

Understanding Curriculum as Historical Text: Examples from the Social Efficiency Movement and the Progressive Reform Movement

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This study mainly explores the social efficiency movement and the progressive reform movement. The purpose focuses on the history of the curriculum field so that scholars and teachers can have a vigilance to understand that curriculum issues occurred from history and political background, and then put emphasis on the exploration of history. In this way, on the one hand, we may accept a point of view from former people, bring into the theory, and put it depth; on the other hand, we can refuse the point of view but we can draw a moral of history as the referring action in the future. The history has a greatly contribution to curriculum content and research method. This study is divided into four parts. At first, the study explores theory development, background and its curriculum contents of scientific curriculum making in the social-efficiency movement. Then, the study explores theory development, background and its curriculum contents of the Progressive reform movement. After that, the study explores the confrontation and criticism of the social efficiency movement and the progressive reform movement. Finally, the study has a conclusion to explain whatever the curriculum is in the historical contexts or period, the curriculum shall be emphasized and researched to develop and perform its functions.

Keywords: curriculum history, the social efficiency movement, the progressive reform movement

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