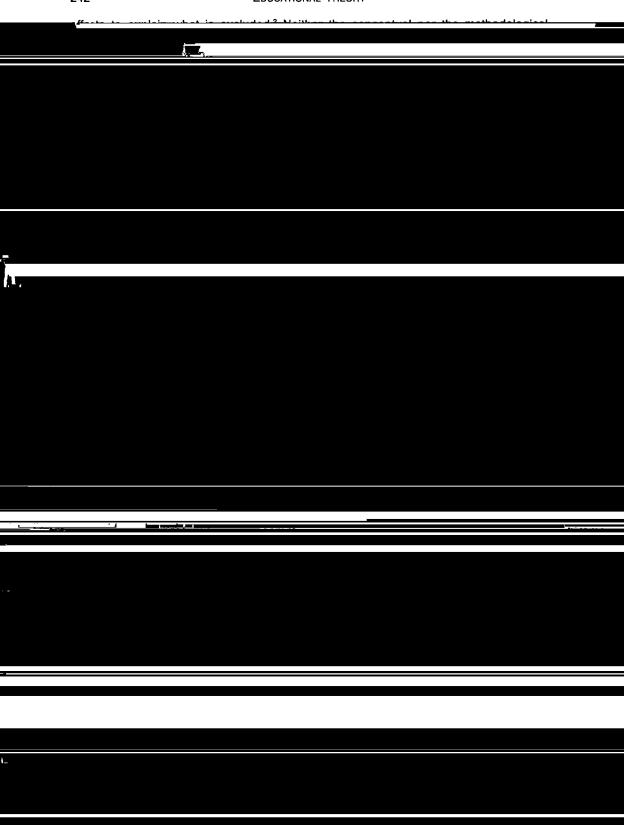
EDUCATIONAL THEORY Summer 1984, Vol. 34, No. 3 © 1984 by the Board of Trustees of the University of Illinois

Have We Explained the Relationship between Curriculum and Capitalism? An Analysis of the Selective Tradition*

By Daniel P. Liston

Marxist analyses of schooling assert that the public scho	ol curriculum is a product of
a "selective tradition" in these accounts the knowledge in	cluded in and excluded from
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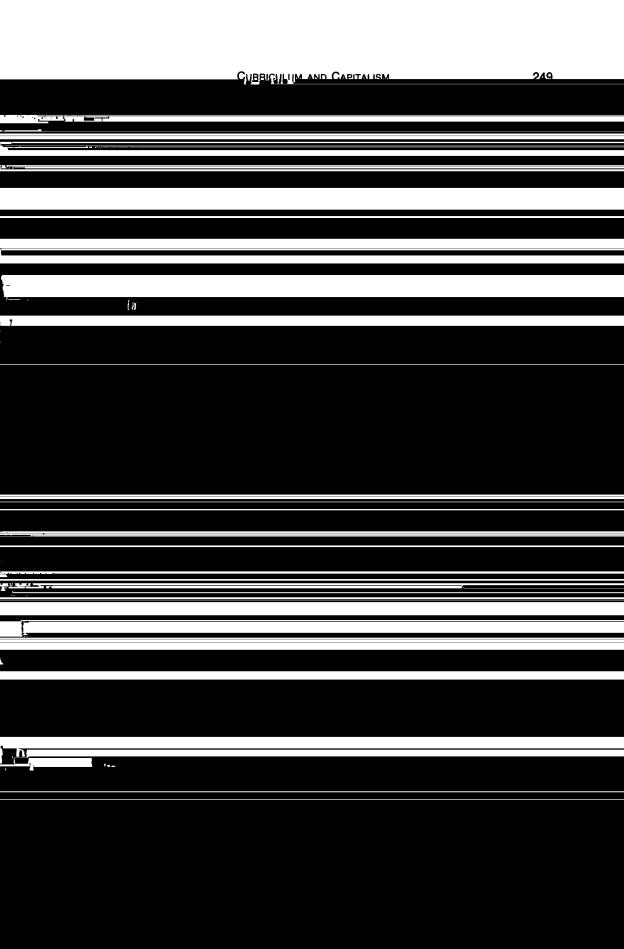
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In his Karl Marx's Theory of History: A Defence, Cohen states that mechanisms do

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	more adequately than existing	approaches "17 Such an accortion requires coreful
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	selection occurs as a re	gh which negative se esult of the structural o	election occurs. At the connections between the connections between the control of the control o	the State and Capital.	
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	the structural linkages between	schools and Conital If the askesis and t	acir augicula
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	are to be identified as aspects	s of the systematically selective State, the	schools must
	not only be linked to Capital	s of the systematically selective State, the but also be shown to select out those of the conditions for the space dusting and	vents that are
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Throughout this century, school officials and parents have illegally taken materials out of the school libraries. Active or threatened repression excludes curricular options.

METHODOLOGICAL DILEMMAS

These four levels of selection illustrate the possible mechanisms of exclusion, but

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