



1982

An Investigation of Influential Curriculum Books in Selected Introductory Teacher Education Textbooks: 1975-1980

Judy. Stein
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_diss



Part of the [Education Commons](#)

Recommended Citation

Stein, Judy., "An Investigation of Influential Curriculum Books in Selected Introductory Teacher Education Textbooks: 1975-1980" (1982). *Dissertations*. 2196.

https://ecommons.luc.edu/luc_diss/2196

This Dissertation is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Dissertations by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](#).
Copyright © 1982 Judy. Stein

AN INVESTIGATION OF INFLUENTIAL CURRICULUM BOOKS
IN SELECTED INTRODUCTORY TEACHER
EDUCATION TEXTBOOKS: 1975-1980

by

Judy Stein

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements of the Degree of
Doctor of Education

May

1982

Judy Stein

Loyola University of Chicago

AN INVESTIGATION OF INFLUENTIAL CURRICULUM BOOKS IN
SELECTED INTRODUCTORY TEACHER EDUCATION TEXTBOOKS:
1975-1980

This study measured the amount of coverage given to influential curriculum books in the content of popular introductory teacher education textbooks.

The One Hundred Professors of Curriculum, a subgroup of the Association of Supervision and Curriculum Development, were polled to determine the most influential books in curriculum of this century. Sixteen curriculum books were selected based upon a minimum of 20 percent of the votes of the respondents.

College education textbook editors of leading educational publishers were polled to determine the most popular textbooks used in introductory teacher education courses from 1975 to 1980. Seven textbooks were selected.

Each textbook was analyzed to compute the total usage of each of the 16 curriculum books in each of three categories: footnotes, suggested readings and narrative. These scores were converted to percentages based upon the total number of footnotes and suggested readings in each textbook and the total number of pages of narrative in each textbook. The 16 influential curriculum books

were ranked on the basis of their total use in all seven textbooks in each of the three categories. An Intraclass Correlation Study was performed to discover if there was agreement among the seven textbook writers as to their use or non-use of the same curriculum books in the three categories.

The seven textbooks were also ranked according to their total usage of all 16 curriculum books in the same three categories: footnotes, suggested readings and narrative.

The results of this study show the difference of opinions of the One Hundred Professors of Curriculum as to the most influential books in curriculum based upon their votes and the use of these influential curriculum books by the more practically oriented introductory teacher education textbook writers. Above all, in most cases the incorporation of the 16 influential curriculum books in the seven selected textbooks was negligible.

If curriculum is to be a practical subject for the benefit of the classroom teacher and ultimately the student, this study implies that the practical concerns of the preservice teacher are being ignored by curriculum experts. Curriculum theorists may be dwelling more upon past problems and solutions in education. They may be unwilling to acknowledge the importance of more recent educational innovations. Curriculum theorists may not be meeting the practical needs of the preservice, and by extension, inservice teacher.

ACKNOWLEDGEMENTS

I would like to thank the members of my dissertation committee who aided in this project. Dr. Barney Berlin and Dr. Robert Cienkus offered sound advice and the Director, Dr. Allan Ornstein offered suggestions, criticisms and encouragement. Dr. Harriet Talmage of the University of Illinois, Chicago Circle and Dr. Martin Jason of Roosevelt University also provided time and research help.

Finally, I would like to thank my husband, Leon Stein, for both his moral support and his willingness to watch two active children on occasion in order for this project to be completed.

VITA

The author, Judy Stein, was born in Yonkers, New York in 1941.

Her elementary and secondary education were obtained in the public schools of Mount Vernon, New York, having graduated from A.B. Davis High School in 1959.

She entered Washington Square College of New York University where she received the degree of Bachelor of Arts with a major in History. She was elected to Phi Beta Kappa in the same year, 1963. In 1963 she entered the Graduate School of Arts and Sciences of New York University where she was awarded a Master of Arts in History in 1965.

She has taught in the Chicago Public School system since 1969. Since 1975 she has been Chairman of the Department of Social Studies at Roberto Clemente High School.

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGEMENTS	ii
VITA	iii
LIST OF TABLES	v
CONTENTS OF APPENDICES	vi
 <u>CHAPTER</u>	
I. INTRODUCTION	1
Definition of Terms	2
Significance of Study	4
II. REVIEW OF RELATED LITERATURE	6
Content Analysis in Education	6
Theory and Use of Content Analysis	10
III. RESEARCH METHODOLOGY	16
Survey Procedures	16
Reliability and Validity	18
Data Collection	19
Analysis of Data	22
Conclusions	24
IV. RESULTS OF STUDY	26
Most Influential Curriculum Books	26
Most Popular Undergraduate Teacher Education Texts	30
Content Analysis of the Textbooks	33
Comparison of the Teacher Education Textbooks	52
V. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	60
BIBLIOGRAPHY	69
APPENDICES	71

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. The Most Influential Books in Curriculum in Order of Rank	28
2. Reliability Study of the Content Analysis Procedure	35
3. Analysis of Suggested Readings: Number and Percentage	37
4. Analysis of Footnotes: Number and Percentage	39
5. Analysis of Narrative: Number and Percentage	42
6. Influential Books in Curriculum: Rank Order Based Upon Percentages of Their Use as Suggested Readings	46
7. Influential Books in Curriculum: Rank Order Based Upon Percentage of Their Use in Footnotes	48
8. Influential Books in Curriculum: Rank Order Based Upon Percentage of Textbook Narrative	50
9. Textbooks: Ranking Based Upon Percentages of Total Suggested Readings Listing Influential Books in Curriculum	54
10. Textbooks: Rankings Based Upon Percent of Total Footnotes Incorporating the Influential Books in Curriculum	55
11. Textbooks: Rankings Based Upon Percentage of Narrative Incorporating the Influential Books in Curriculum	56

CONTENTS OF APPENDICES

<u>Appendix</u>	<u>Page</u>
I. Response Sheet to Record the Leading Education Publishers Sent to the Five Education Editors Selected by a Panel of Professors	72
II. Response Sheet to Obtain the Most Popular Texts Used in Introductory Teacher Education Courses Sent to the Education Editors of the Leading Educational Publishers	73
III. Listing Sheet for the Responses of the ASCD's Professors of Curriculum Group as to the Books Which Have Had the Greatest Influence Upon Curriculum During the Twentieth Century	74
IV. List of Names of Professors of Curriculum Who Responded	75
V. Scoring Sheet to Determine Usage of the Influential Curriculum Books in the Suggested Readings of the Introductory Teacher Education Texts	78
VI. Scoring Sheet to Determine Usage of the Influential Curriculum Books in the Footnotes of the Introductory Teacher Education Texts	79
VII. Scoring Sheet to Determine the Usage of the Influential Curriculum Books in the Narrative of the Introductory Teacher Education Texts	80
VIII. Ranking Sheet Used to Determine the Rank of the Curriculum Books Based Upon Their Use in the Suggested Readings	81
IX. Ranking Sheet Used to Determine the Rank of the Curriculum Books Based Upon Their Usage in Footnotes	82
X. Ranking Sheet Used to Determine the Rank of the Curriculum Books Based Upon Their Usage in Narrative	83
XI. Sample Letter Sent to the Professors of Curriculum	84
XII. Sample Letter Sent to Education Editors	85

CHAPTER I

INTRODUCTION

There have been many books written in the past which have had an impact upon curriculum. These books have been termed "classics" of curriculum in a previous survey.¹ However, the impact of these influential books has not been measured on a more practical basis.² One way to measure the practical influence of these works is to review introductory teacher education textbooks and try to measure the amount of coverage these texts have given to the major books which have influenced curriculum during the Twentieth Century.

The textbooks surveyed in this investigation will be those used in undergraduate introductory teacher education courses. These courses are usually required for all teachers candidates. One premise this investigator made was for many preservice teachers, the introductory textbook may be the only source of information about curriculum. There may be more specialized material encountered in later methods courses, but this information may not related to the broader problems encountered in the field of curriculum. Therefore,

¹P. Fraley, "Curriculum Classics: An Effort Toward Consensus," (Unpublished paper, Department of Curriculum of Teachers College, Columbia University, 1976).

²The terms "major" and "influential" used in regard to the curriculum books surveyed are interchangeable in this study.

this investigator attempted to determine the impact of major curriculum books upon the authors of introductory education textbooks.

There are a number of limitations to this study. Its purpose was not to judge the quality or use of the influential curriculum books within the introductory education textbooks, nor was there an attempt to judge whether the ideas of an author such as John Dewey or Ralph Tyler had been used correctly within the textbooks. Rather incorporation within the introductory education textbooks and the amount of space was noted. A second limitation was that the introductory education textbooks were not evaluated in terms of quality or utility. The main purpose of this study was to determine the method in which major books in curriculum, as judged by leaders in the field, have been incorporated within introductory teacher education textbooks.

Definition of Terms

For the purposes of this study, the major terms are defined as follows:

1. Curriculum. The term is limited by the introductory teacher education textbook writers since their conception of curriculum defined in part their usage of the term. Van Til's definition that curriculum "includes all of the learning experiences under the control of the school"³ is reinforced by Ryan and Cooper who

³W. Van Til, Education: A Beginning, Houghton Mifflin (Boston, 1974), p. 224.

define it as "all of the organized and intended experiences of the child for which the school accepts responsibility."⁴

2. Introductory teacher education courses. This category includes the first undergraduate courses designed for preservice teachers. They are general courses, not devoted to specific education levels or subject areas and would be required before further work could be undertaken. Such courses have titles such as "American Education," "Foundations of Education," "Introduction to Education" or "Democracy and Education."
3. Introductory teacher education textbooks. These textbooks are those which are used in undergraduate introductory teacher education courses as described in definition number 2.
4. Most popular introductory teacher education textbooks. Popularity is judged by a panel of education editors of selected large publishing companies who gave their opinion as to those texts which were most widely sold and, therefore, assumed most widely adopted for the time period 1975-1980.
5. Most influential curriculum books. Those books considered to have had the most influence upon curriculum since 1900, are judged by the One Hundred Professors of

⁴K. Ryan, M. Cooper, Those Who Can Teach, Houghton Mifflin (Boston, 1980), p. 236.

Curriculum, a subgroup of the Association of Supervision and Curriculum Development. Those books receiving a minimum of 20 percent of the vote of the One Hundred Professors of Curriculum are included in this grouping.

6. Education Editor. For purpose of this investigation, an education editor is a person who is described as being involved in the editing of college education textbooks for a publishing company. Questionnaires were addressed to the "College Education Editor" of selected companies. The companies determined the specific education editor who received the questionnaire.

Significance of Study

This investigation was undertaken to determine the impact of major curriculum books within introductory teacher education textbooks. Thus, the practical use of major curriculum books could be judged in relation to their use by the textbook writers whose main purpose is to inform preservice teachers about educational issues, problems and theories. One other outcome would compare what curriculum professors judge as important with what introductory textbook writers judge as important. Is there a discrepancy between these two groups of educational experts? Do curriculum professors or textbook writers put priority on curriculum books which are theoretical or practical? Do curriculum professors regard recent curriculum books to be important or are they viewed as being "faddish" and unproven in value? And how do textbook writers view recent

curriculum books? This investigation attempted to answer the above questions.

Important questions pertain to the amount of coverage given to curriculum books in textbooks used in introductory teacher education textbooks. This investigation attempted to determine if there was a significant difference in the use of curriculum books among the textbooks. Do one or more textbooks give more coverage to the influential books in curriculum or are they about equal in coverage? An evaluation of the content in the five most popular teacher education textbooks used in introductory courses was made to answer these questions.

CHAPTER II

REVIEW OF RELATED LITERATURE

Several sources were reviewed in order to discover prior research into the content of education textbooks, ratings for influential works in curriculum and content analysis itself. Two specific areas were researched. Content analysis in the field of education was examined in order to discover the methodology by which researchers in education carried out their studies. The theory of content analysis was reviewed in order to determine basic methodology and discover any new findings in the field of content analysis.

Content Analysis in Education

The Educational Index and Current Index to Journals in Education listings pertaining to teacher education, teaching methods, educational theory, curriculum and content analysis were examined up to and including 1981. In this connection Wooton, Reynolds and Lopp briefly mentioned that the use of textbooks in curriculum courses was on the decline.⁵ However, no specific works were mentioned and the study was confined to introductory curriculum courses, not introductory teacher education courses.

⁶L.R. Wooton, J.C. Reynolds and J.E. Lopp, "Curriculum Content and Experiences: A Comparative Survey," Educational Leadership (February, 1974), p. 432.

A study by Sadker, Sadker and Hicks investigated sexism in teacher education textbooks.⁶ The complete project measured space allocation by the number of pages devoted to each topic. The page count was determined by the total number lines devoted to a certain topic in relation to the number of lines per page. Similarly, Rupley, Garcia and Lonigon evaluated the content of basal reading materials which were evaluated for dominance of either male or female main characters.⁷ Based upon the role of male or female characters in every story in each book, the percentage of male or female dominance was computed for each basal reader.

Recently Shane polled the One Hundred Professors of Curriculum group (of the Association of Supervision and Curriculum Development) to rate 100 publications as having had either a "major," "considerable," or "negligible" influence on curriculum theory and practice.⁸ Shane also analyzed the reasons for the importance of some of the writings which ranked highest. He omitted the writings of the participants in the study, but did allow write-in nominations. In all, he listed 17 works rating the highest in importance and five top write-in books. Shane used works which had appeared in footnotes and bibliographies as the basis of his choice of 100 publications.

⁶D.M. Sadker, M.P. Sadker and T. Hicks, "The One-Percent Solution: Sexism in Teacher Education Texts," Phi Delta Kappan (April, 1980), pp. 550-553.

⁷W.H. Rupley, J. Garcia and B. Lonigon, "Sex Role Portrayed in Reading Materials: Implications of the 1980's," The Reading Teacher (April, 1981), pp. 786-791.

⁸H.G. Shane, "Significant Writings That Have Influenced the Curriculum 1906-81," Phi Delta Kappan (January, 1981), pp. 311-314.

He did not relate his findings to other aspects of education such as preservice training and the textbooks used in this field. ✓

A computerized ERIC Clearinghouse search up to 1981 was also conducted for purposes of this investigation. Various descriptors such as "Teacher Education Literature" and "Curriculum Literature" were employed to retrieve the needed information. ERIC would uncover only one piece of research relating to the selected topic; Tyler's list of 68 titles relevant to the field of curriculum.⁹ Although these titles were annotated, their incorporation into other areas of study such as introductory teacher education textbooks was not the focus of this bibliographic type of listing. Instead she exhorted colleagues to investigate often neglected areas in curriculum such as the use of judgment in evaluation and the clarification of terminology. Tyler also listed 12 individuals who contributed to this listing.

Dissertation abstracts from 1970 to 1981 were also surveyed. Title areas were explored for dissertations with such titles as "Content Analysis" and "Content Evaluation." There were many dissertations in education employing content analysis. However, none of them were concerned with content in introductory teacher education textbooks.

Two dissertations had methodologies which were comparative to the methodology employed in this investigation. One was Pisani's

⁹L. Tyler, A Selected Guide to Curriculum Literature: An Annotated Bibliography, National Education Association (Washington, D.C., 1970), pp. 129-131.

work which used the amount of violence coverage in high school history textbooks as one portion of his survey.¹⁰ Most of the work was devoted to the interpretation of the kinds of violence found in the texts. For the amount of coverage, Pisani used the number of sentences given to an incident of violence as a count. He then represented the comparative amount of violence found in different textbooks by means of graphs.

Dixon's dissertation employed a line count to determine the amount of coverage given to various topics in the field of adult education in textbooks specifically written in that field.¹¹ The various textbooks were compared in terms of their coverage of topics. The comparisons were made by describing the content of the chapters in each text. No statistical tests were made. As for other dissertations, Fraley compiled a list of curriculum works in an effort to obtain a list of classical works in curriculum in order to write a historical dissertation on the subject of the core curriculum.¹² However, the dissertation itself did not discuss this list nor apply it to other areas of education.

¹⁰E. Pisani, "An Investigation of the Treatment of Collective Violence as an Instrument of Change in Selected American History High School Textbooks" (Doctoral dissertation, New York University, 1972).

¹¹G.K. Dixon, "A Content Analysis of Selected Adult Education Textbooks from 1969 through 1978" (Doctoral dissertation, University of Oklahoma, 1978).

¹²A. Fraley, "Core Curriculum: An Epic in the History of Educational Reform" (Doctoral dissertation, Teachers College, Columbia University, 1977).

Recent dissertations which concern themselves with content analysis in education were by Sothchard who compared the desired and actual content of physical education curriculum,¹³ and by Bathalha who used judges to validate the content of physical education courses based upon a pre-established set of competencies.¹⁴

Theory and Use of Content Analyses

Much of content analysis deals with non-literary communication in such fields as television and films. With regard to printed material, Berelson's books remains a classic in the field.¹⁵ Berelson describes content analysis as the "objective, systematic and quantitative description of the content of communication."¹⁶ He made three assumptions about content analysis:

1. That inferences (i.e., interpretations) about the relationship between intent and content or between content and effective validity can be made,
2. that the study of content is meaningful, and
3. that the quantitative descriptions of communication content is meaningful.¹⁷

¹³D.L. Sothchard, "Relationships Between Important Competencies and Curriculum in Physical Education in Iowa High Schools" (Doctoral dissertation, University of Iowa, 1980).

¹⁴C.C. Betalha, "Content Validation of Teaching Competencies for Beginning Physical Education Teachers in Espirito Santo, Brazil" (Doctoral dissertation, Temple University, 1980).

¹⁵B. Berelson, *Content Analysis in Communication Research*, Hafner Publishing Company (New York: 1971).

¹⁶*Ibid.*, pp. 18-20.

¹⁷*Ibid.*, p. 31.

He pointed out that there is no problem of validity as long as there is high agreement on the definition of the relevant categories.¹⁸

In terms of the use of content analysis, Berelson stated that:

a valid use is as indices to the development of scholarly interests and activities . . . it describes the development of scholarship fields. Some studies have classified content by such physical divisions as the column inch or the page or the line or the paragraph . . . thus allowing for somewhat more precise definitions than are possible with the item (i.e., idea, part of "theme") unit. Such measures were devised as more exact instruments for recording central emphasis. They have been applied almost exclusively to straight subject matter analysis.¹⁹

Krippendorff defined content analysis as the "use of replicable and valid methods of making specific inferences from text and other states or properties of its sources."²⁰ He also stated that content analysts are rarely interested in what messages are intended to mean,²¹ thus attesting to the idea of content analysis as a tool designed to gather specific information. He also noted the infrequent use of statistical associations needed to validate inferences about the importance of content material.²² Thus, the content analyst must be careful of assigning too much importance to findings without sufficient statistical analysis.

¹⁸ Ibid., p. 169.

¹⁹ Ibid., pp. 142-143.

²⁰ G. Gerbner, O.R. Holsti, K. Krippendorff, W.J. Paisley and P.J. Stone, The Analysis of Communication Content, John Wiley & Sons (New York: 1969), p. 11.

²¹ Ibid., p. 5.

²² K. Krippendorff, "Model of Messages: Three Prototypes" in Gerbner et al., p. 74.

Budd, Thorp and Donohew carried Berelson's definition further by stating that the analyst is concerned not with the message per se but with larger questions of the process and effects of communication.²³ They also acknowledged that simple projects such as concentrating on content alone also has its uses.²⁴ Coder reliability is seen to be of major importance and they maintained that a reliability study be carried out before the results of any content analysis study is counted.²⁵ As to content categories, they stated that they be appropriate, exhaustive and mutually exclusive since each study is different and, therefore, no requirements can be generally given.²⁶

Carney agreed with the above authors that the major concern of content analysis must be the drawing of inferences. Carney also argued that content analysis, even if not completely objective is more objective than impressionistic assessments of the same materials.²⁷ As to using word counts, he argued that a word or phrase is an obvious counting unit and cites his study, "Problems and Prejudices in the

²³R.W. Budd, R.K. Thorp, L. Donohew, Content Analysis of Communications, Macmillan. (New York: 1967), p. 4.

²⁴Ibid., p. 5.

²⁵Ibid., p. 68.

²⁶Ibid., p. 45.

²⁷T.E. Carney, Content Analysis: A Technique for Systematic Inferences from Communications, B.T. Butsford (London: 1977) p. 26.

Humanities," as an example of content analysis where the titles of books or of journal articles were used as counting units.²⁸

Pool suggested the importance of the absence of a given counting characteristic. This, he states, may be the case in a simple word count type of content analysis in which it is merely a question of deciding whether a certain word does or does not appear in each coding unit.²⁹

In The Prestige Press: A Comparative Study of Political Symbols, Pool discussed the problems of dealing with questions in communications such as whether or not a textbook deals fairly with a certain topic. Pool argued that "fairness" is a value issue, but once it is decided, questions which are amenable to content analysis can be formulated. These questions can be stated in a form such as "what is the actual distribution of favorable, unfavorable or neutral items in the current body of textbooks."³⁰ In terms of "what to count," Pool stated, "A simple list of words, statements . . . provides a very simple system and is, therefore, to be preferred if it will give the necessary results."³¹ Pool directed the RADIR (Revolution and the Development of International Relations) study, discussed in this work, which used a combination of frequency and non-frequency techniques in sampling 60 years of editorials in

²⁸ *ibid.*, p. 158.

²⁹ I. Pool, Trends in Content Analysis, University of Illinois Press (Urbana: 1952), p. 9.

³⁰ I. Pool, The Prestige Press: A Comparative Study of Political Symbols, M.I.T. Press (Cambridge, Mass: 1970), p. 36.

³¹ *ibid.*, p. 46.

"prestige newspapers" to record the appearance or nonappearance of certain key symbols (words). RADIR was basically a word count study in which the vocabulary of the ruling few in various societies were judged. The method of counting was to give the same score to any editorial in which one of the key words was used, no matter how often it was used. Thus, an editorial with two key symbols would rate the same as some using ten key symbols. The RADIR study was a major pioneering work in content analysis and its main methodology was word count.

Holsti argued that all data are potentially quantifiable.³² Holsti viewed Mosteller and Wallace's work on the Federalist papers as an example of how quantifiable data can be used in historical interpretation.

Mosteller and Wallace attempted to solve the questions of the authorship of the 12 Federalist papers whose authorship has been disputed by historians.³³ Mosteller and Wallace were researchers who wanted to apply Baysean statistics to discover authorship. Their basic methodology was content analysis which investigated the papers for "marker" words which would identify either Madison or Hamilton, the two disputed authors of the papers. Using word counts and frequency distributions based upon the rates of use per thousand words of text for "marker" words, they presented their results in terms of "odds" for or against the papers being authored by Madison or

³²Ole R. Holsti, Content Analysis of the Social Sciences and Humanities, Addison Wesley (Reading, Mass: 1969), p. 11.

³³F. Mosteller, D.L. Wallace, Infered and Disputed Authorship: The Federalist, Addison Wesley (Reading, Mass: 1964).

Hamilton. They confirmed what many historians have argued, that Madison was the author of most of the disputed papers.

Thus, content analysis has been used in major studies as is shown in the RADIR project and the Federalist Papers research.

A 1981 publication showed the international acceptance of content analysis as a research tool.³⁴ Scandanavian researchers used content analysis to examine the press and political speeches in their area of the world. Space counts were a common method of analyzing newspapers.

Investigators have produced lists of influential books in curriculum, but these lists have not been used to judge the impact of curriculum books on related areas of education. Although textbooks have been analyzed, including teacher education tests, they have not been analyzed in terms of their use of influential books in curriculum. It may also be said that content analyses is an accepted method of communication research and that frequency count is valid in content analysis.

³⁴K.E. Rosengren, ed., Advances in Content Analysis, Sage Publications (Beverly Hills: 1981).

CHAPTER III

RESEARCH METHODOLOGY

Survey Procedures

John Dewey, Ralph Tyler, Jerome Bruner--these names are quite familiar to students of curriculum. Recognized as leaders in education, they are also considered by many educators to have had a major impact upon school curriculum. The problem was to discover which writer, and which of their books, were considered to have had a major impact upon curriculum as judged by recognized leaders in the field of curriculum. This question was asked of the One Hundred Professors of Curriculum group of the Association of Supervision and Curriculum Development. The 1979-80 membership list was used for this investigation; as many as 96 names were listed on this roster.

A letter of explanation along with a listing sheet was sent to each professor asking for his cooperation in stating his views as to these books which he or she considered to be most influential upon curriculum during the twentieth century. Recent works could have been included. The listing sheet contained 20 spaces and each respondent was asked to list a minimum of ten books. A self-addressed stamped envelope was provided for the return of the enclosed listing sheet. The cover letter requested a return within ten working days. A second request was mailed to nonrespondents within three weeks after the date of the first letter. Fifty-seven

responses were received. Sixteen influential curriculum books were nominated.

The second part of the survey consisted of discovering the most popular textbooks used in undergraduate introductory teacher education courses for the period 1975-80. Acquiring this information presented certain obstacles. It was hoped that sales figures for textbooks could be obtained from publishers or other trade sources. That proved to be unworkable since publishers did not wish to make public their sales figures. Thus, the information had to be approached in the following manner. The editors of five educational publishers, ranging from small to large, were contacted to serve as preliminary judges. The respondents chosen for this part of the survey were from William Brown, Rand McNally, Charles E. Merrill, E.P. Peacock and John Wiley & Sons. The education editors of these publishers constituted a panel for the selection of the largest educational publishers.

The next part of the survey consisted of polling the college education editors of these selected leading publishers as to their opinions of the most popular textbooks in use for undergraduate introductory teacher education courses. This panel of publishing experts limited their choices to textbooks sold during the five year period, 1975-1980. For purposes of improving validity, they were asked to name texts not published by their own company. Any book that appeared at least twice as a choice by these editors was to be chosen for further study.

Reliability and Validity

Reliability can be defined as the accuracy or precision of a measuring instrument.³⁵ Reliability can also be defined as the degree of consistency between two measures of the same thing.³⁶ Since the content of introductory teacher education textbooks was to be analyzed and quantified by the researcher, scorer reliability was obtained by comparing her scores with an independent judge and with regard to the content of every chapter in two introductory teacher education textbooks. Guba described reliability as the determination of "whether information is consistent, i.e. if the same information would accrue if a second, independent evaluation were to be undertaken."³⁷ Thus, this test would determine scores reliability. The results are described in Chapter IV.

To check the validity of the list of books chosen by the respondents among the One Hundred Professors of Curriculum, the final list was sent to seven additional curriculum experts. They were asked to look through the list and delete any books which they believed should not have been on the list. The results are also described in Chapter IV.

³⁵F.N. Kerlinger, Foundations of Behavioral Research, Holt, Rinehart & Winston (New York: 1973), p. 442.

³⁶W.A. Mehrens and I.J. Lehmann, Measurement and Evaluation in Education and Psychology, Holt, Rinehart & Winston (New York: 1974), p. 102

³⁷E.G. Guba, "Problems in Utilizing the Results of Evaluation," Journal of Research and Development in Education (Spring, 1975), p. 45.

Validity is difficult to define for content analysis. Ebel³⁸ stated that a test composed of questions that seem pertinent and significant to experts is very likely to be as valid as it is reliable. Guba states that:

Internal validity implies a one-to-one correspondence between the evaluation information and the phenomena which it purports to describe--if in appropriate instruments have been used, if the data have been mishandled statistically, if inappropriate conclusions have been drawn, or if large segments of information have been systematically omitted, the resulting information is likely to be invalid to some extent.³⁹

The instruments which were used in the content analysis portion of this study were specific as to the items sought and quantified. No interpretation of content was required.

Data Collection

For this investigation, the line count was carried out by the following methods. Based upon consultation of a Table of Random Numbers, a line count per page based upon every third chapter for each introductory teacher education textbook was found to ascertain the average number of line in one page of text. Again, from a Table of Random Numbers, the average was determined by counting the lines on every third page of the chapter. Pages with pictures, charts, etc. were balanced by pages containing only narrative. The total number of lines was divided by the number of pages counted to determine the average number of lines per page in a particular introductory teacher education textbook.

³⁸R.L. Ebel, Essentials of Educational Measurement, Prentice-Hall (Englewood Cliffs, N.J.: 1972), p. 409.

³⁹Guba, p. 44.

A narrative page count was also determined. This count referred to the actual number of content pages for each of the introductory teacher education textbooks. This indicated the number of narrative pages minus introductions, appendices, photographs, charts, tables of content and any other material not directly involved in the narrative.

In addition, the total number of footnotes incorporated in the textbook was counted as was the total number of suggested readings.

If an influential curriculum book was mentioned specifically, discussed in some detail or its ideas incorporated into the introductory teacher education textbook, the number of lines allocated to the book was counted. If the author digressed, the digression was not counted. If less than half a line was used, no count was given unless this was the only mention of the book. If the book was only mentioned in half to less than one and one half lines, this counted as one line. The total number of lines for each influential curriculum book in each introductory teacher education textbook was totalled as was the number of lines in all of the introductory teacher education textbooks.

Each time one of the influential curriculum books was designated by name in a citation such as a footnote or direct quote, this citation was to be noted and given one point for further scoring. The same process was followed in regard to inclusions of the influential curriculum books in lists of recommended readings.

Once the above data was obtained, it was summarized in the following manner. The point scores for the influential curriculum

books in all of the introductory teacher education textbooks were added. These total scores were used for further analysis.

Since textbooks vary in the amount of lines per page and total pages of content, raw scores for the line count were first converted to decimals. These decimals represented that part of a page given to the discussion of a particular influential curriculum book. As an example, if the average line count per page for one introductory education textbook was 40 and 10 lines in total were given to a discussion of one curriculum book, the total for that one textbook was .25 pages given to that one influential curriculum book. If 80 lines were used, the total would be 2.0. Each influential curriculum book was then quantified in terms of the percentage of total content pages given to that particular curriculum book. The amount, as found above, of pages given to one of the influential curriculum books was then divided by the total number of content pages for that textbook to indicate the percentage of content given to each influential curriculum book within each one of the introductory teacher education textbooks. For example, if the total score for a specific curriculum book was 2.0 pages of coverage and there were 400 content pages, the percentage of content for the influential curriculum book would be .5 percent for that one textbook.

The percentage of footnotes was found by dividing the total amount of footnotes mentioning a specific influential curriculum book by the total amount of footnotes in each introductory teacher

education textbook. The same method was followed for determining the percentage of suggested readings for each influential curriculum book.

Each curriculum book was totalled to ascertain the percentages of their use within all of the introductory teacher education textbooks which were used in this study. Three totals were found, one for the percentage of usage of each influential curriculum book within the content of all of the introductory teacher education textbooks, the second for the percentage of citations used for each influential curriculum book in terms of footnotes and the third percentage represented the inclusion of each influential curriculum book in lists of recommended readings in all of the introductory teacher education texts. In all of the percentage figures mentioned above, decimal places were carried out to the first significant number for ranking purposes.

Analysis of Data

The three sets of scores based upon percentages were ranked from highest to lowest. This was one way of judging which of the influential curriculum books were most often used by the introductory teacher education textbook writers. There were two possible ways to judge the coverage given to the curriculum books in the introductory texts. If there was a significant amount of coverage given to the influential curriculum books in the textbooks, the rankings based upon content, footnotes and suggested readings could be

compared with the rankings obtained from the responses of the One Hundred Professors of Curriculum as to the most influential books in curriculum written during the twentieth century. A statistical test for significance such as the Spearman Rank Order Correlation Test could have been used in such a comparison. The null hypothesis would read, "There is no correlation between the rankings of the influential books in curriculum obtained from the votes of the One Hundred Professors of Curriculum and the rankings in terms of content, citations and suggested readings obtained from the examination of their use by writers of introductory education textbooks." Hence, the correlation coefficient (r_s) will be at or close to zero.

If no significant usage of the influential books in curriculum was found in the introductory teacher education textbooks, another statistical test would have to be used. The rank orders of the One Hundred Professors of Curriculum could not be compared with an insignificant usage of the influential curriculum books in the textbooks. Therefore, a test in which the textbooks themselves would be compared in terms of their authors' use of the influential curriculum books would be used. This could be achieved through an Intra-class Correlation Study which could determine if there was a general agreement among the textbook writers as to their use of the influential curriculum books in the categories of content, footnotes and citations. An Intra-Class Correlation Study is based upon a two-way Analysis of Variation and an Intraclass Coefficient (r_{cc}) is obtained. The null hypothesis would read, "There is no general

agreement among the textbook writers as to their use of the same influential curriculum books in the three categories of content, footnotes and suggested readings." Thus, the Coefficient (r_{cc}) will be at or close to zero. As in other correlation studies, a positive correlation indicates a degree of agreement among textbook authors, a negative correlation indicates disagreement, and a zero correlation indicates no particular connection between the subjects (the textbooks) and the variable (their use of the influential books in curriculum).

Thus depending upon the results of the data, the textbooks could be compared among themselves or with the rankings of the One Hundred Professors of Curriculum.

Conclusion

On the basis of the above information, the following information would be obtained:

1. A list of the most influential curriculum books of the twentieth century as voted by the One Hundred Professors of Curriculum would be ranked according to the votes they received.
2. The most popular introductory teacher education textbooks would be ranked according to their coverage of the above influential books in curriculum in terms of content, suggested readings and citations.

3. The rank order of the votes of the Professors of Curriculum would be correlated with the rank order of the textbooks through the use of the Spearman Rank Order Correlation Test. Or the most popular introductory teacher education textbooks would be compared according to their usage of the influential curriculum books in terms of content, suggested readings and citations through an Intraclass Coefficient.
4. A separate ranking of the influential curriculum books could be obtained to ascertain which are most often used in the content, suggested readings and citations of the most popular introductory teacher education textbooks.

Thus, some questions could be answered about the practical effect of those books considered by experts to be most influential in the field of curriculum. Are these influential books also used by introductory textbook writers to help explain curriculum? Are the curriculum experts in touch with the concerns of preservice teachers or are they more involved with past theories? Is there a real difference among introductory teacher education textbooks in terms of space allocated to major curriculum works?

In the above manner, this researcher hoped to relate some of the theoretical and practical aspects of curriculum literature.

CHAPTER IV

RESULTS OF STUDY

The previous chapter described the process which was planned to complete this study. This chapter will describe the results which were obtained from the original surveys and content analyses. It will also describe any changes which had to be made in the original plans.

Most Influential Curriculum Books

A survey was undertaken to determine the most influential books in the field of curriculum. As previously described, this survey was sent to the One Hundred Professors of Curriculum group of the Association of Supervision and Curriculum Development. A total of 96 active members were listed. Emeriti professors were not included in this survey. Each active member was sent a cover letter and a listing sheet requesting his or her help in compiling a list of the most influential books in curriculum written during the twentieth century.⁴⁰ In total, 52 signed responses were received and five were unsigned. However, on subsequent requests, five letters were received from possible respondents who indicated that they had already sent in their responses. Thus, the five anonymous responses

⁴⁰A copy of the cover letter and listing sheet may be found in Appendices III and X.

were shown to have been non-duplicates of the signed responses. Thus, a total of 57 professionals of curriculum responded to the survey for a total response rate of 59.3 percent.

A minimum of 20 percent of the 57 votes was needed for a book to be included in the listing of influential curriculum books. This meant that a minimum of 11 votes was required. The cut-off point was empirically selected since there was a wide gap between those books receiving 11 votes or more and the next group of books which received no more than eight votes. In total, 16 books were finally placed on the list. Table 1 lists the 16 books in rank order. The total number of votes each book received is also indicated.

To validate the study, this list of 16 influential curriculum books was sent out to seven curriculum experts who were not part of the original study. They were asked to delete any book which they believed should not have been included. Five out of seven responses were received. There were no deletions and a general approval of the list was expressed by the five curriculum experts who responded to the request.

The results also show compatibility with both the Shane and Fraley listings of influential books in curriculum. Twelve of the 16 influential books were listed in the Shane article and 13 out of 16 were also listed in the Fraley survey.

These 16 books were analyzed in order to discover the amount of coverage they were given in introductory teacher education textbooks.

TABLE 1

THE MOST INFLUENTIAL BOOKS IN CURRICULUM IN ORDER OF RANK
 (Based upon replies of 57 members of
 the ASCD's Professors of Curriculum group)

<u>Name of Author</u>	<u>Curriculum Book</u>	<u>Total Votes</u>	<u>Rank</u>
Tyler, Ralph	<u>Basic Principles of Curriculum and Instruction.</u> Chicago: University of Chicago Press, 1949.	36	1
Taba, Hilda	<u>Curriculum Development: Theory and Practice.</u> New York: Harcourt Brace & World, 1962.	29	2.5
Smith B. O., Stanley, William O., Shores, J. Harlan	<u>Fundamental of Curriculum Development.</u> Yonkers, N.Y.: World Book Company, 1950.	29	2.5
Bruner, Jerome S.	<u>The Process of Education.</u> Cambridge: Harvard University Press, 1960.	25	4
Charters, W. H.	<u>Curriculum Construction.</u> New York: Macmillan, 1923.	22	5.5
Dewey, John	<u>Democracy and Education.</u> New York: The Macmillan, 1916.	22	5.5
Bobbitt, John Franklin	<u>The Curriculum.</u> New York: Houghton Mifflin Co., 1918.	21	7.5
Stratemeyer, Florence B., Forkner, Hamden, McKim, Margaret G.	<u>Developing a Curriculum for Modern Living.</u> New York: Teachers College Press, Columbia University, 1947.	21	7.5
Caswell, Hollis L. and Campbell, Doak I.	<u>Curriculum Development.</u> New York: American Book., 1935.	20	9
Bobbitt, John Franklin	<u>How to Make a Curriculum.</u> New York: Macmillian, 1923.	17	10
National Society for the Study of Education	<u>Twenty-Sixth Yearbook, Part I, Curriculum Making: Past and Present; Part II, The Foundations of Curriculum Making.</u> Bloomington, Ill: Public School Publishing Company, 1926.	13	11

TABLE 1 (continued)
 THE MOST INFLUENTIAL BOOKS IN CURRICULUM IN ORDER OF RANK

<u>Name of Author</u>	<u>Curriculum Book</u>	<u>Total Votes</u>	<u>Rank</u>
Dewey, John	<u>Experience and Education.</u> New York: Collier Books, 1963.	12	12
Bloom, Benjamin S., Editor	<u>Taxonomy of Educational Objectives.</u> Handbook I: Cognitive Domain. New York: David McKay, 1956.	11	14.5
Counts, George S.	<u>Dare the School Build a New Social Order?</u> New York: John Day, 1932.	11	14.5
Dewey, John	<u>The Child and the Curriculum.</u> Chicago: University of Chicago Press, 1902.	11	14.5
Commission on the Reorganization of Secondary Education of the National Education Association	<u>Cardinal Principles of Secondary Education.</u> Washington, D. C.: Department of the Interior, Bureau of Education, Bulletin #35, 1918.	11	14.5

Most Popular Undergraduate Teacher
Education Texts

A second survey was undertaken in order to discover the most popular textbooks in introductory teacher education courses. As noted in the previous chapter, two polls were used to obtain this data. The first poll was sent to education editors of five various sized educational publishers. Five responses were received. The five respondent editors listed what they believed were the largest publishers of college-level education textbooks. A majority of the votes of the responding editors was required before a company would be included in the list of the largest college-level educational publishers. Therefore, a minimum of three votes were required. The results were as follows:

Five out of Five Votes

1. Allyn & Bacon
2. Holt, Rinehart & Winston
3. Macmillan
4. McGraw-Hill
5. Charles E. Merrill
6. Prentice-Hall

Four out of Five Votes

7. Houghton Mifflin
8. Rand McNally⁴¹

⁴¹At the end of 1980, Rand McNally sold their list of education books and rights to Houghton Mifflin.

Three out of Five Votes

9. Harper & Row

10. Wadsworth

The college education editors of the above ten publishing companies were then polled as to their opinions about the most popular textbooks used in introductory teacher education textbooks. A second and third request was sent to non-respondents after intervals of two to three weeks. Eight out of ten responses were received. Those textbooks receiving at least two votes from the editors were placed on a list for the most popular textbooks used in introductory teacher education courses. Five texts were selected. They were as follows:

1. Johnson, James A., Collins, Harold W., Dupuis, Victor L. & Johansen, John H., Introduction to the Foundations of American Education. Third Edition, Boston: Allyn & Bacon, 1976.
2. Richey, Robert W., Planning for Teaching: An Introduction. Sixth Edition, New York: McGraw-Hill, 1979.
3. Ryan, Kevin & Cooper, James M., Those Who Can, Teach. Third Edition, Boston: Houghton Mifflin, 1980.
4. Van Til, William, Education: A Beginning. Second Edition, Atlanta, Ga.: Houghton Mifflin, 1974.
5. Wynn, Richard, DeYoung, Chris A. & Wynn, Joanne L., American Education. Eighth Edition, New York: McGraw-Hill, 1977.

To help validate the results of this poll, each of the eight respondent companies was contacted six months later. The college education editors of these eight companies again were asked to list the most popular textbooks used in undergraduate introductory

teacher education courses. Five out of eight responses were received in this survey. Many of the responses on the validation survey did not tally with the original poll. First, 1980 textbooks were included in the second group of responses. Second, the original respondent to the survey may have been replaced by a new college education editor at a specific publisher. It was then decided to add to the original list of five textbooks those textbooks which (a) were mentioned at least one time on each of the two polls, or (b) those textbooks which received at least two votes on the second survey. As a result, two more textbooks were added to the list of the most popular textbooks used in introductory teacher education courses. They were:

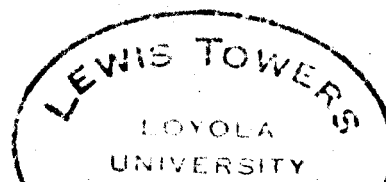
6. Johansen, John H., Collins, Harold W. & Johnson, James A., American Education An Introduction to Teaching. Third Edition, Dubuque, Iowa: Wm. C. Brown, 1979.
7. Ornstein, Allan. An Introduction to the Foundations of Education. First Edition, Chicago: Rand McNally, 1977.

Thus, seven textbooks were selected and their content analyzed for purposes of discovering the amount of coverage given to the most influential books in curriculum. The content analysis included the number of footnotes and suggested readings listing the 16 influential curriculum books as well as the amount of space in the narrative given to the discussion of these curriculum books.

Content Analysis of the Textbooks

Before beginning the content analysis of the seven introductory teacher education textbooks, scorer accuracy had to be verified. A colleague of this investigator was selected to help determine the accuracy of the investigator's content analysis. Two texts were selected for this phase of the study. The first was Van Til's Education: A Beginning (Second Edition) which was also selected as a popular introductory teacher education textbook. The second textbook was an older work, James Monroe Hughes' Education in America (Third Edition) which would not be analyzed in the actual study. Scorer reliability originally was to be determined by the Pearson Product Moment Correlation Coefficient (r). However, in surveying the data, it was decided that this statistic would not be appropriate. The statistic (r) is based upon a rank ordering of scores. Because of wide discrepancies in total scores, (i.e., content pages totalled for both textbooks more than 800 while footnotes totalled two for both scorers) a Pearson rank order type of correlation would automatically set up a 1.00 correlation since there was such a wide gap among the various sets of categories. Therefore, an Intraclass Correlation statistic was used to find the amount of agreement or disagreement between the two scorers in each of the six categories. The Guilford model⁴² allowed for six two-way ANOVAs to be set up. The following formula was used to find the Intraclass Correlation Coefficient in each category:

⁴²J.P. Guilford, Fundamental Statistics in Psychology and Education, McGraw Hill (New York: 1965), pp. 299-300.



$$r_{cc} = \frac{V_r - V_e}{V_r + (k - 1) V_e}$$

V_r = variance between rows, (textbooks)

V_e = variance for residuals, (error)

k = number of columns, (scorers)

The computations were carried out for each of the six categories. The results are found in Table 2. Six different categories were analyzed: the count of actual number of narrative pages in each text, the average number of lines per page, total suggested readings and footnotes, the number of narrative lines discussing the influential curriculum books and, finally, the number of influential curriculum books which were footnoted. There were strong agreements in all six categories. These ranged from an Intraclass Correlation Coefficient of .83 in the narrative line count to 1.00 in both suggested readings and footnotes. Thus, the reliability of this investigator in analyzing the content of the introductory teacher education textbooks was demonstrated.

The seven selected introductory teacher education textbooks were then analyzed for content. If there were more than one edition of a given textbook, the most recent edition including a 1980 publication date was utilized in each case. Each textbook's content was recorded on three separate instruments, one each for suggested readings, footnotes and textual narrative. There had been one further category, margin citations, which would include quotes

TABLE 2
RELIABILITY STUDY OF THE CONTENT ANALYSIS PROCEDURE

Category	Van Til, W. <u>Education: A Beginning</u>		Huges, J.M. <u>Education in America</u>		Totals		r_{cc}
	Researcher (I)	Validator (II)	Researcher (I)	Validator (II)	I	II	
Narrative pages	403	382	474.5	467	877.5	849	.85
Average number lines per page	32.2	33.9	30.5	31.5	62.7	65.4	.83
Total Suggested Readings	249	250	182	182	431	432	1.00
Total Footnotes	594	592	53	51	647	643	.99
Curriculum books discussed in narrative (number of lines)	0	0	35	33	35	33	.99
Curriculum books footnoted	0	0	2	2	2	2	1.00

not included within the actual content material itself but were placed in margins or set apart in other ways from the actual narrative. However, it was discovered that only two textbooks, Ryan and Cooper's, Those Who Can, Teach and Ornstein's, An Introduction to the Foundations of Education employed such quotes. Since this category could not be compared in the other textbooks, it was omitted from the final content analysis.

Analysis of Suggested Readings:
Number and Percentage

Each introductory teacher education textbook's lists of suggested readings was surveyed in order to discover the number of times each of the 16 influential curriculum books were mentioned in the suggested readings. Each textbook had such a list of suggested readings. The total scores for all of the influential curriculum books in all of the seven introductory textbooks can be found in Table 3. A total of 1,252 separate listings were counted for all of the seven textbooks. However, out of these 1,252 suggested readings, the influential curriculum books were mentioned only 15 times. Thus, the percentage of influential curriculum included in these lists of suggested readings totalled 1.2 percent.

Only seven of the curriculum books were mentioned at all, nine were not included in any list. Dewey's, Democracy and Education topped the list with a total score of five listings. Bruner's, The Process of Education followed with three listings. Bloom's, Taxonomy of Educational Objectives: The Cognitive Domain and Tyler's,

Basic Principles of Curriculum and Instruction were listed two times each. Count's, Dare the Schools Build a New Social Order?, Dewey's, Experience and Education, and Taba's, Curriculum Development: Theory and Practice were listed only one time in all of the seven textbooks. Nine curriculum books were not listed in any of the introductory teacher education textbooks' suggested reading lists. These included: Bobbitt's, The Curriculum and How to Make a Curriculum, Caswell and Campbell's, Curriculum Development, Charter's, Curriculum Construction, Commission on the Reorganization of Secondary Education's, Cardinal Principles of Secondary Education, Dewey's, The Child and the Curriculum, National Society for the Study of Education's, Twenty-Sixth Yearbook, Part I, Curriculum Making: Past and Present and Part II, The Foundations of Curriculum Making, Smith, et al., Fundamentals of Curriculum Development, and Stratemeyer, et al., Developing a Curriculum for Modern Living.

Analysis of Footnote Scores: Number and Percentage

Footnotes for the seven introductory teacher education textbooks were analyzed to discover the number of times the influential curriculum books were mentioned in the footnotes. The total scores for all of the influential curriculum books in all of the seven introductory teacher education textbooks can be found in Table 4. Any footnote reference to an influential curriculum book was counted. Out of a total number of 2,506 footnotes counted in all seven introductory teacher education textbooks, 39 pertained to the influential curriculum books for a total of 1.56 percent in all texts.

ANALYSIS OF FOOTNOTES: NUMBER AND PERCENTAGE
(Numbers indicate listings in each textbook)

Influential Books in Curriculum, by Author

<u>Textbook</u>	<u>Total Footnotes</u>	Bloom	Bobbitt (The Curriculum)	Bobbitt (How to Make a Curriculum)	Bruner	Caswell	Charters	Counts	Commission on the Reorganization of Secondary Educa- tion	Dewey (The Child and the Curriculum)	Dewey (Democracy and Education)	Dewey (Experience and Education)	National Society for the Study of Education	Smith et al	Stratemeyer et al	Taba	Tyler
<u>Johansen et al , American Education An Introduction to Teaching</u>	175	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<u>Johnson et al, Introduction to the Foundations of American Education</u>	269	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<u>Orstein, An Introduc- tion to the Foundations of Education</u>	738	3	0	0	4	1	0	2	2	3	6	2	0	1	0	1	1
<u>Richey, Planning for Teaching: An Introduction</u>	150	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0
<u>Ryan & Cooper, Those Who Can, Teach</u>	248	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1
<u>Van Til, Education A Beginning</u>	594	0	0	0	1	0	0	1	1	0	1	1	0	0	0	0	0
<u>Wynn et al, American Education</u>	352	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	2506	5	0	0	7	1	0	3	3	3	9	3	0	1	0	2	2
Total % of all 7 Textbooks		.20	0	0	.28	.04	0	.12	.12	.12	.36	.12	0	.04	0	.08	.08

Eleven of the 16 curriculum books were footnoted at least one time. Dewey's, Democracy and Education led the list with nine footnotes for a .36 percent of the total footnotes. Bruner's, The Process of Education followed with seven listings for .28 percent of the total. Bloom's, Taxonomy of Educational Objectives. Handbook I: Cognitive Domain followed with five listings for .20 percent of the total. Four influential curriculum books tied with three listings each for .12 percent of total footnotes. These were Counts', Dare the Schools Build a New Social Order?, Commission on the Reorganization of Secondary Education's, Cardinal Principles of Secondary Education and two of Dewey's books, The Child and the Curriculum and Experience and Education. Two books had two listings for a total of .08 percent. These were Taba's, Curriculum Development: Theory and Practice and Tyler's, Basic Principles of Curriculum and Instruction. Two books were mentioned one time for .04 percent. These were Caswell and Campbell's, Curriculum Development and Smith, et al., Fundamentals of Curriculum Development. Five books were not footnoted in any of the seven popular introductory teacher education textbooks. These neglected books included: Bobbitt's, The Curriculum and How to Make a Curriculum, Charter's, Curriculum Construction, National Society for the Study of Education's, Twenty-Sixth Yearbook, Part I, Curriculum Making: Past and Present and Part II, The Foundations of Curriculum Making and Stratemeyer et al., Developing a Curriculum for Modern Living.

Analysis of Narrative Scores:
Number and Percentage

The results of the analysis of the narrative content of the introductory teacher education textbooks showed that out of 2,490 pages of narrative, 24.94 total pages were devoted to the 16 influential curriculum books for a score of 1.0 percent of the total narrative. Table 5 shows the page count for each of the influential curriculum books for each introductory teacher education textbook.

Eleven curriculum books were discussed or mentioned at least once in at least one of the textbooks. Percent of total narrative scores were carried out to three decimal places in order to eliminate tied scores. Bloom's, Taxonomy of Educational Objectives. Handbook I: The Cognitive Domain led with 6.73 total pages for 2.70 percent of total narrative. The Commission on the Reorganization of Secondary Education's, Cardinal Principles of Secondary Education followed with 5.51 pages for a .220 percent total. Bruner's, The Process of Education was third with 4.94 pages for a score of .198 percent. Dewey's, Democracy and Education with 2.85 total pages scored .114 percent. Counts', Dare the Schools Build a New Social Order? followed with 2.25 pages and .090 percent. Taba's, Curriculum Development: Theory and Practice totalled .60 pages for .024 percent. Tyler's, Basic Principles of Curriculum and Instruction was next with .68 pages for .027 percent. Caswell and Campbell's, Curriculum Development scored .48 pages for .019 percent and Dewey's, The Child and the Curriculum was discussed for .46 pages for .018

Influential Books in Curriculum, by Author

<u>Textbook</u>	<u>Total Suggested Readings</u>	<u>Bloom</u>	<u>Bobbitt (The Curriculum)</u>	<u>Bobbitt (How to Make a Curriculum)</u>	<u>Bruner</u>	<u>Caswell</u>	<u>Charters</u>	<u>Counts</u>	<u>Commission on the Reorganization of Secondary Education</u>	<u>Dewey (The Child and the Curriculum)</u>	<u>Dewey (Democracy and Education)</u>	<u>Dewey (Experience and Education)</u>	<u>National Society for the Study of Education</u>	<u>Smith et al</u>	<u>Stratemeier et al</u>	<u>Taba</u>	<u>Tyler</u>	<u>Total</u>	
<u>Johansen et al, American Education An Introduction to Teaching</u>	254	.84	0	0	0	0	0	0	.12	0	0	.04	0	0	0	0	0	0	.16
<u>Johnson et al, Introduction to the Foundations of American Education</u>	322	2.33	0	0	0	0	0	.13	.43	0	0	0	0	0	0	0	0	0	2.89
<u>Ornstein, An Introduction to the Foundations of American Education</u>	480	1.37	0	0	1.51	.48	0	1.65	2.51	.46	1.74	.14	0	.14	0	.60	.68	11.	
<u>Richey, Planning for Teaching: An Introduction</u>	324	2.19	0	0	.78	0	0	0	.64	0	.35	.03	0	0	0	0	0	0	3.
<u>Ryan & Cooper, Those Who can, Teach</u>	395	0	0	0	1.87	0	0	0	0	0	.73	0	0	0	0	0	0	0	2.
<u>Van Til, Education: A Beginning</u>	403	0	0	0	.75	0	0	.47	1.68	0	.03	.09	0	0	0	0	0	0	3.
<u>Wynn et al, American Education</u>	312	0	0	0	.03	0	0	0	.13	0	0	0	0	0	0	0	0	0	.
TOTALS	2490	6.73	0	0	4.94	.48	0	2.25	5.51	.46	2.85	.30	0	.14	0	.60	.68	24.	
Total % of Narrative in all 7 Textbooks		.270**	0	0	.198	.019	0	.090	.221	.018	.114	.012	0	.006	0	.024	.027	.9	

*Difference of .009% due to rounding off to the nearest thousandth

**Decimals carried to three places to eliminate ties

percent of the total narrative. Dewey's, Experience and Education totalled .30 pages for a score of .012 percent and Smith, et al., Fundamentals of Curriculum Development was mentioned in a textbook's narrative for a total of .14 pages and .006 percent.

Five curriculum books received no mention in the narrative of any of the seven popular introductory teacher education textbooks. These included: Bobbitt's, The Curriculum and How to Make a Curriculum, Charter's, Curriculum Construction, National Society for the Study of Education's, Twenty-Sixth Yearbook, Part I, Curriculum Making: Past and Present and Part II, The Foundations of Curriculum Making and Stratemeyer, et al., Developing a Curriculum for Modern Living.

Intraclass Correlation Study

Tables 3, 4 and 5 were the basis for analyzing intraclass correlations to determine if there was agreement among the seven textbook writers as to their use or non-use of the same curriculum books in the three categories of suggested readings, footnotes and narrative.

An Intraclass Correlation study was performed for all of the seven textbooks. The Guilford model allowed for the textbook authors to be equivalent to raters and the influential curriculum books to be equivalent to rateses.⁴³ Thus, a two-way ANOVA could be set up and the following formula used to find the Intraclass Correlation Coefficient.

⁴³Guilford, pp. 299-300.

$$r_{cc} = \frac{V_r - V_e}{V_r + (k - 1) V_e} \quad (\text{Intraclass correlation among } k \text{ series})$$

V_r = variance between rows, each row a curriculum book

V_e = variance for residuals (error)

k = number of columns (textbook writers)

The computations were carried out for the three categories of suggested readings, footnotes and narrative. The Intraclass Coefficient (r_{cc}) for narrative, bases upon Table 5, was +.30. The r_{cc} for footnotes, based upon Table 4 was +.28 and for suggested readings, based upon Table 3, was -.11. The statistic r_{cc} indicates the average of the intercorrelations of the seven sets of textbook writers in their usage of the influential curriculum books in the three categories. The r_{cc} for each of the categories was low; indeed the suggested readings indicate a negative correlation, but one which is so low (-.11) and so close to "zero" that it suggests no agreement whatsoever.

Thus, there appears to be a low agreement among the textbook writers as to which influential curriculum books are or are not used in their introductory teacher education textbooks in the two categories of footnotes and narrative and negative correlation in the category of suggested readings.

Analysis of Suggested Readings:
Rank Order

The influential curriculum books were then ranked according to the percentage of their use as suggested readings in all of the introductory teacher education textbooks. The information found in Table 3 was used to compile the rankings of the curriculum books which can be found in Table 6.

As seen in Table 6, only seven of the influential curriculum books were listed one or more times as suggested readings in the selected textbooks. The scores for each curriculum book are shown in Table 3. The highest score was achieved by Dewey's, Democracy and Education which ranked first with .39% of the total suggested readings. Bruner's, The Process of Education ranked second with .24 percent. Bloom's, Taxonomy of Educational Objectives. Handbook I: Cognitive Domain and Tyler's, Basic Principles of Curriculum and Instruction tied at .16% of total suggested readings for a rank of 3.5. Three books with a total of .08 percent tied for sixth place. These were Counts', Dare the Schools Build a New Social Order?, Dewey's, Experience and Education and Taba's, Curriculum Development: Theory and Practice. The remaining nine curriculum books were not listed in any of the suggested reading lists and with a 0 percent shared a rank of 12.5. These nine non-listed books included Bobbitt's, The Curriculum and How to Make a Curriculum, Caswell and Campbell's, Curriculum Development, Charters', Curriculum Construction, Commission on the Reorganization of Secondary Education's, Cardinal Principles of Secondary Education, Dewey's, The Child and

TABLE 6

INFLUENTIAL BOOKS IN CURRICULUM: RANK ORDER BASED UPON
PERCENTAGE OF THEIR USE AS SUGGESTED READINGS

Influential Curriculum Book	Number of Mentions as Suggested Readings	% of Total Suggested Readings	Rank
Dewey, John. <u>Democracy and Education</u>	5	.39	1
Bruner, Jerome. <u>The Process of Education</u>	3	.24	2
Bloom, Benjamin S., Editor. <u>Taxonomy of Educational Objectives. Handbook I: Cognitive Domain</u>	2	.16	3.5
Tyler, Ralph. <u>Basic Principles of Curriculum and Instruction</u>	2	.16	3.5
Counts, George S. <u>Dare the Schools Build a New Social Order?</u>	1	.08	6
Dewey, John. <u>Experience and Education</u>	1	.08	6
Taba, Hilda. <u>Curriculum Development: Theory and Practice</u>	1	.08	6
Bobbitt, John Franklin. <u>The Curriculum</u>	0	0	12.5
Bobbitt, John Franklin. <u>How to Make a Curriculum</u>	0	0	12.5
Caswell, Hollis L. and Campbell, Doak S. <u>Curriculum Development</u>	0	0	12.5
Charters, W. <u>Curriculum Construction</u>	0	0	12.5
Commission on the Reorganization of Secondary Education of the National Education Association. <u>Cardinal Principles of Secondary Education</u>	0	0	12.5
Dewey, John. <u>The Child and the Curriculum</u>	0	0	12.5
National Society for the Study of Education. <u>Twenty-Sixth Yearbook, Part I, Curriculum Making: Past and Present; Part II, The Foundations of Curriculum Making</u>	0	0	12.5
Stratmeyer, Florence B., Forkner, H. McKim MG. <u>Developing a Curriculum For Modern Living</u>	0	0	12.5
TOTAL	15	1.19*	

*Difference from Table 3 total due to rounding off to determine ranks.

the Curriculum, National Society for the Study of Education's, Twenty-Sixth Yearbook, Part I, Curriculum Making: Past and Present and Part II, The Foundations of Curriculum Making, Smith et al., Fundamentals of Curriculum Development and Stratemeyer et al., Developing a Curriculum for Modern Living.

The total percentage for all of the curriculum books in all of the seven introductory teacher education textbooks was 1.19 percent. This total indicated the insignificant usage of the curriculum books in the selected textbooks. Thus, it was inappropriate to use these rank scores in any further statistical analysis or statistical comparisons.

Analysis of Footnotes: Rank Order

The influential curriculum books were also ranked according to the total listings and percent of their usage in the footnotes of introductory teacher education textbooks. The rank scores found in Table 7 were compiled from information found in Table 4. Dewey's, Democracy and Education ranked first with .35 percent of total footnotes. Bruner's, The Process of Education ranked second with .28 percent of the total. Bloom's, Taxonomy of Educational Objectives. Handbook I: Cognitive Domain ranked third with .20 percent of total footnotes. Four curriculum books tied with .12 percent of total footnotes for a rank of 5.5. These books were Counts', Dare the Schools Build a New Social Order?, Dewey's, The Child and the Curriculum and Experience and Education and the Commission on the Reorganization of Secondary Education's, Cardinal Principles of Secondary Education.

TABLE 7
 INFLUENTIAL BOOKS IN CURRICULUM: RANK ORDER BASED UPON
 PERCENTAGE OF THEIR USE IN FOOTNOTES

Influential Curriculum Book	Number of Footnotes	% of Total Footnotes	Rank
Dewey, John. <u>Democracy and Education</u>	9	.35	1
Bruner, Jerome. <u>The Process of Education</u>	7	.28	2
Bloom, Benjamin S., Editor. <u>Taxonomy of Educational Objectives. Handbook I: Cognitive Domain</u>	5	.20	3
Counts, George S. <u>Dare the Schools Build a New Social Order?</u>	3	.12	5.5
Dewey, John. <u>The Child and the Curriculum.</u>	3	.12	5.5
Dewey, John. <u>Experience and Education</u>	3	.12	5.5
Commission on the Reorganization of Secondary Education of the NEA. <u>Cardinal Principles of Secondary Education</u>	3	.12	5.5
Taba, Hilda. <u>Curriculum Development: Theory and Practice</u>	2	.08	8.5
Tyler, Ralph. <u>Basic Principles of Curriculum and Instruction</u>	2	.08	8.5
Caswell, Hollis L. & Campbell, Doak S. <u>Curriculum Development</u>	1	.04	10.5
Smith, B.O., Stanley, W.O., Shores, J.H. <u>Fundamentals of Curriculum Development</u>	1	.04	10.5
Bobbitt, John Franklin. <u>The Curriculum</u>	0	0	14
Bobbitt, John Franklin. <u>How to Make a Curriculum</u>	0	0	14
Charters, W. <u>Curriculum Construction</u>	0	0	14
National Society for the Study of Education. <u>Twenty-Sixth Yearbook, Part I, Curriculum Making: Past and Present; Part II, The Foundations of Curriculum Making</u>	0	0	14
Stratemyer, Florence B., Forkner, J., McKim, M.G. <u>Developing a Curriculum for Modern Living</u>	0	0	14
TOTALS	39	1.55	

Taba's, Curriculum Development: Theory and Practice and Tyler's, Basic Principles of Curriculum and Instruction tied at .08 percent of total footnotes for a rank of 6.5. Caswell and Campbell's Curriculum Development and Smith et al., Fundamentals of Curriculum Development both received a total percentage of .08 for a ranking of 10.5. Five books were not footnoted in any of the seven selected textbooks. They shared 14th place. These included: Bobbitt's, The Curriculum and How to Make a Curriculum, Charter's, Curriculum Construction, National Society for the Study of Education's, Twenty-Sixth Yearbook, Part I, Curriculum Making: Past and Present and Part II, The Foundations of Curriculum Making and Stratemeyer et al., Developing a Curriculum for Modern Living.

The total percentage for all of the curriculum books in all of the seven introductory teacher education textbooks was 1.55 percent. This total score demonstrates the insignificance of the usage of the influential curriculum books in the footnotes of the selected textbooks. As with the ranks of the suggested readings scores, it was not appropriate to use these ranks for further statistical analysis.

Analysis of Narration: Rank Order

When the influential curriculum books were ranked according to the percentage of their use as narrative within the selected teacher education textbooks, the results showed the insignificance of the amount of their usage. Decimal places were carried out three places in order to eliminate tied scores. According to Table 3, the highest

TABLE 8
 INFLUENTIAL BOOKS IN CURRICULUM: RANK ORDER BASED UPON
 PERCENTAGE OF TEXTBOOK NARRATIVE

Influential Curriculum Book	Narrative Page Count	% of Total Narrative	Rank
Bloom, Benjamin S., Editor. <u>Taxonomy of Educational Objectives.</u> <u>Handbook I: Cognitive Domain</u>	6.73	.270**	1
Commission on the Reorganization of Secondary Education of the NEA. <u>Cardinal Principles of Secondary</u> <u>Education</u>	5.51	.221	2
Bruner, Jerome. <u>The Process of</u> <u>Education</u>	4.94	.198	3
Dewey, John. <u>Democracy and</u> <u>Education</u>	2.85	.114	4
Counts, George. <u>Dare the Schools</u> <u>Build a New Social Order?</u>	2.25	.090	5
Tyler, Ralph. <u>Basic Principles of</u> <u>Curriculum and Instruction</u>	.68	.027	6
Taba, Hilda. <u>Curriculum Development:</u> <u>Theory and Practice</u>	.60	.024	7
Caswell, Hollis L. and Campbell, Doak S. <u>Curriculum Development</u>	.48	.019	8
Dewey, John. <u>The Child and the</u> <u>Curriculum</u>	.46	.018	9
Dewey, John. <u>Experience and</u> <u>Education</u>	.30	.012	10
Smith, B.O., Stanley, W.O. Shores, J.H. <u>Fundamentals of Curriculum</u> <u>Development</u>	.14	.005	11
Bobbitt, John Franklin. <u>The Curriculum</u>	0	0	14
Bobbitt, John Franklin. <u>How to Make</u> <u>a Curriculum</u>	0	0	14
Charters, W.W. <u>Curriculum Construction</u>	0	0	14
National Society for the Study of Education. <u>Twenty-Sixth Yearbook,</u> <u>Part I. Curriculum Making: Past and</u> <u>Present; Part II. The Foundations</u> <u>of Curriculum Making</u>	0	0	14
Stratemeyer, Florence B., Forkner, J., McKim, M.G. <u>Developing a Curriculum</u> <u>for Modern Living</u>	0	0	14
TOTALS	24.94	.998%	

*Difference from Table 5 total due to rounding off to determine ranks.
 **Decimals carried out to three places to eliminate ties.

ranking curriculum book, Bloom's, Taxonomy of Educational Objectives. Handbook 1: Cognitive Domain constituted 6.73 total pages or .270 percent of 2,490 pages of narrative in all of the seven selected textbooks. The Commission on the Reorganization of Secondary Education's, Cardinal Principles of Secondary Education ranked second with 5.51 pages for a total of .221 percent. Bruner's, The Process of Education ranked third with 4.94 pages for a .198 percent score. The fourth ranked curriculum book was Dewey's, Democracy and Education with 2.85 pages for .114 percent. Counts', Dare the Schools Build a New Social Order? ranked fifth with 2.25 pages for a score of .090 percent.

The next four curriculum books each totalled approximately one-half page of narrative. Tyler's, Basic Principles of Curriculum and Instruction had .68 total pages for a score of .027 percent. Taba's, Curriculum Development: Theory and Practice followed in seventh place with a page count of .60 for a total of .024 percent of total narrative. The eighth rank was held by Caswell and Campbell's, Curriculum Development which had .48 pages of total narrative for a score of .019 percent. Dewey's, The Child and the Curriculum was in ninth place with .46 pages for a total of .018 percent. Dewey's, Experience and Education had less than one-third of a page of narrative with a total page count of .30 and a percentage of .012 for tenth place. The 11th ranked book, Smith, et al., Fundamentals of Curriculum Development was included in only .14 page of narrative for a total percentage of .005 which indicated that it was merely mentioned in one textbook's narrative.

Five curriculum books were not even mentioned within the narrative of any of the selected seven textbooks. They each scored 0 percent for a rank of 14. These works included Bobbitt's, The Curriculum and How to Make a Curriculum, Charters', Curriculum Construction, National Society for the Study of Education's, Twenty-Sixth Yearbook, Part I, Curriculum Making: Past and Present, and Part II, The Foundations of Curriculum Making and Stratemeyer, et al., Developing a Curriculum for Modern Living.

The total percent of usage of the influential curriculum books in the narrative of the seven selected textbooks was .998 percent. As in the case of the suggested readings and the footnote ranks, the insignificant total precluded using these rank scores for any other statistical test.

Comparison of the Introductory Teacher Education Tests

Seven introductory teacher education textbooks were involved in this study: (1) Johansen, John H., Collins, Harold W. and Johnson, James A., American Education An Introduction to Teaching. Third Edition (1979); (2) Johnson, James A., Collins, Harold W., Dupuis, Victor and Johansen, John H., Introduction to the Foundation of American Education. Third Edition (1976); (3) Ornstein, Allan, An Introduction to the Foundations of Education. First Edition (1977); (4) Richey, Robert W., Planning for Teaching: An Introduction. Sixth Edition (1979); (5) Ryan, Kevin and Cooper, James M., Those Who Can,

Teach. Third Edition (1980); (6) Van Til, William, Education: A Beginning. Second Edition (1974); (7) and Wynn, Richard, DeYoung, Chris A. and Wynn, Joanne L., American Education, Eighth Edition (1977). Some observations can be made about their usage of the influential curriculum books in the three categories of suggested readings, footnotes and narrative. These observations were based upon the ranks they obtained in each category as shown in Tables 9, 10 and 11.

As shown in Table 9, the Ornstein textbook led in the category of suggested readings with 5 out of 60 or 8.3 percent of the total listings within that textbook. The Johnston, Collins, Dupuis and Johansen text ranked second with 5 out of 197 total suggested readings for 2.5 percent of total textbook listings. Ryan and Cooper's text ranked third with 3 out of 217 suggested readings for a score of 1.38 percent. The fourth ranked book was the Johansen, Collins and Johnson text with 2 out of 168 listings for a score of 1.19 percent. The last three textbooks tied for last place with a ranking of six. None of the three last texts included any of the influential curriculum books in their lists of suggested readings. These three texts included Richey's with 86 total suggested readings, Van Til's with 249 and Wynn, DeYoung and Wynn's with 275 total listings.

In terms of the total number of footnotes in each introductory teacher education textbook, the percentages were even lower. Table 10 indicates that Ornstein's text led with a total of 3.5 percent of total footnotes having 26 out of 738 footnotes incorporating one of the 16 influential curriculum books. The second ranked

TABLE 9

TEXTBOOKS: RANKINGS BASED UPON PERCENTAGE OF TOTAL SUGGESTED READINGS

LISTING THE INFLUENTIAL BOOKS IN CURRICULUM

Textbook	Total Suggested Readings	Number of Listings	Percent of Total	Rank
Ornstein, Allan. <u>An Introduction to the Foundations of Education</u>	60	5	8.33	1
Johnson, James A., Collins, Harold W., Dupuis, Victor & Johansen, John H. <u>Introduction to the Foundations of American Education</u>	197	5	2.53	2
Ryan, Kevin & Cooper, James M. <u>Those Who Can, Teach</u>	217	3	1.38	3
Johansen, John H., Collins, Harold W., & Johnson, James A. <u>American Education An Introduction to Teaching</u>	168	2	1.19	4
Richey, Robert W. <u>Planning for Teaching: An Introduction</u>	86	0	0	6
Van Til, William. <u>Education: A Beginning</u>	249	0	0	6
Wynn, Richard, DeYoung, Chris A. & Wynn, Joanne L. <u>American Education</u>	275	0	0	6

TABLE 10

TEXTBOOKS: RANKINGS BASED UPON PERCENT OF TOTAL FOOTNOTES
 INCORPORATING THE INFLUENTIAL BOOKS IN CURRICULUM

Textbook	Total Footnotes	Number of Listings	Percent of Total	Rank
Ornstein, Allan. <u>An Introduction to the Foundations of Education</u>	738	26	3.5	1
Ryan, Kevin & Cooper, James M. <u>Those Who Can, Teach</u>	218	4	1.8	2
Richey, Robert W. <u>Planning for Teaching: An Introduction</u>	150	2	1.3	3
Van Til, William. <u>Education: A Beginning</u>	594	5	.8	4
Johansen, John H., Collins, Harold W., & Johnson, James A. <u>American Education An Introduction to Teaching</u>	175	1	.6	5
Johnson, James A., Collins, Harold W., Dupuis, Victor & Johansen, John H. <u>Introduction to the Foundations of American Education</u>	269	1	.4	6
Wynn, Richard, DeYoung, Chris A. & Wynn, Joanne L. <u>American Education</u>	275	0	0	7

TABLE 11

TEXTBOOKS: RANKINGS BASED UPON PERCENTAGES OF NARRATIVE INCORPORATING
THE INFLUENTIAL BOOKS IN CURRICULUM

Textbook	Total Pages of Narrative	No. of Pages Incorporating Curriculum Books	% of Total	Rank
Ornstein, Allan. <u>An Introduction to the Foundations of Education</u>	480	11.28	2.35	1
Richey, Robert W. <u>Planning for Teaching: An Introduction</u>	324	3.99	1.23	2
Johnson, James A., Collins, Harold W., Dupuis, Victor & Johansen, John H. <u>Introduction to the Foundations of American Education</u>	322	2.89	.90	3
Van Til, William, <u>Education: A Beginning</u>	403	3.02	.75	4
Ryan, Kevin & Cooper, James M. <u>Those Who Can, Teach</u>	395	2.60	.66	5
Johansen, John H., Collins, Harold W., & Johnson, James A. <u>American Education An Introduction to Teaching</u>	254	1.00	.39	6
Wynn, Richard, DeYoung, Chris A., & Wynn, Joanne L. <u>American Education</u>	312	.16	.05	7

textbook, Ryan and Cooper's, used at least one of the influential books in 4 out of 218 total footnotes for a total of 1.8 percent. The third ranked textbook was Richey's with 2 out of 150 footnotes for a score of 1.3 percent. Van Til's text ranked fourth with 5 out of 594 footnotes for .8 percent and the Johansen, Collins and Johnson text ranked fifth with only one footnote for a .6 percent total. The Johnson, Collins, Dupuis and Johansen text also had only one footnoted influential curriculum book, but since it had more total pages, 269, it scored .4 percent for sixth place. The Wynn, DeYoung and Wynn text footnoted none of the 16 influential curriculum books for a score of 0 percent and seventh place.

Table 11 charts the rankings of the seven selected textbooks in terms of their use of the 16 influential curriculum books in the total narrative of the text. Ornstein's text ranked first with 11.28 pages out of 480 total pages of narrative, incorporating one or more of the 16 influential curriculum books for a score of 2.35 percent of the total narrative. Richey's text came in second with 3.99 total pages for a score of 1.23 percent. The third ranked text was that of Johnson, Collins, Dupuis and Johansen with 2.89 pages of total narrative and .90 percent of the total in the text. Van Til came in fourth with 3.02 pages out of 403 total pages for a score of .75 percent. Ryan and Cooper incorporated the curriculum books in 2.60 narrative pages out of a total of 395 for a score of .66 percent. The Johansen, Collins, and Johnson text scored .39 percent with 1.00 out of 254 total pages incorporating the influential curriculum books. Wynn, DeYoung and Wynn's text in 312 total pages counted

only .16 pages of discussion of the curriculum books, totalling .05 percent of the total for seventh place; only one of the curriculum books was merely mentioned within the text's narrative.

Intraclass Correlation of the Textbook Rankings

Tables 9, 10 and 11 were used to calculate the Intraclass correlation of a sum or average for the rankings of the textbooks in the three categories of suggested readings, footnotes and narrative. The formula used was:⁴⁴

$$V_{kk} = \frac{V_r - V_e}{V_r}$$

V_{kk} = Intraclass correlation of a sum

V_r = Variance between columns where each column is a textbook's rank in one of the three categories

V_e = Variance for error

The textbooks were listed and the rank scores for each category (suggested readings, footnotes and narrative) were set up in columns next to each textbook. Using the above formula, an Intraclass correlation was computed. V_{kk} was calculated to be +.78. From this score, the inference is that if the three rankings for each textbook were averaged, the averages would correlate with a similar set of averages and this correlation would be about .78.

⁴⁴Guilford, p. 300.

Thus, there is a relatively high positive correlation among the textbooks in terms of their ranks as to the consistency of their use or non-use of the influential curriculum books within their content.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusions and Implications

Several conclusions and implications may be drawn from this study. These can be reached from the results which were obtained and discussed in Chapter IV.

The votes of the One Hundred Professors of Curriculum concerning the most influential books in curriculum written during the twentieth century demonstrates the biases of these experts. Only three of the 16 curriculum books voted most influential were books which have had a more recent impact upon curriculum thought or methodology. These three books were Tyler's, Basic Principles of Curriculum and Instruction (1949); Bloom's, Taxonomy of Educational Objectives. Handbook I: Cognitive Domain (1954) and Bruner's, The Process of Education (1960).

Three books by Dewey were included in the list of the 16 influential curriculum books. They were Democracy and Education, The Child and the Curriculum and Experience and Education. Thus, a total of three out of 16 or 18.75 percent of the influential curriculum books were attributed to Dewey.

In addition to the works by Dewey, six other books for a total of 56.25 percent were products of an earlier era. These

included Charters', Curriculum Construction, Bobbitt's, The Curriculum and How to Make a Curriculum; the National Society for the Study of Education's, Twenty-Sixth Yearbook, Part I: Curriculum Making: Past and Present and Part II, The Foundations of Curriculum Making; Counts', Dare the Schools Build a New Social Order? and the Commission on the Reorganization of Secondary Education's, Cardinal Principles of Secondary Education.

Of the seven books which were not directly related to an earlier era, four were basically curriculum textbooks. These included: Taba's, Curriculum Development: Theory and Practice; Smith, et al., Fundamentals of Curriculum Development; Stratemeyer, et al., Developing a Curriculum for Modern Living and Caswell and Campbell's, Curriculum Development.

One implication is that the Professors of Curriculum were reluctant to give the status of "influential" to more recent efforts. Recent curriculum books which focus on recent trends such as the non-graded classroom or values education, as examples, were ignored by the majority of curriculum experts. Thus the experts appear to be more traditional in philosophy. The major guideline for the experts in selecting influential books appears to be the test of time.

Introductory teacher education textbook writers are primarily concerned with the practical preparation of the preservice teacher. In reviewing the results of this study, it appears obvious that the textbook writers of the seven most popular introductory teacher education textbooks did not regard the influential curriculum books to be vital for the current instruction of preservice teachers. Five of

the influential curriculum books were not discussed or mentioned in the narrative nor listed in footnotes nor in the suggested readings in any of the seven selected textbooks. These included Stratemeyer, et al., Developing a Curriculum for Modern Living; Bobbitt's, The Curriculum and How to Make a Curriculum; Charters', Curriculum Construction and the National Society for the Study of Education's, Twenty-Sixth Yearbook, Part I, Curriculum Making: Past and Present and Part II, The Foundations of Curriculum Making. Yet the Charters' book was ranked 5.5, the Stratemeyer book ranked 7.5; Bobbitt's ranked 7.5 and 10 respectively and the National Society for the Study of Education's ranked 11th in influence by the curriculum experts.

In the category of narrative, there was no influential curriculum book discussed in all of the seven textbooks. The closest was the Commission on the Reorganization of the Secondary Education's 1918 work, Cardinal Principles of Secondary Education which was at least mentioned in the narrative of six of the seven selected textbooks.

No one book was footnoted in all of the textbooks. The curriculum book which topped the list in this category was Bruner's, The Process of Education which was footnoted at least one time in four of the seven selected textbooks.

No one influential curriculum book appeared in all of the textbook's suggested readings lists. The closest was Dewey's, Democracy and Education which was listed at least one time in four of the seven selected textbooks.

Even in the specific chapters of the introductory teacher education textbooks devoted to the topic of "curriculum," the influential books were largely ignored. This can be shown by the fact that only two curriculum books received over two pages of discussion in the total narrative of any one textbook. One was the Commission on the Reorganization of Secondary Education's, Cardinal Principles of Secondary Education which received 2.56 pages of coverage in Ornstein's, An Introduction to the Foundations of American Education. The second was Bloom's, Taxonomy of Educational Objectives. Handbook 1: Cognitive Domain which was discussed a total of 2.33 pages in Johnson, Collins, Dupuis and Johansen's, Introduction to the Foundations of American Education and for 2.19 total pages in Richey's, Planning for Teaching: An Introduction.

These results imply that textbook authors have to be more current with their material and do not rely on those books which the experts appear to have judged influential by the test of time. The textbook writers do not want to appear "dated" and thus ignored many of the 16 influential curriculum books such as the two books by Bobbitt which were nominated by the Professors of Curriculum.

It was Richey who noted in his text that Dewey was one of the most criticized and least read of any educator. He went on to say, "It would indeed be desirable to read one or more of his books (most are available in inexpensive paperbacks) and see firsthand information regarding his philosophy of education."⁴⁵ It is

⁴⁵ Robert W. Richey, Planning for Teaching: An Introduction, McGraw-Hill (New York: 1979), p. 333.

interesting to note that the preservice teacher would have to read this information directly in the narrative since neither Dewey's books nor any other of the influential curriculum books were included in any of the suggested readings in the Richey textbook. However, he is not atypical of the textbook authors since the greatest number of suggested readings incorporating the influential books was five in each of two textbooks.

A second implication can be drawn from this investigation. The insignificant usage of the influential curriculum books in the introductory teacher education textbooks demonstrates that preservice education students would not become familiar with the major figures in curriculum or their works from the usage of the selected popular textbooks alone. As a result, without further study in curriculum, many inservice teachers may also be unfamiliar with the influential curriculum books.

A third implication is that the Professors of Curriculum as a group may be out of step with other educators. They may be dwelling in past educational theory and ignoring some of the newer, perhaps unproven, approaches to developing a curriculum for today's students. Indeed some writers who are important in education today were ignored by the Professors of Curriculum. Perhaps, the problem lay in the fact that in taking a survey of "influential" books, the term "influential" may be synonymous with "classic" for many respondents. "Classic" connotes a time test which resulted in the emphasis upon books of yesterday's era.

Another point is that introductory teacher education textbooks are not overly concerned with the more theoretical aspects of education. There may be chapters on the history and philosophy of education, but they are mostly concerned with the more practical problems and issues of today's schools. This implies that curriculum experts are emphasizing different concerns and may have different views of education. Are they recognizing today's educational problems? Are they recognizing attempts to find new solutions to current problems? Are they ready to acknowledge that current ideas, even if untested over time, may have some merit? If the results of this study are valid, the answers to these questions seem in the negative.

A final implication is that curriculum courses, designed primarily for curriculum majors, may be misdirected. Curriculum should be a practical tool for educators. If theory does not reach the classroom, then it is irrelevant as a practical tool for the teacher. Preservice teachers want information to help them in the classroom, as can be seen in the introductory textbooks. Inservice teachers are no different. "Curriculum" is often linked with "Instruction" in many universities. However, a curriculum theory based upon the ideas of the 1920's and 1930's is not very helpful for teachers today. Curriculum itself may have to shift some of its emphasis. It may have to disregard some of its theoretical foundations and emphasize instead the problems and issues which deal with the classroom of today. A gap between the theoretical and practical

aspects of curriculum seems to exist, at least according to this investigation. It will be a challenge for curriculum experts to help close that gap.

Suggestions

After completing this investigation, several suggestions may be offered which, if followed, may have aided this investigation or similar investigations in the future. They are as follows:

1. A more limiting definition of curriculum may have been used when polling the curriculum experts. This may or may not have led to a different listing of influential books since some of the more philosophical works may have been omitted.
2. Two listing sheets for "influential" books in curriculum might have been sent to the Professors of Curriculum. One would have required a list of books published before 1950 or 1960 and the other for those published more recent. This would, perhaps, have led the experts to consider if more recent books could have been listed as "influential."
3. Some demographic information about those professors who responded to the poll might have clarified their choices of influential books in curriculum. The dates of their doctorates and the names of the graduate schools they attended may or may not have shown

similarities of background which may have affected their choices of the most influential books in curriculum.

4. Another group of experts could have been polled to determine the most influential curriculum books. A sample of schools of education's professors of curriculum could have been sent the listing sheets. These professors may or may not have been members of the One Hundred Professors of Curriculum group. The results may have differed also from the results of the Shane and Fraley polls which also used the One Hundred Professors of Curriculum in their studies.
5. It was difficult to validate the first listing of popular introductory teacher education textbooks. The textbook editors who responded to the first poll did not necessarily respond to the follow-up poll. It might have been preferable to require a signature on the original listing sheets and send the follow-up listing sheets to the same original respondents even if they no longer were with the original publisher.
6. Instead of editors, the population to select the most popular introductory teacher education textbooks might have been teachers of introductory teacher education in undergraduate colleges. A table of random numbers might have been used to select a sample from schools which train preservice teachers.

7. In analyzing the content of the introductory teacher education textbooks, the content may have been influenced by the style sheet of the publisher. Thus, it might have been useful to note whether or not certain educational publishers had requirements for the type or amount of footnotes and selected readings used in textbooks.
8. Finally, parameters for the content of an introductory teacher education textbook might be pre-established. The traditional idea of "foundations" or "principles" appears to be emphasized to the detriment of "curriculum."

These suggestions may or may not have affected the results of this investigation. However, they may have helped clarify some of the ambiguities for similar studies in the future.

BIBLIOGRAPHY

- Berelson, Bernard. Content Analysis in Communication Research. New York: Hafner Publishing, 1971.
- Budd, Richard W., Robert K. Thorp, Lewis Donohew. Content Analysis of Communications. New York: Macmillan, 1967.
- Carney, Thomas E. Content Analysis: A Technique for Systematic Inferences from Communications. London: B.T. Buttsford, 1977.
- Dixon, Georgia K. A Content Analysis of Selected Adult Education Textbooks from 1969 through 1978. Doctoral dissertation, The University of Oklahoma, 1978.
- Ebel, Robert L. Essentials of Educational Measurement. Englewood Cliffs, N.J.: Prentice-Hall, 1972.
- Fraley, Angela. "Curriculum Classics: An Effort Toward Consensus." Unpublished paper, Department of Curriculum of Teachers College, Columbia University, 1976.
- Gerbner, George, Ole R. Holsti, Klau Krippendorff, William J. Paisley and Phillip J. Stone. The Analysis of Communication Content. New York: John Wiley, 1969.
- Guba, E. "Problems in Utilizing the Results of Evaluation," Journal of Research and Development in Education. Spring 1975.
- Guilford, J.P. Fundamental Statistics in Psychology and Education. New York: McGraw-Hill, 1965.
- Hays, William L. Statistics for the Social Sciences. New York: Holt, Rinehart & Winston, 1969.
- Holsti, Ole R. Content Analysis for the Social Sciences and Humanities. Reading, Mass.: Addison-Wesley, 1969.
- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart & Winston, 1973.
- Mehrens, Walter A., Ira J. Lehmann. Measurement and Evaluation in Education and Psychology. New York: Holt, Rinehart & Winston, 1973.

- Mosteller, Frederick and David L. Wallace. Inference and Disputed Authorship: the Federalist. Reading, Mass.: Addison-Wesley, 1964.
- Pisani, Eugene. An Investigation of the Treatment of Collective Violence as an Instrument of Change in Selected American History High School Textbooks. Doctoral dissertation, New York University, 1972.
- Pool, Ithiel de Sola. The Prestige Press: A Comparative Study of Political Symbols. Cambridge, Mass.: The M.I.T. Press, 1970.
- Pool, Ithiel de Sola. Trends in Content Analysis. Urbana, Il.: The University of Illinois Press, 1952.
- Rosengren, Karl Erik, ed. Advances in Content Analysis. Beverly Hills: Sage Publications, 1981.
- Rupley, William A. Jose Garcia and Beverly Lonigon. "Sex Role Portrayed in Reading Materials: Implications for the 1980's," The Reading Teacher. April 1981, pp. 311-314.
- Sadker, David M., Myra P. Sadker, and Tom Hicks. "The One-Percent Solution: Secism in Teacher Education Texts," Phi Delta Kappan, April 1980, pp.550-553.
- Shane, Harold G. et al., Guiding Human Development, the Counselor and Teacher in the Elementary School. Worthington, Ohio: Jones Publishers, 1971, pp. 311-314.
- Shane, Harold G. "Significant Writings that have Influenced the Curriculum, 1906-81," Phi Delta Kappan. January 1981.
- Tyler, Louise. A Selected Guide to Curriculum Literature: An Annotated Bibliography. Washington, D.C.: National Education Association, 1960.
- Wooton, Lutian R., John C. Reynold, Jerrell E. Lopp. "Curriculum Content and Experiences: A Comparative Survey," Educational Leadership. February 1974, pp. 431-434.

APPENDICES

APPENDIX I: Listing Sheet sent to Education Editors to Ascertain
Leading College Level Textbook Publishers

IN MY OPINION I WOULD LIST THE FOLLOWING COMPANIES AS BEING THE
LEADING TEXTBOOK PUBLISHERS OF COLLEGE LEVEL TEXTBOOKS IN THE
FIELD OF EDUCATION:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Name (for verification only)

APPENDIX II: Rating Sheet sent to the Educational Editors of Major
Education Publishers

THE FOLLOWING TEXTBOOKS HAVE BEEN POPULAR FOR USAGE IN UNDERGRADUATE
INTRODUCTORY TEACHER EDUCATION COURSES DURING THE PAST FIVE YEARS.

AUTHOR	TITLE	PUBLISHER
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Publisher (for survey data only)

Send a copy of results _____

APPENDIX III: Listing Sheet for Influential Books in Curriculum

I WOULD LIKE THE FOLLOWING WORKS AS HAVING HAD THE GREATEST IMPACT UPON CURRICULUM FROM 1900 UP TO THE PRESENT. (LIST TEN OR MORE. RANKING IS NOT NEEDED.)

AUTHOR	TITLE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Name (to prevent duplication)

Check here if you would like a copy of the survey.

APPENDIX IV: Names of Respondents to the Poll to Determine the Most Influential Books in Curriculum

1. Morton Alpren, Temple University
2. Michael Apple, University of Wisconsin
3. Louise Berman, University of Maryland
4. Joseph Anthony Bosco, State University of New York, Albany
5. Rolland Callaway, University of Wisconsin, Milwaukee
6. Arthur L. Coasta, Sacramento State University
7. O.L. Davis, Jr., University of Texas
8. Russell Dobson, Oklahoma State University
9. Maruice J. Eash, University of Illinois, Chicago
10. Gerald R. Firth, University of Georgia
11. Robert Fleming, Virginia Commonwealth University
12. Jack R. Frymier, The Ohio State University
13. Charles Gengler, Oregon College of Education
14. Gary A. Griffen, Teachers College, Columbia University
15. Earl W. Harmer, University of Utah
16. Richard Hart, Boise State University
17. Richard E. Hodges, University of Puget Sound
18. Phil Hosford, New Mexico State University
19. Dorothy Huenecke, Georgia State University
20. Francis P. Hunkins, University of Washington
21. Richard D. Kimpston, University of Minnesota

22. Darrell F. Kirby, New Mexico State University
23. Frances Klein, Pepperdine University
24. Herbert M. Kliebard, University of Wisconsin
25. Joe Leese, State University of New York, Albany
26. Wilma S. Longstreet, University of Michigan, Flint
27. William T. Lowe, University of Rochester
28. James E. MacDonald, University of North Carolina
29. James McElhinney, Ball State University
30. Robert McKean, University of Colorado
31. Alex Molnar, University of Wisconsin, Milwaukee
32. Karl Openshaw, University of Colorado
33. Norman V. Overly, Indiana University
34. Dennis A. Pickering, Pittsburg State University
35. Gerald Ponder, North Texas State University
36. Jerald L. Reece, New Mexico State University
37. Jessie A. Roderick, University of Maryland
38. Louis J. Rubin, University of Illinois
39. Harold G. Shane, Indiana University
40. Edmund C. Short, The Pennsylvania State University
41. Charles R. Stoughton, University of New Mexico
42. A.W. Sturges, University of Missouri
43. Daniel Tanner, Rutgers University
44. Laurel Tanner, Temple University
45. Bob L. Taylor, University of Colorado
46. David T. Turney, Seattle Public Schools

47. Tom C. Venable, Indiana State University
48. Decker Walker, Stanford University
49. Paul Wishart, University of Tennessee
50. Deborah Partridge Wolfe, Queens College of the City
University of New York
51. Fred Wood, Pennsylvania State University
52. Esther Zaret, Virginia Commonwealth University

Five responses were not signed but used in this survey.

APPENDIX V: Score Sheet for Curriculum Books Listed in Suggested Readings in Introductory Teacher

Education Textbooks

(1 point for each listing)

Text Author _____ Total Number of Suggested Readings in Text _____ Total Influential Curriculum Book in Suggested Readings _____

Curriculum Book Points Page Number Total Points Percent of Total Readings

APPENDIX VI: Score Sheet for Curriculum Books Footnoted in Introductory Teacher Education Textbooks

(1 point for each citation in a footnote)

Text Author _____	Total Number of Footnotes in Text _____	Total Influential Curriculum Books Footnotes _____		
<u>Curriculum Book</u>	<u>Points</u>	<u>Page Number</u>	<u>Total Points</u>	<u>Percent of Total Footnotes</u>

APPENDIX VII: Score Sheet for Curriculum Books in the Narrative of
Introductory Teacher Education Textbooks

Text Author _____

Number of Pages of Narrative _____

Average Number of Lines Per Page _____

<u>Curriculum Book</u>	<u>No/lines</u>	<u>No/pages</u>	<u>Total Pages</u>	<u>Percent of Narrative</u>
------------------------	-----------------	-----------------	------------------------	---------------------------------

APPENDIX VIII: Ranking Sheet for Curriculum Books Based Upon Total
Suggested Readings In All of the Introductory Teacher
Education Texts

<u>Curriculum Book</u>	<u>Percent of All Texts</u>	<u>Rank</u>
------------------------	-----------------------------	-------------

APPENDIX IX: Ranking Sheet for Curriculum Books Based Upon Total
Footnotes in All of the Introductory Teacher Education
Texts

<u>Curriculum Book</u>	<u>Percent of All Texts</u>	<u>Rank</u>
------------------------	-----------------------------	-------------

APPENDIX X: Ranking Sheet for Curriculum Books Based Upon Total
Narrative in All of the Introductory Teacher Education
Texts

<u>Curriculum Book</u>	<u>Percent of All Texts</u>	<u>Rank</u>
------------------------	-----------------------------	-------------

APPENDIX XI: Letter sent to the One Hundred Professors of Curriculum
of the ASCD

8521 Kedvale
Skokie, IL 60076
March 20, 1980

Dear Professor:

I am a doctoral student in Curriculum and Instruction currently working on a dissertation under the direction of Professor Allan Ornstein at Loyola University in Chicago. The topic I will be investigating will concern the relationship of the most influential curriculum works since 1900 and introductory teacher education textbooks. A major part of my research includes identifying those works considered to be most influential upon curriculum. Your aid, as well as that of other leaders in the field, in this phase of research would be greatly appreciated. I realize that a listing of Curriculum Classics was undertaken by Columbia Teacher's College during 1976. However, this list may not coincide with your own views on this topic. I would appreciate your listing at least ten or more influential curriculum works of the last 80 years.

Please complete the attached survey sheet and return within ten working days if possible. I have also included a self-addressed stamped envelope for your convenience. If you would like a copy of the results, you may so indicate at the bottom of the listing sheet.

Thank you in advance for your help in this matter.

Very truly yours,

Judy Stein

APPENDIX XII: Letter sent to Education Editors Requesting Names of the
Leading Educational Publishers

8521 Kedvale
Skokie, IL 60076

Education Editor

To Whom it May Concern:

I am currently pursuing a Doctorate in Education at Loyola University in Chicago. A major portion of my dissertation will concern those textbooks which are used in basic teacher education courses. In order to determine which texts are in use, I will require a list of major educational publishers. You, as an education editor in your company, can, hopefully, serve as a judge of these publishers.

I have enclosed a sheet on which you can list up to 12 companies which you view as being those which publish the greatest number of college level education textbooks. I have also enclosed a stamped return envelope for your convenience.

I do hope that you can cooperate in this matter as your opinion is vital to my research. Thank you for your attention to this matter.

Very truly yours,

Judy Stein

APPROVAL SHEET

The dissertation submitted by Judy Stein has been read and approved by the following committee:

Dr. Allan Ornstein, Director
Professor, Curriculum and Instruction, Loyola

Dr. Barney Berlin
Professor, Curriculum and Instruction, Loyola

Dr. Robert Cienkus,
Professor, Curriculum and Instruction, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

Date

4/19/82

Director's Signature

Allan Ornstein