Curriculum Laboratories and Divisions

Their Organization and Functions in State Departments of Education, City School Systems, and Institutions of Higher Education

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FOREWORD

Curriculum construction and the building of courses of study are now recognized as essential processes in improving the work of the school. How to make programs of curriculum development and revision more effective, how to facilitate and coordinate the activities of curriculum committees, and how to utilize human endeavor advantageously yet economically, are problems of fundamental importance in the administration of a well-organized school system. Attempts to meet these problems include the employment of directors and consultants who guide the various committees, and the establishment of curriculum laboratories where pertinent materials and information are readily available.

This report presents the findings obtained from an inquiry addressed to State departments of education, institutions of higher education, and city school systems, for the purpose of identifying special divisions or departments whose principal function is curriculum making, and of determining how such departments are organized, what activities are carried on, and what resources are available for their use. The inquiry accompanied a request for recent courses of study and other curriculum materials to be filed in the library of the Office of Education. An analysis of these materials appears in another bulletin prepared by the same author.

While this study is not intended to be exhaustive, it does aim to indicate current trends in the handling of administrative problems associated with curriculum improvement.

BESS GOODYKOONTZ,
Assistant Commissioner of Education.

CURRICULUM LABORATORIES AND DIVISIONS

Their Organization and Function in State Departments of Education, City School Systems, and Institutions of Higher Education

Curriculum reorganization is a major point of emphasis in current programs for educational improvement. There is a growing awareness of the importance of continuous modification of instructional aims, materials, and activities in keeping with the changes in contemporary living and with the changing needs of pupils. For the effectiveness of the school is probably best measured by the extent to which it develops in the learner those habits, skills, attitudes, appreciations, and understandings that are needed for a happy, socially competent, personally well-adjusted life.

The task of keeping abreast of social and individual needs is by no means a simple one. It involves the study and analysis of social conditions and their accompanying problems, and an identification of the kind of person that society needs. It involves also the determination of active, meaningful experiences by means of which the learner comes "to know life" through living it at progressively mature levels.

The administrative aspects of curriculum improvement constitute serious problems—how to organize the personnel for the purpose of developing a functional curriculum, how to acquaint members of the staff with the principles of curriculum construction and with current practices, how to bring about consistency and unification of effort, and how to create an impetus for study and a critical attitude toward all phases of the school program. In some school systems, the entire staff is organized to effect curriculum improvement—administrator, research worker, psychologist, supervisor, and classroom teacher, sometimes under a director who guides and unifies the total program, and again under none but their own leadership. In other systems, new aims and objectives, new learning experiences and new teaching procedures are determined by a curriculum organization only indirectly associated with the classroom. Occasionally, under both of these plans, persons wholly outside the school—pediatricians, dentists, nurses, and various social and civic groups—assist in defining objectives by interpreting the needs of the community.

For the benefit of all groups of workers, curriculum laboratories have recently been established in connection with city school systems, State departments of education, and colleges and universities. These serve as workshops for all kinds of curriculum study and research. Here are collected books, pamphlets, bulletins, and articles on cur-

riculum construction; courses of study, units of work, textbooks, and general professional materials. Here, too, curriculum workers may secure counsel and guidance in preparing curriculum bulletins and handbooks for study groups, in planning community surveys, and in developing courses of study, units of work, and teaching materials.

The present study is an attempt to determine the prevalence of curriculum laboratories and of curriculum divisions or departments whose principal function is curriculum making. The facts presented were obtained from answers to questionnaires sent to all State departments of education, 986 cities of 10,000 population and over, 176 teachers colleges, and 575 universities and other institutions of higher education. This information was supplemented by follow-up correspondence, and in a few cases, by visitation and conference. The year 1936–37 was used as the basis of the study.

NUMBER OF ORGANIZATIONS REPORTED

In tabulating responses to the inquiry no attempt has been made to differentiate between a curriculum laboratory which is essentially a work-place, and a curriculum division or department which implies either a work-place or a special agency for curriculum making or study. The common elements looked for in the two organizations were special housing or work facilities and special resources for study and research available to persons engaged in the work of curriculum improvement. The chief difficulty in tabulation arose in connection with indefinite or incomplete responses, particularly in the case of city school systems, which reported special curriculum organizations but only vaguely indicated the provision of working facilities. In such cases, tabulations probably tend to err in the direction of leniency.

Twenty-three State departments of education returned the questionnaire. Of these, 11 reported curriculum laboratories and divisions. Most of the remaining reports stated that the State commissioner or supervisor modifies the State program of studies from time to time as need arises.

TABLE 1.—NUMBER OF CITIES OF EACH POPULATION GROUP REPLYING TO THE INQUIRY CONCERNING CURRICULUM LABORATORIES AND DIVISIONS

Population group	Cities reporting curriculum laboratory	Cities reporting no curriculum laboratory	Total
1	2	3	4
500,000 and over	4	5	9
100,000 to 500,000	18	29	47
30,000 to 100,000	16	107	123
10,000 to 30,000	23	301	324
Total	61	442	503

A distribution of the 503 responses from city school systems (table 1) shows that of the 61 curriculum laboratories and divisions reported, 23 are in cities of from 10,000 to 30,000 population, as against 4 in cities of 500,000 population and over. When the number of curriculum laboratories and divisions in each population group is related to the number of cities reporting for that group, the situation is reversed, the largest percentage, 44, being found in cities of 300,000 population and over, and the smallest percentage, 7, in cities of from 10,000 to 30,000 population. The percentage of curriculum laboratories and divisions therefore tends to increase with the size of the cities reporting. This observation is supported by evidence recently reported by Hand and French to the effect that organized curriculum-development programs increase in number with the size of the population group studied.[1]

An examination of definitely negative returns from city school systems shows that where local curriculum improvement is delegated to committees of teachers, special housing and other work facilities are seldom provided. In some cases, as in Decatur and Montgomery, Ala., and Joliet, Ill., guidance and direction are supplied by curriculum experts and consultants who are called in from time to time. In others, particularly those participating in State programs, the absence of local facilities is explained by the fact that the curriculum laboratories of State universities and teachers colleges are available to members of the committee. Cities specifically reporting availability of State facilities include Tuscaloosa, Ala.; Pine Bluff, Ark.; El Dorado, Kans.; New Orleans, La.; Jackson, Meridian, and Vicksburg, Miss.; and Danville, Lynchburg, and Petersburg, Va.

Less than a dozen cities reported that no special facilities are needed for curriculum work since this responsibility rests with the State department or with local school administrators. Two cities reported that the superintendent revises the curriculum as needed, one mentioned the assistant superintendent as the agency of curriculum improvement, and five stated that the work is carried on through the cooperation of superintendent, supervisors, and principals.

Among institutions of higher education, the largest number of curriculum laboratories and divisions, 20, was reported by 4-year colleges and universities offering liberal arts (table 2). In terms of percentage of positive replies, teachers colleges rank first; Negro institutions of all types, second; and 4-year colleges and universities offering liberal arts, third. As might be expected, only negative reports were received from normal schools and junior colleges. When the 35 institutions of higher education, indicated in table 2, were

[1] Hand, Harold C., and French, Will. Analysis of the Present Status in Curriculum Thinking. The Changing Curriculum. The Joint Yearbook of the Department of Supervisors and Directors of Instruction, N. E. A., and The Society for Curriculum Study. New York, D. Appleton-Century Co., 1937. pp. 1-2.

classified according to type of control, it was discovered that 22 are controlled by the State; 8 by the church, of which 4 are Baptist, 2 Roman Catholic, 1 Christian, and 1 Church of the Disciples; while 5 are private institutions.

Geographically, curriculum laboratories and divisions represent every region of the country (table 3). States in the East North Central region reported the largest number (22), and the New England States the smallest number (3). The East South Central States rank first in number of laboratories reported by institutions of higher education (9), the West South Central and East North Central States following with 8 and 7 laboratories, respectively. Belonging to the two groups ranking first are a number of States which have organized curriculum laboratories in connection with State departments or institutions of higher education as a means of guiding long-term programs of curriculum improvement. Among them are Alabama, Arkansas, Louisiana, Mississippi, Tennessee, and Texas.

TABLE 2.—NUMBER OF EACH TYPE OF INSTITUTION OF HIGHER EDUCATION REPLYING TO THE INQUIRY CONCERNING CURRICULUM LABORATORIES AND DIVISIONS

Type of institution	Institutions reporting—		Total
	Curriculum laboratory	No curriculum laboratory	
1	2	3	4
College or university offering liberal arts—4-year, degree-granting	20	158	178
Teachers college—4-year, degree-granting	12	80	92
Normal school—2- or 3-year, non-degree-granting		1	1
Negro institutions of all types	3	12	15
Junior college—2-year, non-degree-granting		12	12
Total	35	263	298

TABLE 3.—GEOGRAPHIC DISTRIBUTION OF CURRICULUM LABORATORIES AND DIVISIONS

Region	State departments of education	City school systems	Institutions of higher education	Total
1	2	3	4	5
New England	1	2		3
Middle Atlantic	1	6	1	8
East North Central	1	14	7	22
West North Central	2	9	3	14
South Atlantic		2	3	5
East South Central	2	2	9	13
West South Central	2	7	8	17
Mountain	1	8	2	11
Pacific		11	2	13
Outlying part of the United States	1			1

DEVELOPMENT OF CURRICULUM LABORATORIES AND DIVISIONS

The general trend in development of curriculum laboratories and divisions from 1916, the earliest date reported, to 1937, tends to parallel that of the broader field of curriculum activity which is commonly measured in terms of the number of courses of study produced. Only two cities, and no State department of education, college, or university, reported the organization of a curriculum laboratory or division prior to 1920, when the present movement in curriculum construction and revision began. Prior to that date, also, fewer than 1,500 courses of study had been published in the United States.[2]

By 1925, the number of curriculum laboratories and divisions in city school systems had increased to 9 (table 4), 3 had been organized in colleges and universities (table 5), while the published courses of study had grown until a comprehensive survey in that year included 9,875.[3] During the next 5 years 13 additional laboratories and divisions were organized in city school systems and 6 in institutions of higher education. The total number of courses of study collected in a single laboratory in that length of time approximated 30,000.[4]

TABLE 4.—NUMBER OF CURRICULUM LABORATORIES AND DIVISIONS ORGANIZED EACH YEAR IN CITY SCHOOL SYSTEMS

Date of organization	Population of—				Total (61 cities)
	500,000 or more (4 cities)	100,000 to 500,000 (18 cities)	30,000 to 100,000 (16 cities)	10,000 to 30,000 (23 cities)	
1	2	3	4	5	6
1916				1	1
1917					
1918					
1919					
1920			1		1
1921	1				1
1922		2			2
1923				1	1
1924		1	1		2
1925			1		1
1926	1	1			2
1927					
1928		1	2		3
1929		1	1	1	3
1930		1	1	3	5
1931		3	1	2	6
1932		1	4	2	7
1933		2		2	4
1934		1	1	2	4
1935		3	1	3	7
1936		1	2	6	9
No date	2				2
Total	4	18	16	23	61

[1] Bruner, Herbert B. Present Status of the Curriculum. Curriculum Making in Current Practice. A Report of a Conference Held at Northwestern University. Evanston, Ill., School of Education, Northwestern University, 1932, p. 13.

[2] Ibid., p. 14.

[4] Ibid., p. 13.

TABLE 5.—NUMBER OF CURRICULUM LABORATORIES AND DIVISIONS ORGANIZED EACH YEAR IN INSTITUTIONS OF HIGHER EDUCATION

Date of organization	Colleges and universities	State teachers colleges	Negro institutions of all types	Total
1	2	3	4	5
1922		1		1
1923				
1924				
1925	1	1		2
1926		1		1
1927				
1928	2	1		3
1929	1	1		2
1930				
1931				
1932	1	1		2
1933	3			3
1934	3		1	4
1935	2	2	2	6
1936	5	3		8
1937	2			2
No date		1		1
Total	20	12	3	35

Since 1930, State departments of education have initiated curriculum laboratories and divisions (table 6), while city school systems and colleges and universities have increased their number until at the present time reports show a total of 107. Published courses of study in the meantime have reached 50,000 in the largest reported collection. (Table 13.)

The year 1936, when 20 reported laboratories and divisions were organized, seems to have been the year to greatest development, followed by 1935 with 15, and 1933 and 1932 with 9 each. Almost two-thirds of all curriculum laboratories and divisions reported have been organized since 1932. It is of interest to note that this 5-year period also marks the beginning of more than seven-tenths of the curriculum-development programs studied by Hand and French.[5] Whether the one is the cause and the other the effect, or vice versa, is perhaps less important for this study than the apparent fact that increasing attention is being given to guiding and directing the work of curriculum improvement.

The variety of names by which curriculum laboratories and divisions are designated is shown in table 7. Institutions of higher education manifest the greatest agreement, 24 of the 35 using the name curriculum laboratory, whereas city school systems show the least agreement in terminology, only 9 of the 61 agreeing on any one name, curriculum division, while 20 use terms that are entirely individual. It seems evident that the point of emphasis of colleges and universities is the work-place where curriculum study is carried

[5] Hand, Harold C. and French, Will. Op. cit., p. 2.

on, whereas in the case of State departments of education and city school systems it is primarily the agency of curriculum development. This fact cannot be interpreted to mean, however, that the latter neglect the provision of special facilities and resources for the use of curriculum agencies as will be indicated later.

TABLE 6.—NUMBER OF CURRICULUM LABORATORIES AND DIVISIONS ORGANIZED EACH YEAR IN STATE DEPARTMENTS OF EDUCATION

Date of organization	*Number*
1930	1
1933	2
1935	2
1936	3
1937	1
No date	2
Total	11

TABLE 7.—TERMINOLOGY USED IN DESIGNATING CURRICULUM LABORATORIES AND DIVISIONS IN ORDER OF FREQUENCY OF USE

Name	State departments of education	Institutions of higher education	City school systems	Total
1	2	3	4	5
Curriculum laboratory	1	24	4	29
Curriculum division	4	4	9	17
Curriculum department	1		6	7
Curriculum committee		1	6	7
Department of curriculum study and research			6	6
Bureau of curriculum			4	4
Division of instruction	1		2	3
Department of curriculum revision			2	2
Research department			2	2
Assistant superintendent in charge of curriculum			1	1
Curriculum coordinator and supervisor			1	1
Curriculum office			1	1
Curriculum reconstruction committee			1	1
Curriculum sections—elementary and secondary			1	1
Curriculum service			1	1
Curriculum studies		1		1
Department of child accounting and curriculum			1	1
Department of curriculum development			1	1
Department of educational research			1	1
Department of educational research and guidance	1			1
Department of elementary education			1	1
Department of instruction			1	1
Department of methods and curriculum			1	1
Department of research and statistics			1	1
Department of research in charge of curriculum			1	1
Department of secondary education			1	1
Department of testing, guidance, and curriculum			1	1
Division of curriculum construction	1			1
Division for improvement of instruction			1	1
Division of methods and research			1	1
Division of research	1			1
Division of surveys and field studies		1		1
Guidance department			1	1
Institute of Catechetical research		1		1
Supervision of subjects			1	1
Textbook—and curriculum—service library		1		1
Unnamed	1	2		3
Total	11	35	61	107

About 27 percent of all curriculum laboratories and divisions reported are independent organizations within institutions. For State departments of education and city school systems the percentage exceeds 30, while for colleges and universities it is less than 9 percent. Most of the curriculum laboratories and divisions in the last-mentioned institutions are associated with the college of education and directed by a professor in that department. No general tendency can be defined for organizations in State departments other than those indicated as independent, the remainder being connected with one of the following: The division of rural education, the bureau or division of instruction, the division of supervision, or the academic division. A similar tendency toward variability is manifested among city school systems. Here the most frequent association of curriculum laboratories and divisions is with the department of supervision, department of administration, and the bureau of research. Association with the department of secondary education, the attendance department, testing and guidance, the service division, or other special divisions was reported by one city system each.

STAFF

Two State departments of education, 11 city school systems, and 4 institutions of higher education gave no information concerning the personnel of curriculum laboratories and divisions. As stated earlier, in the last-mentioned type of institution, the director is generally a professor of education who offers courses in curriculum construction and acts as adviser and consultant for groups working on curriculum problems in the laboratory. In 10 institutions, he is the chairman, or head of the department of education; in 7, he bears the title director of curriculum or of curriculum laboratory.

Six State departments of education report a director or chief of curriculum in charge of the laboratory or division. The remaining five follow no common practice, the director of the curriculum laboratory being also director of instruction, director of research, director of rural education, or a professor of education in a State university.

Of curriculum laboratories and divisions in city school systems, 22 are directed by the superintendent, assistant superintendent, principal, vice principal, general supervisor, or director of instruction. Six are under the direction of the director of research, and one of the guidance counselor. All others have special directors designated by such titles as director of curriculum, curriculum coordinator, director of research and curriculum, curriculum librarian, and director of courses of study. The tendency to combine curriculum improvement and research under a single director is restricted mainly to cities of from 10,000 to 30,000 population.

Questions pertaining to the size of staff in curriculum laboratories and divisions were unanswered on reports from 2 State departments of education, 4 colleges, universities, and teacher-training institutions, and 11 city school systems; while several answers were qualified by the statement that the staff varies, increasing or decreasing as occasion demands. Although the largest staff for any single institution was reported by Detroit, Mich., staffs reported by city school systems generally are composed of fewer members than are those of State departments of education or of colleges and universities. More than one-third of all types of institutions reported what is probably a minimum staff, composed of one professional and one clerical member working either full or part time, or of one member responsible for all duties.

Full-time professional staff members were more frequently reported by city school systems than by colleges and universities, probably because the former tend to appoint a director of curriculum or of research who has charge of the laboratory, whereas the latter type of institution delegates the responsibility to a member of the faculty in the department of education. The largest number of part-time members, both professional and clerical, was reported by institutions of higher education. Explanation is probably to be found, on the one hand, in the fact that all professors engaged in curriculum work are classified as professional members of the staff of curriculum laboratories, and on the other, in the practice of these institutions to use NYA students in clerical capacities. Relatively few part-time clerical members were reported on the laboratory or division staffs of State Departments of Education and of city school systems.

Variability in size of staff is exemplified by George Peabody College for Teachers which increases its stenographic staff from a few part-time members during the year to 12 or 15 during the summer session when production of curriculum materials is at its height. Increased provision is also made at that time for editorial service. The professional staff is supplemented, as shown in figure 1, by State leaders who direct committees of teachers charged with the responsibility of producing materials for use in State curriculum programs. These leaders are assisted by the laboratory director and by curriculum consultants on the regular staff.

The organization of a city school system for curriculum improvement is illustrated by figure 2 which shows the plan of organization for Tacoma, Wash.[6] In this city, the entire program centers in a policy-making body, the curriculum council, which is advised by the curriculum consultant. The director of curriculum improvement

[6] Basler, Roosevelt, The Curriculum Improvement Program. A Mimeographed report of the Tacoma Public Schools, Tacoma, Wash., March 3, 1937. p. 5.

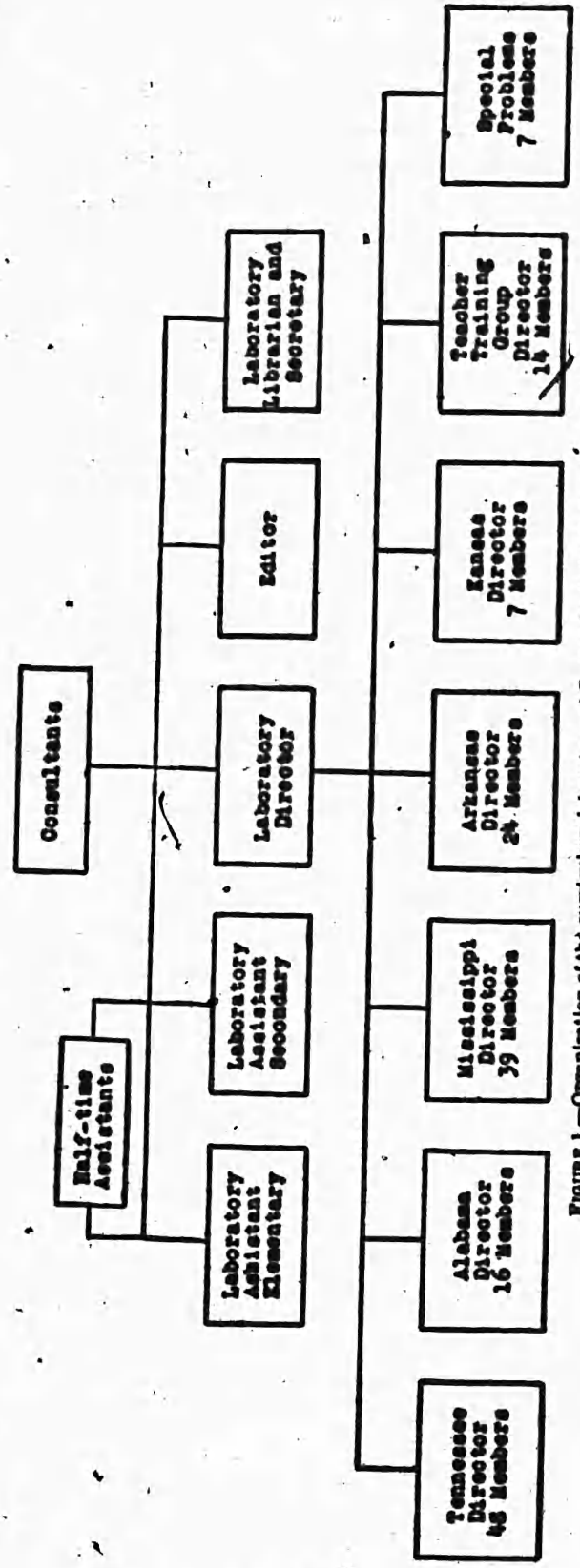


FIGURE 1.—Organization of the curriculum laboratory of George Peabody College for Teachers.

acts as executive secretary to the council and assists the course of study committees in their work. The curriculum library or laboratory is a service agency under the direction of a trained librarian who gives special assistance to the curriculum council and to course-of-study committees by providing them with selected bibliographies, and various kinds of materials pertaining to the curriculum.

RESOURCES

To know what other schools are doing in the matter of curriculum improvement and to evaluate current practices are important steps in the beginning of a curriculum program. For this reason, most of the laboratories and divisions included in this study (90 percent) provide a collection of courses of study for the use of curriculum workers. The largest collection of 50,000 courses was reported by Teachers College, Columbia University, where courses of study have been collected since before the curriculum laboratory was organized in 1928.

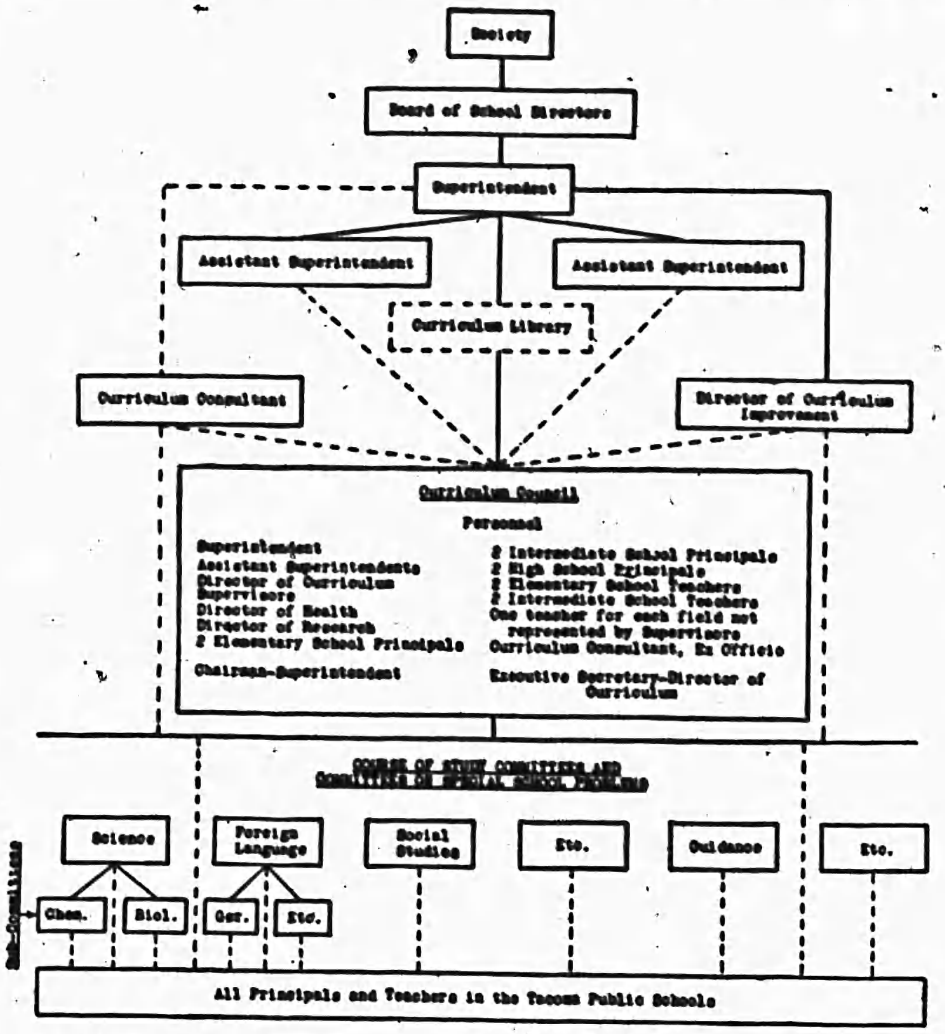
Although 33 of the 35 institutions of higher education reported collections of courses of study in their curriculum laboratories, only

20 gave the exact number of courses, others stating that the collection was not yet catalogued. The number ranges from 5 to the 50,000 already mentioned, the median being 150. Among State Departments of Education, collected courses range in number from "some" to "a large number." The largest collection, reported by the curriculum department of the Philippine Islands, comprises a total of 762 courses, of which 538 represent school systems of the United States. Collections of courses of study reported by 52 of the 61 city school systems range in size from "a few" courses to "many," or in the case of those for which the size was expressed numerically, from 5 to 505 courses. The latter number was reported by Long Beach, Calif. In all types of institutions, collections were reported as available for reference.

There is notable variability of practice with respect to the scope and maintenance of other resources, such as professional books and periodicals, workbooks and textbooks, and special types of curriculum materials—bibliographies, lists of objectives, units of work, guides for curriculum construction, and surveys of courses of study. In the main, colleges and universities tend to assemble more of these materials in curriculum laboratories than is true of State departments and city school systems where professional books and periodicals are frequently shelved in some administrative office or library, and loaned out to curriculum committees. In Tacoma, Wash., an extensive service collection is being organized in the curriculum laboratory, comprising in addition to courses of study, the following materials: Educational magazines and periodicals in various academic fields, sample textbooks in all fields for all grades, magazines and bulletins dealing with the administrative side of curriculum improvement, books in the field of curriculum construction, professional books, yearbooks, and special bulletins containing results of curriculum research and experimentation.

In the curriculum laboratory of George Peabody College for Teachers are assembled approximately 1,500 professional books, 50 periodicals, and 1,300 textbooks and workbooks. Collected materials in the curriculum laboratory of Northwestern University include 116 professional books, 75 bulletins, 62 periodicals, 1,600 textbooks and workbooks, and 200 bibliographies; besides administrative materials dealing with school laws, reports, and records; maps, posters, charts, and other display materials; standardized tests; and 3,500 pieces of enrichment materials classified in file boxes—Princeton type—according to flexible subject categories, such as: Airplanes, animals, Arizona, art, constitution, cooperatives, flowers, health, League of Nations, safety, stamps, etc. This collection contains a quantity of free and inexpensive materials suitable for supplementing and enriching the basic curriculum.

Materials in the curriculum laboratory of Ohio State University are classified as (1) general, including a cumulative reference file, notes and clippings on the various phases of curriculum making, courses of study, single units of work, professional books, reports of curriculum research, and pamphlets on curriculum making; (2) social-studies



Solid lines indicate authority
Broken lines indicate advisory and cooperative relations

1/Tacoma Public Schools. The Curriculum Improvement Program. Tacoma, Washington, March 3, 1937. p. 5.

FIGURE 2.—Organization Chart for Curriculum Improvement, Tacoma Public Schools.

materials, including courses of study, textbooks, source materials, and guide sheets; and (3) mimeographed bulletins pertaining to curriculum making. These last are publications of the laboratory and are available in large quantities.

Because the curriculum laboratory is primarily a work place, printed and mimeographed materials are generally assembled for use only in the laboratory and not allowed to circulate.

HOUSING

The provision of special housing facilities outside administrative offices and libraries is apparently impossible in many institutions where special departments and divisions put excessive demands upon all available space. Of the 11 reports from State departments of education, only 5 clearly specify a separate room, and 3 others imply separate housing. Reports from city school systems reveal approximately the same situation, 31 of the total 61 specifying separate offices, workrooms, or suites, while 10 merely indicate where housing is provided, usually in the administration building.

Separate housing for curriculum laboratories is more commonly provided by institutions of higher education, 22 of the 35 reporting special workrooms or conference rooms. Five make the general statement that housing is provided in the department of education or of student teaching.

Although inadequate housing facilities are emphasized in only two reports, probably the absence of any information concerning housing in reports from two State departments of education, eight city school systems, and three institutions of higher education, should be interpreted as an admission of inadequacy.

The organization of a single room to care for a large variety of materials and resources and to provide working space for persons engaged in curriculum study is shown in the floor plan of the curriculum laboratory of Northwestern University (figure 3). This arrangement, which permits a working capacity of 50 persons is modified during the summer session to accommodate a much larger number.

A more extensive layout from the point of view of space is represented by the curriculum laboratory of George Peabody College for Teachers (figure 4). Here general workrooms, conference rooms, editorial and typing rooms, and a library of specially selected reference materials are provided. These quarters are also enlarged from time to time to meet the needs of large groups of persons who work in the laboratory during the summer session.

ACTIVITIES

How do curriculum laboratories and divisions function in programs of curriculum improvement? What kinds of activities are associated with these organizations? Are activities similar in kind and scope for all curriculum laboratories and divisions whether in State departments of education, city school systems, or institutions of higher education? To what extent is leadership in curriculum improvement provided by these organizations? In these questions is probably centered the major interest in curriculum laboratories and divisions. To know what they do is one means of determining the contribution

which curriculum laboratories and divisions make toward curriculum improvement.

Because the questionnaires used in this inquiry were only one page in length, space for recording activities was necessarily limited. However, many responses were extended to the back of the questionnaire

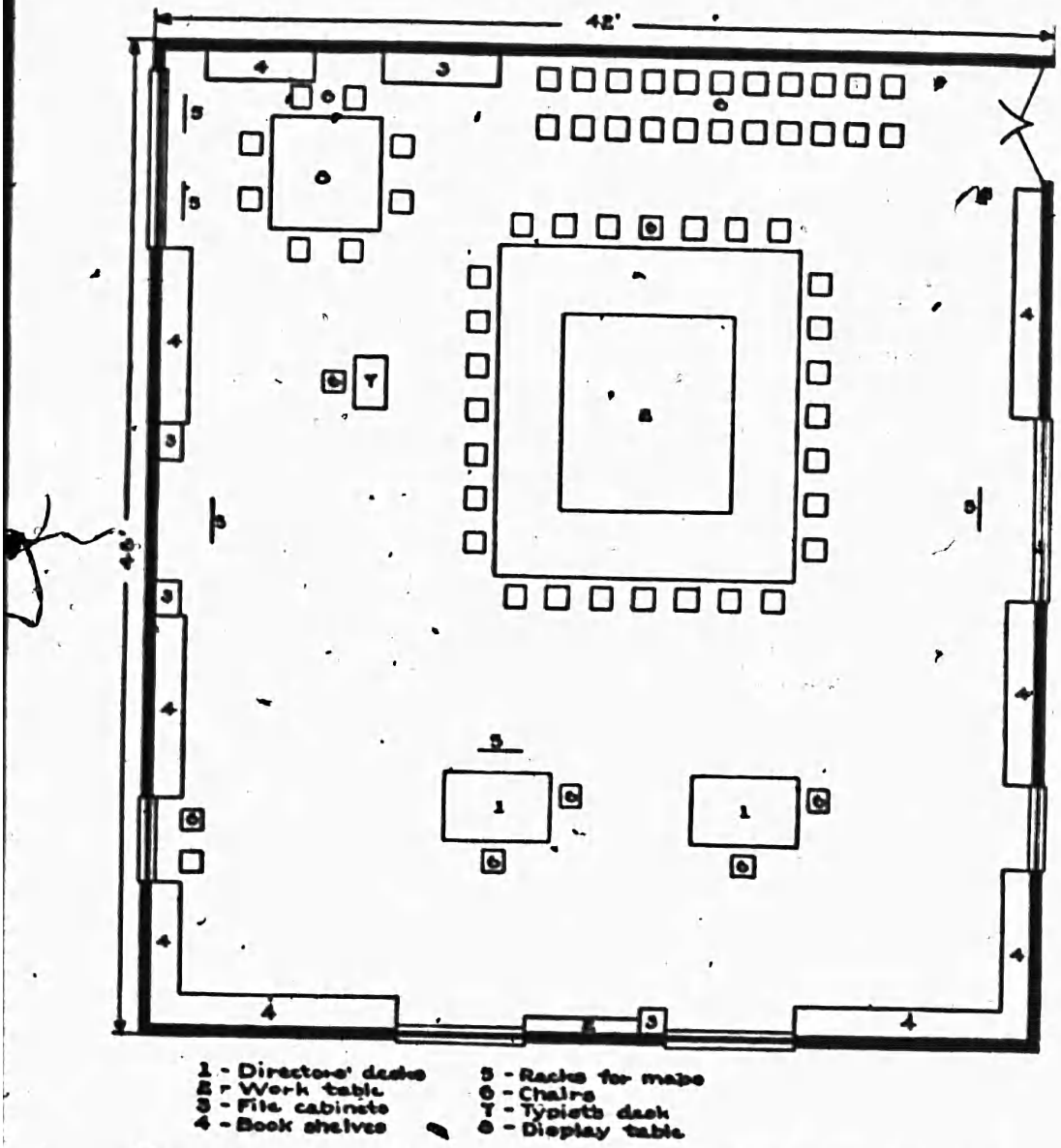


FIGURE 3.—Floor plan of curriculum laboratory, School of Education, Northwestern University.

or to additional pages, or were supplemented by mimeographed bulletins describing the functions of particular laboratories and divisions.

Eleven different activities were mentioned by State departments (table 8). Constructing courses of study and units of work, holding conferences on curriculum development, and publishing bulletins, courses of study and supplementary bulletins are activities receiving highest mention; whereas directing curriculum laboratories in col-

leges, evaluating courses of study and other curriculum materials, and installing new State courses of study were mentioned by only one department each. More than half of the activities reported reflect State leadership in programs of curriculum improvement.

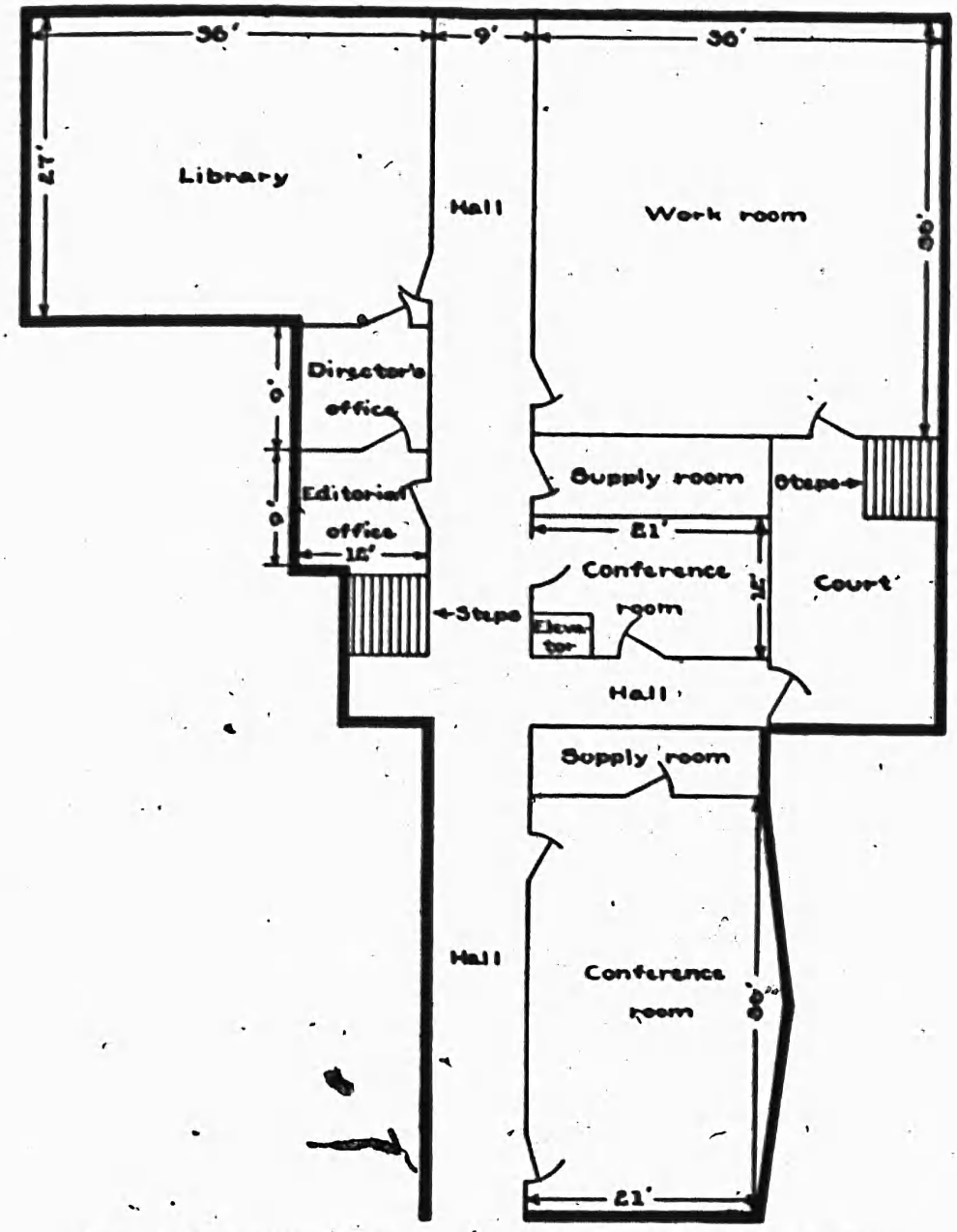


FIGURE 4.—Layout of the curriculum laboratory of George Peabody College for Teachers.

Reports from institutions of higher education reveal a broad range of activities related to eight major aspects of curriculum improvement (table 9). Collecting and assembling curriculum materials, chiefly courses of study, units of work, professional books, and textbooks, ranks first in frequency of mention, while editing and reviewing curriculum materials ranks last. No activity was listed by every institution reporting.

TABLE 8.—ACTIVITIES REPORTED FOR CURRICULUM LABORATORIES AND DIVISIONS IN STATE DEPARTMENTS OF EDUCATION

Activity	Number of times reported
1. Conducting curriculum research	2
2. Constructing courses of study and units of work	5
3. Cooperating with colleges of education in developing curriculum courses	2
4. Directing curriculum laboratories in colleges	1
5. Directing local school systems in curriculum programs	3
6. Encouraging the organization of teachers for study	4
7. Evaluating courses of study and other curriculum materials	1
8. Holding conferences on curriculum development	5
9. Installing new State courses of study	1
10. Preparing supplementary curriculum materials	2
11. Publishing bulletins, courses of study, and supplementary materials	5

TABLE 9.—ACTIVITIES REPORTED FOR CURRICULUM LABORATORIES AND DIVISIONS IN INSTITUTIONS OF HIGHER EDUCATION

Activity	Colleges and universities (30)	State teachers colleges (12)	Negro institutions of all types (3)	Total (35)
1	2	3	4	5
1. Collecting and assembling curriculum materials				41
Administrative materials	1			8
Catalogs of publishers		2		2
Courses of study	6	5		11
Display materials (charts, exhibits, maps, posters, etc.)	1			1
Enrichment materials	3			3
Materials pertaining to the theory and technique of curriculum construction	1	1		2
Materials on modern problems		1		1
Professional books	3	3		6
Professional periodicals	1	2		3
Standardized tests	1			1
Textbooks	4	2		6
Units of work	2	2		4
Work books	1	1		2
Yearbooks		1		1
Unidentified materials	4			4
2. Producing curriculum materials				33
Bibliographies	6	1		7
Bulletins	2	1	1	4
Courses of study	2	3	1	6
Guides for curriculum construction	1	1		2
Lists of free or inexpensive teaching materials	1		1	2
Pupils' guide sheets		1		1
Reports of State conferences on curriculum revision	1			1
Summaries of basic principles of curriculum construction	1	1		2
Teaching materials		1		1
Units of work	1	5	1	7
3. Advising and directing curriculum work				28
City	3	4		7
County	2			2
Representative individuals and groups	3	1		4
State	4	5		9
Student	1	2		3
Teacher-training institutions	1			1
Unidentified field of work	3			3
4. Investigating problems of the curriculum				24
Courses of study		2	2	4
Current practices of curriculum construction	1	1	1	3
Field studies	1	2		3
Methods of instruction	1			1
Objectives of instruction		1		1
Principles of curriculum revision			2	2
Pupil development	1	1		2
Unit organization	1			1
Unidentified field of research	4	3		7

TABLE 9.—ACTIVITIES REPORTED FOR CURRICULUM LABORATORIES AND DIVISIONS IN INSTITUTIONS OF HIGHER EDUCATION—Continued

Activity	Colleges and universities (20)	State teachers colleges (12)	Negro institutions of all types (3)	Total (35)
1	2	3	4	5
5. Lending, selling, and otherwise distributing curriculum materials				18
Bibliographies	2			1
Bulletins			1	1
Index of units found in activity curriculums	1			2
Instructional materials on modern problems		1		1
Lists of objectives	1			1
Readings on the curriculum	1	1		2
Source materials	1			1
Units of work	1	3		4
Unidentified curriculum materials	5			5
6. Offering courses in the curriculum				16
Basic course for orientation	6	3		9
Experimental course	1			1
Field course	1			1
Graduate course	1			1
Laboratory course	1	1		2
Lectures on curriculum construction	1			1
Training course for student teachers			1	1
7. Sponsoring curriculum conferences				7
Local	1	1		2
Regional	1	1		2
State	2	1		3
8. Editing and reviewing curriculum materials	1	2		3

Producing curriculum materials as a laboratory activity reaches its peak during the summer when curriculum committees prepare study bulletins, bibliographies, and other types of materials. In the laboratory of George Peabody College for Teachers, 2,500 pages of manuscript were prepared for printing during the summer of 1936. Other institutions reporting production as a major activity during the summer session include the University of Alabama, the University of Arkansas, Fisk University, the Louisiana State University, the University of Tennessee, and the University of Texas.

Extensive distribution of curriculum materials was reported by the curriculum laboratory of the University of Ohio, whose catalog of mimeographed bulletins lists 59 publications.[7] They include bibliographies pertaining to time allotment, grade placement, curriculum making for teacher training, selection of textbooks, and social studies; lists of objectives; appraisal sheets for courses of study; criteria of a unit of work; activity units; study guides; and a variety of other materials. The annual report of the curriculum laboratory dated June 1936[8] showed that approximately 800 publications had been sold or distributed gratis during the preceding year, reaching practically every

[7] Catalog of Mimeographed Bulletins. Columbus, Ohio, Curriculum Laboratory, Ohio State University, 1936. 3 p. (These publications are now distributed by the curriculum laboratory of George Peabody College for Teachers.)

[8] At this time, distribution was made through the School of Education, Western Reserve University, Cleveland, Ohio, where the laboratory functioned previous to its removal to the Ohio State University.

State and three foreign countries. Borrowed publications for the same year numbered more than 500.

Leadership in curriculum improvement appears to be a less common activity in institutions of higher education than in State departments, only 20 percent of the activities listed in table 9 falling into categories No. 3 and No. 7. It should be remembered, however, that some kind of guidance is implied in practically all activities listed—producing and distributing curriculum materials, offering courses in curriculum development, and others. Direct leadership in curriculum improvement is exemplified by Northwestern University, whose director of the curriculum laboratory serves as director and consultant for an intensive experimental program now being carried on in five Chicago high schools.[9] The present plan is to develop several curricular patterns in the five experimental schools which will then serve as guides to other Chicago high schools in reorganizing their freshmen curricula. Leadership in State programs of curriculum improvement is exemplified by George Peabody College for Teachers. Concentrated on the campus during the summer, this leadership is continued throughout the year by the Division of Surveys and Field Studies through consultation with regional groups.

Investigating problems of the curriculum includes activities of two sorts, those which are carried on in the field and those which involve research within the laboratory. The latter type, mentioned most frequently by institutions of higher education, includes an evaluation of courses of study, of unit organization, of methods of instruction, and of other aspects of the school program.

Extensive investigation pertaining to courses of study has been carried on for the past 10 years by the curriculum construction laboratory of Teachers College, Columbia University. Each year a form letter has been sent to each of 7,000 State, city, and county superintendents, requesting curriculum materials. In addition, a special and more detailed request has gone to a selected list of 200 communities where the most forward-looking curriculum programs have been under way. As a result, about 50,000 courses are now on file in the laboratory and library. Each year the courses received have been rated according to the procedure described by Stratemeyer and Bruner.[10] Since 1935, only those courses have been rated which in the judgment of the compilers represent the most outstanding developments in curriculum making.[11]

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[9] An Experimental Curriculum Program in Chicago. (Mimeographed.) Evanston, Ill., Northwestern University, March 25, 1937. 7 p.

[10] Stratemeyer, Florence B., and Bruner, Herbert B. Rating Elementary School Courses of Study. New York, Bureau of Publications, Teachers College, Columbia University, 1926. 193 p.

[11] Bruner, Herbert B., and Cassell, Mabel V., *et al.* A Supplementary List of Judged Outstanding Courses of Study. New York, Curriculum Construction Laboratory, Teachers College, Columbia University, November 1935. 15 p.

Offering courses in the curriculum as an activity was reported by 16 institutions of higher education. The most frequently reported course is a basic orientation course which acquaints the student with the foundations of curriculum making and with principles for evaluating curriculum procedures. Only two institutions reported a specific laboratory course in curriculum making. This small number may mean that laboratory practice is included in other courses in curriculum development, or, as is known to be true in a few cases, that registration for courses in the curriculum is not generally required of persons working in the curriculum laboratory.

TABLE 10.—TYPES OF ACTIVITIES REPORTED FOR CURRICULUM LABORATORIES AND DIVISIONS IN CITY SCHOOL SYSTEMS, BY POPULATION GROUPS

Type of activity	500,000 and over (4)	100,000 to 500,000 (18)	30,000 to 100,000 (16)	10,000 to 30,000 (23)	Total (61)
1	2	3	4	5	6
1. Curriculum construction and revision					95
Advising and directing curriculum committees	1	10	1	5	17
Collecting and assembling curriculum materials		1	1		2
Constructing courses of study	1	7	9	6	23
Coordinating and integrating all aspects of curriculum making		2	5	4	11
Developing principles of control and curriculum policies in general		2	1		3
Engaging in curriculum reorganization	3	5	3	4	15
Evaluating curriculum materials		1	3		4
Holding conferences pertaining to curriculum revision			2		2
Installing new courses of study		3	1		4
Making adjustments in subject matter for classified groups		1		1	2
Operating a curriculum laboratory and library		1	1		2
Organizing teachers for the study of curriculum problems		3		1	4
Providing suggestive units of work		1	1	2	4
Publishing curriculum monographs		2			2
2. Improvement of instruction					61
Carrying on follow-up work after testing			1	1	2
Constructing suitable tests as needed		1			1
Developing means for in-service growth of teachers		1	1		2
Directing the preparation of instructional materials pertaining to safety, local environment, etc	1	2	1	1	5
Directing the selection of textbooks and other materials		5	3	4	12
Evaluating materials and methods of instruction	1	2	1	5	9
Furnishing professional materials for teachers		1	3	1	5
Introducing innovations in instruction	2				2
Organizing teachers into study groups		1	2	3	6
Preparing mimeographed outlines for use by the staff				1	1
Supervising books, visual aids, and other materials		1	1	1	3
Supervising classroom instruction	2	3	4	4	13
3. Research and experimentation					51
Carrying on testing programs	1	6	4	4	15
Conducting surveys		1	1		2
Experimenting with materials			1	1	2
Grading children's books for difficulty				1	1
Making studies pertaining to the curriculum		2	4	3	9
Reviewing current educational trends		1			1
Studying problems of administration: school costs, publicity, grade placement, promotion, etc		2	2	3	7
Supervising experimental studies	1		1		2
Unidentified fields of research	1	7	2	2	12

TABLE 10.—TYPES OF ACTIVITIES REPORTED FOR CURRICULUM LABORATORIES AND DIVISIONS IN CITY SCHOOL SYSTEMS, BY POPULATION GROUPS—Continued

Type of activity	500,000 and over (4)	100,000 to 500,000 (18)	30,000 to 100,000 (16)	10,000 to 30,000 (23)	Total (61)
1	2	3	4	5	6
4. Administration					22
Advising students about curriculum				1	1
Cooperating with such organizations as the Junior Red Cross, American Legion, Parent-Teacher Association, etc		3		1	4
Directing educational placement		2	1	1	4
Directing public relations with reference to instruction		1		2	3
Having charge of instructional materials				2	2
Being responsible for child accounting		2	1	1	4
Making out programs of study		1		1	2
Standardizing forms used in educational departments		1			1
Taking care of correspondence pertaining to the curriculum				1	1

Slightly more than 40 percent of the activities reported by city school systems pertain specifically to curriculum construction and revision (table 10). Approximately one-half are concerned with the improvement of instruction in general and with the broad field of research and experimentation, both of which include aspects of the curriculum; while the remainder pertain to administration. These last appear most frequently among cities of from 100,000 to 500,000 and from 10,000 to 30,000 population, and not at all among cities of 500,000 population and over. Whether administrative activities rightly belong to curriculum laboratories and divisions probably depends upon individual situations. It seems reasonable to infer, however, that they are included chiefly in those institutions in which the director of the curriculum laboratory has other responsibilities pertaining to research, guidance, and the general field of administration (table 12).

The actual construction of courses of study was reported more frequently than advising and directing curriculum committees. This evidence, together with the fact that little mention was made of such activities as holding conferences pertaining to curriculum revision, organizing teachers for the study of curriculum problems, providing suggestive units of work, and publishing curriculum monographs, leads to the conclusion that the degree of leadership provided in connection with curriculum laboratories and divisions of city school systems is less than the amount of first-hand curriculum development carried on, perhaps because the latter is the more expedient method of securing working programs.

That expediency is generally desired in local curriculum programs is further shown by the types of research and experimentation reported. For example, carrying on testing programs, the results of which can be applied immediately to the improvement of instruction, is mentioned far more frequently than conducting surveys, experimenting with materials, grading children's books, supervising experimental studies, and other long-time research activities which aim toward an ultimate modification and improvement of the curriculum. Whether individual city school systems should duplicate expenditures in time, effort, and money to carry out long curriculum programs is a question for consideration. It may be that such programs should be the responsibility of State or region and that the curriculum division of city school systems should make such adjustments as are needed to meet local needs.

SUMMARY OF REPORTS OF INDIVIDUAL CURRICULUM LABORATORIES AND DIVISIONS

All information contained in the returned questionnaires is summarized in tables 11, 12, and 13, which pertain to curriculum laboratories and divisions of State departments of education, city school systems, and institutions of higher education, respectively. In these tables, activities are designated numerically to agree with their designation in tables 8, 9, and 10.

TABLE 11.—ORGANIZATION AND TYPES OF ACTIVITIES OF CURRICULUM LABORATORIES AND DIVISIONS, REPORTED BY 10 STATE DEPARTMENTS OF EDUCATION AND THE PHILIPPINE ISLANDS

[Types of activities are designated by numbers as in tables 8, 9, and 10]

State department of education	Name of division	Date organized	Connected with	Personnel					Resources			Housing	Types of activities
				Title of person in charge	Professional staff		Clerical staff		Collection of courses of study	Number	Available for reference		
					Full-time	Part-time	Full-time	Part-time					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama	Division of instruction	1935		Director of division of instruction.	8		7	1					6, 8
Arizona	Curriculum division	1933	Independent	State director of curriculum.	1			1	×	Some	×	Separate room in State Department of Education.	2, 8, 9, 11
Arkansas	do	1933		Director of curriculum construction.									2, 8
Louisiana	Division of curriculum	1936	Independent	State director of curriculum.	1		1		×	Large number	×	In general office with separate room for library.	5, 6, 8
Missouri	Division of research	1936		Director of research	2		1		×		×	A division of the State Department.	2
Nebraska			Division of rural education.	Director of rural education.					×	Large number	×	State Department of Public Instruction.	3, 11
Pennsylvania	Division of curriculum construction.	1936	Bureau of instruction.	Consultant in curriculum construction.	1		1		×	150	×	In the education building.	3, 5, 11
Tennessee	Curriculum division	1937	Division of instruction.	Curriculum director.	1		1		×	100	×	1 room in State Department of Education.	4, 6, 11
Vermont	Department of educational research and guidance.	1935	Independent	Director of educational research and guidance.	1			1	×	Approximately 300.	×	Share room with State educational supervisors.	1, 2, 5, 6, 7, 8
Wisconsin	Curriculum laboratory	[1] 1937	Supervision	Professor of education—University of Wisconsin.		[2] 6		2	×	Not cataloged	×	In separate workroom, with stacks, files, and tables.	10
Philippine Islands	Curriculum department.	1930	Academic division.	Chief of curriculum department.	1	[2] 8	2		×	538 (U. S. A.) 224 (P. I.)	×	In separate room near research department and chief of the academic division.	1, 2, 10, 11

[1] In process of organization.

[2] Released from teaching and assigned to the department for specified periods.

TABLE 12.—ORGANIZATION AND TYPES OF ACTIVITIES OF CURRICULUM LABORATORIES AND DIVISIONS IN 60 CITY SCHOOL SYSTEMS

(Types of activities are designated by numbers as in Tables 8, 9, and 10)

GROUP I.—CITIES OF 500,000 POPULATION AND OVER

City	Population	Name of division	Date organized	Connected with	Personnel					Resources			Housing	Types of activities
					Title of person in charge	Professional staff		Clerical staff		Collection of courses of study	Number	Available for reference		
						Full-time	Part-time	Full-time	Part-time					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
California:														
Los Angeles	1,257,680	Curriculum sections—elementary and secondary.	[1] 1921 [2] 1932	Instruction and curriculum division.	Directors	[1] 5 [2] 6	----	[1] 2 [2] 3	----					1, 2
Illinois:														
Chicago	3,376,438	Bureau of curriculum.	------	Department of education.	Board of curriculum	1	10	5	----	×	----------	×	Office of board of education.	1, 3
Michigan:														
Detroit	1,568,662	Division of instruction.	1817	College of education, Wayne University.	Directors	30	3	18	----	×	Few	×	Separate building, including a reference library, 30 offices and work rooms.	2
Pennsylvania:														
Pittsburgh	669,817	Department of curriculum study and research.	1926	Superintendent of schools.	Director	4	----	3	----	×	----------	×	General office 3 private offices, 1 library—en suite.	1, 3

See footnotes at end of table.

TABLE 12.—ORGANIZATION AND TYPES OF ACTIVITIES OF CURRICULUM LABORATORIES AND DIVISIONS IN 60 CITY SCHOOL SYSTEMS—Continued

GROUP II.—CITIES OF FROM 100,000 TO 500,000 POPULATION

City	Population	Name of division	Date organized	Connected with	Personnel					Resources		Housing	Types of activities
					Title of person in charge	Professional staff		Clerical staff		Collection of courses of study	Number	Available for reference		
						Full-time	Part-time	Full-time	Part-time					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alabama:														
Birmingham	259,678	Curriculum department.	1935	Special education and psychology.	Director of curriculum	4	----	1	8	×	Limited	×	5 rooms—on third floor of a school building.	1, 2, 3
California:														
Long Beach	142,032	Department of curriculum and research.	1932	Independent	Coordinator	3	1	4	----	×	505	×	Library, 1 workroom, 2 files.	1, 2, 3, 4
Oakland	284,063	Curriculum division.	1924	Superintendent's office.	Directors of instruction.	2	1	2	----	×	Incomplete	×	2 independent offices and 1 workroom.	1, 2, 3
Colorado:														
Denver	287,861	Department of research and curriculum.	1922	Research	Superintendent	----	2	----	5	×	Limited	×	1 suite of rooms for regular staff and special room for other activities.	1, 2
Delaware:														
Wilmington	106,597	Department of curriculum development.	1930	Independent	Director of curriculum development.	----	1	----	2	×	20	×	Shares office and workroom of department of adult education.	1, 2
Florida:														
Jacksonville	129,549	Curriculum department.	1928	General supervision.	General supervisor of education.	----	2	1	1	×	----------	×	Supervisor's office	2, 3, 4
Iowa:														
Des Moines	142,559	Department of curriculum revision.	1933	Independent	Director	2	(5)	1	(5)	×	----------	×	Administration building.	1, 2, 4
Kentucky:														
Louisville	307,745	Curriculum committees.	1931	----do----	Director of elementary school curriculum; chairman of secondary school curriculum.	----	----	----	----	×	----------	----	4 committee rooms in administration building.	1

Michigan:														
Flint	156,492	Department of research and statistics.	1922	....do....	Director of research and statistics.	1	....	1	....	×	....	×	With administration department.	1, 2, 3, 4
Minnesota:														
Minneapolis [6]	464,350	Division of instruction.	1934	Division of instruction.	Assistant superintendent in charge of instruction.	3+	....	....	1	×	200	×	No separate housing; library cares for professional books and courses of study: 2 members under assistant superintendent in 1 office.	1, 2
Missouri:														
Kansas City	399,746	Curriculum department.	1926	Independent	Director of curriculum department.	1	....	1	....	×	391	×	With board of education, suite of 3 rooms; library and committee room, private office, clerical office.	1, 2
Nebraska:														
Omaha	214,006	Department of instruction.	1935	....do....	Director of instruction.	1	....	1	....	×	....	×	Central office building of public schools.	1, 2, 3
New York:														
Albany	127,412	Curriculum bureau.	1935	Division of research.	Director of division of research.	6	(7)	2	....	×	Several	×	In central office: Library, offices, workroom.	1, 3
Oklahoma:														
Tulsa	141,258	Curriculum laboratory.	1929	Assistant superintendents.	Assistant superintendents (elementary and secondary.)	....	2	....	2	×	150	×	Library and in office of assistant superintendent.	1, 3, 4
Texas:														
Fort Worth	163,447	Research and curriculum department.	1931	Independent	Director of research and curriculum.	1	(7)	1	(8)	×	500	×	Adequately (not described).	1, 2, 3, 4
Houston	292,352	Department of child accounting and curriculum.	1931	....do....	Director, child accounting and curriculum.	4	1	6	....	×	200	×	Workroom, 3 private offices, combination library and workroom, mimeograph, lithoprint and store room.	1, 3, 4
San Antonio	231,542	Curriculum division.	1933	Secondary division.	Director, curriculum and research.	1	....	2	....	×	....	×	Board of education offices.	3
Washington:														
Tacoma	106,817	....do....	1937	Independent	Director of curriculum improvement.	....	1	1	1	×	....	×	Library with combination reading and assembly room, and committee rooms. Housed on one floor of administration building.	1

See footnotes at end of table.

TABLE 12.—ORGANIZATION AND TYPES OF ACTIVITIES OF CURRICULUM LABORATORIES AND DIVISIONS IN 60 CITY SCHOOL SYSTEMS—Continued

GROUP III.—CITIES OF FROM 30,000 TO 100,000 POPULATION

City	Population	Name of division	Date organized	Connected with	Personnel				Resources			Housing	Types of activities
					Title of person in charge	Professional staff		Clerical staff		Collection of courses of study	Number	Available for reference		
						Full-time	Part-time	Full-time	Part-time					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Arkansas: Little Rock	81,679	Department of secondary education.	1924	Supervision	Supervisor of secondary education.	4	(9)	1	½	×	40	×	Room at city library; office of the department; and local schools.	1
California: Berkeley	82,109	Bureau of curriculum.	1932	Independent	Director of curriculum.		1		1	×	110	×	Administration building: 2 offices; library and courses of study, 1 room; workroom, 1.	1, 2
Fresno	52,512	Department of curriculum.	1935	do	do	1	(10)		1	×	150	×	With administration offices.	1
Pasadena	72,086	Curriculum laboratory.	1928	Department of instruction.	Deputy superintendent of schools.	1	2	1		×	Many	×	Separate rooms in central administration building.	1
Sacramento	93,750	Assistant superintendent in charge of curriculum.	1929	Department of supervision of teachers and instruction.	Assistant superintendent.	1		1	(11)	×	30	×	Central administration offices.	1, 2, 3
Santa Barbara	33,618	Curriculum laboratory (two).	1936	Instruction and advisory bureau.	Director of instruction (elementary and junior high); field secretary (secondary).			1		×	25	×	Central library of city schools (elementary and junior high); public library (secondary).	1, 2

Colorado:														
Colorado Springs	33,237	Curriculum committee.	1930	School administration.	Assistant superintendent in charge of instruction.	X		X		X		X		1
Pueblo (District No. 20)	50,096	do	1936	Administration	Superintendent		(7)			X	Some	X	No definite housing yet.	(15)
Illinois:														
Cicero	66,602	Curriculum laboratory.	1932	Department of instruction.	Directors of instruction.	2	4	3		X	13 25	X	Administration building: 3 rooms.	2, 3
Oak Park	63,962	Division of methods and research.	1920	Supervisory council.	Director	2		1	25	X	62	X	Library room on second floor with complete equipment. 1 work room for librarian adjacent to library.	1, 2, 3
Indiana:														
Muncie	46,548	Research department.	1926	Independent	Director of research	1	1	1	1	X	25	X	1 work room. 1 adjoining room for mimeographing and assembling.	1, 2, 3, 4
Michigan:														
Dearborn	50,358	Curriculum division.	1931	do	Assistant superintendent.	3	10	1	3	X	300	X	1 work room with special library of curriculum materials.	1, 2, 3
Missouri:														
Springfield	57,527	Curriculum committee.	1934	Supervision and instruction.	Director of curriculum research.	1	5	2	4	X	150	X	Administration building which is separate from schools: Curriculum library and work rooms.	1, 2, 3
Wisconsin:														
Kenosha	50,262	Department of methods and curriculum.	1932	Independent	Director of methods and curriculum.				X	X		X	Office of superintendent.	1, 3
Madison	57,899	Curriculum office	1932	do	Supervisor of curriculum and instruction.	X			X				1 office room	1, 3
Superior	36,113	Curriculum division.	1925	Attendance department.	Director child accounting and curriculum.	1		1		X	50	X	Professional library of superintendent's office.	1, 3, 4
GROUP IV.—CITIES OF FROM 10,000 TO 30,000 POPULATION														
Arkansas:														
North Little Rock	19,418	Curriculum committee.	1933	Faculty	Superintendent		(7)			X		X	Senior high school building—adequate room.	1, 3
California:														
Burbank	16,662	Department of curriculum and research.	1936	Independent	Director of curriculum and research.	1			2	X		X	1 large room	1, 2, 3

See footnotes at end of table.

TABLE 12.—ORGANIZATION AND TYPES OF ACTIVITIES OF CURRICULUM LABORATORIES AND DIVISIONS IN 60 CITY SCHOOL SYSTEMS—Continued

GROUP IV.—CITIES OF FROM 10,000 TO 30,000 POPULATION—Continued

City	Population	Name of division	Date organized	Connected with	Personnel					Resources			Housing	Types of activities
					Title of persons in charge	Professional staff		Clerical staff		Collection of courses of study	Number	Available for reference		
						Full-time	Part-time	Full-time	Part-time					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
California—Contd.														
Compton	12,516	Curriculum department.	1935	Music, art, physical education, health.	Director of curriculum (temporary).	1	1		[14] 1	×	8	×	1 supply room (book stacks and shelves), a central office for director, 2 work rooms.	1, 2, 4
Colorado:														
Grand Junction	10,247	Curriculum service	1930	Superintendent's office.	Superintendent and assistants.					×	Some	×		1, 2, 3, 4
Trinidad	11,732	Curriculum division.	1933	Research	Director of research		6		1	×	100	×	Room adjoining library.	2, 3
Connecticut:														
Bristol	26,451	Curriculum committee.	1916	Superintendent's office.	Superintendent		7		1	×	45	×	Office of superintendent.	1, 2, 3
Illinois:														
Winnetka	12,166	Department of educational research.	1923	Independent	Director of research		½	1	1	×	20–30	×	Special office with adjacent store room.	2, 3
Massachusetts:														
Weymouth	20,862	Curriculum department.	1931	Administration	Director of courses of study.	1							Administration offices	1, 2
Minnesota:														
Winona	20,850	Curriculum reconstruction division.	1934	Independent	Director of research		2		6	×	15	×	Outer office of superintendent of schools.	1, 3
Missouri:														
Columbia	14,967	Department of elementary education.	1932	Supervision	Director of elementary education.	1			1	×	50–75	×	Office and work room in board of education building.	1

University City	26,809	Department of research and curriculum.	1935	Independent	Director of research and curriculum.	1	....	1	....	×	20	×	Part of superintendent's office; 1 office and 1 work room.	1, 2, 3, 4
Webster Groves	16,457	Department of research.	1930	Service department in charge of curriculum.	Assistant superintendent and director of research.	1	....	1	....	×	100	....	1 office and now in process of fitting up 1 conference room.	1, 2, 3
Montana:														
Billings	16,380	Department of testing, guidance, and curriculum.	1936	Testing and guidance.	Director	....	1	....	1	....	....	....	Combined office with superintendent.	1, 3, 4
Great Falls	28,822	Curriculum bureau.	1932	Independent	Director of curriculum revision.	....	1	....	1	×	....	×	....	1, 2
New Jersey:														
Cranford	11,126	Curriculum division. [13]	1936	Supervision and guidance.	Supervisor, curriculum and guidance.	1	1	....	....	×	....	....	....	1, 2
New Mexico:														
Santa Fe	11,176	Department for improvement of instruction.	1936	Administration	Superintendent	....	....	....	....	....	....	....	Limited number of reference books will be available in library soon.	([17])
New York:														
Valley Stream	11,790	Guidance department.	1931	Independent	Guidance counselor	....	7	1	....	....	....	....	1 guidance room	4
Ohio:														
Euclid	12,751	Department of research in charge of curriculum.	1936	Superintendent's office.	Director of research in charge of curriculum.	....	....	....	1	×	5	×	1 room in a high-school building.	1, 3
Xenia	10,807	Department of curriculum revision.	1935	Faculty	Principal	....	....	....	....	....	....	....	....	1
Pennsylvania:														
Franklin	10,264	Curriculum division.	([18])	General administration.	Vice-principal, head of curriculum.	2	2	2	....	×	10	....	Library	([19])
West Chester	12,326	Supervision of subjects.	1929	Faculty	Supervisors of subjects.	....	([7])	....	....	....	....	....	....	1, 2
Texas:														
Lubbock	20,520	Curriculum division.	1934	Independent	Director of elementary school curriculum.	....	×	....	×	×	10	×	Library and 2 work rooms.	2, 4
Wisconsin:														
Shorewood	13,479	Curriculum coordinator and supervisor.	1930	Superintendent's office.	Curriculum coordinator.	1	....	1	[11]	×	50-100	×	2 curriculum laboratories in elementary schools.	1, 2

[1] Elementary.
[2] Secondary.
[3] Has more than 40,000 magazine and newspaper articles on education classified for ready reference.
[4] Department of curriculum and research separate departments prior to 1932.
[5] Varies.
[6] Organized a curriculum department in 1926.
[7] Teachers.
[8] In process of organization.
[9] Principals.
[10] Supervisors, principals, teachers.
[11] As required.
[12] Activities not yet defined.
[13] Also 500 books, 1,000 articles, and miscellaneous publications.
[14] Same person, duties divided.
[15] Curriculum division connected with two groups. Grades 1 to 6, and grades 7 to 12.
[16] In process of organization. (1937).
[17] W. P. A. worker.

TABLE 13.—ORGANIZATION AND ACTIVITIES OF CURRICULUM LABORATORIES AND DIVISIONS REPORTED BY 35 COLLEGES, UNIVERSITIES, AND TEACHERS COLLEGES

[Types of activities are designated by numbers as in tables 8, 9, and 10]

GROUP I.—COLLEGES AND UNIVERSITIES OFFERING LIBERAL ARTS—4-YEAR, DEGREE-GRANTING

Institution and location	Name of division	Date organized	Connected with	Personnel					Resources				Types of activities
				Title of persons in charge	Professional staff		Clerical staff		Collection of courses of study	Number	Available for reference	Housing	
					Full-time	Part-time	Full-time	Part-time					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama: University of Alabama, University.	Curriculum laboratory.	1933	College of education	Director, school of education.	....	5	....	3	×	1,048	×	3 rooms with stacks and adequate working space.	1, 2, 3
Arkansas: University of Arkansas, Fayetteville.	....do....	1934	....do....	Dean, college of education.	....	6	....	....	×	400	×	1 large room with tables and stacks (exclusively for labratory).	2, 4, 6, 7
California: University of California at Los Angeles.	....do....	1928	Department of education.	Professor of education.	1	....	....	1	×	Approximately 600.	×	1 room in education building.	1, 4, 5
Colorado: Colorado State College, Fort Collins.	Curriculum studies in vocational education.	1926	....do....	Head, department of education.	....	4	....	2	×	....	×	In department of education.	3, 4, 6, 7
Florida: University of Florida, Gainesville.	Curriculum laboratory.	1934	Laboratory school....	Director of educational research.	....	1	....	1	....	....	....	1 fairly large room with filing cabinet, shelving, etc., in university high school.	1, 2

Georgia:													
Mercer University, Macon.	....do	1933	Department of education.	Professor of education and director of summer quarter.	....	1	....	1	×	.....	×	1 room in library building.	5, 6
Illinois:													
Northwestern University, Evanston.	....do	1936	....do	Director of curriculum laboratory.	1	....	....	6 (NYA)	×	1,200	×	Separate room with files, tables, etc.	1, 2, 3, 4, 6
University of Illinois, Urbana.	....do	1935	College of education.	....do	1	....	....	3	×	100	×	.....	1, 2, 3
Indiana:													
Butler University, Indianapolis	....do	[4] 1937	.....	.....	....	....	....	.....	.....	.....	.....	.....	3, 6
Louisiana:													
Louisiana State University, Baton Rouge.	....do	1936	Department of education.	Professor of education and director of elementary teacher-training.	....	1	....	1	×	.....	×	1 work-room—tables and stacks, with special card index.	2, 3, 6
Mississippi:													
Mississippi College,[1] Clinton.	....do	1933	....do	Head of department of education.	....	3	....	.....	×	40	×	In classroom and library.	3
Ohio:													
Ohio State University, Columbus.	Curriculum division.	1929	Bureau of educational research.	Professors of education.	....	2	....	1	×	1,500	×	Separate room, in education building.	1, 2, 3, 4, 5, 6
South Carolina:													
Furman University,[2] Greenville.	Curriculum laboratory.	1936	Department of education.	.....	....	1	....	1	×	40	×	Crowded space at present.	3, 5
Tennessee:													
University of Tennessee,[3] Knoxville.	....do	1937	Education	Associate professor of education.	....	2	....	2	×	Many	×	2 classrooms and 1 special room in library building.	2, 6, 7
Texas:													
Baylor University, Waco.	....do	1935	School of education.	Chairman, school of education.	....	2	4	.....	×	.....	×	With library, 1 work-room.	3, 4, 6
Incarnate Word College, San Antonio.	Curriculum division.	1936	Department of education.	Professor of education	1	....	....	.....	×	54	×	....do	2, 4
Texas Christian University, Fort Worth.	.....	1928	Graduate department in education.	Director, school of education.	2	....	4	.....	×	150	×	In building, with 2 other departments.	6
University of Texas, Austin.	Curriculum laboratory.	1934	Educational administration.	Chairman, department of educational administration.	1	1	....	4	×	2,800	×	Separate room with stacks, in library building.	1, 2, 5
Washington:													
University of Washington, Seattle.	....do	1936	Department of education.	.....	....	1	....	1	×	1,000	×	1 work room	1, 2, 3, 5
Wisconsin:													
Marquette University, Milwaukee.	Institute of catechetical research.	1932	Independent	Director	....	....	....	.....	×	.....	×	In office of dean of graduate school.	2

[1] In summer, only.
[2] During summer term the staff is considerably increased.
[3] During summer term the staff is to be increased by three specialists.
[4] In process of organization.

TABLE 13.—ORGANIZATION AND ACTIVITIES OF CURRICULUM LABORATORIES AND DIVISIONS REPORTED BY 35 COLLEGES, UNIVERSITIES, AND TEACHERS COLLEGES—Continued

GROUP II.—TEACHERS COLLEGES—4-YEAR, DEGREE-GRANTING

Institution and location	Name of division	Date organized	Connected with	Personnel					Resources			Housing	Types of activities
				Title of persons in charge	Professional staff		Clerical staff		Collection of courses of study	Number	Available for reference		
					Full-time	Part-time	Full-time	Part-time					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Kansas:													
Kansas State Teachers College, Emporia.	----------	1926	Department of education.	Head of department of education and director of teacher training.	----	10	1	40 (NYA)	×	Many----------	×	Not separate from rest of department.	3
Michigan:													
Northern State Teachers College, Marquette.	Curriculum laboratory.	1936	Training school-----	Curriculum director---	----	1	----	--------	×	Small number---	×	1 workroom, 1 stack, with library.	2, 3
Western State Teachers College, Kalamazoo.	Textbook and curriculum service library.	1922	-----do----------	Specialist in curriculum and social studies.	----	1	----	2	×	150----------	×	1 room, with desks, bookcases, cabinets, and closed shelves.	1, 2, 3, 5
Minnesota:													
Moorhead State Teachers College, Moorhead.	Curriculum committee.	1925	Department of education and psychology.	Head of department of education.	----	6	----	--------	×	50----------	×	In offices and classrooms of department of education.	3, 4, 6
Missouri:													
Southeast Missouri State Teachers College, Cape Girardeau.	Curriculum laboratory.	1936	Faculty----------	President----------	----	×	----	--------	×	Large number---	×	----------	1
New Mexico:													
New Mexico State Teachers College, Silver City.	Curriculum division.	------	Department of education.	Director of professional training.	----	----	----	--------	×	----------	×	In library and laboratory school.	3, 4

New York:													
Teachers College,[4] Columbia University, New York.	Curriculum construction laboratory.	1928	Independent	Professor of education.	3	3	3		×	50,000	×	One-half of fifth-floor library, 2 offices, and consultation room.	1, 3, 4
Oklahoma:													
Northwestern State Teachers College, Alva.	Curriculum laboratory.	1935	Department of education.	Director of laboratory.	1	5	1	1	×	250	×	2 workrooms with reference books, periodicals, and courses of study; several practice rooms.	1, 2, 4, 5
Tennessee:													
George Peabody College for Teachers, Nashville.	Division of surveys and field studies.	1929	Independent	Director and associate director.	4	3	5	2	×	Several hundred.	×	2 work rooms, conference rooms general library, besides demonstration school.	1, 2, 3, 4, 5, 6, 7, 8
East Tennessee State Teachers College, Johnson.	Curriculum laboratory.	1936	Department of education.	Directors of laboratory.		10		4	×	Limited	×		
State Teachers College, Murfreesboro.	do	1935	do	Professors of education.		2		1	×	75	×	2-rooms	4
Texas:													
North Texas State Teachers College, Denton.	do	1932	Department of student teaching.	Director of student teaching.		2		6	×	300	×	In department of student teaching.	1, 2, 5
GROUP III.—NEGRO INSTITUTIONS OF ALL TYPES													
Alabama:													
Tuskegee Normal and Industrial Institute, Tuskegee.	Curriculum laboratory.	1935	Department of education.	Director, department of education.	3				×	150	×	1 room in library	2, 4, 6
Mississippi:													
Alcorn Agricultural and Mechanical College, Alcorn.	do	1935	do	Professor of secondary education.		1		1	×	5	×	Special room	2
Tennessee:													
Fisk University,[4] Nashville.	do	1934	do	Head of department of education.		2		1	×	93	×	2 work rooms, and general university library.	2, 4, 5

[4] Staff for 1936-37-38 only.

[5] Largely during the summer session.

[6] In process of organization.