

in mind together with a consideration of available information will insure that educational development, however slow, will be positive and continual.

5. Curriculum must be dynamic.

To state that we live in a society that is rapidly changing is so obvious that the statement becomes trite. Every decision in education including goal setting, teacher training, curriculum, and so on, must be made with the implicit understanding that preparation for change is the only constant factor that exists. Teachers and administrators must learn to adapt so the products of their schools are flexible and adaptable persons capable of not only surviving but also thriving in a world not constant and not even changing at a constant rate, but changing at an ever-increasing pace.

Considering the descriptions of the principles, what implications do they have for the curriculum as it should exist? Given these principles, we tentatively propose a model that appears simple but in fact becomes complex when carefully investigated.

A Curriculum Model

In order to accommodate the principles described above, the curriculum in Florida's schools should contain three fundamental but highly interrelated components which can be diagrammed as follows:

