We all have different ways of creating records of our engagements with the world. The first author of this piece, Jerome Harste, is well known for the 8¼" x 11" hardbound journals that he uses to organize his work as a language arts educator. These journals work as a repository for Harste’s thoughts on his own work, the work of others, and education in general. He and Vivian Vasquez invite you to take a peek inside these journals as documentation of the work teacher researchers at the college level do.

The intent of this article is straightforward. We propose to use Harste’s journals to illustrate the work of language arts educators at the university level. We argue that these journals create an audit trail for Harste’s work and, as such, can be conceived of as one way of documenting the learnings of language arts professionals. We present the artifacts contained within the journals organized around particular thematics, but we want to emphasize that these patterns of organization became evident only in reflecting on the journals within the context of work and learning. Other readings are possible from these artifacts as well as the many others that did not make it into the confines of this analytical moment.

Our entry point into the journals was in terms of the work we and three other university faculty (Christine Leland, Anna Aceipka, and Kristina Schmidt) do in the context of developing a program of study for undergraduate students. In this program, we have responsibility for the entire professional sequence—educational psychology, the history and philosophy of education, multicultural education, art methods, science methods, social studies methods, student teaching and professional seminars. To get a handle on planning, we adopted a strategy that Leland and Harste had used in planning summer week-long workshops. This strategy involved thinking of each day in terms of strands. For example, in our summer workshop, we had strands on Reading, Curriculum, Research, Multiple Ways of Knowing, Demonstration and Reflection. Each day highlighted a particular theme but permitted multiple takes on the theme. For example, on a day in which Reading was the theme, we could write about our early reading memories, hear what others had to say about reading through professional readings and discussions, look at videos of exemplary classroom practices, plan mini-inquiries based on questions that were raised, experience the power of moving to art as a way of comprehending and interpreting text, study the miscues that a single reader made in an attempt to understand the reading process, and reflect on our experiences in a daily reflective journal.

Several exciting things happened in our curriculum planning in the fall. The first breakthrough came when Vas...
quez saw that the strands we had created were another version of the authoring cycle (Harste, Short, w/Burke, 1988; Short, Harste, w/Burke, 1996) we had been using for years. The second breakthrough came from Harste’s reading of an article by Arthur Applebee (1997) in which he argues why educators should be thinking about curriculum in terms of “conversations” instead of “concepts.” Concepts are static and rely on transmission whereas conversations are joined.

From these insights, we developed a curricular planning device that built on the recursiveness of the authoring cycle model and re-viewed curriculum as conversations. During the three week unit on Learning1 that we planned, we explored three key questions:

What is learning and who decides?

How do you organize a curriculum based on learning?

What are the different ways curriculum has been organized and why?

For each of these guiding questions, we have the following strands:

**Composing:** Exploring your voice . . . your current stance.

**Making Connections:** Professional readings.

**Seminar:** Hearing the voices of teachers and other educators who are currently working and studying in this area.

**Research:** Planning and conducting mini-inquiry projects that we can do in the field while this unit is being taught.

**Multiple Sign Systems:** Using art, music, math, process drama, and other sign systems to gain a new perspective on the topic.

**Demonstration:** In which we purposefully put our evolving personal theories of literacy and literacy learning to the test by focusing on tension.

**New Curricular Directions:** In which we position ourselves anew in relation to a topic by developing and field-testing new curricular engagements and invitations.

We used this curricular planning framework to think through and organize the collection of artifacts that found their way into Harste’s journal. Although the artifacts are Harste’s, Vasquez’s insights on using the curricular planning framework helped us see that Harste’s journal could be used as an “audit trail” of his learning. We invite you to examine the artifacts to consider how they represent curriculum as an audit trail. Here are some questions to begin your analysis:

How do the forms of presentation enrich and expand our understanding of learning? Of convention? Or the relationship between form and function?

What connections and interpretations do journals of this type support and/or suppress?

What do Harste’s learnings say about his personal curriculum? What might that insight say to us about curriculum?

What new inquiry questions do you have?

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**Figure 1.** Harste’s response to a presentation by Patricia Polacco.
<table>
<thead>
<tr>
<th><strong>Table 1. Making Sense of the Work We Do: A Contextual Map of Harste’s Journal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conversation Strand</strong></td>
</tr>
</tbody>
</table>
| **Composing Strand** | • Curriculum as Audit Trail Article (draft retitled)  
| | • Notes from a telephone conference call to plan the Reading Matters Teleconference  
| | • Curriculum as Inquiry speech given at the Australian Reading Council’s meeting in Melbourne |
| **Making Connections Strand** | • Professional lists of books and articles people have recommended I read  
| | • Children’s books I read in an effort to keep up in the area of children’s literature  
| | • Novels I’ve read during the period of keeping this particular journal |
| **Seminar Strand** | • Sketches of Maxine Green and Hal Abrams and notes taken at the Mid-Winter NRCLL and NCTE Research Assembly Meeting in Chicago, February, 1997 |
| **Research Strand** | • Double entry notes of what two graduates of our program said when our new interns told them they were going to allow children to self-select curricular invitations  
| | • Chris Leland and my writing plans shared with The Indiana Inquiry Study Group (a writing and research support group of faculty members from IU and IUPUI’s campus plus Karen Smith from NCTE who drives 3 hours to join us once a month) based on 1995–1996 field research  
| | • Comments made by interns during class discussion of professional readings on reading  
| | • Comments made by interns during class discussion of a newspaper editorial arguing that Ritalin was drugging our children rather than helping them solve their school difficulties |
| **Demonstrations Strand** | • Article on social justice Barbara Comber gave me at a summer study seminar in Adelaide, Australia, forced me to rethink Curriculum as Inquiry in terms of critical theory  
| | • A recommended reading list brochure reflecting England’s new National Curriculum given to me on a summer study seminar at Exeter (evidence, I think, of a wide-spread danger of national curriculum that prioritizes certain voices and silences lots of others)  
| | • Photographs of what “Curriculum as Audit Trail” looks like as it was developed/used in Vivian Vasquez’s three- and four-year-old junior kindergarten room in Mississauga, Ontario |
| **Multiple Sign Systems Strand** | • Sketch my son, Jason, made for me for use in Talking Points, the official publication of the Whole Language Umbrella  
| | • Sand castle Jason, Mary (Jason’s girlfriend) and I made at Myrtle Beach while on vacation this past summer  
| | • Pencil color sketch I did of a kookaburra while visiting the Melbourne Zoo during my trip to keynote the First Whole Language Conference in Australia  
| | • Painted tissue paper collage of a clown I made following the viewing of Eric Carle’s videotape “Picture Writer.” My attempt to try his artistic technique on for size |
| **Reflexivity Strand** | • Summary of a talk Alan Luke and I had at IRA in Atlanta, May 1997 in which he summarizes his views of literacy and his concerns about whole language; samples of children’s work |
| **New Curricular Directions Strand** | • Outline of a Toronto workshop given with Andy Manning (Mount St. Vincent University) to an international group of teacher researchers in which we invited participants to begin exploring the Reggio Emilia preschool program in Italy. Our thinking was that this program could help us understand how multiple sign systems can be used to create tension and drive theorizing in learners  
| | • A brochure announcing the start up of a second Center for Inquiry in South Carolina  
| | • Curriculum Planning Sheet for thinking through unit on Learning Inquiry Cohort Group, Indianapolis, September, 1997 |
Making Connections: Reading widely . . .

Novels Read

Last Orders by Graham Swift 11/27
Alice Grass by Kerri Hulme
The Bone People by Keri Hulme
The Fallen Man by Tony Neilson

The Sixteen Pleasures
After by Helwin Jules
Trunk Music by Michael Connelly
South of the Big Fork
Angela’s Ashes

Children’s Books

Sp: The Story by Katherine Paterson (1/25)
Push by Sapphire (1/25)
The Dust Bowl by Daniel Booth & Karen Lee
Hilltop Purple Plastic Purse by Huenke (2/12)
The Music of Dolphins (3/17)
The Reef (Gary Paulsen) (4/4)

Professional Must Reads

Lein DePit Other People’s Children
Cochran-Smith AERI Inquiry-based TE
Denise Simmons (Senior Faculty) Journal of Curriculum Theorizing Recent Issue
Sarah Freeman Exchanging Wtg. / Exchanging Cultures
The Dream Keepers (Jossey Bass)
Seminar: Other people's voices...

Dick and Jane

the faces of power children have
to live with

Marine Greene
Mid-Winter Conference
Chicago 2/3

Compared homeless women's journeys to professional journals. The homeless journals were so much better.

How was I so confident about having Lisa Delphie run to talk to me about The Bluest Eyes, given how different affects interpretation

Writing and action begin with the self. Leads naturally to the community. This is the program I work at here in Chicago. Journal of Ordinary Thought

Writing bears with some intensely personal things

Hal Abrams
Mid-Winter Conference
Chicago 2/1
Research: Observations, plans, and on-going mini-inquiries...

Research Plans

RESEARCH PLANS
JEROME C. HARSTE
CHRIS LELAND

1. Write up with Joe Turner and our seminar group various theoretical alternatives to socio-psycholinguistic.

2. Write up with Chris Leland the stance study of interns and "what matters" statements by students. Models that were used to conceptualize the program as a whole. Critique where we have and haven't gotten during this first cohort.

3. Complete and write up with Chris Leland the picture study of CFI and CMF from the perspective of selected students.

4. Write up with Chris Leland "The semiotics of school and teacher education reform: lessons from whole language." Explain both understanding. Use insights from language, learning, affecting, and theorizing as fundamental of practice.

5. With Chris Leland reapply for Spencer Pro


7. Lesticia

8. Bunnie

Class Meeting

"I think kids aren't always going to be interested in learning."

Examples: math
periodic table...scene

Kathy:
My son is on Ritalin
and it has helped.
That's all I want
for him.

"We need to seriously interrogate comments like this!!"

"It isn't surprising how powerful personal epistemology can be."

"I was helping my niece
and she was working on reflective processes. "Wow, why, and I asked, "What do they need to learn this?" Do they need to learn this?" She said, "I can't think of any use for this.""

Students' Comments

"Not particularly strong evidence that we had much of an effect."
Reflexivity: Things I want to think about...

Summary of Talk by Allan Luke

Luke thinks we need to make language in/and community aspects of study in schools.

Fairclough begins community study by gathering literary artifacts.

Being critical is a new hegemony.

The recovery of voice is not the way we read a text.

Luke's problems with whole language:

- perseveration on child
- romanticization of play (injury)
- focus on narrative
- expressive writing

You don't do critical literacy by teaching kids about dominance, but by studying language and how it is that it does to you, what it does.

Needs to be rethought from a cultural perspective — its role anchored in psychology and to make public what literacy can do.
Note

1. Instead of entitling this unit Learning, we are now calling it What Knowledge is Worth Teaching?

References


Jerome Harste is a Professor at Indiana University.

Vivian Vasquez is a doctoral student at Indiana University.