believe that knowledge is valuable primarily because it is created by the individual who possesses it. In both cases, knowledge is believed to be valuable

because of its origins and not because of its uses. In contrast, Social Efficiency and Social Reconstruction educators value knowledge primarily for the uses to which it can be put. Social Efficiency educators believe that knowledge is useful and thus important because of its ability to sustain and perpetuate the best of our present society. Social Reconstruction educators believe that knowledge is useful and thus important because it allows individuals to act to bring into existence a society better than the present one.

If we correlate the questions "Are the origins of knowledge in objective or subjective reality?" and "Does knowledge's importance come from its source or its use?" we obtain a four-cell matrix that illustrates the relationship among the ideologies (see Figure 6.1). In this matrix, the ideologies can be compared according to whether their position is to the right or left of the vertical axis and whether it is above or below the horizontal axis. Figure 6.2 substitutes in the place of the name of each ideology a visual model of the essence of its views of the relationship between subjective and objective reality. In each visual model, the relation between object (0) and subject (S), the origin of the source of knowledge (plain arrow), and the existence and direction of the uses of knowledge (slashed arrow) reflect the dynamic relationships among these elements as conceived by each ideology.

Figure 6.1 The relationship of the ideologies' views regarding the origins and importance of knowledge.

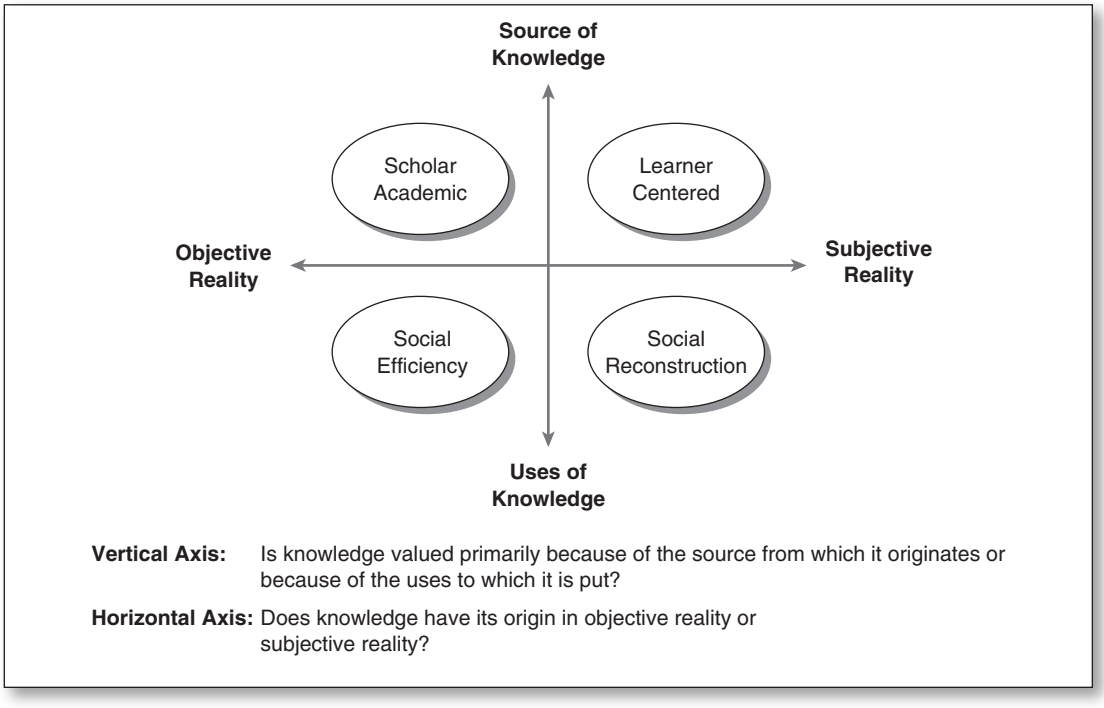
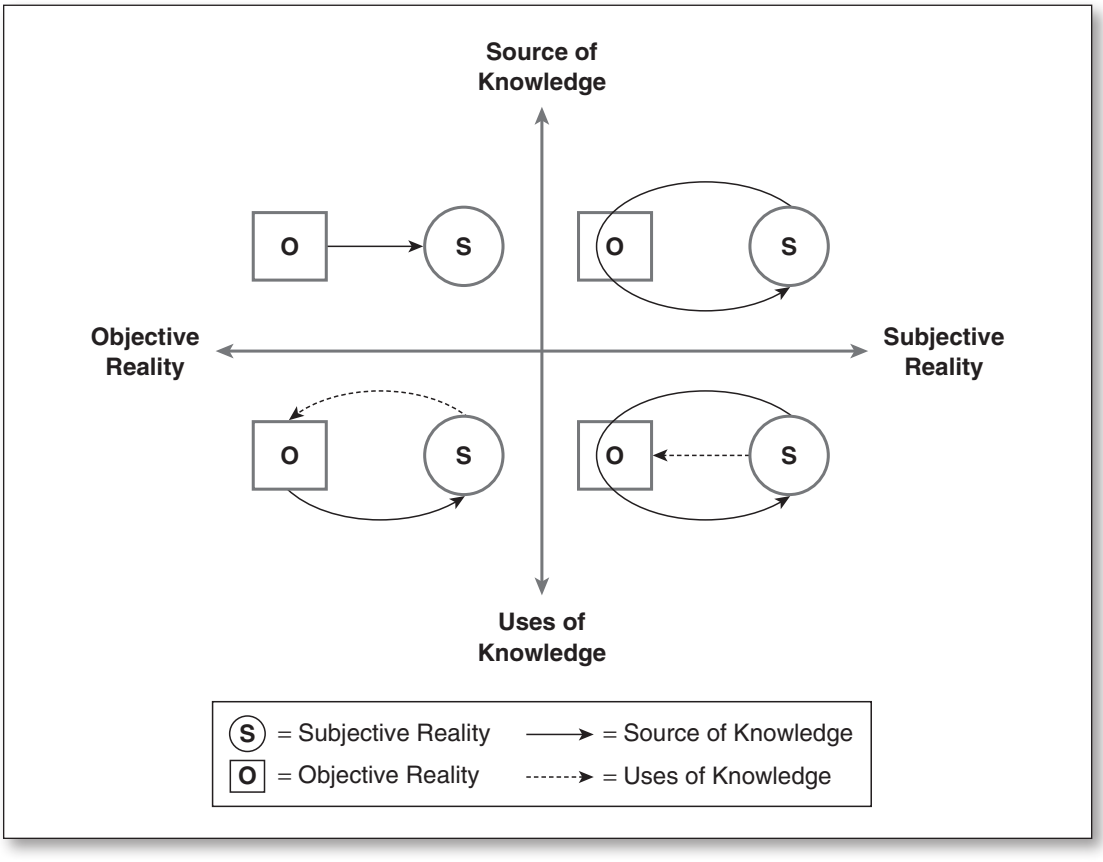


Figure 6.2 Visual models of the ideologies' views of the relationship between the origins and importance of knowledge.



Learning Play

SA: Our principal now wants us to discuss what we think is most important about student learning. She wants to use the result to stimulate discussion among faculty.

SE: Let's get started. My computer is recording as we speak.

SA: When I think about learning, I think about what I have to do to get content in a form that I can transmit to students so they will understand it and remember it. Their minds are like little sponges, and I just need to figure out how to get them to soak up the content I teach and store it in their minds.

LC: You are speaking about learning from the perspective of the teacher and not the student!

SA: Of course! Learning is just the flip side of teaching. Learning is about students getting into their minds what I teach.

LC: But what about children learning things like self-concept, how to socialize with other children, and how to manage a bank account?

SA: I don't consider that to be part of school learning, and it is school learning that we should be concerned with. Not that other stuff. School learning is about getting academic content into students' minds.

SE: No! School learning is not about filling children's minds, but about changing their behavior—about acquiring skills. And not just academic skills, but the life skills that will enable them to be productive adult citizens. Our job is to design learning experiences that will let them acquire behavior so that when they are presented with certain stimuli, they can respond in socially productive ways. They are the ones who have to do the learning by practicing the desired behavior. They do the work during learning, not teachers. LC was correct when raising the issue of how we deal with children learning things like how to handle money in a bank account. We have to concern ourselves with children learning occupational skills as well as academic content.

SA: No! School learning is about students acquiring academic content. Nothing else.

LC: I disagree. We need to be concerned with all aspects of children and not just the academic information they can recite. School learning involves their social, intellectual, emotional, and physical development. Schools have to be concerned with the whole child and with all aspects of his or her growth. I think school learning is more about the natural growth of the whole child than simply about the acquisition of content or skills.

SA: Growth! Come on, LC! We are not talking about growth but about learning.

LC: Well, from my perspective, learning is just a by-product of growth. Children's growth occurs naturally when we present them with stimulating learning environments that they can interact with—environments that are full of stimulating physical, social, and intellectual interactions. And that includes interactions with teachers. Like SE said, children will do the work that facilitates their growth—and as a result, learn—if we, as teachers, present them with the appropriate stimulating learning environments.

SA: You think they are going to learn to read just by being in the right learning environment?

LC: Yes! They will learn to read naturally without our having to drill them on phonics, make them read aloud in reading groups, or give them reading tests. They will learn to read naturally and without pressure, just the way they learned to speak, if they are in a literacy-rich environment full of reading materials they are interested in and other people who are reading and excited about what they are reading.

SA: Bunk!

SR: Well, I sort of agree with all of you, but in my own way. I think that kids have to acquire academic content, as SA suggests, so that they can understand their society and be able to effectively counteract its unjust and inequitable aspects. For example, they need to learn math so that they can present their ideas with statistics and graphs, just as they need to know history so they can argue with opponents using background information about events. And I think kids naturally learn by being in stimulating learning environments, as LC suggests, where they can see horrible social injustices taking place and discuss and reflect on those injustices with me and other kids. Kids need to see how teachers think during discussions, so that they can imitate our ways of thinking. And I think kids need to learn behaviors, as SE suggests, that will enable them to combat our society's injustices and inequalities. I think they learn those behaviors by seeing others, such as us teachers, behave in constructive ways and then themselves practicing the behaviors they have observed. I think you call this learning theory "social constructivism" because students construct their own meanings in a social context.

SA: Bunk!

LC: Well, I agree with constructivism as my learning theory, but I don't add on the social part. I also believe in developmental psychology.

SE: I certainly don't agree with constructivism, social constructivism, or developmental theory. I believe in straightforward conditioning into children the behaviors we want them to acquire. We should put children in a learning environment where there are clear connections between stimuli children will encounter in the future and the responses to those stimuli that we want them to learn, and we should train them to respond appropriately by rewarding correct responses and either ignoring or punishing incorrect responses.

SA: I disagree! School learning is about getting into students' minds the curriculum's content, and each content area has its own way of learning and thinking about the world.

LC: There is a difference between a learned way of thinking and a theory about how people learn. How do you think children learn?

SA: They learn each content area differently, and that should be determined by the scholars in each content area. In general, however, it is through listening to lectures or reading things, discussion, and practicing things.

SR: That's a theory about teaching, not learning. You are just trying to socialize children into each academic discipline and make them little mathematicians, scientists, or historians. You want to fill their minds with the content of a discipline and train them to think like that discipline's scholars.

SA: At least I am not trying to indoctrinate them the way you are, or train them like SE is, or grow them they way LC claims.

SE: Just a minute! I do more than just train children. I am trying to get them to learn to behave as constructive members of society.

SR: Yes, but it is just a subtle way of shaping their behavior by using rewards and punishments to socialize them so that they will fit into our current society.

SA: That is also what you do SR, except you are trying to get them to fit into your conception of what society should be rather than what society currently is. I call it indoctrination, but it is socialization the way you put students in undesirable social situations and then get them to imitate your way of thinking by having them discuss their thoughts with you and getting them to imitate your way of thinking.

SR: Well, if that is socializing children, then I socialize them to bring about a better world, rather than socializing them into an academic discipline they way you try to do, SA, or socializing them into our current society the way you try to do, SE. Perhaps we all try to socialize or indoctrinate children into the type of society we value most.

LC: Not me. I think children learn best by being nurtured in such a way that they can naturally grow in accordance with their own inner being.

SA: Oh! Give me a break, LC. As far as I am concerned, we need to have national content standards and force every teacher to teach them and every student learn them. Then you three would see the value of my way of thinking.

SR: Why should we all have to teach the same thing?

SA: So that all students will have the same common knowledge base.

SR: But that knowledge base is heavily influenced by the agendas and special interests of university academics, politicians, philanthropists, corporations, and big business. And each of them has agendas and special interests that are different from those of the general U.S. population. As a result, our standards are very biased and not always beneficial to the average U.S. citizen.

SE: I agree; our content standards should reflect the needs of our entire society.

SA: No! Standards should be based only on what academicians think is the most worthwhile knowledge in their disciplines. The best minds that are most knowledgeable of the content should make the decisions about what should be taught. I don't think politicians, philanthropists, corporations, or businesses should have a say about such things.

SE: They are an important part of society, so why shouldn't they also have a say about what children learn in our schools?

SR: But again, why do we need national standards?

SE: We need to have standards that tell us what knowledge children should learn, standards that give guidance to curriculum developers who create the materials we use when we teach.

SA: Haven't you heard how poorly American students are already doing in comparison to students from other countries? We need to change this. American students should be the best educated in the world. We need to have all students learning the same high-quality content. We need national curriculum standards. As it is, what is taught in fifth grade at some schools is taught in the third grade at other schools. And the achievement level as measured by NAEP is higher in some states than in others. We need some uniformity, which would come from national standards.

SR: But aren't education decisions supposed to be local and not national? Having national curriculum standards will greatly decrease the responsiveness of education to individual student and local community needs, concerns, and interests. Surely you want parents and communities to have a say about the education of their children, as well as allowing children to have some say over what they learn!

LC: And the current approach to national standards cuts teachers out of contributing to the dialogue.

SR: I agree. If we make curriculum decisions at the national level, it will shut out teachers from having any control over what they do in their classrooms. It will disempower us. It will also disempower children and teach them that their interests, talents, and abilities aren't of value.

LC: Even when we have only state standards, making all teachers in a state teach the same thing it is killing teachers' creativity. It is making us into mechanical factory workers whose jobs are so odious that in the future no new smart, creative people will become teachers.

SA: We need to do what needs to be done to get America back on track to being the best educated country in the World. If we don't, our society will be in trouble. It will help if we have good standards for everyone.

SR: Come on, there isn't any evidence that controlling education and formulating curriculum nationally rather than locally will solve our schools' problems, is there?

SA: Well, having good standards is only part of the solution. We also need good teachers who will teach what is in the standards.

LC: My blood is starting to boil. You are now also blaming our educational problems on teachers and implying that our current teachers are not as good as they should be. Well, if you ask me, one of the biggest problems is that American society does not value teachers or schooling very much. Just look at how our society treats teachers: They don't pay us much, they don't provide us with very good working conditions, they don't give us much respect, and they don't even emphasize that smart people should go into teaching. In places where

international academic scores in math and science are high, like in Singapore, teachers are given lots of respect, have much better working conditions than in the U.S., and the society emphasizes that only the smartest people can become teachers.

SA: Hey! Hold it everyone. I am sorry I ever brought up the standards movement. I think we have finished discussing student learning, and I want go home. How about it?

SR: Yes!

LC: I agree!

SE: Good! I will get a transcript of our discussion to our principal by tomorrow evening.

Learning Comparison

Educators within each ideology have different views about learning.

Scholar Academics view learning from the perspective of the transmitter of what is to be learned—who is the primary active agent during learning—rather than from the perspective of the receiver of learning.

Social Efficiency educators view learning as a process by which learners' behaviors are shaped by an agent outside themselves. They believe that learning takes place when a change in organization of mind manifests itself as a change in behavior.

Learner Centered educators view learning as a by-product of growth, during which learners make meaning through creative self-expression as a result of organically interacting with their environment in a mode congruent with their inner nature.

Social Reconstructionists view learning as children's having inculcated into them a way of viewing events in their environment through an intelligence oriented around a vision of a future good society. This intelligence allows them to learn things both in relation to what they already know and within the context in which they occur.

The answers to the following questions (presented in Table 6.2) make explicit some of the differences among the ideologies with respect to their views of learning.

- Is learning viewed from the perspective of the receiver or from the perspective of the transmitter of what is to be learned? That is, do educators view learning through the eyes of the teacher (adult) or through the eyes of the learner (child)?
- Is learning viewed primarily as a function of natural growth or as a function of societal transmission? Here the question is whether educators believe that the type of learning their curriculum provides is the same as or different from the type of learning children can naturally acquire while growing up outside of formal schooling.
- Is learning treated as an integrated or as an atomistic process? That is, can one break learning down into individual and disjoint (atomistic) acts, or must one treat the learning process in a holistic (integrated) manner?
- Is learning primarily a process of changing mind or a process of changing behavior?
- Is the desired result of learning a change of mind or a change of behavior?
- Is the primary actor during learning the learner or an agent outside the learner who does something to the learner?

- Is there a concern for formal learning theory? What type of learning theory is used?
- How is the issue of readiness for learning addressed?
- How is the issue of individualized instruction handled?

Table 6.2 A comparison of the ideologies' views regarding learning.

Learning	Scholar Academic	Social Efficiency	Learner Centered	Social Reconstruction
Is learning viewed from the perspective of the receiver or the transmitter?	transmitter	transmitter	receiver	transmitter
Is learning seen primarily as a function of natural growth or as a function of societal transmission?	transmission	transmission	growth	transmission
Is learning an integrated or an atomistic process?	atomistic	atomistic	integrated	integrated
Is learning viewed as changing primarily mind or behavior?	mind	behavior	mind	mind
Is the desired result of learning a change of mind or a change in behavior?	mind	behavior	mind	behavior
Is the primary actor during learning the learner or another agent?	agent	agent/learner	learner	agent/learner
Is there a concern for formal learning theory? (What type?)	no (discipline)	yes (behaviorism)	yes (developmental and constructivist)	yes (social constructivist)
How is the issue of readiness addressed?	by simplification of difficult topics	by providing prerequisite behavioral capabilities	stages of growth	gestalts of prior experience
How is the issue of individualized instruction handled?	it is ignored (children are grouped in terms of achievement)	by providing a standard task for all and varying learning rates and styles	by facilitating individual development	by using individual interests to mold a consensus

The Child Play

SE: Our principal has again asked us to prepare a statement for our next faculty meeting. It is to be about how we view our students. She suggested that we discuss our best and worst students.

LC: When is this going to end?

SE: Come now. It's an honor to be selected to do this. My computer is recording us now. Let's begin.

LC: What about the confidentiality of the students we speak about?

SE: Before I send what we say to our principal, I will change all the children's names we speak about.

SR: What a day I've had. I can't believe some of my kids are so wonderful and some are such duds. So I am primed to discuss my best and worst kids.

SA: Me too! I have both Sue and Roger in my history class. Sue is brilliant! Roger is as ignorant as they come!

LC: I have them also, but I wouldn't call Sue brilliant and Roger a dud.

SA: Sue is brilliant. Such a wonderful mind she has. Any new information I present to her she absorbs like a sponge. And her mind is like a library. She knows so much information about history. Ask her about a person, or a place, or an event, and she can give as good an answer as an encyclopedia. And it's not as if her mind is just a storehouse of information. She has also learned to think about events the way a historian would, to use the same type of evidence in a discussion as a historian would, and write the same way as a historian would. What a beautiful mind! It wouldn't surprise me if she got into Harvard and majored in history. It wouldn't surprise me if she got a doctorate in history and wrote a book about history. What more could you ask for in a student?

SE: Lots more, if you ask me. I also have Sue in my class, and she is really out of it. All she does is memorize whatever you tell her. She has no ability to apply anything you tell her to her everyday world. That kid is going to be a social misfit—not good for anything more than being an ivory tower researcher in a university. She will never be able to relate to people in a social setting. She will never be able to succeed in a job in an industry where you have to do something practical. She will never be able to be a good parent—even though she might be able to quote you something about psychology, along with the author and page number of the book where the quote came from.

SA: And the next thing you are going to tell me is that Roger is great.

SE: Yeah! Roger is wonderful. He is going to be an outstanding member of society: a marvelously productive contributing member of his community. He can do anything I ask him to do. He may not be able to repeat what I say word for word,

but everything I teach him he transforms into some useful social behavior. Any skill I teach him he learns in no time at all. He may not be able to tell you the physics underlying how a computer works, but he can fix computers like no one I have ever seen. And he knows how to use all sorts of business software, like spreadsheets and presentation programs. He can also relate to people beautifully—and that is such an important skill to have on any job. And you should see him with kids—he is going to be a wonderful father. And as a worker in a factory or corporation, you're not going to find anyone better. He will be able to do any job you give him to do. And that is what is really important about kids—that we can help them develop into productive adults who can fit into and contribute to their society and community. They are more than just minds that learn school facts in the hopes of contributing to some ivory tower academic discipline in the future. Roger will be a pillar of respect in his community—an outstanding citizen.

SA: Rubbish! That student can't remember anything. He doesn't know the date of any historical events. I wouldn't be surprised if he didn't even know who Andrew Jackson was. He is always asking what this or that has to do with everyday life or his future jobs. Roger will never distinguish himself intellectually. He will be a nothing because the measure of a person is the extent to which that person has developed his intellect—the degree to which he learned to think in one of the ways valued by our great scholars.

SR: I don't see Sue or Roger as being all that great or terrible. My treasure is Maria, and Jim will be the death of me. Maria is really going to help improve our society. She can analyze social problems like no one else I have in my class, and she has such a wonderful intuitive sense of how to intervene in society to improve it and make it a more just place for everyone. Just the other day she got a letter to the editor printed in our local newspaper that criticized how our town was handling recycling—about the need for adults to preserve our environment for the benefit of their children. And that letter came out the day before the city council voted on recycling, and the city counselors voted to clean up the city dump, partially because of Maria's letter. Maria is going to be a wonderful social change agent—an outstanding adult who makes the world a better place for everyone.

SE: But she is always challenging everything and asking why, why, why. She will never fit into society as a productive member of our work force.

SR: Kids should not just be made into little cogs in the machinery of society that unthinkingly perpetuate our status quo. They should always strive to make our world a better place. They should always be looking for social injustices and attempting to improve society.

LC: What do you have against Jim? He is one of the most beautiful children in my class. He is developing in such interesting ways, according to his own unique innate nature. He is such a wonderful flower. He thinks in such unique ways, has

such an interesting perspective on life, and his oil paintings are so beautiful. Have you read any of his poetry or listened to him play the guitar? He is living life and experiencing life in a rich way that goes so far beyond that of any of the other kids you have mentioned.

SA: Jim is a mush mind. His mind is not at all disciplined. He is like a 10-year-old in his way of thinking about history, rather than a 13-year-old.

LC: Children grow according to their own internal timetables and developmental needs—not according to some linear standard set out by our school curriculum. You have to value children for who they are, not who you want them to be.

SE: Come on, LC; Jim is never going to become a productive adult member of society—unless he has some extraneous occupation, like music or art.

LC: What? We need to view children as children, not as potential adults. We need to see children as the beautiful creatures they are—not as the adults they might be. Children are children first and foremost—not future academics or adult workers. They are wonderful conglomerates of uniquely interrelated intellectual, social, emotional, physical, and artistic abilities.

SA: No way! We need to view children primarily as minds. The essence of mankind is our ability to think and reason in the disciplined ways developed by our culture. The essence of mankind is our ability to acquire and understand the ideas generated by the great scholars who have built the cultural foundations of our society. Jim just doesn't have it.

SE: Yes, sort of, but we need to see kids from the perspective of their potential as future adults. Not just as minds, but as constructive workers who can perpetuate our society. The essence of man is his ability to act—not just his ability to think as a scholar but his ability to behave in ways that contribute to maintaining our society.

SR: I disagree. The essence of kids is not primarily their ability to reason or act, but their ability to think and act in the context of a value system that will bring about a better society than the current one. They are potential social change agents—and most of all we should cherish their ability to develop well thought out value systems that enable them to analyze and challenge our current social assumptions. That is why your flower child Jim will never distinguish himself—he is just into living life from day to day in his comfortable middle-class family. He has no vision at all. Maria is my shining star.

SE: You know, with all this talk of our best and worst students, I sometimes wish that things were the way they used to be.

SA: How so?

SE: Well, we used to have tracking with 10 different levels, from the smartest to dumbest kids. It was a lot easier to teach then. And when we were finished with them, the kids would go to either a vocational or an academic high school.

SA: Well, I would agree with some, but not all, of that.

LC: I wouldn't agree with any of it. From what've read, the only children who benefit from tracking are the brightest few kids; whereas, if you don't track children according to ability level and instead group children with all different abilities together, then all the children benefit more. Research says that tracking is not good for most children.

SE: I disagree. Some children are suited to go to college and some are not. Those who are not should have the chance to go to a vocational school and learn a trade so that they can contribute to society in constructive ways, rather than just flunk out of school and feel like failures the rest of their lives.

SA: I am opposed to vocational schools, although I agree with tracking students. I believe that the different tracks should be differentiated by the kids' ability, achievement level, and the speed with which they learn, not by the content of the curriculum. All children should be exposed to the same high quality academic content. But they should be grouped in such a way that the gifted and smartest kids are not held back by the others and in such a way that it is easiest for us to teach them.

SE: That is because you are really just interested in the brightest children. But what about those children who are wonderful with their hands but cannot do well on academic tests, and what about the children with learning disabilities, physical challenges, or social and emotional problems who find it difficult to keep up with your academically talented students?

LC: Yes, every child has gifts of one type or another and problems of one type or another. Just think of the discussion we just had about our best and worst students.

SA: Aggh!!! I have had enough. We have done what we were supposed to do in speaking about our best and worst students. I think we should finish up and get out of here.

LC: I want to go home, too!

SR: I agree, for once. Let's get out of here.

SE: OK! I will give a transcript of our discussion to our principal by tomorrow noon.

The Child Comparison

The way educators perceive children and childhood and the way they embed these perceptions in their curriculum tells us much about their conception of education. Their views also influence how educators behave toward children and, as a result, have the potential to influence how children respond and who they become.

Scholar Academics view children as neophytes in the hierarchical community of the academic disciplines. Children are viewed as lacking something that exists outside of their minds in the educators' discipline, something that is capable of being transmitted

into their minds by the discipline. Educators focus on two qualities of children's minds: memory (which can be filled) and reason (which can be trained).

Social Efficiency educators view childhood as a stage of learning that has meaning because it leads to adulthood. It is in adulthood that people are seen as constructive members of society. Children are viewed as raw materials to be shaped into finished products that will possess well-developed behavioral capabilities. Educators focus on the action capabilities of children rather than on children as actors in their world.

Learner Centered educators view the whole person as an integrated organism possessing natural goodness, as a self-propelled agent of his or her own growth, and as a self-activated maker of meaning. They focus on people rather than on the acts or attributes of people, and on the uniqueness of individuals as they are in the present rather than as they might be in the future. These educators are concerned about processes internal to people, such as mental health and self-esteem, and talk as though they can visualize the inner workings of people's minds during their intellectual, social, and emotional development.

Social Reconstructionists view people as social beings whose nature is defined by the society in which they live. Thus, they are concerned about children as maturing members of society who can act upon society to redefine their own nature and the nature of their society.

The following questions allow the ideologies' concepts of the child and childhood to be compared.

- Are children treated as active or passive agents in their world?
- Are children viewed as having something of worth or as missing something of worth?
- Are educators concerned about processes internal or external to children?
- Do educators focus primarily on children's minds or their behavior?
- Are children viewed as integrated organisms or as atomizable organisms?
- Do educators focus their efforts on children themselves or on the acts or attributes of children?
- Are educators concerned about children as they are or as they ought to be?
- Are children thought to exist for themselves or to further ends external to themselves?
- Are children viewed as unique individuals or in relation to norms?
- Are children viewed within a larger social context than their immediate one (and if so, what type?) or outside and independent of a larger social context?

Answers to these questions are presented in Table 6.3.

Answers to two of these questions deserve comment. The questions are "Are children viewed as having something of worth (that gives them value as children) or as missing something of worth (which they must acquire in order to have value)?" and "Are educators concerned about processes internal or external to children?" If we correlate these questions, we obtain a matrix that illustrates the relationships among the ideologies (see Figure 6.3). The position of the ideologies in this matrix can be compared with the position of the ideologies in Figure 6.1 (which relates to knowledge). Although the definitions of the axes have been changed, the relative positions of the

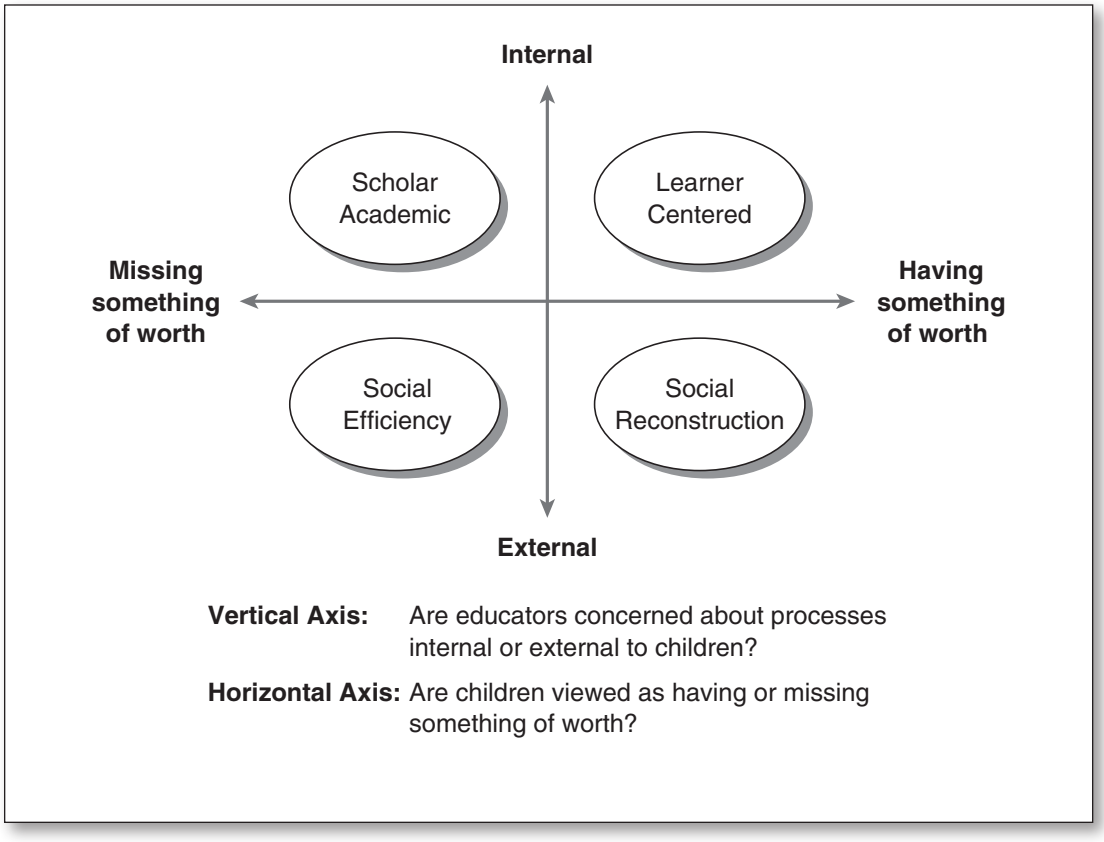
Table 6.3 A comparison of the ideologies' views regarding children.

Children	Scholar Academic	Social Efficiency	Learner Centered	Social Reconstruction
Are children treated as active or passive agents in their world?	passive	active/passive	active	active
Are children viewed as having or missing something of worth?	missing	missing	having	having
Are educators concerned about processes internal or external to children?	internal	external	internal	external
Are educators focused primarily on children's minds or their behavior?	mind	behavior	mind	behavior
Are children viewed as integrated organisms or as atomizable organisms?	atomizable	atomizable	integrated	integrated
Do educators focus their efforts on children themselves or on the acts or attributes of children?	attributes	attributes	children themselves	attributes
Are educators concerned about children as they are or as they ought to be?	as they ought to be	as they ought to be	as they are	as they ought to be
Are children thought to exist for themselves or to further ends external to themselves?	for external ends	for external ends	for themselves	for external ends
Are children viewed as unique individuals or in relation to norms?	norms	norms	individuals	norms
Are children viewed in a larger social context (and if so, what type?) or outside of a social context?	in the context of the discipline	in the context of the present society	outside of a larger context	in the context of the present and future society

ideologies remain the same. This constancy offers hints about how educators' views of children relate to their beliefs about knowledge. For example, the variables on the

horizontal axes of Figures 6.1 and 6.3 ("Does knowledge have its origin in objective reality or subjective reality?" and "Are children viewed as having or missing something of worth?") are closely related. The belief that children have something of worth corresponds to the belief that the origin of knowledge resides in children's subjective reality, while the view that children are missing something of worth corresponds to the belief that the origin of knowledge lies outside children in objective reality. The questions defining the vertical axes are similarly related.

Figure 6.3 The relationship of the ideologies' views regarding two aspects of children.



Teaching Play

SA: Our principal now wants us to discuss what teaching should be about in our school. She wants our thoughts for another discussion starter for a faculty meeting.

SE: My computer is recording us. Let's start.

SA: As far as I am concerned, as a teacher my job is to transmit to students the content and academic ways of thinking of the school curriculum. I just need to find a way to get the information and thinking strategies of the curriculum into their heads in such a way that they understand it. And, of course, so that they can replicate the information and thinking strategies on tests I give them. The major teaching media I use are lectures, readings, teacher-led discussions, tests, projects, research papers, and experiments. Occasionally I also use things like movies, games, and simulations that are academically correct and rigorous.

SE: I disagree. I don't think my job as a teacher is to just fill children's minds with information and ways of thinking.

SA: It doesn't surprise me that you disagree.

SE: I think that teaching involves shaping children's behaviors so that they can perform the jobs needed to continue our society. It is not about filling minds but about conditioning into children the ability to do things. Knowing what it means to be responsible is not enough; children need to be able to act in ways that society expects of responsible people. My job is not to simply transmit curriculum content to children. They are the ones who have to learn the required skills. My job is to place the curriculum in the classroom and manage children and the learning environment in such a way that children practice skills they have to learn—and through their own work acquire the skills they need to be functional adults in our society. The curriculum presents the stimuli, responses, and rewards and punishments that allow children to learn by responding to its stimuli appropriately. I am a classroom manager and supervisor of children.

SR: I suppose that the skills that your kids are to learn are those behaviors that will allow them to fit into and perpetuate our current unjust capitalistic society.

SE: So what do you do as a teacher—other than criticize me?

SR: Well, I agree with SA, that we teachers need to provide kids with knowledge, but the knowledge I convey is different knowledge than SA values: It is the knowledge that will enable kids to understand and judge society. And I agree with SE, that teachers need to help kids learn how to act, but not to fit into the current society; rather, teachers need to help kids learn to act in ways that will improve society so that everyone benefits from a more just and egalitarian society. I also believe that teachers need to be colleagues and companions to kids, for that is one of the most effective ways to mold kids' ways of thinking, so they accept your values about what is wrong with society and how to right the wrongs. By being a colleague and companion to kids, I get on the same side of social issues as the kids are on, so they see me as a trusted friend who is to be emulated, and by being their friend I can provide them with a concrete example of what they should value, what they should know, how they should think, and how they might act. One way I teach is by getting them to imitate my way of thinking, discussing, valuing, and acting.

SE: In other words, you want to be their colleague so that you can more easily indoctrinate them because they think you are their friend? That is unfairly manipulating them.

SA: Stop fighting, you two. We need to find out what LC thinks.

LC: I think my job as a teacher is to be an aid to children as they grow—naturally, like flowers. This means facilitating children's growth by observing them to discover what they need, by presenting them with experiences—based on their needs—from which they can make meaning, and by intervening between children and those experiences to facilitate their growth. I am an aid to children who facilitates their natural growth.

SA: Give me a break!

LC: In addition, I disagree with you, SA, and with SE about just teaching the curriculum. I think that teachers should also take part in creating the school curriculum. Teachers aren't just assembly line workers who unthinkingly implement someone else's curriculum. We are professionals who have a responsibility, along with curriculum developers, to determine both what children should learn and what experiences will enable children to learn it.

SE: That should not be our responsibility as teachers. Curriculum developers have the specialized skills needed to determine the curriculum. Our job is just to make sure children learn what's in the curriculum.

SA: I agree with SE. Scholars who are well versed in curriculum content should design the curriculum. Not teachers. It is important for us, as teachers, to be mini-scholars who are knowledgeable of the content we teach and capable of effectively presenting that content.

LC: I can't believe that you two believe that teachers should not have a role in designing the curriculum we teach! You are abdicating one of your major responsibilities. Who knows more about students than their teacher?

SA: Scholars, who know the content in greater depth than any school teacher, should determine the content of the curriculum and how to embed it in a curriculum's learning experiences.

SE: Give me a break! Scholars, who live in ivory tower universities, have no understanding of our curriculum. Curriculum content needs to be determined by the needs of our society. An ivory tower mathematician, for example, would have no idea of what mathematics people working in businesses or shops need to know. Curriculum content should first be determined by developers, who are trained in how to scientifically determine society's needs. The learning experiences that comprise the curriculum should then be created by curriculum developers trained in how to scientifically derive learning experiences from behavioral objectives. Curricula should then be mandated by our elected or appointed government representatives—by national curriculum groups or state education departments—in curriculum standards.

SR: No way! To begin by polling the needs of members of society such as the business community, university scholars, or politicians will just continue to perpetuate our unjust and inequitable capitalistic society—a society desperately in need of reform. In addition, curriculum development needs to be very local in nature in order to appeal to kids; it has to relate to events in their local community, events that they are interested in or that they can be enticed to be interested in. For that to happen, teachers must be involved in formulating the curriculum. For example, if a playground our kids use is being closed, it is our job to find out how we can make use of that opportunity to teach kids how to combat such closures, and those sorts of things need to be included in the school curriculum. As teachers we need to be curriculum developers by taking advantage of things occurring in our community, and those things need to be part of the curriculum. I am not saying we need to develop the entire curriculum, but we need to be part of the team that does so.

SA: No! No! No! Those things that are local occurrences that happen only once in a while have no place in the curriculum. The content of the curriculum needs to be information that has stood the test of time and is acknowledged by scholars. Scholars, who best know the content of the curriculum, need to be the ones who determine that content. Sure, educators, in organizations such as the National Councils of Teachers of Science, can help formulate and promote the content in such things as their content standards, but the content of each school subject needs to be based in its corresponding academic discipline.

LC: I disagree. Teachers need to be part of the curriculum development team. Sure, we can get suggestions from professional curriculum developers about how to teach certain things. But in the end, we have to assess our children's needs and design our classroom curriculum to meet those needs. We, and our children, are the ones who ultimately determine our curriculum. Being a curriculum developer is an important part of our instructional role, and it has to take place in each of our classrooms with our specific children in mind, and not at some remote national or state level.

SE: If we have to be curriculum developers as well as supervisors of children and classroom managers, how are we ever going to get good evaluations? After all, what we will be evaluated on is how well children learn the content tested on the state exams, and not on how well the curriculum is designed.

LC: Come on! Student scores on standardized tests are only one part of determining whether a teacher is doing a good job and what children are learning. They do not tell you anything about the emotional state of a child, for example, or how much children have grown socially over the last year. If you just teach to the tests, your classroom will eventually become boring and you will become a frustrated teacher.

SR: Enough of this! We need to stop these digressions and focus on what teaching is about.

SA: And we need to do it now, so that we can get out of here and get on with our lives.

SE: OK! Let's each say what we think teaching is about in as few words as possible and then preface it with a statement that says, "Teaching involves many things, including the following." Like we did with our school's mission. SA, you go first.

SA: Teachers should be mini-scholars of the content they teach, who are transmitters of that which is known to those who do not know it, and who teach by conveying to students curriculum content.

SE: Teachers are managers of the classroom environment who supervise children to maximize their acquisition of skills that will enable them to constructively function as members of society.

LC: Teachers are aids to children who facilitate their natural growth by observing them to determine their needs, presenting them with experiences consistent with their needs from which they can make meaning, and intervening between them and those experiences to facilitate their growth.

SR: Teachers are colleagues and companions to kids who help them acquire the knowledge, skills, and values that they will need to become effective change agents who can bring into existence a more just and egalitarian society.

SA: Did you computer get all of that, SE?

SE: Yes. I will give our principal a transcript of our discussion tomorrow. Now, let's go home.

Teaching Comparison

Educators have different views about teachers and teaching. As previously mentioned, how teachers behave toward children can influence how children respond and who they become.

Scholar Academics view teaching as that function of their discipline responsible for initiating novices into the discipline by transmitting that which is known to those who do not know it. Teachers are considered authorities who are to get the knowledge of a discipline into children's minds in the manner prescribed by the curriculum.

Social Efficiency educators view the teacher as a manager or supervisor of children as they encounter the learning conditions and materials designed by a curriculum developer. Teachers are to act in strict accordance with directions provided by the curriculum. Teachers both prepare the environment in which children learn and supervise children as they learn.

Learner Centered educators view teachers as aids to growing individuals. Their task is twofold: to facilitate students' growth by presenting them with experiences from which they can make meaning, and to intervene between students and their experiences in order to facilitate their growth. Teachers choose the experiences and modes of intervention from among those within the curriculum to match students' individual needs.

Social Reconstructionists believe teaching involves guiding children's learning in such a way that they become acculturated into the modes of knowing and acting that belong to the educator's vision of the future good society. Teachers are to primarily act as companions to children, using group pressures and the medium through which children learn to mold them, while also being transmitters of knowledge and facilitators of social development.

The following questions allow these views of teaching to be compared.

- What are teachers' primary roles during instruction?
- Is a teacher's job primarily transmitting knowledge or preparing and supervising a learning environment?
- What standards are used to measure teacher effectiveness?
- Are teachers to stimulate student diversity or uniformity?
- Are teachers to implement curricula without changing them or to creatively adapt curricula to their own situation? That is, do or don't curriculum developers try to create "teacher proof" curricula.
- Is it the job of teachers or curriculum developers to plan for children's individual differences?
- What is the primary medium are used during teaching?
- What is the intent of teaching?
- Are teachers to be concerned about the whole child or only a single dimension of the child (such as his or her cognitive, affective, social, or physical attributes)?

Answers to these questions are presented in Table 6.4.

Table 6.4 A comparison of the ideologies' views regarding teaching.

Teaching	Scholar Academic	Social Efficiency	Learner Centered	Social Reconstruction
What is the teacher's primary role during instruction?	transmitter	manager	facilitator	colleague
Are teachers transmitters of knowledge or preparers and supervisors of classrooms?	transmitters	preparers and supervisors	preparers and supervisors	transmitters, preparers, and supervisors
What standards are used to measure teacher effectiveness?	accurate presentation of the discipline	efficiency of student learning	facilitation of child growth	effective transference of the vision
Are teachers to stimulate student diversity or uniformity?	uniformity	uniformity	diversity	uniformity/ diversity

(Continued)

(Continued)

Teaching	Scholar Academic	Social Efficiency	Learner Centered	Social Reconstruction
Are teachers to directly implement curricula unchanged or creatively adapt curricula to their situations?	directly implement	directly implement	adapt (based on children's needs)	adapt (based on social concerns)
Do teachers or developers plan for children's individual differences?	neither	teacher	both	teacher
What is the primary medium used during teaching?	didactic discourse	programmed instruction	child environment interaction	group dynamics
What is the intent of teaching?	to advance students in a discipline	to prepare children to perform skills	to stimulate child growth	to acculturate students into the educators' vision
Are teachers to be concerned about the whole child? If not, which dimension is of concern?	no (primarily cognitive)	no (primarily skills)	whole child	whole child

Evaluation Play

SE: Our principal said we have to create one final discussion starter for our next faculty meeting.

SR: Unfortunately, it is on my least favorite topic: student evaluation.

SE: My computer is recording. Let's get started discussing student evaluation.

SA: I think that student assessment is important. For one thing, it makes students do their work so they will not fail a test. For another, it provides important feedback about what grades to give students. That's just the beginning of my thoughts.

SR: So what else do you think?

SA: First, student assessment is an important part of teaching and learning. Second, the purposes of evaluating students are to provide them and us with information about how well they have learned the material that we have taught and with information about how well they are doing in comparison to other students in their class. The assessments should determine how well they can re-present to us the knowledge we have taught them—about how well they understand the

information we have taught them. Third, when we assess students we should give them grades that let them—and us—know how well they are doing with respect to an absolute standard and with respect to each other. That is, they should get grades like 92% correct, or third in the class, or B+. Assessments such as "you are doing well" or "good job" or "you've made progress" or "pass" are completely useless. We need to know who are the best students in the class so we can encourage them to keep studying our subjects.

SE: Oh come on, assessment should not be about what children understand but about what they can do. And we should not be ranking children and telling them that they got 92% correct or they are third in the class. What is important about assessment is simply whether the children have or have not acquired the behaviors that we want them to learn. Thus the results of assessment should simply be "pass" or "fail" or "proficient" or "not proficient," which means that children did or did not acquire the behavior. I really disagree with ranking children, for it conveys the message that we determine who is and who is not doing an adequate job after we give our tests and in a competitive manner, rather than determining what we want all children to learn before we even begin teaching. We need to know what we want them to learn before we start teaching because assessment is not for the purpose of seeing "who is best" but for the purpose of certifying to someone else, such as the school board or state, that the children have learned the required material and that we have done our job as teachers in getting them to learn the required material.

SA: You get me so angry! Assessment is about comparing students to rank order them from best to worst. How can you test what students can "do" or "perform" with a paper and pencil test anyway, unless it is just the same material that I am testing for? In addition, I dislike the current view that student assessment lets others know how well we have taught so they can determine our salary increment.

LC: You two are so callous. SA, you want to use assessment to get children to compete for your purposes, which are different from the needs of most children, with the result that some children will feel good about themselves and others will feel bad about themselves. That is terrible. And SE, you think that the purpose of evaluation is to provide information about our children to others, such as the state or school board. But children are not just objects to be manipulated to serve the purposes of others; they are human beings who we need to nurture to grow in accordance with their own innate natures.

SR: So what do you think about student evaluation?

LC: I think that the primary beneficiaries of student assessments should be the children themselves and that the findings of assessments should be used to help children grow into the unique human being that is in their innate nature, as expressed through their needs, interests, talents, and abilities. I think that assessments should take place primarily through informal observations of

children (and their work) by teachers during instruction and that the findings should be used to help teachers better prepare instruction for children and to give the children insights into how they are growing. I also think that parents should be given information about their children's assessments and encouraged to look at their children's work (such as their writings, recordings, art work, projects, etc.) so that they will better understand their children and how they can help them grow. I do not think that these high-stakes tests that SE is so much in favor of that are given once a year are healthy for children, nor that the weekly tests that SA thinks we should give children to get them to memorize the content that he teaches and that ranks students from best to worse are good for children. I think that assessment should help children become who they want to be and should not be used to manipulate children into becoming who society, university scholars, corporations, businesses, or government thinks they should become as adults in order to serve their special interests.

SA: Blaw, blaw, blaw! That is a bunch of idealistic and unrealistic blabber.

SR: I am not so sure. I think that much of the formal testing of kids that we do in school is useless. I tend to agree with LC about the testing and think that informal rigorous teacher assessment of kids is usually sufficient. That is the best way to take into account the relationship between what a kid is capable of achieving and what a kid actually achieves, and that should be part of what we are concerned with. In addition, the real test of what a kid learns is what the kid does during life in the real world and not the results of an examination in school.

SE: I can hardly believe it; do you really think that objective testing of students in school does not produce useful information?

SR: I do. In fact, it often produces harmful information. For example, in many states standardized tests are used to determine who can get a high school diploma—independent of teacher recommendations or student grades. And lots of times kids who are just poor test takers are deprived of graduation even though they have good grades and teachers think they deserve to graduate. How would you like it if your daughter was the best flute player in the school orchestra, had good grades, was admitted to college as a music major, passed the math but failed the English part of her statewide graduation test, and as a result was deprived of a high school diploma and the ability to go to college? You can find lots of stories like this on the Internet.

LC: And those statewide tests usually only test mathematics and English proficiency. What about the kids who are gifted in the arts, science, history, psychology, or even auto mechanics, and who want to have careers in those areas? The information from those supposedly objective statewide standardized tests can be very harmful.

SR: I agree.

SA: Give me a break!

LC: In addition, people interpret the results of those standardized tests in any way they want based on their preconceived notions. For example, even though international studies of math achievement show that 4th and 8th graders in the U.S. are doing average and 12th graders are well below average, everyone points their finger at elementary school teachers and says the fault is theirs. Well, if you ask me, the failure of the high school students to do well on the tests is the fault of the high school teachers, and mathematicians and high school teachers with degrees in math who are blaming elementary school teachers just have a preconception that people with college math majors are better than anyone else so the fault could not be theirs. Or, for example, just think about people who favor government support for private schools by having for-profit corporations rather than school districts run our schools or using vouchers for private school education. They interpret all sorts of research reports to come up with the conclusion that our government should financially support private schools, even though the research clearly shows otherwise: that public education is just as good as private education when similar students and economic communities are compared. Even worse, think about what happened in LA where the *LA Times* newspaper reported that research proved that teachers could be accurately assessed using student scores on the California standardized math and reading tests. Well, soon afterward research was published that showed otherwise. The National Education Policy Center in Colorado has lots of examples of how people interpret research results to come up with support for their preconceived agendas. Look them up on the Internet.

SR: So not only can standardized test results of student achievement be harmful to kids, but they can also be harmful to teachers by promoting such things as funding private schools with public school money (which would leave less money for public schools) and by promoting the idea that we can determine how good a teacher is by just looking at the results of student performance on statewide standardized tests (which I hope we all disagree with).

SE: So you two don't believe in the value of objective student tests?

LC: Well, I think that teacher observations are just as worthwhile. And I think that people will interpret objective test findings any way they want to in order to promote whatever agendas they wish.

SR: And unfortunately, big corporations and industry have a lot of money, so they can publicize their "objective" tests and the way they "scientifically" interpret test findings in order to accomplish what is best for their corporations and industry, in contrast to what is best for most Americans. For example, it is in the vested interests of for-profit corporations that create and score educational tests to promote their tests' usefulness and use for all sorts of purposes—including for the hidden purpose of their making money.

SE: Well, despite what you say, I believe that the only way to assess students, teacher effectiveness, and school effectiveness is through rigorous scientific procedures that use objective testing of children's performance.

LC: I disagree. I think that subjective teacher observations that take place over a long period of time are just as valuable as your so-called objective paper and pencil scientific tests that are given over a couple of hours.

SA: Wait a minute. We are getting sidetracked. I think we have covered everything that we need to for the faculty meeting. Let's quit and go home.

LC: Yes!

SE: I agree! I will get a transcript of our discussion to our principal by tomorrow morning. Now let's get out of here!

Evaluation Comparison

Educators have differing views about both student and curriculum evaluation.

Scholar Academics evaluate student success through the use of objective statistical instruments designed to measure the extent to which students can re-present that which has been transmitted to them. Students are evaluated with respect to a posteriori standards so that they may be ranked in the discipline's hierarchy.

Social Efficiency educators atomistically evaluate students with respect to an a priori standard based in normative values. They evaluate in order to scientifically determine quality control. In doing so, they use a binary criterion that determines acceptance or rejection (pass or fail) of the evaluee.

Learner Centered educators attempt to use evaluation solely for the benefit of the person being evaluated. Evaluation takes on a reflective quality devoid of "moral loading." The intent is to enable the evaluees to learn and grow from assessments. It is believed that evaluative feedback should come directly from materials with which the evaluees are interacting rather than from an outside authority.

Social Reconstructionists take a subjective and holistic approach to evaluating students in relation to the social situations in which they exist and their potential.

The following questions allow different views of student evaluation to be compared.

- What is the purpose of student evaluation as it relates to the person who receives the results of the evaluation?
- What is the intent of student evaluation as it relates to the evaluee?
- Is the development of formal evaluative measures for student evaluation considered to be an integral part of the curriculum development process?
- What is the nature of the evaluative instruments used in evaluating students?
- Are subjective or objective instruments used to evaluate students?
- Is student evaluation viewed from an atomistic or holistic perspective?
- To whom are the results of student evaluation to be directed or beneficial?
- During student evaluation, is the focus on the individual, group norms, or a fixed criterion?
- Does student evaluation take place during the instructional process or after the instructional process?
- When are the criteria for successful student work defined?

Answers to these questions are presented in Table 6.5.

Table 6.5 A comparison of the ideologies' views regarding student evaluation.

Student Evaluation	Scholar Academic	Social Efficiency	Learner Centered	Social Reconstruction
What is the purpose of student evaluation for the evaluator?	to rank evaluees for a future in the discipline	to certify to a client that a student has certain skills	to diagnose student abilities to facilitate growth	to measure student progress with respect to ability
What is the purpose of student evaluation for the evaluee?	to test ability to re-present what has been transmitted	to test ability to perform a specific task	to reflect to evaluees their progress	to allow students to demonstrate their values to others
Is designing assessment part of curriculum development?	no	yes	no	no
What is the nature of evaluative instruments?	norm referenced	criterion referenced	informal subjective diagnosis	informal subjective diagnosis
Are assessments subjective or objective?	objective	objective	subjective	subjective
Is evaluation atomistic or holistic?	atomistic	atomistic	holistic	holistic
Who gets or benefits from the results of student evaluation?	academic disciplines (academicians, administrators)	educators' client (society, parents, administrators)	child	teacher
During evaluation, is the focus on the individual, group norms, or a fixed criterion?	group norms	criterion	individual	individual with respect to criterion
Are students evaluated during or after instruction?	after	after	during	during
When are criteria for good student work defined?	after evaluation	before evaluation	never	never

Two types of curriculum evaluation need consideration: evaluation that takes place during the curriculum development process, which is designed to give curriculum developers information that will help them improve their curriculum, and evaluation designed to give potential curriculum users information on either the curriculum's overall worth and effectiveness with respect to its own goals or the curriculum's comparative worth and effectiveness with respect to the goals of several different competing programs. The former is called *formative evaluation* and the latter *summative evaluation.*

Scholar Academics enthusiastically engage in formative evaluation, to determine both how well their curricula reflect their discipline's essence and the extent to which it is teachable. The extent to which it reflects their discipline's essence is determined by logical analysis. The extent to which it is teachable is primarily determined by subjective teacher reports that atomistically report on the success or failure of parts of the curriculum using a binary ("OK" or "needs revision") scale that is determined during or after testing components of the curriculum. Scholar Academics enthusiastically participate in summative evaluation using statistical measures, primarily for the purpose of proving the success of their curricula in teaching academic content and for marketing purposes to disseminate their curricula.

Social Efficiency educators enthusiastically engage in both formative and summative curriculum evaluation. They do so using scientific procedures to assess quality control, using a binary criterion, to determine the acceptance or rejection (pass or fail) of what they evaluate. In both formative and summative evaluation, they atomistically evaluate with respect to an a priori standard based in normative values. Using objective scientific procedures, usually based in statistical approaches, is important to them as they attempt to demonstrate accountability of both their curricula and their endeavors.

Learner Centered educators enthusiastically engage in formative evaluation but not summative evaluation. Their approach to formative evaluation is based on subjective observation, is holistic, and primarily involves firsthand reports by teachers and curriculum developers of what they observe as children interact with curriculum. The intent is to enable teachers and curriculum developers to learn from children's involvement with the curriculum, so they can make it more interesting, involving, and powerful for promoting children's growth. When Learner Centered educators do engage in summative evaluation, it is primarily for the marketing purpose of disseminating their curricula or as part of teacher research, during which they report to the educational community what they learned about children or curriculum.

Social Reconstructionists do not enthusiastically engage in either formative or summative evaluation. When they do it is subjective, holistic, and involves firsthand reports by teachers and curriculum developers of what they observe as children interact with curriculum. Summative evaluation is usually in the form of teacher research in which educators report to the educational community what occurred as children learned from their curriculum.

Other Parameters

Freedom

Educators like to use the word *freedom,* but educators can mean many different things when they speak of giving children freedom.

Scholar Academics wish to give children *freedom from* the restrictions of society and nature by giving them knowledge that will allow them to understand society and nature and thus avoid the ways in which they are influenced by them.

Social Efficiency educators wish to give children *freedom to* constructively contribute to and function within adult society in the manner they desire by providing them with the variety of social behaviors and technical skills they will need to do so.

Learner Centered educators wish to provide children with *freedom from* the influences and controls of society so that they can develop naturally in accordance with their organic selves.

Social Reconstructionists wish to give children *freedom to* control the destiny of society.

Time

Educators orient their efforts within different temporal frameworks, even though each in some way considers the past, present, and future.

As Scholar Academics create curricula, they look to knowledge which has already been accepted by their discipline—they look to the past for guidance.

Social Efficiency educators look to the present needs of society (or some other client) to guide them in their endeavors to create curricula to meet those present needs in the very near future.

Learner Centered educators attempt to focus on only the present as seen through the eyes of learners.

Social Reconstructionists make use of the past and present to analyze the nature of society while intently focusing on the future.

Social Improvement

Educators within each ideology have their own ideas of how to improve society.

Scholar Academics wish to improve society by educating an intellectual elite so that scholar-kings can rule society through knowledge.

Social Efficiency educators wish to accentuate the best of the past and present in training people to perpetuate the existing social order.

Learner Centered educators are concerned about the development of individuals under the assumption that better people will make a better society.

Social Reconstructionists wish to break with the past and present and reconstruct society according to their vision of a future better society.

Multicultural Education

As the 21st century began and the "melting pot" view of America faded, issues of multicultural education arose.

Educators in all four ideologies accept the assumption that cultural diversity exists and that children from different cultural backgrounds approach learning and knowledge with different knowledge bases, conceptual frameworks, and learned ways of making meaning. Further, they accept that differences in the structure of languages influence how children comprehend, that thinking and learning styles children acquire from early family interactions influence the way they learn, and that cultural interpretations of the nature of knowledge that children learn in their families influence the way they interpret, make meaning from, and understand what they are taught in school (Schiro, 2004). However, because educators agree on some things does not mean that they view the education of children from different cultural, ethnic, and socioeconomic backgrounds in the same way.

The Scholar Academic posture toward multicultural education emphasizes two types of equity. First, these educators focus on determining the true nature of the contributions of different cultures to our intellectual knowledge base and helping children understand and appreciate the intellectual knowledge created by different world cultures. Their intent is to present an accurate picture of the historical and cultural foundations of each discipline and to provide students with the understanding that most cultures engage in disciplined intellectual activity and that "no single culture has a monopoly" on intellectual endeavors (Nelson, Joseph, & Williams, 1993, p. 19). Children learn about the knowledge and methods of disciplined thinking discovered by different cultures. The intent is to help children understand and appreciate the knowledge of their own culture (or cultures) under the assumption that "an understanding of one's own culture depends upon a knowledge of other cultures, with which it can be compared and through which we can see what is often taken for granted" (p. 3).

The second type of equity involves providing all learners—independent of race, cultural background, or socioeconomic status—with equal access to the knowledge of the academic disciplines and the chance to excel in learning that knowledge. Here it is assumed that children must be presented with rigorous authentic instruction in the academic disciplines (National Research Council, 1989). It is also assumed that "the innermost meaning of social equality is: *substantially the same quality of life for all.* That calls for: *the same quality of schooling for all.* . . . The best education for the best . . . is the best education for all." (Addler, 1982, p. 6) and that "the overall goal is to provide an intense . . . challenging, and dynamic academic program . . . in order to reflect the best current ideas about all subjects. . . . [T]he content, teaching styles, and support activities available to the students are designed to enable virtually *all* students . . . to be highly successful" (Keynes, 1995, p. 59).

The Social Efficiency approach to multicultural issues involves two initiatives. First, these educators believe that to efficiently teach skills one must synchronize the skills that children will need as adults to the variety of different culturally based conceptual frameworks with which children come to school. In order to efficiently do so, it is considered necessary to determine the nature of children's knowledge bases (acquired from families and communities) so that curricula can take into account, accommodate, and compensate for those knowledge bases.

Second, Social Efficiency educators assume all children will have to live in a multicultural world as adults, and they seek to provide children with the necessary skills to productively do so. Here, instruction is "seen as part of a broader set of efforts to create a society that offers opportunity to each of its members to be successful and to contribute to the social and economic good" (Silver, Smith, & Nelson, 1995, p. 10).

For Social Efficiency educators, equity issues relate to helping children—particularly children of cultural, ethnic, and racial groups different from those in control of the political, economic, and social functions of the society in which they are located and children of the poor and working classes—obtain access to social positions of power and success by learning appropriate skills. Here, the emphasis is on learning socially useful skills because they are tools that will provide children with access to good jobs, social prestige, and the ability to productively participate in society.

The Learner Centered approach to multicultural education emphasizes that the purpose of instruction is to help children grow—intellectually, socially, and emotionally—in accordance with their own innate natures and their cultural background. To accomplish this, educators must make sure that powerful social and economic forces within society—which want to keep certain social, racial, cultural, economic, and sexual groups in their "subservient places" through the "hidden curriculum" of schools—do not inhibit, limit, or pervert children's natural growth. Here, educators recognize and value the cultural heritage of different social groups; help their members recognize, participate in, value, and use their indigenous cultural heritages; and encourage individuals to make meaning and develop their thinking styles in accordance with their cultural background.

From an equity perspective, this approach encourages children to find their own unique ways of making meaning that are consistent with their innate and culturally acquired intellectual, social, and emotional natures and their knowledge bases. This not only builds children's confidence and pride in their cultural background, it also allows children to develop unique meanings and ways of making meaning that are consistent with their cultural heritage, which in turn produces a more integrated, holistic, coherent, and powerful view of knowledge within the child. Here, the concern is not about accessibility to the knowledge of the dominant culture or accessibility to skills that will allow one to be a productive member of society, but about allowing all children to develop in their own unique manner in ways that are consistent with their individual nature and cultural background.

Social Reconstructionists oppose social, economic, ethnic, cultural, linguistic, and racial inequities of instruction and society and urge teachers to transform instruction and society to eliminate these inequities so that all children have equal opportunity. Advocates have paid particular attention to urban education under the rallying call of social justice and the elimination of Eurocentric views of knowledge. Anderson and Ladson-Billings highlight this when they write,

> Those of us who are genuinely concerned with educating students for liberation rather than training them for the job market must attack, critique, and dismantle the Eurocentric educational construct while simultaneously planting the seeds for more

> holistic, in-tune-with-nature, popular, and egalitarian forms of learning. (Anderson, 1997, pp. 305–306)
>
> The underlying assumption . . . is that the nation's educational system promotes the status quo and that the status quo is rife with inequity. . . . multicultural education assumes that students are social, political, and cultural actors and that through experiences with school-wide change they can promote social change . . . [that will] ensure . . . that students of diverse race, social class, and gender groups experience equal educational opportunity. (Ladson-Billings, 1995, p. 126)

Here, equity issues relate to helping children acquire academic skills, knowledge, and social values that will allow them to analyze and reconstruct society in such a way that all of its members have an equal chance for success in a society that does not discriminate among people because of their cultural background, racial origins, linguistic background, economic status, or social class. This goes considerably beyond the goals of helping children acquire academic knowledge, become productive members of the existing social structure, or develop in accordance with their own unique personal and cultural potentialities.

Teacher Education

Zeichner (1983, 1993), Fieman-Nemser (1990), Cochran-Smith and Demers (2008), and Cotti (1997) identify four conceptual frameworks that underpin teacher education programs, which parallel the four ideological positions presented in this book. The *academic position* views the mastery of the academic content that is to be taught as the most important aspect of teacher education programs. The *behaviorist or technological position* (our Social Efficiency ideology) is vocationally oriented and emphasizes the acquisition of pedagogical skills that have been identified through the scientific study of teacher effectiveness. The *personal or developmentalistic position* (our Learner Centered ideology) is based on the child study movement, emphasizes constructivism, is concerned primarily with the personal and experiential meanings constructed by students and teachers, and focuses on the natural development of both students and teachers. The *inquiry oriented critical/social position* (the Social Reconstruction ideology of this book) prepares teachers to think critically about "personal, political, and professional issues that shaped their everyday thinking and practices as well as the institutional characteristics of schooling that affected the lives of their future students" (Cochran-Smith & Demers, 2008, p. 266) and to take action to bring about a "more just and humane society" (Zeichner, 1993, p. 6).

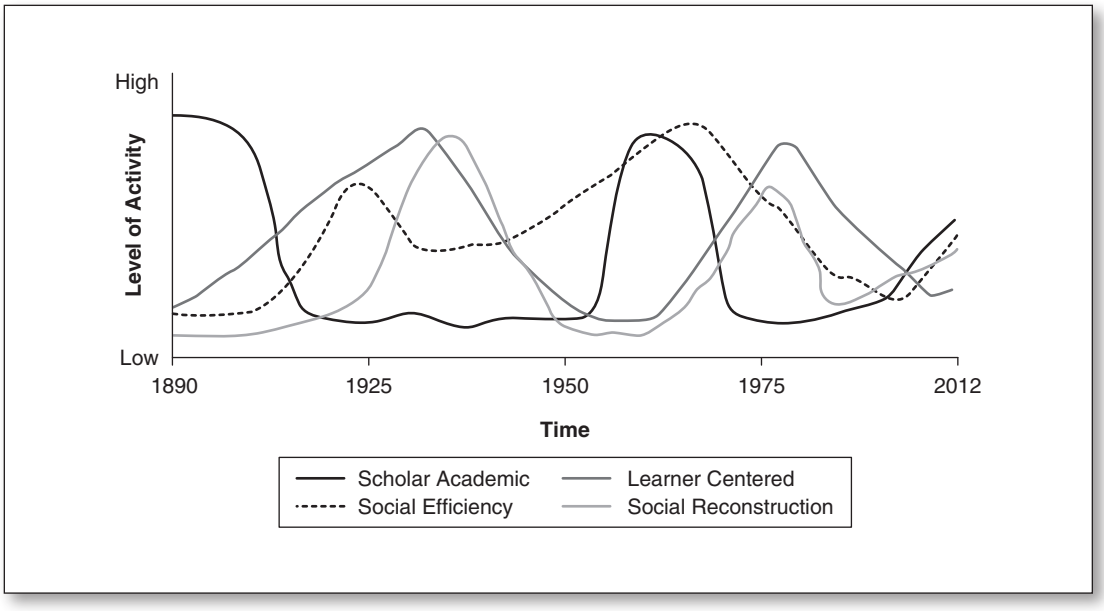
Concluding Perspective

This chapter compares the conceptual structures and language of the Scholar Academic, Social Efficiency, Learner Centered, and Social Reconstruction ideologies. There are significant differences in the ways in which educators think about curriculum, instruction, and schooling, and significant differences in the meaning they give to such common terms as learning, teaching, and knowledge. If one desires to have constructive interactions with the wide range of educators (and the general public) who

are interested in our schools, it is necessary to know both how they conceptualize education and what meaning they give to common educational words. In addition, it is necessary to be able to quickly assess their educational ideologies and to use words in the same way they do. Clarity on the differences that exist will help with this task.

Figure 6.4 combines earlier graphs that provide rough estimates of when the four ideologies have been most active, with respect to their own norms, in attempting to influence American education. Notice that the graph indicates two time periods during which the four ideologies were simultaneously active. The first was between about 1890 and 1940, the second between about 1955 and 1995. Many questions can be asked about what has happened in the past and what might occur in the future. They include the following: Have the past endeavors of the Scholar Academic ideology to influence schools resulted in a counter-response by other ideologies, motivating them to initiate efforts to improve education? Are we now at the beginning of a new time period when all four ideologies might simultaneously attempt to improve American education? What sorts of events might initiate a new surge of effort by all of the ideologies to improve education? Questions such as these should be asked, as well as speculative answers offered, as we attempt to understand what is occurring now and what might occur in the future.

Figure 6.4 Times of relative high and low activity of the four ideologies.



Activities designed to extend what is written here and provide additional insight into the ideology are located on the SAGE website at www.sagepub.com/schiroextensionactivities.