

# Contents

	Acknowledgments	ix
1	Introduction: the two traditions of schooling and curriculum	1
	<i>Nineteenth-century heritage</i>	1
	<i>The 1944 Education Act</i>	3
	<i>Development of the equality ideal</i>	3
	<i>Definitions of curriculum</i>	6
	<i>Progressives, idealists and the curriculum</i>	7
	<i>Summary</i>	8
2	The meaning of culture	9
	<i>Definitions of culture</i>	9
	<i>Three views of culture and education</i>	11
	<i>Bantock</i>	11
	<i>Hirst</i>	16
	<i>Williams</i>	19
	<i>Summary</i>	25
3	Social class and culture	27
	<i>Social class and equality of opportunity in education</i>	27
	<i>Cultural relativism</i>	28
	<i>The meaning of social class</i>	29
	<i>Thompson: 'The Making of the English Working Class'</i>	31
	<i>The culture of poverty</i>	41
	<i>Class and cultural differences</i>	43
	<i>Class and reading</i>	45
	<i>Class-consciousness: common culture</i>	47
	<i>Class and educational policy</i>	49
	<i>Summary</i>	51

## CONTENTS

4	Sociology, knowledge and the curriculum	52
	<i>Marx</i>	52
	<i>Mannheim</i>	53
	<i>Berger and Luckman</i>	55
	<i>Young</i>	56
	<i>Normative and interpretive paradigms</i>	57
	<i>Summary</i>	69
5	Knowledge and curriculum planning	70
	<i>Schools and the transmission of knowledge</i>	70
	<i>Knowledge and the disciplines</i>	71
	<i>How many disciplines?</i>	78
	<i>Summary</i>	82
6	A common culture curriculum	83
	<i>Disciplines: public forms of knowledge</i>	83
	<i>Disciplines but not subjects</i>	83
	<i>Curriculum planning: five stages of selection</i>	85
	<i>Coverage and balance</i>	87
	<i>J. White: a compulsory curriculum?</i>	90
	<i>Summary</i>	97
7	Common culture curricula in three schools	99
	<i>Sheredes School</i>	100
	<i>Thomas Calton School</i>	103
	<i>Chatham South School</i>	107
	<i>Discussion</i>	108
8	Summary and conclusion: social justice and education	113
	<i>Suggestions for further reading</i>	118
	<i>Bibliography</i>	119