

George A. Beauchamp

CURRICULUM THEORY

Third Edition

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PREFACE

The first serious effort to bring together ideas about curriculum theory was a conference held at the University of Chicago in 1947. Approximately ten years later, it occurred to me that it would be fruitful to examine carefully the status of curriculum theory with particular reference to its dimensions and processes. The examination culminated in the first edition of *Curriculum Theory* in 1961. Thereafter, a growing number of persons became interested in curriculum theory, and they produced a larger volume of literature than had been written before on the subject. Those circumstances motivated me to write the second edition of *Curriculum Theory* in 1968. Since 1968, professional interest in curriculum theory has been sustained, and the number of interested scholars has continued to grow. This continuous growth of interest has compelled the preparation of this third edition.

Similar procedures were followed in the research effort for this book as were followed in preparing earlier editions. A fresh look was taken at literature describing practices and concepts relating to theory development in behavioral disciplines related to education for cues leading to a discussion of curriculum theory. Next, cues were sought from efforts in theory development within the broad field of education in the belief that curriculum theory must be a subtheory of educational theory. A third step consisted of noting milestones in the development of ideas about curriculum theory. The results are presented in Chapters 1 through 4. Finally, an analysis was made of the theoretical issues, problems, and alternatives within identified components of curriculum theory. These areas are discussed in Chapters 5 through 8. Chapter 9 contains an outline of my curriculum theory as it has evolved to the present time.

I must thank several persons for assistance with this

publication. In former editions, Wilbur Yauch, Gail Inlow, and Joe Park gave substantial assistance in the development of manuscripts. Much of their effort is reflected in this book. For this edition in particular, I shall forever be indebted to my colleagues Patricia Conran and Gregory Mullen for their patience and their yeoman efforts in reading and criticizing the manuscript as it was developed. Susan Chrystal, Laurel Ittelson and Maud Hall patiently helped with typing and proofreading. I sincerely thank those authors and publishers who consented to the use herein of materials either paraphrased or directly quoted. Proper credits are given in the text.

My wife, Kathryn, has been an invaluable partner in this entire effort. Only the smallest portion of my gratitude is expressed through dedicating the book to her.

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