

Association for Supervision and Platform

At the Annual Business Meeting on March 19, 1964, the following Platform of Beliefs presented at the meeting which was formally accepted by the members reads:

ASCD believes that:

Purpose and Function of Schools

- ... the public schools are our chief and most effective means of developing free men capable of solving problems and governing themselves successfully;
- ... in a democracy, society has an obligation to provide free and equal educational opportunities for all children and youth, and the learner, according to his ability, has an obligation to take advantage of the educational opportunities offered;
- ... the main purpose of the American schools is to provide for the fullest possible development of each learner for living morally, creatively and productively in a democratic society;

Nature of the Curriculum

- ... the curriculum, consisting of all the experiences of the learner, under the guidance of the school, is effective in achieving the purpose of education when it is based on the needs of the learner and the demands of the society in which he lives;
- ... because of individual differences, social change, and the nature of the educative process, continuous planning, development and appraisal of the curriculum are essential;
- ... growth in realization of democratic values requires that learners have freedom to learn and that teachers have freedom to teach;

and Curriculum Development OF BELIEFS

on March 23, 1956, the ASCD Committee
ed a proposed ASCD Platform of Beliefs
y the membership. The platform accepted

Development of the Curriculum Through Cooperative Planning

- ... the development of a most effective curriculum requires the cooperative planning and action of all who influence the experiences of the learner—pupils, teachers, supervisors, administrators, parents and other members of the community;
- ... the learner is more likely to see the significant relationships between his experiences and his goals when he participates actively in planning and evaluating;
- ... the classroom teacher, since he works directly with the learner, is a key person in curriculum planning and action;
- ... supervisors, curriculum directors, and principals serve the particular function of providing and developing instructional leadership and of coordinating the cooperative development of the curriculum;
- ... the successful development of individuals necessitates cooperative interaction between the school and all other community agencies and social institutions;
- ... mutual respect among participants is essential for cooperative work;
- ... the kinds of human relations which exist in the schools vitally influence the learner;
- ... curriculum improvement is dependent upon the continuing growth of all those involved.

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