

Solutions for Specific Problems

Curriculum development—or improvement—or change is, admittedly, a process of some magnitude and duration. In fact, its very magnitude—and duration—have caused many schools to feel that an organization which could adequately deal with such a process must be so complex that the problem might best be met by avoidance. However, when individuals and schools begin to identify specific needs in the improvement of instruction and to search for ways and means to meet those needs, organization for their attainment may be a relatively simple matter. In a well-integrated program of curriculum development the ways and means of reaching solutions to relatively simple and specific problems becomes part and parcel of the total program of organizing for instructional improvement.

The brief accounts which follow describe a variety of ways in which schools from all parts of the country have organized in order to provide for planning which cuts across grade and subject lines, for system-wide cooperation in the curriculum program, for utilizing the contributions of parents and children, for finding ways in which instructional leadership can best coordinate its efforts, and for the wise use of expert and consultant service. The examples included may not be new and startling. Certainly, in most instances, they are not headline-making. We present them with the hope that schools working on similar problems may find in these accounts guides to more effective organization in their own situation. These accounts were organized by Anne Hoppock, assistant in elementary education, State Department of Education, Trenton, New Jersey, who is a member of the ASCD Publications Committee.

PLANNING CROSSES GRADE LINES

EVERYONE AGREES that all teachers in a school system should plan together so that children may make steady, uninterrupted progress through all the years of public education. The accounts which follow show that such joint planning can be done. Elementary school principals, supervisors, and directors of instruction, heads of high school departments, and superintendents bear witness to the fact that sharp cleavage between levels of the school is unnecessary. They show how staffs of elementary and high schools can or-

ganize to work together on joint projects and, in the process, develop a common philosophy and purpose.

Starting With the Principal

J. P. Salter, superintendent of schools in Waycross, Georgia, gives a stimulating picture of elementary and high school teachers helping each other.

One of the most interesting features of a curriculum study presently being done in the city schools of Waycross, Georgia, has been the spirit of cooperation shown by the teaching personnel. In its earliest stages planning was spearheaded by the

principals of the six elementary schools and those of the junior and senior high schools. The thinking of these eight principals was presented to the entire teaching staff for such suggestion and modifications as might be desired. This step helped to make the first general meeting a meaningful one for each individual teacher.

The second general meeting was devoted to the job of stating purposes, making working plans, and identifying problems so that committees could be organized. Committee assignments were made on a voluntary basis, and research and study were undertaken.

Each committee was composed of teachers from various grade levels. This vertical type of organization has proved to be a very interesting feature of the study. Teachers of the primary grades have spent many hours with the senior high school teachers in discussion of problems of reading; teachers from all grades have worked together on problems of developing number concepts and skills.

One of the most significant results of the cooperative work has been the development by teachers of far broader concepts of their own individual opportunities and responsibilities, greater understanding of the problems of teachers in other grade levels or areas, and an increasing comprehension of the purpose of the public school program and opportunities for helping children in many ways.

Another result of this work is the development of an experience curriculum designed for the stimulation of normal and continuous growth in all children. Classroom teachers are no longer working in isolated situations. They feel strongly that they are making their best contributions to the implementation of a long range developmental program.

Defining the Work of a Coordinating Committee

Edith Speerschneider, principal of the Lincoln Elementary School in Green Bay, Wisconsin, describes the membership and functions of one system's co-

ordinating committee in promoting co-operative planning.

The present coordinating committee of the public schools of Green Bay, Wisconsin, has served for three years. Recently the committee re-examined and re-defined its organization and functions and asked whether it should be merely maintained, maintained and strengthened, changed, or discarded. As a result of its study, the committee made the following recommendations:

Membership

One high school principal or guidance director

One high school teacher

One junior high school principal or guidance director

One junior high school teacher

One elementary school teacher

The director of elementary education and the superintendent (members by virtue of their offices)

Rotation of membership—one third (two members) retiring on November first of each year; replacements made by superintendent in consultation with principals and the director of elementary education; chairman and secretary elected by the committee for a two-year term.

Functions

To serve as a coordinating agency for activities of the State Curriculum Planning Program and committees within the Thirteen Year Program

To receive ideas and suggestions and refer them to the proper agency

To make recommendations to the teaching staff and other agencies on the basis of plans made by it

To serve as a steering committee for the pre-school in-service conference

To act in an advisory capacity for the publication, "Teacher Talk."

Improving Reports to Parents

Elizabeth Ellmore, director of instruc-

tion, Dinwiddie County, Virginia, describes a cooperative undertaking which included school patrons as well as elementary and high school teachers and which, she says, "resulted in growth for all of us concerned."

When it became apparent that pupil report forms and cumulative records needed revision, principals, supervisor, and superintendent decided that the problem should be discussed at the pre-school conference in September. As a result of this discussion it was decided to undertake a thorough study of the literature on the subject and of report forms in use in other school systems.

Committees composed of one primary, one upper elementary, and one secondary school teacher were appointed in each school. These school representatives met to form a county committee to make more detailed plans for action. The superintendent was asked to secure from all possible sources copies of report and cumulative record forms in use; the director of instruction was asked to prepare a bibliography of materials on current trends in reporting and organize collections of these materials to be circulated among schools; committee members were to obtain the reaction of teachers in the school group which they represented to a short list of questions concerning the nature of report forms which would meet the needs of children, parents, and teachers in Dinwiddie County; and the county committee was to meet again in three months to prepare a rough draft of forms.

These plans were carried out. Since school faculties are not large, committee members from each school had a number of informal discussions with their groups. At least one meeting of each school faculty was devoted to a discussion of needs, and PTA's and a club had programs on the school's report to parents.

After three months the county committee met and made rough drafts of forms to be used at each of the three school levels. Each form was discussed

by the entire committee and submitted to all faculties for discussion and revision. The revised form was presented to another county-wide committee composed of the teacher committee and five representatives from each PTA. It was then presented by the director of instruction, with no teachers present, to committees of elementary and high school children in each school. Suggestions from all of these groups were considered by the Report Revision Committee and incorporated into forms which the committee finally accepted.

This committee, plus school principals and three vocational teachers, met for one week following the closing of schools to prepare manuals to assist teachers in the preparation of records and reports.

The pre-school conference of the 1948-49 term was devoted to a study of the new report and record forms and of the teachers' manuals. Members of the Report Committee acted as discussion leaders for small groups of teachers. Plans were made in each school for acquainting all parents and children with revised forms before the first school report was due, and for faculty discussion in each school to exchange experiences after at least two reporting periods had passed.

Working Together on a Science Fair

Pearl Dunn, elementary school supervisor in New Castle, Indiana, describes a project which enlisted the interest of first graders, seniors, and all the young ones in between and involved the close cooperation of the entire staff.

A strong desire to provide a rich program of science experiences for all the children of the New Castle schools prompted the teachers to plan a science fair. With the hearty approval of the city superintendent of schools, a general planning session was held. The head of the biology department and science consultant for the elementary schools was made chairman. Participating in this meeting were the

science department heads, elementary principals, building representatives, art and general elementary supervisors.

General guide materials were developed, time and place set, and plans made for an orientation meeting with the high school teachers in the departments concerned and the staffs of the elementary schools.

All exhibits grew out of the regular science activities of the children during the year. They were also definitely related to the other areas of daily living in the classroom. The exhibits were to be judged by competent people for general educational value, clearness of objective, accuracy, neatness, and general attractiveness. Ribbon awards bearing the seal of the state and the notation "New Castle Science Fair" were to be given to exhibits with the highest score in each class.

The children and teachers used all resource persons and materials in the school and community. Help was sought from the elementary school art supervisor in planning arrangements, use of colors, and general effectiveness of display.

The exhibits were arranged in panoramic array in the high school gymnasium. The stage curtains carried the gay tasseled letter sign of "Science Fair" and interesting friezes on deep sea life, plant and animal adaptation, and other related themes formed a bright border on one side. Highlighted signs were used to indicate where the primary, intermediate, junior, and senior high school exhibits were located. There were entries under all classes. The middle grades had so many entries they should have had a sweepstakes prize!

The many visitors from the schools and the surrounding communities were surprised at the rich offerings which the area of science has for children of all ages. They were greatly interested in finding that very young children as well as the older pupils can do some real experimenting in physical science. All sorts of plant and animal experiments with records of data caused many persons to pause, read, and study. The fair ran day and night for an entire week and parents and children made many return visits.

The teachers college methods classes

and the judges highly commended the quality of the work. The local FM radio station asked several children to explain their exhibits and demonstrations over the air, and some of the service clubs invited the children to give a program made up of demonstrations and exhibits.

Revising the Social Studies Program

Florence O. Benjamin, head of the social studies department of the Chester High School, Chester, Pennsylvania, tells how elementary and high school teachers answered the question, "Shouldn't we all be working together with common goals in mind?"

Until 1946, planning in the social studies in the Chester public schools had been done independently by the elementary and secondary schools. At that time a committee of elementary teachers was working under the leadership of the director of elementary education and curriculum to revise the social studies program in the elementary schools. This committee invited the head of the social studies department in the high school to meet with them to explain the social studies program in the secondary schools.

The sad truth soon became all too clear —neither level really knew what the other was doing. Questions were raised. Weren't we all working with the same boys and girls? Shouldn't we be working together? Why should there be such apparent breaks between the elementary and secondary schools? There should be no such break, we agreed, if we considered the development of the youngsters as a continuing process, each grade building on what the others had done.

Having reached this point, it didn't take long to set up a revision committee for the social studies made up of grade representatives from the fourth through the twelfth grades from each school in the city. An elementary teacher and a secondary teacher acted as co-chairmen. Bi-weekly

meetings were held—some on school time, some after regular school hours.

Research in the elementary field was done by the elementary teachers, and their findings were reported to the entire committee. Similar procedures were followed by the secondary group. Out of the reports and discussions the joint committee gradually evolved a philosophy and a set of general objectives. These were adopted as the guide for planning a social studies program which would have common purpose and continuity for grades four through twelve.

A study of our community and its needs, of the needs of boys and girls, of education in a democracy, of programs in the social studies in use elsewhere, of trends in the field, and of recommendations of authorities and consultants resulted in the setting up of general areas for each grade level and their approval and adoption by the administration as the over-all social studies program in Chester.

ORGANIZATION CUTS ACROSS SUBJECT FIELDS

A UNIFIED CURRICULUM based on the needs of learners and the society in which they live

Subject matter from various fields selected, organized, and used to meet these needs, and appropriate to the developmental levels of the learners

Workers in general education and specialists in subject areas planning together to these ends.

The articles which follow show schools moving toward these goals through group planning which crosses subject matter lines. They show the separate subject curriculum giving way to a unified curriculum which uses subject matter in the solution of problems important to children growing up in a democratic society.

Organizing to Develop a Unified Curriculum

Margaret Chenoweth, elementary supervisor in Janesville, Wisconsin, shows how subject matter committees have given way to groups cutting across subject matter lines.

Cooperative curriculum planning was initiated in the elementary schools of Janesville years ago. As our view of the task of the school has changed, our plan of organization and the machinery for curriculum development have also changed. Subject matter committees have slowly given way to planning groups cooperating to develop a whole school program to meet the developmental needs of all boys and girls of our community—physical, social, emotional, and intellectual.

For several years the elementary committees have appraised experiences organized around centers of interest which seemed appropriate to the growth needs of the children at various levels. Eventually our objectives have led us to select a yearly topic for each grade group. This topic we now state as a challenging question or problem. The statement of the question gives direction and scope. It also encourages a "let's find out" attitude, and, pupil-teacher planning develops quite naturally.

Gradually curriculum guides organized around a sequence of selected problems cutting across all content subject lines have replaced the former separate subject curriculum. Reading, writing, and arithmetic as well as art and music have become increasingly functional as tools in our problem-approach curriculum. Attention is now focused upon the growth of the individual child as a member of a social group rather than upon a standard body of facts to be mastered by each child.

Coordinated efforts in planning are now imperative. In-service education of teachers has become an integral part of curriculum development. A workshop approach is used.

Once a week elementary schools are dismissed early for a general staff meeting. It is important for the teacher, supervisor, janitor—all staff members—to understand each other's problems. Isolationism has no place in our curriculum.

General meetings are followed by grade meetings under the leadership of a group member. When advisable, the whole staff re-assembles to receive progress reports, reactions, and recommendations from the various grade groups. Grade chairmen of the present and previous year act as co-representatives of their respective grades. The chairmen serve as an advisory committee to the supervisory-administrative force.

These frequent opportunities for free, informal, intergroup reaction have been an important factor in the development of a dynamic philosophy.

Planning the Core Curriculum

Myrtle D. Toops, instructor in education and core teacher in the Burris Laboratory School at Ball State Teachers College, Muncie, Indiana, tells how a junior high school unified its program through cooperative planning.

A school grows in the direction of democracy when administrators and teachers apply basic democratic values to the curriculum development program. Both administrators and teachers must have faith in cooperative planning, in group thinking, and in pooled judgment; they must value the contributions of each person in the group; they must apply the scientific method to the solution of curriculum problems.

The administrator and the teachers of the junior high area of one school studied the program. They came to the conclusion that textbooks had become courses of study rather than aids in solving problems of vital concern to children. They decided to experiment with a core program based upon adolescent needs.

Two teachers who had broad backgrounds in education and in science and

social studies were designated as core teachers for the following year. Each teacher became responsible for all counseling and all instruction within the core in his or her grade. The core teachers were also responsible for bringing all staff members in the junior high area together to study and plan schedules, to pre-plan routine procedures and courses of action regarding all the experiences of the children, and to evaluate. The daily time schedule and special-area courses, such as mathematics, music, and physical education, were determined cooperatively. Open house meetings of parents and junior high staff were held and the changes were explained and discussed with the parents.

During the months preceding the opening of school, the core teachers planned a course of action. A study of the literature about core programs was made. Schools with core programs in operation were visited. In pre-planning sessions led by the core teachers this course of action was followed:

A philosophy underlying the core program was formulated.

How the early adolescent develops and learns was studied. The teachers examined existing studies of the common needs of adolescents. They listed the particular needs of the children of this age in their school. They used problem check lists, sociograms, and lists of problems and interests prepared by the children themselves.

The scope and sequence of the curriculum was planned. Three areas of living were defined: personal, personal-social, and civic-economic.

Units within these areas were flexibly planned, based on discovered needs. Provision was made for much teacher-pupil planning within these units.

The resources available in the community were studied.

The places within the program for teaching skills were analyzed.

Resource units to which teachers might turn for a guide in developing units were blocked out and plans laid to develop them. Since making these resource units is time-consuming, each teacher con-

tributed as much as possible to all units.

A plan for conferences was discussed wherein teachers and parents may meet on common ground to discuss the child's problems, the course of action which the home and the school should pursue, and the program engaged in at school.

Plans for evaluating the program and the children's development were begun.

Attacking a Specific Problem

George E. F. Brewer reports how more than twenty departments in Marygrove College, Detroit, Michigan, cooperated in studying how teaching aids might be secured and shared.

The past two decades have seen a rapid development of teaching aids. The recent war with its Army and Navy teaching programs and the effort of industry to train employees accelerated the development of new teaching tools.

In the light of these developments it seemed advisable to compare our own college's inventory of "tools" with that of other institutions, to consider the possibilities of organizing the use of equipment by several departments whenever such sharing is feasible, and focus the interest of the faculty on teaching aids.

The faculty formed a committee consisting of fifteen members taken from a wide variety of departments. This group classified and listed teaching aids and collected the following data regarding each item from the various departments of the college:

Does such a tool exist in the field of each department and, if not, what chances are there to develop it?

Does the item exist in the college in satisfactory quality and quantity? What reasons are there for acquiring it, either by buying or making it?

To what extent is the item already in use? What more extensive use could be made of it? Are there reasons why its use should be curtailed?

What other department could make use of this tool?

Over twenty departments reported to the committee. The evaluation of the reports was no mean task. As a first step, findings were tabulated to show the tools available in each department, how those tools were developed, and to what extent they were being used.

As a result of this self-survey, a clear picture of the departmental needs for teaching aids was presented and the administration was able to take the necessary steps in budgeting and supplying the departments. In addition, a plan was organized for departments to share equipment.

The exchange of ideas between instructors was facilitated by an exhibition of homemade and commercial teaching aids. The exhibitors demonstrated their favorite gadgets and techniques which they thought to be useful in a variety of fields. Vague plans for the development or assembling of teaching aids took on a definite shape. The best results, however, will come from the interest in teaching aids which has been aroused in the faculty members through this cooperative study.

Coordinating Special Programs and Services

Nelle Wright, director of instruction in Waynesboro, Virginia, describes how professional growth is stimulated when special teachers are helped to see their function in the total program.

This story illustrates ways in which the special programs in a school system were coordinated and extended. These programs include the visiting teacher service, library, music, band, physical education, art, shop, speech, and homemaking.

Increased numbers of services to teachers in the Waynesboro schools began to follow separate and unrelated channels of services. This caused confusion and questioning in teachers' minds as to the meaning of the term "service." Here was a problem which stimulated group action.

One morning the director of instruction and the public school music instructor

were discussing ways of evaluating the special programs. The practice up to this time had been to have each person responsible for a program review, plan, and evaluate his program through a conference with the director of instruction, or at one of the regular bi-monthly administrative council meetings. The director said, "Are you satisfied with the way our services are working? What would you suggest that we do in order to pull all these programs together and unify our thinking so as to be more consistent in our work with teachers as well as to be more secure ourselves? What should be the next steps toward the development of the service idea in all programs?"

"And," she continued, "according to statements from the teacher leaders many members of particular groups have not requested certain services. Their reasons seem to be, in general, of the nature, 'I don't know what services to expect. Special teachers don't seem to have time to really get into my problems.'"

The public school music instructor responded with, "I'd learn a lot by talking with the other special people and hearing about their program and problems." Three others were of the same opinion.

Accordingly, these persons sat down and formulated a brief outline for a discussion guide for reviewing special programs. This guide was used at an informal, three-hour meeting of the superintendent, the director of instruction, the principals of each school, and the special teachers. As a result of this planning, we believe that:—each member developed a better understanding of the problems in other fields and of the processes involved in working them out.

—sharing and evaluating seemed to broaden understanding of children's learning processes and problems. Through experimenting with various ways of working with teachers, staff members developed broader concepts of human relations. —ability to participate in group activity was increased as individuals related themselves to other staff members in cooperative undertakings to improve the school program.

—each became better informed of his own responsibility.

—a better understanding of the total school program and the relation of their services to this program was gained.

—purposes or goals were clarified as each person's program was shared. Each individual was able to recognize the worth and contributions of the others. This established feelings of security which tended to release enthusiasm and creative energy.

—each member of the group accepted the common purpose of "service to teachers."

—goals were thought through, discussed, plans made, decisions reached, and action delegated by the group.

SCHOOL SYSTEMS WORK TOGETHER

WHEN SCHOOLS WITHIN a city or county work together they can provide more adequate experiences and services. In the accounts which follow, superintendents, supervisors, and curriculum directors describe system-wide programs of cooperation.

Creating a Pattern for Curriculum Development

Raymond J. Free, director of curriculum, Orange, Texas, describes a city-wide, teacher-directed program.

The Orange public schools schedule four hours of school time each month for meetings which guarantee participation by all teachers. Each Wednesday school dismisses one hour early. The first two Wednesdays are for building and PTA meetings. The third and fourth Wednesdays bring together all the teachers in the elementary schools for meetings of the Association for Childhood Education and for curriculum meetings.

During the first week of school, grade level conferences give opportunities for teachers to become acquainted with those who teach the same grade. Chairmen *pro tem* serve until permanent chairmen are elected.

Each grade level or area selects topics for discussion such as:

- what changes have you made in the scope and sequence charts for the social studies and science units of learning experiences as a result of experimentation?
- what health experiences have you translated into classroom activities?
- what opportunities have you found to introduce films and filmstrips?
- how successful has your first unit been?

At a meeting of the principals and chairmen, techniques of group discussion are listed. Principals function as resource people and do not usurp the position of the chairmen. Chairmen make monthly written reports on problems discussed, topics to be discussed, and general suggestions for curriculum study and improvement. Chairmen issue bibliographies, health charts, lists of textbooks, questionnaires, service bulletins, and various kinds of free materials.

To acquaint all teachers with the work of the committees, a house organ containing each chairman's reports and recommendations is published monthly. *The Orange Curriculum Highlights* also prints news of professional organizations, reviews of professional articles and publications, and news about the schools.

The grade level chairmen appear before the Central Advisory Council with recommendations regarding curriculum improvement. The Council, composed of a representative group of faculty members from all divisions of instruction of the school system, and organized for all-school problem study, serves as a steering committee and makes official recommendations to the superintendent and the members of the Board of Education.

The teacher-directed pattern for curriculum development, with principals serving as resource people, and with recommendations publicized in a house organ, channeled through the Central Council to the superintendent and the board, has resulted in the publication of numerous teaching guides and a dynamic program built on the needs, interests, and capacities of pupils.

Sharing Expert Teaching

Neva Haganan, supervisor of kindergarten and primary education, Long Beach, California, tells how experienced, capable teachers help clarify thinking and improve practice.

Scheduled throughout the year are group observations of commendable classroom work. These observations are always followed by an informal group discussion in which, under the guidance of an able leader, the basic practices observed are highlighted and the possibility of their application in other situations are considered. These guided observations of outstanding classroom work prove to be the most fruitful type of in-service education.

Teachers attending these observations are released from their classrooms for the necessary time by having a substitute teacher provided, by the principal or vice-principal's teaching for them, or by having some other teacher in the building take charge of two classes.

A problem of great importance in carrying forward this work is that of insuring a common understanding among those who are to assume major responsibility for the series of observations in a chosen field. To accomplish this, the practice has been established of preceding each series of grade observations with a pre-observation for the teachers and leaders who are to serve in the subsequent meetings of the series. They observe together and consider what teachers might well carry away from a similar type of work. By following this practice, not only has the main purpose of unity in thinking been achieved, but the entire level of the subsequent observations has been raised.

Some of the most valuable outcomes of the observations and discussion are:
—inspiration and incentive to new effort on the part of the strong teachers
—recognition of teachers who, though not strong in many fields, do have specialized abilities
—solution of common problems and estab-

lishment of important new standards—clarification of the thinking of supervisors, principals, vice-principals, and teachers regarding desirable classroom procedures and materials of instruction—extension of the understanding and use of available curriculum publications—coordination of the efforts of all who are concerned with developing a better educational program.

Capitalizing on Individual Contributions

Adelene E. Howland, assistant director of elementary education in Des Moines, Iowa, tells how the primary teachers in the city came together to study the needs of young children.

In Des Moines all teachers of kindergarten, grades one, and two are giving considerable attention this year to readiness for learning. Two general meetings and four city-wide workshops provide opportunities for these teachers to work and study together. Their purpose is to improve individual classroom programs so that each child will be learning according to his readiness for that learning.

The study program for this year, planned by a committee of teachers acting on suggestions from many teachers, is the amazing result of one small meeting held more than a year ago. Elementary principals met with a first grade teacher who had been consistently carrying forward a readiness program and had been keeping careful records of such items as desirable activities, effective techniques for parent conferences, results for children of a modified first grade program.

As the principals discussed meeting with first grade teachers and questions were raised, it was decided to give a group of teachers the same opportunity the principals had experienced. Following this meeting teacher groups were organized on a geographic basis for further study of the needs of six-year-olds in the area of readiness. Seven groups of first grade teachers met during the year.

As the year drew to a close many ques-

tions arose: Will the groups continue? What were other groups doing? Should there be some city-wide continuity? Couldn't kindergarten and second grade teachers join the groups?

In order to answer these questions each group selected a representative. The representatives met often to make plans which would most adequately carry forward and coordinate the interests and already initiated activities of the seven groups. The present program resulted. One general meeting has been held. Workshop meetings have been planned and are being directed by teachers. The final general meeting in the spring will be a climax to the year's study. So one small meeting of twenty-five persons has snowballed to include approximately two hundred fifty people planning and working together.

A Pattern for an Experimental Project

Irwin O. Addicott, associate superintendent of the public schools of Fresno, California, tells how schools joined together and used state and community agencies to discover and demonstrate better ways of serving children.

During September of 1946, the California State Department of Education requested the Fresno City Unified Schools to become a laboratory center for experimental work in improving health services, health education, and healthful environment in the schools. Our system was asked to do "pilot" work in these fields as a testing ground for improvement in the health program throughout the state.

Two elementary and two junior-senior high schools were selected as laboratory centers for this project. The staff members of each school, under the general chairmanship of the principal of one of the elementary schools, set out to study the ways in which services and offerings in these fields could be improved. Consultant services were made available from the California State Department of Education, the California State Department of

Public Health, the city and county health departments, Fresno State College, and the Fresno Unified School District Department of Health Services. Parents were called in to counsel with staff members. Meetings were held with representatives of the oculists, the optometrists, the Medical Society, the Society for Crippled Children, the Tuberculosis Association, and others. Workshops were held for staff members of the cooperating schools. College courses were developed to help teachers and others improve their knowledge of child growth and development. Conferences were held between the staff members of the laboratory schools and between the laboratory schools and the other schools in the system, to plan programs and evaluate progress. A process of plan, try out, revise, and go ahead has been followed.

The results of this cooperative planning and organization will prove of benefit not only in Fresno but perhaps throughout the state. They should help not only in improving health services, health instruction, and more healthful school environment but in showing how schools and agencies in the community and state interested in health may cooperate.

THE NON-TEACHING STAFF PLANS

THESE STORIES show principals planning with teachers, supervisors planning with principals, visiting teachers planning with supervisors, and administrators opening the way for teacher planning—all part of a total pattern of cooperative curriculum development.

Talking Things Over

Emma J. Sutherland, teacher in the Brooklyn Ethical Culture School, gives, in this fragment of a conference, an illustration of principal-teacher planning.

Teacher: Miss R. do you have time to talk with me now? I want to ask you about my reading program for next semester.

Principal: Certainly, I have the time.

T: I'm not satisfied with the results of the reading tests. They should have been better.

P: Let's get the results and go over them. (After looking over them together.) Some of the children did quite well.

T: But look at Dickie, Jack, Susan, and others, too. The median is low and I feel that it was my fault.

P: Not necessarily; groups vary. But let's think of a new approach. You have twenty children in your class?

T: Yes. Do you think it would be possible for the children to read individually rather than in groups?

P: I've known that idea to be tried with much success. I have a book here that might be of some help. Read it critically in terms of your own group.

T: Thank you, I will. Have you any suggestions for a method by which I could follow each child's progress?

P: What had you thought might be best?

T: I thought a mark in each book, with the page listed.

P: Yes, that would be good. How about a file, just for the reading record? Each child could record his own progress.

T: Great! I'll buy a file case and get the children's names on the cards.

P: Have you enough reading material?

T: Well, the books will have to be more varied and I'm sure they'll have to be broader in scope and difficulty. Wouldn't you think so? I guess that's our problem, getting the necessary books together.

P: Suppose we discuss this with Miss Gray and Miss Black, (First and Third grade teachers). The librarian might offer some suggestions, too. Think about it and the five of us will meet tomorrow at lunch time. I'll put the note in their boxes before I leave. Goodbye. This is really a good idea and I'd like to see it work.

Developing a Twelve-Month Program

Helen R. McDowell, elementary supervisor in the Henrico County Schools in

Virginia, describes fruitful planning between principal and supervisor.

The principal of an eleven-teacher elementary school asked the supervisor for suggestions in the inauguration of the twelve-month employment program. In response, the supervisor suggested that they work together throughout the summer planning, experimenting, analyzing, and evaluating processes with the understanding that the objective of the program was the development of children.

The principal's first summer project was to make possible the attendance of the children at a dental clinic at the school. As supervisor and principal discussed this matter they realized that the presence of the children at the school during the summer opened such possibilities for child growth as the use of the library and creative experiences with paint, clay, papier-mache, sewing, and the like. Parental interest was aroused. Three parents volunteered and taught wood carving, rug weaving, and elementary woodworking. Growth of vision of the principal and the supervisor resulted in additional opportunities for the children in creative music, nature study, and collections of specimens for a school museum.

This cooperative planning covered a period of two years. The result of the summer program carried over into the regular sessions. The mental and emotional maturing, ingenuity, creativity, and initiative of the children who had attended during the summer was noticeable. Another significant result was the expansion of the summer program to include activities for pre-school children.

Two teachers voluntarily served without salary during the second summer. The PTA caught the spirit and asked the principal, supervisor, and teachers to help plan its year's program around the theme "Education for Family and Community Living." During the second year a parent-school study group discussed "Meeting the Needs of Our Children."

Six of the teachers were so challenged by the outstanding child growth resulting

from the summer program that they joined a teacher workshop which the principal and the supervisor were attending. They, along with several other teachers and the principal, took an art education course the next winter. Evidences of creative living are to be found throughout the school as a result of this growing cooperative program.

Cooperating to Conserve Vision

Sue Snipes, instructional supervisor in the schools of Bulloch County, Georgia, relates how the children benefited when the supervisor and the visiting teacher pooled resources.

During a three-day pre-school conference for all teachers, the nurse from the County Health Department taught teachers how to screen the pupils for defects in vision. Teachers practiced on each other until they felt secure in using the Snellen Chart. The visiting teacher and the instructional supervisor were co-learners with the teachers in this experience.

Soon after school opened teachers tested the vision of their pupils with the Snellen Chart. In several schools the instructional supervisor used the Massachusetts Vision Testing Machine. The County Health Commissioner studied the test results and recommended that certain pupils visit an eye specialist for further examination.

Many families took their children to a doctor immediately. In some cases it was necessary for the teacher to write parents notes, invite them to school for conferences, talk frequently with the pupils, or make visits to the home.

Of course, there were many families who were not financially able to provide the visit to a doctor. For these families especially, the visiting teacher became the coordinator between pupil, parent, teacher, helping agencies, and the doctor. The Welfare Department assisted in deciding who were eligible for financial assistance; the visiting teacher arranged transportation, if needed; the Lions' Club

provided money; and the doctor did the work at a reduced price.

In six of the Bulloch County schools the following figures show results for 1947-48: 1147 pupils were screened by teachers, 208 needed glasses; and 84 (approximately 40 percent) corrections were made.

Teaching and physical improvements have contribution to conservation of sight:

Desks have been rearranged, scrubbed, sanded, and refinished in lighter colors

Shades are adjusted frequently

Classrooms have been painted in light colors

Oiled floors have been cleaned

Lights have been installed or improved in many classrooms and other parts of the building

Chalk boards have been painted green instead of black; yellow crayon is used

Bulletin boards are light colored

Films and other audio-visual aids on care of eyes are being used

New health books have been secured.

The cooperation of the instructional supervisor and the visiting teacher was a strong force in helping parents, teachers, and helping agencies conserve and correct the eye sight of children.

PARENTS AND PUPILS HELP

IF IT IS TRUE that those affected by the curriculum should help plan it, certainly parents and children should make an important contribution. How they may participate is described in the articles which follow.

Planning with Parents

Bertrand L. Smith, superintendent in Oak Park, Illinois, tells how teachers and parents work to provide "twenty-four hour" education for children.

In the Oak Park elementary schools we have eleven faculties, over 200 teachers, and more than 4,000 children in kinder-

garten through the eighth grade. Through our work with parents we have emphasized two major ideas. First, education is a twenty-four-hour business and requires the understanding and cooperation of all if it is to be completely successful. Second, the school is only one spoke in the wheel of a child's growth and development. A child spends less than one-sixth of his living time in school.

Recognizing the importance of these controlling ideas, we have developed a plan which might be called a decentralized PTA program. In this program the parents of the children in each classroom form a unit for study and discussion. The plan does not do away with nor decrease the value of the general type of PTA meeting, but it does bring the faculty and parents closer together.

Meetings of these decentralized groups are held in the evening. For the first twenty minutes parents look at materials and displays in the classroom. The second period is a discussion by the teacher of the school program and what we are attempting to help this group of boys and girls to achieve. The third part of the meeting is a group discussion.

Each parents' group is invited to send a member to our curriculum study committees. This member takes part in the work of the committee and keeps the parents' groups informed. Through the participation of faculty, parents, and community personnel, we are developing a program which is steadily improving.

College Students Plan

Erwin H. Sasman, curriculum coordinator at Willimantic State Teachers College, describes student-faculty planning as a part of the pre-service education of teachers.

Since September, 1948, cooperative student-faculty planning has been an organized and integral part of the curriculum at the State Teachers College in Willimantic, Connecticut. Each class participates in

planning through informally organized groups and planning councils, representing both students and faculty members. For some planning enterprises the entire faculty meets with groups of students.

Because experimentation is encouraged each class develops somewhat different procedures. However, five planning activity areas are common to all classes: (1) determining the planning councils' set-up, (2) determining the relationships of planning groups and councils to the total membership of the classes, (3) determining the relationships of planning groups and councils to special committees, (4) determining the relationships of planning groups and councils to the college community, and (5) determining the content and organization of the curriculum.

Problems relating to the set-up of planning groups and councils usually center around consideration of the composition and tenure of the membership. Usually freshman classes organize temporary planning councils in order to allow for time to get acquainted with new students. Frequently planning councils represent several small groups within a class. An effort is made to give every student an opportunity to serve on planning councils.

The question of the powers of the planning councils appears at frequent intervals. Whether or not planning groups should act as legislative, executive, or judiciary agencies is often an issue. Experimentation in the processes of democratic group work gives students experiences in pooling and organizing problems defined by members of large groups, working out specific alternative recommendations for consideration by large groups, and developing procedures which facilitate creative group thinking and action on problems. Experiences in planning councils give students opportunities to substitute the concept of power with others for power over others. For some students the tendency persists to recommend specific action, to review before large groups the thinking done by planning councils, and to expect acceptance, rejection, or minor modifications to planning

council recommendations. Planning groups tend to find it difficult to facilitate problem solving through the process of democratic group thinking. As one student said, "We seem to be reluctant to present incomplete ideas to the group for fear that the students will be able to form effective arguments."

Planning groups have experiences with a number of problems which lead to the development of working relationships with the total college community. Activities in this area include participation in the development and administration of college policies, extension of college services, scheduling of classes, development of inter-class activities, and utilization of resource persons or specialists.

The major task of student-faculty planning groups is that of facilitating the planning of the content and organization of the curriculum, involving: (1) selecting problems and enterprises, (2) determining methods of dealing with selected problems, (3) organizing programs, (4) organizing student groups, (5) administering programs, and (6) planning ways of evaluating enterprises and methods. An effort is being made continuously to develop skills and understandings which will facilitate the fullest possible creative participation by students in planning the content and organization of the curriculum.

THE EXPERT SERVES

WHO IS AN EXPERT? How can he be used to the best advantage in co-operative curriculum planning? Can teachers become experts? Here are practical suggestions for utilizing technical knowledge and skill in the shaping of sound experiences for children.

Planning with Experts for Better Health

Josephine Hintgen, director of guidance and curriculum in La Crosse, Wisconsin

consin, describes the cooperative activities of the La Crosse Health Center.

When the La Crosse school staff carefully observed the appearance, play, and thinking of boys and girls in the classrooms and lunchrooms and on the playgrounds, they realized more fully the inherent weaknesses of the school health program. The staff noted in particular that the program did not have sufficient continuity and that children did not practice health principles as well as they might.

To remedy these weaknesses the staff began to work on three phases of the problem:

- obtain the cooperation of all teachers in the development and operation of a more complete thirteen-year health education program
- obtain cooperation of all groups interested in community health
- select one school to try out recommended classroom procedures, audio-visual aids, promotion of better pupil-teacher-parent-nurse conferences, and purchase of up-to-date equipment.

The staff worked in these ways: the committee on health and safety education, drawing its members from nursery school through senior high school, worked on the organization of the health program in all the grades in all the schools. The committee drew up teaching guides and resource units for health instruction, health services, and practices to cover the thirteen-year period. They had help from the health educator of the State Board of Health, the health coordinator of the Wisconsin Cooperative School Health Program, and the staff of the Physical Education Department of the La Crosse State Teachers College. To implement these excellent teaching guides and resource units, it was necessary to obtain the cooperation of all groups and agencies interested in health.

Each school organized its own health council consisting of the principal, a teacher, public health nurse, and two parents. The health policies and programs of the health officers, nurses, dental hy-

gienist of the city and county health departments and committees; the county medical and dental societies; the health committee of the central council of parents and teachers; and the advisory committee of the child guidance clinic were coordinated with those of the school.

A school health coordinator was appointed by the Board of Education. He has been working cooperatively with all of these agencies so that there has been a minimum of misunderstanding and friction and a maximum of service.

Working together on common vital health matters caused the organization of a central coordinating council, the La Crosse City-County Public Health Council, which meets four times a year and upon call of the executive committee.

The largest elementary school of the city was selected as the health demonstration center. This school was so successful in its health experiments that all the schools are now carrying out similar programs in these areas: furnishing a special health room, improving indoor and outdoor play areas, assembling a health library for parents and teachers, carrying on a program of sex education, cooperating with parents in such items as nutrition, sleep, sanitation, health habits, education of parents of pre-school children, immunization, audio-metric and vision screening tests, health examinations, and use of cumulative health records.

Caring for the Whole Child

Helen Kennedy, supervisor of special education in Long Beach, California, gives a picture of experts at work, including the school carpenter.

In education there has been a great deal of talk about the education of the "whole child" and "learn the child before you teach him." In some aspects of our work in special education, cooperative planning with the experts has made these phrases truly functional.

In the work with the cerebral palsied in the Long Beach public schools, the spe-

cialists are pooling their understanding and planning an appropriate program for each child. If it were necessary to single out an expert from the remainder of the clinic group one would have to say "expert in what?" Ordinarily we think of the medical representative as an expert, and certainly this is true. Under the state cerebral palsied program we have been given the assistance of orthopedists trained in this specialized aspect. Also provided by the state is an expert physiotherapist. We hope soon to be assigned an occupational therapist to round out the trio.

Present at each clinic meeting is the principal of the school in which the classes for these children are located, the school counselor, the nurse, the speech correctionist, and the teacher. Each of these school staff members plays a significant part in "learning" the child as well as in teaching him. If any severe emotional problems seem to exist or if assistance is needed in evaluating the intellectual potentialities of the child, the counselor has but to request the assistance of the school psychologist. She may request the aid of a social worker to assist the family in an understanding of the particular problems of the cerebral palsied in general and their child in particular.

Two others play an important role. The brace specialist is present to make the necessary adjustments on a brace as recommended by the orthopedist. The school carpenter plays an important role in the construction of proper equipment so vital to the success of the instructional program.

The supervisor of health service and the supervisor of special education are jacks-of-all-trades who lend their help and moral support in the organization and coordination of the efforts of all these specialists. Through this cooperative planning we seem to be approaching that goal of educating the whole child.

Helping in Child Study

All members of the Norfolk, Virginia, supervisory staff join Gladys Charlton, director of elementary education, in re-

porting how college and university staff members helped with local problems.

Planning with the specialist from the outside can be a stimulating experience when the local group concerned has faced its problem and knows the kind of help it is seeking. On one occasion members of the supervisory staff, returning from a state conference where techniques of child study were explored, realized that opportunity should be provided for teachers to have help in this area. Immediately the services of the nearby College of William and Mary were enlisted and two staff members were sent to Norfolk to help us plan a twelve-day summer workshop.

The plans included a visit from an outstanding national leader in child study for the first two days. During his stay he worked mostly with the total group, opening for them the vast possibilities of studying and recording the behavior of children. For the following two weeks the college staff members remained with us, helping teachers as individuals and as groups and making plans for carrying forward a program of child study. As a result of the workshop, the guidance program in the high schools was considerably advanced and studies of individual children were made in the elementary grades. These studies were published.

Another experience we had in planning with the expert came the following spring when there was a generally expressed need for some guides to curriculum planning in the social studies. We began by forming a committee representing all levels within the school system, collecting all the literature we could find in the field, and meeting to discuss ways and means of producing the desired materials. It did not take us long to realize that we needed help—help particularly in establishing a point of view. But to find someone who had the child development approach to the specialized areas usually included in the social studies was no easy task. We were fortunate indeed in securing such a person from Northwestern University. He worked with the committee as a whole

and in primary, upper elementary, and secondary groups for two days in the spring of 1947. This being merely a starter toward the task ahead, we invited him back during July for a five-day conference. During this conference, a general framework centering around the child in his growing world was agreed upon by the committee. The following school year, faculties of individual schools began to clothe this framework by providing experiences suitable to the needs of the children concerned.

Using Consultant Service Wisely

Elizabeth A. Huntington, curriculum coordinator for the schools of Union, New Jersey, analyzes the techniques involved in making efficient use of consultant services.

Last spring, by a cooperative decision of the Board of Education and the teaching staff of Union, a contract was made with a nearby university for consultant assistance in a cooperative curriculum improvement program. All concerned agreed that consultants were not to "tell what to do" but to help staff members in the process of identifying and solving problems and that staff participation would be on a completely voluntary basis. A curriculum field coordinator from the university would head the program, working closely with Union's curriculum coordinator. At present, about eighty percent of Union's staff of two hundred teachers is engaged in the work and progress is definitely apparent.

Responsibility for planning in the Union cooperative curriculum improvement program lies with the curriculum coordinator and three steering committees: elementary, high school, and all-system. Requests for consultant service from individuals, committees, or schools are relayed to one of these steering committees. Out of committee discussions on these requests has come a four-step procedure that has clarified our thinking and improved our use of consultants.

We call into conference those making requests: committee chairmen, principals, or individual teachers. Then—

We ask the purpose. Why is a consultant needed? We feel there is more than one logical reason for consultant service. For example: aid may be necessary in identifying and defining problems; a group may be so confused that a specialist is needed to help point a direction; personality conflicts in a group may have reached a stage where only outside help will enable the members to see and use new approaches to the problem; work of a group may have progressed to the point where assistance is needed in determining the next move forward; an individual teacher or school may have a problem important enough to demand consultant time.

We make tentative plans for the day. After we've reached agreement on calling in a consultant for a specific purpose, we consider these questions: Can the consultant be of use to any other individual or group? What time schedule can be arranged? What alternate plan can be used if anything goes wrong? What other preparations must be made?

Readiness for the visit is most necessary. A group or individual should not only have complete understanding of the purpose of the visit, but also a realization of the background and special abilities of the consultant and the contribution those abilities can make to the accomplishment of the purpose. Working facilities, necessary mimeographed materials, topics for discussion, must be prepared, too.

We inform the consultant of our plans. When the date for the visit has been confirmed, a letter, phone call, or personal talk notifies the consultant of our tentative plans. We recognize the value of possible suggestions by the consultant on ways of improving these plans. Communication continues until final arrangements are made. These are always flexible enough to allow the consultant the privilege of an on-the-spot change if necessary.

We evaluate, and ask "What next?" Following each consultant visit we judge

its value by asking: What proof have we that the consultant was used as effectively as possible? Did we misuse any of the time? What could we have done to make it more profitable? Based on the assistance given us during this visit, what are the next steps for our staff to take in moving the program ahead?

Planning with the Librarian

Epsie Young, coordinator of elementary education, Austin, Texas, suggests ways to utilize the expert services of the school librarian.

Library services are used wisely only when the library personnel and everyone who uses the library work together and understand each other. Wise choices of books, for instance, can be made when the librarian confers with teachers concerning their curriculum needs and the needs of the children in their individual classrooms. Teachers contribute to wise selection by studying and reporting the reading interests and reading levels of the children whom they teach. Wise use of library budget requires long-term planning. Such planning necessitates the cooperative efforts of the librarian, the teachers, the principal, sometimes the business manager, and the PTA library committee.

The librarian must keep before teachers and children the services she has to offer. Teachers as well as children should be shown how to use these services. All new teachers should be oriented to the facilities at hand and the customary procedures explained. From time to time all teachers should be re-introduced to the library in their building. Provision should be made for teaching the children to use the library.

No librarian, however efficient, can meet the needs of teachers and children unless teachers keep her informed as to the units they are developing and the differences in reading levels among the children. Teachers must make their needs known to the librarian.

Classroom libraries afford an effective

use of library facilities. The classroom library should be changed frequently in order that no one classroom monopolizes materials needed by other groups and so that wider choices in reading may be enjoyed by the voracious reader. Desirable as classroom libraries are, it is well to remember that pooling of resources for a good centralized collection strengthens a classroom collection, for it provides wider choices and a broader range of reading levels and eliminates excessive duplication.

Using the library wisely means that teachers and librarians must work together. A library must not only have services. These services must always be available, they must be sought, they must reach out to be of service.

Supervisors Become Consultants

This year the two supervisors in St. Croix County, Wisconsin, have been renamed consultants. In this account one of them, Robert L. Johnson, relates how their services are used in cooperative curriculum planning by rural teachers.

St. Croix County is rural with approximately ninety percent of the population living on farms or in small communities with less than twenty-five hundred inhabitants. The county school system has about one hundred twenty elementary teachers working in seventy-five one-room schools, seven two- and three-room schools, and five village schools.

The teachers of these schools have been organized into approximately eighteen small groups with from five to twelve teachers in each group. Many of the teachers travel from five to fifteen miles over country roads to attend the meetings which are rotated among the various schools in the county. Approximately six meetings per year are held by each group.

Each group has an elected chairman, vice chairman, and secretary. These officers and the other members of the group

plan the program for each meeting with the help of the consultant. The bulletins which have been developed by the various committees of the Wisconsin Cooperative Educational Planning Program often supply the subject for discussion during part of a meeting. The consultant can present these new developments and get immediate teacher reaction. Problems regarding hearing and speech, Junior Red Cross activities, plans for exchanging teaching materials, observations of classroom interiors are examples of topics discussed.

Many teachers who might otherwise be considered timid are willing to express themselves freely among a small group of friends including a consultant whom they have come to know through the give and take of cooperative planning. Much of the professional growth of teachers which has been noted can be attributed to these meetings.

Teachers Become Experts

M. G. Bowden, principal of the Wooldridge School, Austin, Texas, tells this story of teachers as researchers. The school is used by the University of Texas for demonstration and experimental purposes.

Teachers can and do find time to help themselves, the school, and their profession through engaging in research activities which provide for an appraisal of existing conditions and improvement of the level of operations. Early in 1946 the staff of Wooldridge School began to express the need for joint faculty action on problems facing the school. Teachers had accepted the point of view that the school could best serve children by taking into account each child's nature and growth. Several teachers expressed the belief that the method of reporting to parents was not consistent with this philosophy. They pointed out that the report card, issued each six-weeks period really put emphasis on child competition in areas

where he had no choice and forced him to compete with his peers who possessed unequal capacities and rates of growth; and established an artificial reward for progress in academic achievement through A B C grading.

These teachers thought that there must be some better way to record and report child progress in school. The faculty agreed and put high on its agenda an attack on the reporting problem. The chairman appointed four teachers who were most interested in this problem to act as a study committee (1) to investigate the desires of parents, children, and teachers regarding the type of reports they wanted, (2) to study current practices and trends in reporting practices in modern public and private schools, (3) to obtain professional advice from other city teachers and from authorities in the field. The committee was charged with the responsibility of devising a plan of marking and reporting to parents in line with their research and consistent with the philosophy that each child should be provided a lush environment for maximum learning.

Professional books and journals were provided by teachers' contribution to the school's professional library, and considerable use was made of the library of the University of Texas. Letters were written to other schools over the nation and conferences were held with parents and other city teachers. The committee also called upon the University staff for advice and services.

As a result of this research a new reporting plan emerged. Teachers and parents accepted the report of the committee after a series of conferences in which the new reporting plan was discussed and, in some cases, modified to meet revised thinking. Under the new plan the A B C card was replaced by parent-conference type of reporting and a modified type of individual report form in which individual child growth was stressed. The new plan provided a maximum of information to parents about all phases of their child's growth and development and has already

established a new high in parent-school relations.

Teachers felt that their special efforts in revising the reporting scheme has been well worth the effort. They had all grown professionally and they know they can attack other problems facing the school with increased skill and confidence.

Teachers Study How Children Learn

Marie E. Alexander, supervisor of elementary education in the Elizabeth City County schools, Hampton, Virginia, shows how a program of study developed from a teacher's question.

"Where did you get the word *combustion*, Tom?"

"Oh, Daddy and I were listening to a radio program and I learned something interesting about a *combustion* engine. Daddy wrote it for me and I learned it; so I have it on my list of mastered words."

"Mary has *caterpillar* on her list. She found one on a bush in the yard. That's a funny word. How many syllables are in it? She's written a story about the caterpillar."

This conversation was part of a spelling sharing period in a group of third grade children whose teacher has experimented to answer the question, "How can we *really* teach children to spell?"

This work began when a teacher was told that she could answer her own ques-

tions. She accepted the challenge. This was the beginning of a study which is leading to the development of a sound program in the language arts and in integration of the language arts with other fields. The teacher and the children began to look for interesting and expressive words used in connection with dramatizations in social studies and literature, art expression, story writing, story telling, games, and other school activities as well as out-of-school activities. A special time was provided each day for group sharing of this vocabulary and a discussion of conditions under which these words were discovered.

Each child kept a list of words he had mastered in connection with his activities. The children began to understand the importance of word mastery and of spelling in living.

The teacher and the children evaluated their work together in terms of growth in spoken vocabulary, independence in expressing ideas in writing, and attitude toward spelling.

This teacher is keeping members of the staff informed about the development of the study. As other teachers observe her at work with the children, they formulate plans of their own. These plans are presented to the staff for discussion as they proceed.

Recognition of a problem, desire to solve it, acceptance of guides to learning, evaluation of accomplishment, and alteration of plans have been demonstrated.



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