

so-called alphabet programs in science and math can be traced almost directly to a lack of consideration of who was to teach the programs. A curriculum ill-suited to teachers' abilities and attitudes is likely to fail. Likewise, teachers and administrators committed to a particular curriculum can nearly make it succeed in spite of itself.

3. Teachers are "curriculum dependent."

This means that teachers rely on their curriculum materials--textbooks, worksheets, tests, curriculum guides, teachers' manuals, and so on. To suggest that they do not is naive. One only has to go to any elementary or secondary school at virtually any time of any day to see this principle overwhelmingly demonstrated.

This is not inconsistent with the second principle above. While teachers ultimately determine curriculum effectiveness, they nevertheless depend on it for their day-to-day operation. Demands on the teacher prevent it from being otherwise. Creative and energetic teachers will supplement and embellish the curriculum; less energetic teachers may only teach a portion of the curriculum; but only a very few abandon it completely.

4. Curriculum decisions should be based on research in

teaching-learning wherever research is available.

Education has too long been a "trendy" profession, blown back and forth by the influence of prominent thinkers with sincere but not necessarily workable ideas. That education has no body of knowledge on which decisions can be based is no longer an accurate statement. The knowledge base exists; it continues to emerge; and programs are now being developed based on the information. A notable example is the Florida Beginning Teacher Program. Curriculum decisions made keeping the aims of education