

COLLECTIVE BARGAINING AND CURRICULUM DEVELOPMENT

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How has collective bargaining affected curriculum development? We investigated that question in Pennsylvania where a law requiring collective bargaining in school districts was enacted in 1970. By 1977 most school districts in the state had negotiated two to four contracts, and with each new contract there was increased attention to curriculum issues.

Our study dealt with three topics known to be related to curriculum improvement: the number of days provided for inservice education, the existence of curriculum councils, and expenditures for instructional materials. We selected a stratified random sample of 48 school districts and gathered the data by questionnaire and a personal visit to each district.

We found no growth in the number of inservice days for curriculum development, and except for one group of schools (those with a student population of 3,501-5,500) no significant growth in establishment of curriculum councils and no significant increase in spending for instructional equipment and materials.

The literature points to the importance of each of these factors in curriculum development. Curriculum councils provide a desirable vehicle for teacher involvement in decision making. Successful curriculum change requires thorough staff development and adequate funds for materials and equipment. Our study shows that, at least in Pennsylvania, collective bargaining has had little influence in these areas. ■

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