

Introduction

Aaron Benavot and Nhung Truong

The present volume is a child of serendipity. Some years ago, at the start of a sabbatical leave at the European University Institute, Aaron Benavot boarded a train heading north from Florence to Milan and on to Geneva. The exact destination: the Documentation Centre of UNESCO's International Bureau of Education (IBE). The purpose of the short visit was to examine the Centre's shelves for specialized, and often overlooked, information on national school curricula, which the Centre had assiduously compiled over many decades. The competent staff set aside a desk for the visitor and prepared historical materials and special publications for review. Later in the day, the Director of the IBE, Cecilia Braslavsky, invited Aaron for lunch, during which she discussed her nascent plans to re-energize the historically staid International Conference on Education (ICE)—a usually biennial gathering of ministers of education and other senior officials in education worldwide, organized since the early 1930s—and expressed her ongoing interest in the comparative-historical research of the school curriculum that John Meyer, David Kamens, Aaron Benavot and their colleagues had carried out since the late 1980s. This informal, unplanned encounter between the two marked the beginning of a lively professional relationship—as well as a budding friendship—that lasted until Cecilia's untimely and tragic death in June 2005.

During the forty-sixth session of the ICE, held in Geneva in September 2001, the IBE invited academics from the fields of curriculum, pedagogy and assessment to actively contribute to the redesigned conference programmed, with the purpose of facilitating substantive exchanges among the 'movers and shakers' of the international education policy-making world. During the ICE itself and in subsequent correspondence, Cecilia, Massimo Amadio (coordinator of IBE's comparative curriculum project) and Aaron exchanged ideas concerning how the IBE's extensive collections of curricular information could be more effectively disseminated to scholars, policy analysts and educational officials. One outcome was the IBE's decision to convene a meeting of international experts in May 2002 to discuss the organization and classification of school-based learning experiences. The participants formulated a detailed agenda of curriculum-related research activities, which was intended to frame and give impetus to both existing and new IBE initiatives in this area (see IBE-UNESCO 2002).

During the next two years, the IBE commissioned and conducted specialized studies on diverse curricular topics—for example, textbooks, instructional time, educational aims, school-based competencies and the curriculum for HIV & AIDS prevention. In addition, it moved forward with the implementation of a core ‘baseline’ research activity: namely, a thorough systematization of national timetables and official curricular information for primary and lower secondary education in a new cross-national database. With the support of several funding sources, work began on the detailed coding of the official intended curriculum for grades 1 to 9 in each country with available data. These official depictions of what local schools were expected to teach became the basis for an array of cross-national and longitudinal analyses of the school curriculum, several of which are discussed in the chapters of this book. Other analyses of global curricular patterns and trends were presented in reports prepared for the World Bank, UNESCO’s Education for All Global Monitoring Report and for journal publication (See Benavot 2002b; 2004; Benavot and Amadio 2004).

The IBE also encouraged international researchers to draw upon its cross-national compilations of curriculum information in the context of their own research, not only to facilitate broader dissemination but also to generate intellectual debate. In this context Cecilia and Aaron began discussing a special edited volume, broad in scope and rich in analytical insight, which would bring together cutting-edge comparative and historical studies of the school curriculum. Various experts were contacted in the latter half of 2004 and, slowly, the present volume took shape.

With the purpose of enhancing the quality of the contributions and to foster greater substantive dialogue among the book’s authors, draft chapters were circulated and then discussed during a special seminar held at Stanford University, USA in March 2005. Although Cecilia was in the midst of difficult radiation therapy, she was set on attending the Stanford seminar and was extremely pleased when her physician gave consent to her travel plans. During the seminar Cecilia commented on submitted drafts and actively participated in the productive and discerning discussions. After returning to Geneva, and even during her subsequent hospitalization, Cecilia vigorously re-worked and improved her chapter, which has since been completed by three of her former research assistants at the IBE. Until her passing she offered constructive remarks on all new chapter drafts. This book represents a small—yet significant—legacy of the vision and passion that Cecilia Braslavsky brought to her position as IBE Director and to the field of curriculum studies.

Shared visions, diverse contents

This volume contains contributions from scholars from around the world who draw upon different disciplinary perspectives—e.g., sociology, education, social history, political science. At the same time, they share a common interest in clarifying the social, economic, political and ideological forces that impinge upon the contents of schooling in different times and places. Each chapter frames the curricular dynamics it seeks to illuminate from a different comparative and/or historical vantage point. Some

chapters delve into school curricula by analyzing specific regions, or by selecting cases or groups of countries; others highlight global trends.

In addition to the substantive arguments and evidence put forward, an important strength of this volume is the subtle ways in which scholars from multiple theoretical and disciplinary viewpoints clarify their own positions in relation to others. The field of curriculum studies is strongly rooted in the notion that the contents of schooling reflect national policies and dominant cultural priorities and are almost exclusively informed by shifting national interests and stakeholder pressure (see e.g. Pinar 2004). Indeed, the study of the school curriculum continues to be portrayed as nationally distinctive. By contrast, the chapters in this volume underscore the importance of broader inquiries of the school curriculum, which incorporate regional and/or global perspectives into the changing nature of curricular policies and practices in particular contexts. It is in relation to these larger geopolitical and cultural frames that debates over the contents of schooling—as well as the design of curricular structures—are explored. In short, this present volume's novelty and inventiveness are to be found in its juxtaposition of contrasting comparative and historical analyses, within a framework that transcends the national boundaries of conventional curriculum inquiry.

The chapters in this book are grouped into four sections. The first section looks at shifting ideological conceptions that influence school curricula and curricular change. The second section includes subject-oriented studies of the curricular contents and practices intended for, or found in, primary and secondary schools. In the third section, the development and dynamics of curricular reform are explored. Finally, the fourth section reflects on the issues raised throughout the volume, and provides a detailed profile of the late Cecilia Braslavsky, who was an innovative educator and curriculum theorist.

The changing ideological bases of the school curriculum

The organization of formal schooling, long the responsibility of consolidating nation-states, has typically been a powerful means intended to serve changing ideological ends: for example, reinforcing dominant societal values and cultural mores, supporting the growth of national economies, legitimating explicit political principles, fostering new scientific knowledge and technical applications and, more recently, developing the full potential of young learners and their integration into adult life. The school curriculum has reflected the impact of these changing ideological and philosophical bases by integrating, to various degrees, a multiplicity of societal, economic, political, educational and pedagogical viewpoints. While some are less evident and others are highly contested, ideological beliefs about the purposes of schooling and education leave an indelible mark on the design and implementation of the school curriculum.

Chapter 1 examines the ideological reasons behind the making of the school curriculum. Robert Fiala presents a worldwide study of core educational ideologies and their influence on the relationships, and possible disjunctions, between the intended, formal and active curriculum. The study uses as a reference two previous cross-national

analyses of the aims of education. The first examined educational purposes for the 1955 to 1965 period and the second for the 1980 to 2000 period. After highlighting remarkable similarities in official aims of education over time and across countries, the chapter discusses the notion of an emerging ‘world model’ or overarching ‘ideology’ of education. Subsequent analyses of the continuities and changes in educational ideology examine the relationship of cognitive, normative and utopian content. The chapter shows that the global normative discourse around equality, democracy and the basic human right to education has been increasingly reflected in educational aims calling for the development of the full human being, on the one hand, and the continued strengthening of the nation-state, on the other. Several additional patterns emerge when countries are grouped by level of socio-economic development.

In recent decades, human rights education has expanded rapidly around the world. This important yet little-analyzed development involves a shift from national to global perspectives of rights, as well as from a narrowly legal regard to broadly educational and participatory concerns with human rights. In Chapter 2, Francisco Ramírez, David Suárez and John Meyer discuss the rise in human rights education, not only as a part of the growing emphasis on expanding educational access, but also as a taught subject in school. The chapter examines the significant expansion of worldwide emphases on human rights education, first in educational organization and discourse, and then in policies, curricula and textbooks. The pervasiveness of human rights education appears to reflect contemporary political and cultural globalization, especially a growing conception of the individual person as a member of a global society rather than as mainly a national citizen. Dimensions of political, economic and cultural globalization are discussed within the context of shifting conceptions of human rights from those built on national citizenship principles to those anchored in universal human rights ideas. Finally, the authors maintain that national linkages to global society are a key reason for the adoption of human rights models in national curricula worldwide.

Curricular contents and practices in primary and secondary education

The second section takes a closer look at primary and secondary school curricula, as mandated by ministries of education worldwide, developed by national curriculum experts and implemented in school classrooms. The chapters in this section focus on select school subjects, including English as a second language, social sciences, aesthetic education, and religious and moral education. In addition, this section examines the evolution of models of the secondary school curriculum, as well as micro-practices, such as the pervasive use of the school notebook, which in many countries became—and remains—a dominant institutional device regulating the implementation of the school curriculum.

In Chapter 3, Yun-Kyung Cha spotlights a long-term, seemingly irreversible global trend: the rise and spread of English as a world language, and particularly as a legitimate subject in the primary school curriculum. Extensive historical and comparative data is compiled to show that English instruction has been increasingly

incorporated in the primary school curriculum of most countries, especially since 1945. Multivariate analyses demonstrate that country-level characteristics explain little variation in the incorporation of English in the primary curriculum. Overall, English instruction has become a highly institutionalized and presumed component of the curriculum in education systems throughout the world. The author argues that the rapid expansion of required English instruction in the latter half of the twentieth century symbolically reflects a more consolidated modern international system, in which various legitimating accounts emphasizing the importance of standardized international communication are formulated. The rise of the United States as a major superpower gave further momentum to the prevalence of English in the primary school curriculum.

Yasemin Soysal and Suk-Ying Wong explore the resurgence of citizenship education in European and Asian school curricula in Chapter 4. Specifically, they analyze several school subjects that are designed to serve as instruments in the promotion of citizenship education. Drawing on analyses of European and Asian textbooks, specifically in history and civics, and also data on the official time devoted to citizenship-related subjects in these regions, they contend that, while citizenship education is being given greater emphasis in official school curricula, current world discourse poses considerable uncertainties and challenges regarding appropriate socialization models for educating future citizens. For example, the past five decades have brought a clear shift from the systematic teaching of history and geography to a more integrated social-science approach. Soysal and Wong's study shows also how curricular materials are reducing the significance of the nation as the dominant collective focus of citizenry by progressively placing the nation within a broader world context. Increasingly, national collective norms are being replaced by transnational or universalistic values, such as human rights, democracy, gender equality and environmental awareness. Diversity as a normative good, the prevalence of civics education, and the framing of historical events—such as the two world wars—in both national and transnational perspectives, are additional examples of emerging emphases in school curricula. The involvement of international bodies and non-governmental organizations has also influenced national educational agendas. One result is that different education systems produce increasingly similar curricular contents.

In Chapter 5, Cecilia Braslavsky, Carla Borges, Marcelo Souto Simão and Nhung Truong focus on the role of historical competence as a means of promoting and sustaining individual freedom and political democracy. They contend that individuals who have historical competence have the ability to act on their present in a manner that takes the past into account and with a view to the consequences of their decisions on the future and on the world around them. Their exploratory study asserts that historical competence is not necessarily developed through a specific school subject, or subjects, but rather as a pervasive principle throughout the whole school—from the actual contents of the curriculum, through the organization of the classroom and including the pedagogical methods practiced by teachers. Three framework axes are proposed whereby historical competence can be fostered within the curriculum. Communities, teachers, space and time—each play integral roles in the development of historical

competence which, the authors argue, should be an essential aspect of the international movement to enhance school quality. Using official data on time devoted to history, social studies and civics, the chapter explores cross-national relationships with levels of democracy. It concludes that, while education and democracy are mutually reinforcing, the development of historical genealogical consciousness can support this relationship by inculcating more comprehensive notions of democracy and by fostering quality education for all citizens.

The marginalization of aesthetic education in school curricula—a growing concern in many countries—is investigated by Jürgen Oelkers and Sabina Larcher Klee in Chapter 6. The development of international assessment programs (e.g. the OECD-PISA), which are redefining ‘politically relevant curricular domains’, have sparked intensive debates regarding the importance and place of aesthetic education in official curricular policies. New arguments are being put forward to counter the curricular marginalization of aesthetic education: for example, models asserting that knowledge can be generated through experience; or ideas for establishing competences and standards for aesthetic subjects within a broader curricular framework. The authors place current trends in context by looking at curricular developments in music and art in Austria, Germany and Switzerland. To varying degrees, all of these countries guarantee free and obligatory access to aesthetic education. Yet, there are growing tendencies to re-name curricula and contents, combine aesthetic subjects together and reduce time allotments. Overall, aesthetic subjects are increasingly hard to identify in school timetables. The chapter also notes: the growing shortage of trained teachers for aesthetic subjects; new approaches to aesthetic education; the problem of subject combination; and ways in which these patterns influence school development. Furthermore the authors call attention to the fact that, as opposed to certain skills, such as reading, writing and counting, which are taught mainly but not exclusively in school, music and the fine arts are omnipresent ‘life experiences’ which are an integral part of the everyday world of children and so transcend formal schooling.

Chapter 7, prepared by Rukhsana Zia, focuses on the transmission of values in the education systems of Muslim countries. Recent events have intensified interest among educational stakeholders about the ways schools teach religion and how pupils’ social behavior is affected by such instruction. In one sense, the whole school experience is geared to nurturing pupils’ moral and spiritual development, although specific subject matter in the curriculum seeks a more focused impact on such development. This chapter provides a historical overview of schooling in general and religious and spiritual instruction in particular among Muslim countries belonging to the Organization of the Islamic Conference (OIC). Limited comparisons are also made with countries which are not OIC members. The chapter emphasizes that fundamentalist extremism must be separated from the humane core of the religious creed that is Islam. The author maintains that western policies, particularly those originating from colonization, as well as socio-economic development, have influenced the type of institution—for example, religious or non-religious; ‘modern’ or public—that students attended, as well as the evolving fields of study found in Qur’anic or

mosque schools. The chapter also addresses critical questions, such as gender equality and the effects of globalization on curricular trends in Muslim countries, while highlighting significant differences within this group. The chapter reports that differences in the official curricula of Muslim and western countries are minimal and tend to follow similar trends. More significant, however, are the ways religion is incorporated into the knowledge schools transmit: Muslim countries tend to teach religious (Islamic) education in schools rather than spiritual and moral education; stated differently, they teach *through* and *for* religion, rather than *about* religion.

The massive expansion of primary education worldwide raises new challenges and debates concerning the design and contents of post-primary levels of schooling, as David Kamens and Aaron Benavot elaborate in Chapter 8. Several models for the structuring of academic secondary education emerged during the twentieth century and spread beyond Europe and North America to newly-independent nation-states. In many instances, elite-oriented classical education programmers were dismantled, while alternative academic secondary models were established. Two basic models of secondary schooling took root: first, a single-track comprehensive system, with a relatively balanced set of curricular offerings; and second, multi-tracked systems differentiated by specialized academic tracks (e.g. mathematics, sciences, modern languages, social sciences, humanities). The overall expansion of secondary education also affected other institutional forms: students were provided with greater curricular choice, even though required subject domains remained fairly consistent. Lower and upper secondary education became increasingly differentiated. Secondary education was redesigned to reflect more egalitarian conceptions of society. The chapter presents cross-national trends in comprehensive and multi-track secondary systems, and analyzes the factors affecting these trends, such as date of political independence, income level and political democracy. It highlights the volatility in secondary track types and discusses the growing availability of world models of secondary education. Overall, the chapter illustrates the global drift towards a reduction in formerly selective, multi-track systems and the spread of mass secondary education systems. Processes of democratization engendered greater comprehensiveness and diversity in secondary education—viewed as indications of egalitarianism. The decentralization of control over education systems provided new impetus for the remaking of secondary education.

The last chapter in this section sheds light on actual, rather than intended, curricular policies and practices. Silvina Gvirtz uses the special case of school notebooks in Argentina and, to a lesser extent, in France and Spain, as well as the classroom activities regulated through these notebooks, to explore how the curriculum is actually implemented by teachers. Macro- and micro-curricular policies in education and curricular regulation are discussed at the beginning of the chapter. In addition to official curricular documents, there are many instruments of curricular regulation, which become particularly salient when examining the actual implementation of the intended curriculum. In Argentina, for example, school notebooks—introduced in the 1920s in parallel with the Progressive Movement—were intended to provide detailed, ongoing records of the class work carried out by students and teachers. As in other

parts of Latin America, the school notebook in Argentina streamlined work into one chronologically ordered document. It also became a powerful administrative device, especially for inspectors, to monitor the classroom work of teachers. The school notebook allowed for the standardization of school activities and through its assessment, scholastic knowledge became quantifiable. During the Peronist era (1946 and onwards), radical changes were made to school textbooks in line with broader ideological changes. However, school notebooks from this period illustrate the creative ways teachers found to resist the teaching of indoctrinating contents. Case studies of the school notebook in Spain and France further illustrate the use of these materials as a primary source for understanding the history of the ‘taught curriculum’ and contours of the school culture. School notebooks provide a fertile, though preliminary, basis for comparative studies of the implemented curriculum and for evaluating the impact of particular curricular policies.

The dynamics of curriculum-making and curricular reform

Change is a word that is never far from debates on curriculum. This third section focuses on the dynamics of curriculum-making and curricular reform, and underscores vital processes of concern to academics as well as to educational stakeholders.

In Chapter 10, Moritz Rosenmund takes a broad look at the discourse on curriculum change by systematically comparing official reports on education. These national statements, submitted by UNESCO Member States to the International Bureau of Education at various sessions of the International Conference on Education, provide insights into the rationales behind national curricular change, especially curriculum reforms undertaken in the 1990s. National development and individual self-direction (self-directed learning) and empowerment were among the core values receiving the greatest emphasis in statements of curricular policy. Rosenmund discusses state-based curriculum-making in the framework of broader political discourses traversing the international community. The curriculum-making and curriculum reform processes vary in complexity, as well as the range of actors or specialists involved. This chapter suggests that changes in educational content are continuously adjusting to the development of socially available knowledge and the changing structure of the education system, and also towards a qualitative shift to self-directed learning, linked to increases in the availability and accessibility of knowledge due to the spread of information and communication technologies. The move from more content-centered to student-centered approaches and the attention given to competencies for life and entry into the labor market have also influenced curricular reforms. Governments typically ‘explain’ the reform of educational contents by emphasizing the need to adapt to social development, scientific progress and technological development and, increasingly, to meet world standards and participate effectively in the global economy. Remarkably, there seems to be considerable international consensus about the desired outcomes of education in general and about curricula in particular. Content, the

documents state (either explicitly or implicitly), should help to shape the autonomous citizen and contribute to national development and global interchange.

In Chapter 11, Juan Manuel Moreno presents two fundamental dynamics of curriculum design and development: change/control and conflict/consensus. The dynamic of change/control operates as a sort of engine in the process of curriculum development. An example is the use of national or public examinations by educational authorities as a policy tool to legitimize and consolidate new subjects and knowledge areas, and to propel the school curriculum in a desired direction. The curricular and pedagogical decisions of teachers are also impacted by such external examinations. The design and development of the curriculum thus has an agenda-setting function, providing an overall frame for determining which issues are to be considered and why. Curriculum development, within the dynamic of conflict/consensus, is seen as a process of social debate among stakeholders, including the media. Different groups promote particular contents, skills and knowledge areas and define certain subjects as compulsory. Consensus itself can be understood as an agreement upon a ‘minimum common denominator’, or as a more precarious quest for a certain level of moral commitment among actors in curriculum decision-making. The dynamics of conflict and consensus are increasingly related to globalization and the role of the school in the construction of personal and collective identity in multicultural societies. International assessment tests also play a role as educational institutions represent an important route to accessing relevant knowledge and key competencies for eventual participation in the global economy. As the author notes, there are many tensions, dilemmas and contradictions in curriculum design and development, resulting in curricular trends that seem at the same time stable yet extremely volatile.

Ivor Goodson presents an overview of the socio-historical processes of curriculum change in Chapter 12. The chapter begins with an inquiry on change theory in the domain of education due to broad political, cultural, social and ideological shifts, whereby national school systems become refractors of world change forces. The author presents an internal model of school-subject change comprising four components: *invention* as change formulation; *promotion* as change implementation; *legislation* as policy establishment; and *mythologization* as established or permanent change. He notes the increasing invention of curricular changes, originating from external constituencies. Consequently, educator groups are seen less as initiating agents or partners and more as deliverers of externally defined objectives. Processes of educational change frequently move through cycles where powers often change hands between internal and external professional and interest groups. The chapter further elaborates on some ongoing tensions between change and continuity, external and internal conditions, and internally-generated and externally-mandated changes. The chapter maintains that analyses of curriculum change must incorporate a historical perspective in order to better identify conditions of sustainability.

In Chapter 13, María de Ibarrola compares recent proposals for upper secondary curricula in Argentina, Brazil, Chile and Mexico which were initiated during the 1990-2005 period. Her analyses provide concrete examples of the ongoing redefinition of

secondary education and school curricula worldwide. Faced with the challenges of expanding access and improving quality, and in the light of persisting societal problems—such as inequality—new objectives for secondary schools are being consolidated in these four Latin American countries. These reform proposals articulate a shifting emphasis from preparation for further academic study or immediate entry into the labor market to emergent concerns about citizenship and lifelong learning. Sources of these shifts include, according to the author, socio-economic, political and cultural changes, mass enrolment, the knowledge society, modernity, new social demands and the lack of opportunities. The chapter also highlights new approaches and emphases in particular subject areas within secondary education, specifically vocational training and professional education. De Ibarrola contends that in order for the proposed reforms to succeed, the external validity of the proposals must be considered, and that all concerned stakeholders must participate in the envisioned change. Furthermore, the success of such major reforms depends, to a considerable extent, on how they address socially constructed national ‘problems’ and the institutional bases of school curricula.

School curricula in perspective

In Chapter 14, Cristián Cox weaves an intellectual profile of the ‘great lady of education’ Cecilia Braslavsky, from her role in transforming the curriculum in her native Argentina, to furthering educational development in Latin America, to her career at UNESCO’s International Bureau of Education. His essay underlines how her aspiration to pursue the meaning of ‘quality education for all’ blended a global and action-oriented leadership style with an acute sensitivity to local realities. Citizenship education was a curricular area of particular interest to her. As an educational reformer in Argentina, she learned numerous lessons about the gaps between curricular design and implementation and developed a firm belief in a curriculum vision rooted in action. Supporting teachers’ identities, developing flexible curricula, focusing on wide-ranging competencies, considering curricular integration and contextualization, as well as *polimodal* (comprehensive with multiple tracks) secondary education were among her priorities. She was especially aware of global pressures and national roles in relation to curricular policies. She wrote on the challenges and dilemmas of responding to requirements that are local and nationally specific, as well as global and common to world society. Capacity-building was also of great importance, and required constructive thinking and actions in confronting the tensions between global pressures and national realities. She was an ardent promoter of creating links between diverse actors (i.e. politicians, academics, officials and teachers) and their respective contexts, especially through dialogue. She held an unwavering faith in education as a force to re-create politics and to improve collective life.

John Meyer draws together the various themes in this volume in the concluding chapter. He broadly assesses commonalities in the curriculum-related findings and discourses found throughout the volume. His chapter draws attention to themes that dominate policy debates and reform discourse, such as the meanings of ‘globalization’

and its implication for local identities, the idea of the modern world society and the nation-state. He also highlights some missing or weaker themes in the current curricular discourse, such as nationalism, religion, national ontology, social structure and concrete knowledge. One common assumption noted by the author is that the globalized world is a livable place for individuals and nations, and that therefore nations must learn to adapt and integrate within the global context. The modern curricular vision of the world leans towards human rights, scientization, human equality and communality among diversity. Overall, there seems to be a worldwide trend towards an expanded model of the curriculum as a means to prepare the individual person to be an empowered actor and citizen in the supra-national society.

As the above makes clear, this collection of writings contains a rich array of comparative and historical perspectives on the changing contents of primary and secondary education. For some authors, a convergence towards common global curricular structures is occurring; for others, the ways in which nations structure the contents of public schooling through curricular policies reflect regional or trans-cultural influences. The evidence presented in this volume clearly suggests that local approaches to school curricula are increasingly forged within wider regional, cross-regional and global contexts. It was precisely the diverse responses of local stakeholders and national authorities to the changing—and sometimes contradictory—nature of such contexts which preoccupied the late Cecilia Braslavsky. Indeed, she experienced first-hand the extent to which educational ideas, principles and reforms—utopian as well as pragmatic—were rapidly traversing a globe of shrinking borders. Given the powerful impact of these newly emergent realities, Cecilia firmly believed that they needed to be systematically analyzed and carefully understood, especially if real improvements to the quality of education were to be realized. Thus, the substance of this volume (the changing contents of school curricula) and how it came into being (through collaborative work of educational scholars from diverse world regions and research backgrounds), epitomizes Cecilia's deeply held visions and convictions. Cecilia will be sorely missed, but as evidenced by the contributions throughout this book, she remains a great source of inspiration.