

LAY EDUCATIONAL ADVISORY COMMITTEES IN CURRICULUM PLANNING

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CHAPTER I

THE DEVELOPMENT OF LAY ADVISORY COMMITTEES

The history of the development of mankind shows man as an active participant in the learning process from the beginning of time. At first, he alone faced problems of the environment, then with a mate and later, with a family. Learning was then, and is now, a satisfying experience; one which man likes to share with others. Early Biblical days found man sharing with members of his immediate family and with his relatives and neighbors. Education was largely a passing of information from father to son, from mother to daughter, or from older persons to youth.

Not only did early man learn from his elders, but also from neighbors and through experimentation, both planned and accidental. In time much information accumulated, new procedures were developed, new products produced, and a different but growing society composed of people with constantly changing values resulted.

Formal education as known today is the result of this developmental process. It differs greatly from the early father-son conferences in that it is specifically planned to help individuals meet their needs as participants in present day society, as well as to prepare them for life as continuing citizens.

Although the early educational procedures were not as complicated as those of today, the effort to learn and transmit knowledge was an attempt on the part of the individual to meet basic needs. The collection and

production of food, the provision of shelter, and the protection of the family group were the major tasks for which youth was prepared. When the basic needs were met, man was free to concentrate on attaining worthwhile goals and had the opportunity to achieve his maximum capacity, thus becoming an increasingly important contributor to society.

Learning includes one or several procedures. These are the direct experiencing of the individual, an exchanging of experiences and the acceptance of well established knowledge acquired by others, as well as the use of observation and exploration. The procedure by which an individual learns carries less importance than the fact that every man is capable of learning. Because of this, education is not for any one group of people, but it is designed to help all people successfully reach their maximum capacities and mold their personalities. Educators realizing this have worked out a system of compulsory education which helps a person embark in the process of formal education and encourages continued study.

Formal schooling, in fact all directed educational efforts, should provide suitable background for continued learning after school days, as such, are terminated. The world itself is a learning situation and formal education should prepare each person to live and to recognize the potentialities of the situation he is in, to attack the problems faced as well as to constantly explore and experiment in an effort to achieve a better adjustment to the changing social and economic conditions.

The basic human needs are relatively few. As society becomes more complicated, the ways of meeting them increase. At one time the school was the center of all activity except religious services; consequently, in the smaller communities ideas were more easily exchanged. As the population increased, old friends drifted apart, schools became larger, activities of the community decentralized and it became more difficult for

the people to know the aims, problems, philosophies and services of the public schools. The educators found it increasingly difficult to organize programs to best serve the resulting large school systems with their ever increasing heterogeneous enrollment.

Educators familiar with the various needs theories of learning attempted to plan the curriculum on human needs and the goals by which people meet them. The responsibility of directing the energies of students along desirable courses is that of the teacher. Attempts to fulfill the basic need for status without proper direction may result in a criminal offense or other unsatisfactory outcomes. The well informed teacher therefore accepts guidance as a part of her school responsibility.

There are many hypotheses concerned with the reality of needs. One author points out that a person should not accept these theories uncritically, but take them into consideration when determining reasons for motivation. One of the theories, which is supported by several authorities, states that there are three types of human needs which are: physiological needs, needs for stature and ego, or integrative needs. Throughout this ^{paper} report the term "needs" will be used with reference to these three types of human needs. In his discussion of needs in relation to curriculum, Mursell states,

No subject in the curriculum is interesting per se. But every subject in the curriculum can be interesting, and in fact, must be interesting if it is to be an agency for the shaping of personality. And a subject becomes interesting by becoming a means for the satisfaction of basic needs.¹

Various societies exemplify different methods of procurement in the constant endeavor to satisfy their basic needs. The educator must recog-

¹James Mursell, Psychology for Modern Education (New York, 1952), p. 61.

nize and determine those goals before being able to assist in proper guidance. Mursell also states that, "One of the chief purposes of educators must be to secure the adoption of worthy goals, capable of affording constructive satisfaction for basic needs, both now and later on."² In the establishment of obtaining an effective, meaningful program, a considerable amount of effort is relinquished in the attempt to detect the goals of that particular society.

Evidences of a teacher's recognition cannot rest on a lone opinion. Better and more adequate information is needed. The question of how the goals of a group can be determined is easily answered. Inclusion of representatives of the community in the planning and/or the evaluation of a school program will result in an expression of interests concerning that program. The acquisition of opinions can be accomplished in one of several ways, either formally, informally or spontaneously. The planned and unplanned situation for obtaining goals may present itself at social affairs, in stores, on the street or in the homes of the students.

The public is represented in a more formal way through the "voice" of the school board. Elected by the community, in accordance with democratic procedures, the school board is legally responsible to the public for the most efficient expenditure of tax money. As members of the community, they work with professional school personnel to produce sound administration and effective teaching.

Other groups, citizens groups, parent-teacher associations and community groups, have organized formally to assist or influence school authorities. The type of organization this report is concerned with is the

²Ibid., p. 67.

lay education advisory committee, a ". . . citizens group which is invited, appointed, or elected to meet together by the school board, the superintendent, or principal of a particular school . . ." ³ Any citizens group may offer recommendations to the school but a group that has been requested to organize by school authorities is in a different category than one that organizes without school sanction. The goals of both types of groups may be for better education, ". . . but the primary purpose of a lay educational advisory committee is to advise and offer recommendations to the board of education." ⁴ It is with this type of committee that the average classroom teacher is most closely associated.

There are other groups that express interest in the improvement of the educational system but they do not function in the same capacity as lay advisory committees. They are more specifically concerned with a single subject matter area, not the problems of the entire school and are usually in addition to any general advisory committee serving the school. They differ in that they are not truly representative of the community. In some, persons professionally identified with education, religion or politics are excluded from membership and the organization works independently of the board of education. These latter organizations do make an effort to gain information concerning the status of schools in an effort to plan and initiate programs for their improvement. Literature distributed to members urges them to obtain accurate information; to work with school people for the same objectives, but work independently of them.

³National Education Association Research Division, Lay Educational Advisory Committees (Washington, 1954), p. 2.

⁴Ibid.

In a report by the National Education Association it was found that school advisory groups operate under several titles. Their statement was:

Current literature indicates that lay advisory committees are called by different names in various communities; 'lay advisory committees,' 'parents' advisory councils,' 'councils for public schools,' 'superintendents' advisory committees,' 'lay committee of education,' 'citizens' committee,' and others of similar nature. The word 'council' often implies legislative authority which these groups do not have. The term 'commission' implies administrative authority which they also lack. The most common term, 'committee,' implies nothing specific and is therefore the most appropriate designation. Whatever its title, the relation of the citizens group to the board of education, its membership, and its purpose will determine whether or not it is a lay educational advisory group.⁵

The use of lay educational advisory committees began in 1919 with a noticeable decline in development between 1925 and 1935. In 1946 interest regained momentum to such an extent that by 1949 twenty-two states reported the organization of lay advisory committees. In reviewing the development of advisory committees, Hamlin is quoted as having reported that, "estimates indicate at least one thousand system-wide citizens groups in the United States, most of them school initiated."⁶

The functions of advisory committees vary in different communities with the purpose of operation established by the committee. In another report by Hamlin, reference is made to the popularity of advisory committees in the state of Illinois. His statement was that "the annual reports submitted by Illinois schools to the Office of the State Superintendent of Public Instruction for 1952-53 indicated that 481 of the 1256 districts reporting have lay advisory committees of some kind."⁷ In the breakdown of

⁵Ibid.

⁶Ibid., p. 3.

⁷Herbert M. Hamlin, A Charter for a School-Sponsored System of Citizens' Committees (Urbana, 1953), p. 1.

activities of the committees, curriculum improvement was reported as the one in which the majority of the schools were most concerned. Vocational education, buildings, finances, health and safety conditions and adult education followed in that order.

the research done on this point

~~This review of the literature~~ not only brought to light added information regarding the use of lay opinion concerning school practices but also emphasized the fact that the purposes and functions of such committees should be clearly and distinctly defined. These conclusions prompted a study of the lay educational advisory committees used in various school situations.

CHAPTER II

A STATEMENT OF THE PROBLEM

For the schools to be truly representative of the public they serve, it is necessary for the school staff and administrators to obtain an understanding of the needs of the community. Obtaining community opinion regarding educational programs to be planned is one way to make the public schools more truly representative. People are interested in the schools and have specific ideas concerning their operation, but means for expressing these opinions must be provided if the information needed for planning a meaningful curriculum is to be obtained.

Since the organization of lay educational advisory committees representing all interests in the community offers the opportunity for public expression of needs and interests, it was thought that the method for establishing such a committee could be obtained from a study of the opinions and experiences of others. These were obtained through correspondence with educational leaders, interviews with educators familiar with the organizational procedures, through personal experience and from the reading of current literature. It was hoped that this information, when compiled, would make it easier for school personnel, unfamiliar with the organizational procedures, to work with people in their community more effectively.

The information and materials obtained from educational leaders supported other data concerning lay educational advisory committees and provides additional suggestions. The data in the report include a detailed

report of one advisory committee which provides specific examples of the procedures used in the establishment of such a group; a summary of the opinions and recommendations of leaders in the field of education; reports from various states; conference reports; instructional materials available for teachers; and professional textbooks and references.

Once the experiences of others are brought together and summarized, they will be of benefit to teachers and school administrators, for these opinions and experiences will provide suggestions for the use of lay advisory committees and will cite the value of such groups. Statements of effectiveness can be found in educational literature and in personnel or group reports.

The writer of this report hopes that the information compiled will aid teachers and administrators with organizational procedures and give them a better understanding of the value of working with the people in their community toward building more effective school programs.

CHAPTER III

A REVIEW OF LAY EDUCATIONAL ADVISORY COMMITTEES

Much has been written concerning the value and conclusive results of lay advisory committees, but the experience of working with such a group is necessary to fully understand their operational attributes. This section of the report is based upon information obtained through the personal experiences of the writer as a teacher in a specific school situation and from interviews and communications she had with nineteen leaders in the field. The writer actively worked with a lay advisory committee for a period of two years and also sent letters of inquiry to fifteen state supervisors of Home Economics Education and two professional organizations. Specific information regarding the use of lay advisory committees was received from three state offices of education and one city program. Those described in detail are presented here, together with a summarized report from the National Education Association of the United States. They serve as examples of such committees and their results.

Report of Personal Experiences at Hinsdale

One advisory group was organized in a community called Hinsdale, by the junior high school homemaking teachers and the principal. Hinsdale is a suburb of a large city, thirty minutes distant via the commuter train. The majority of the people work in the city since their occupations are primarily professional or executive in nature. Few of the homemakers are

employed outside the home and several of the families employ domestic help.

Railroad tracks run through the center of the town dividing it into two sections. One section contains the luxurious homes of the upper income brackets and the other section contains the smaller comfortable, but still, above-average homes. The community, as a whole, is considered to be in the upper income bracket.

The population has a better than average education, the majority of the adults having attended college. The people in Hinsdale have proven themselves interested in the educational system of the area by taking an active part in all school issues. The parental educational backgrounds are similar enough to allow those interested to meet and discuss school issues on the same bases. The children attend one of four public elementary schools or one of the two parochial schools, the junior high school and a consolidated community high school. Some of the children are sent to private boarding schools.

It was after the homemaking department of the junior high school had been in operation for five years that an advisory committee was first organized. The need for the council arose from many factors. The two years of compulsory homemaking in the junior high school program was relatively new. Parents in the community were unfamiliar with the details of the curricula planned and frequently made inquiries regarding school activities. The two-year program in the junior high school and that of the first year in high school were similar. During the five-year period the program had been in operation, there were frequent changes in homemaking teachers, resulting in a change in the philosophy and the curriculum. The department, during this period of time, grew from a staff of one to a staff of three. Of the ten different homemaking teachers employed over the five-year period, only two teachers remained longer than one year. Both of these were

employed at the junior high level. One remained for three years, the other, two years.

In an attempt to strengthen the homemaking program, the principal suggested that the teachers consider the suggestions of parents in their curriculum revision. At that time, the teachers were unable to see the benefit of having laymen advise them and consequently were on the defensive. They also felt it would be used to evaluate them as teachers, but after becoming familiar with the functions of advisory councils, their attitudes changed. It took considerable time for these teachers to understand the full value of working with lay people in curriculum development, but once they did, they found the council to be very helpful and anticipated its meetings.

The first obstacle in organizing the council was the selection of members. This responsibility was cooperatively assumed by the homemaking teachers and the principal. Since parents were in the habit of visiting the school, the teachers were acquainted with the majority of the parents of their students. The teachers informally discussed the idea of an advisory committee with several parents, compiled a list of possible members, and then with the principal, selected the persons they felt best met the requirements in the following criteria:

Candidate's interest in the school program by active participation in school organizations and/or help with class projects.

A pleasing personality; neither domineering nor submissive; able to contribute ideas and having respect for opinions of others.

Overt evidence of ability as a homemaker reflected through their daughters' active participation in homemaking.

Knowledge and information of the problems of the people with whom they are most closely associated.

The council members were carefully selected, representing different sec-

tions of town, different economic levels, and the parents in each of the homemaking classes.

The first council consisted of twelve mothers, the high school homemaking teacher, the principal and the two junior high homemaking teachers. As the council became better organized, it recognized the need to include a representative from the School Board and one from the Parent Teacher's Association. Eighteen council members made it possible to obtain a variety of suggestions and break up into smaller committees; yet it was small enough to facilitate easily arranged meeting times and places.

Invitations for membership on the council were extended by telephone and mail. The person called was given a description of the purposes of the council and his function as a member. A letter confirming the telephone conversation was then sent stating the topic of discussion for the meeting, thus giving the members time to formulate opinions and suggestions. The school secretary assumed responsibility for the correspondence, relieving the teachers of the additional clerical work.

The teachers considered it their responsibility to analyze the possible problems to be attacked and to make tentative decisions regarding the functions and activities of the group. They believed that the committee could help in establishing better school-community relations and could offer many suggestions to make the homemaking program more meaningful. Working toward these goals they believed to be the first step, they were still at a loss to know how or where to start attacking the problems involved. It was decided that the job of the committee would be to exchange ideas concerning the needs of the junior high girls.

At the first meeting, the functions of lay educational advisory committees, as previously prepared by the teachers with the administrator,

were discussed so the members understood they were to operate only in an advisory capacity. They were assured that all suggestions offered by them would be given careful consideration but would not necessarily become part of the homemaking curriculum since the final decisions regarding curricula were the responsibility of the School Board.

To promote a background of understanding, the teachers explained the homemaking philosophy of the junior high school. It was hoped any misconception that the primary importance of homemaking was placed on the skills of cooking and sewing would be alleviated, once the parents were informed of the department's interest in helping girls become better family and community members. Characteristics of the junior high girl were reviewed and the establishment of a program in an attempt to meet the needs of the girls was emphasized.

As previously stated, the teachers were uncertain of the value of lay advisory committees, so meetings that followed offered many valuable, workable suggestions. At one meeting the parents expressed the desire to visit classes without embarrassment to their children. In an attempt to eliminate feelings of embarrassment already noted, the committee worked out a tentative plan for inviting parents to the school. This began in the homemaking department where students, with teacher encouragement, issued invitations for a laboratory meal to selected adults. Plans were such that in the foods laboratory, one guest was invited by each group in the class. In a short period of time the six foods classes invited and acted as hostesses to large numbers of adults. In carrying out the suggestion, the girls utilized information gained on extending invitations and the duties of a hostess, while parents became more familiar with the work of the homemaking department. The girls looked forward to their

turn and the invitation was usually extended to a parent. By the end of the second year, the students welcomed parents' presence in all homemaking classes and felt less self-conscious about their visiting other classes.

The committee continuously presented problems and situations arising in the home that were useful in analyzing the job to be done and then revising the curriculum. The teachers developed a questionnaire covering all areas of homemaking adaptable at the junior high level. The committee members indicated the importance each area deserved and the results were used in revising the homemaking curriculum for the following year.

Decision concerning the length of the term members were to serve was one indication of interest. At first, a two-year term with "subject-to-call" meetings was considered sufficient. Six new members were selected annually by the school representatives from the mothers of the seventh grade homemaking classes. The council discussed the possibility of members' serving a three-year term and working more with the high school homemaking program.

The members were important resource people in that they could help the new teachers become acquainted in the community and provide some continuity to the program. It is not known if the committee continued to function when two new homemaking teachers were employed at the junior high school.

The foundation firmly established, a desire for information on how the program extended into the home and community and any needs of which the school was not aware was expressed. The following agenda for a meeting show how this information was procured:

Hinsdale Junior High Homemaking Department
Parent Advisory Committee Meeting

Date Tuesday, March 8, 1955

Place Hinsdale Community High School
 Home Economics Department

Time If you care to eat lunch with the group we
 will meet at noon (12:00) in the home economics
 department--buy our lunch in the cafeteria and
 return to the home economics rooms to eat.

AGENDA

- I Introductions
 - A. Purpose of the meeting
 - B. Introduction of the members of the council
 - C. Introduction of the panel members

- II Panel discussion by homemaking students
 - Topic: "The areas in homemaking that I have found to be
 the most helpful"

- III Question period

- IV Parent discussion: "The areas in which the school can best
 help the home"

- V A subject check list will be distributed to help us find
 out what units would be the most valuable to include in a
 two-year junior high homemaking program

- VI Conclusion
 - A. Decide on a time for the next meeting
 - B. Suggestions for the agenda for the following meetings

Information thus gained made a more meaningful curriculum revision possible.

The teachers in Hinsdale found the citizens willing and anxious to work with the school, once an invitation was extended. Curriculum revision and teaching became more meaningful when the suggestions of the parents were considered. The teachers wished that there had been more opportunity to study the organization of advisory committees before developing one so they could have worked with it to better advantage.

Reports from Personal Interviews and Communications

The preceding is a detailed account of how two classroom teachers became acquainted with the use of lay participation in curriculum revision. The examples that follow are descriptions of advisory programs which are in operation in a few states. Other states undoubtedly are doing similar work but only fifteen states were contacted.

South Carolina

The Department of Education, Division of Home Economics Education of the State of South Carolina, reports the following accomplishments in relation to the use of advisory committees:

INFORMATION ABOUT THE USE OF ADVISORY COMMITTEES IN SOUTH CAROLINA

1. State Advisory Committee: We have an Advisory Committee of the State Home Economics Program composed of the following people:
 - a. The six supervisors of Home Economics.
 - b. Three home economics teachers from different parts of the state.
 - c. Three school administrators: One county superintendent, one superintendent from a large city system and one from a rural area.
 - d. Three home economics teachers from each section of the state representing different types of communities and size programs.
 - e. Two home economics students: One who is the current state J.H.A. president, and a district president.

This State Advisory Committee has been in operation for four years and have met once or twice each year to work on different problems.

2. Use of Advisory Committees in the local programs:

During the annual conference for home economics teachers, there has been for several years discussion about how to form and use advisory committees. In one instance a teacher had the members of her local advisory committee to show a typical meeting of this committee before the entire conference group. All of the teachers were encouraged to go home and organize such committees. I am not sure of the exact number of teachers who have advisory committees, but I would think that approximately 1/3 of the teachers have some type of committee for various parts of the program as follows:

- a. Some teachers have advisory committees for the overall local program.
- b. Some teachers have advisory committees for their out-of-school program.
- c. Some teachers have advisory committees for working in special areas--especially in Family Living.
- d. Many home economics and agricultural teachers have had for a number of years advisory committees for Food Conservation.
- e. Some teachers have either an Advisor or an advisory committee for their J.H.A. or N.H.A. chapters.

We do not have any materials which have been developed in the state on Advisory Committees. We have encouraged all teachers to secure a copy of the bulletin prepared by the A.V.A. We also encourage teachers to secure the bulletin prepared some years ago on Advisory Committees, prepared by Iowa Press.¹

Advisory committees for home economics education are in use at both the state and local levels in South Carolina. As is the case in most states, much is being accomplished informally that was not reported.

Oklahoma

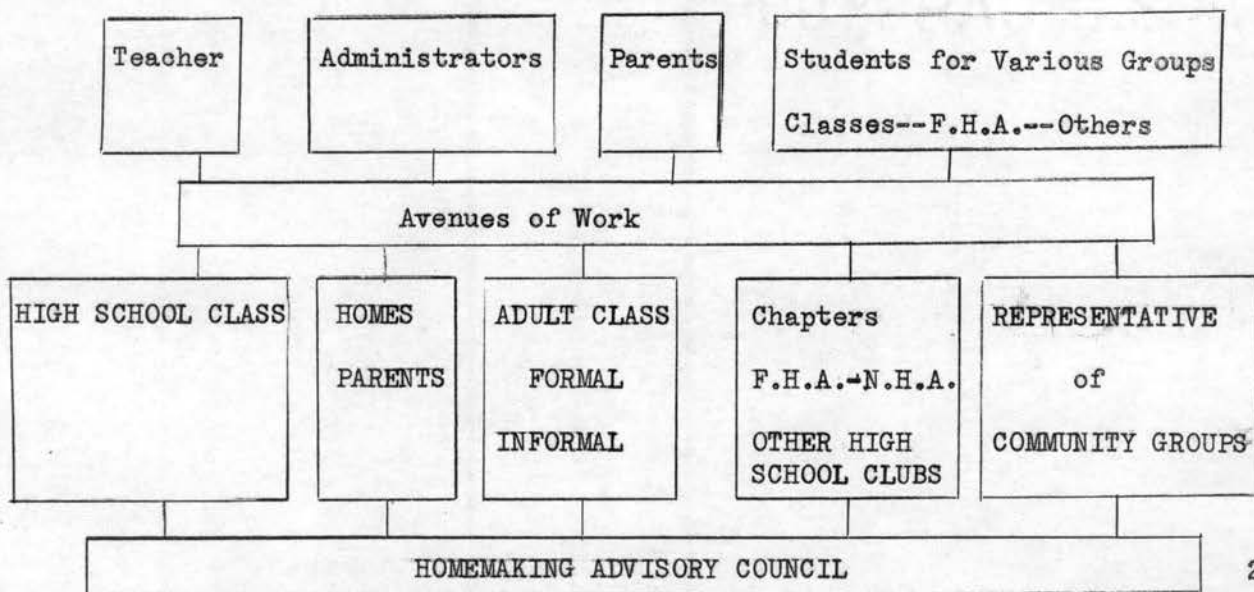
The goals for Home Economics Education in Oklahoma clearly indicate the inclusion of parents in curriculum development. Educators working in the state for the past twenty-five years contend that organized advisory committees have been used in numerous communities during this time and are in operation currently.

The Oklahoma State Department, through the use of publications, professional meetings and demonstrations, constantly encourages teachers to obtain the opinions of parents. This departmental staff exemplifies what the teachers can do in a community by the manner in which it conducts the state's home economics program. It encourages the use of committees in the organization and conduction of its programs. The experience a teacher

¹Alma Bentley, Personal letter giving information about the use of advisory committees in South Carolina, 1956.

gains by active participation on a committee gives her similar feelings to those a parent would experience on an advisory committee; a situation in which good leadership is used and which presents a true picture of the speed and efficiency at which committees operate.

The Oklahoma Homemaking Curriculum Program which is a family-centered program, cooperatively planned and implemented to improve homemaking and family living in Oklahoma, suggest ways of working and planning together at the local level by use of the following chart:



Throughout the publication much emphasis is placed on incorporating the advice of parents in the work of the school.

The home economics program is strengthened by use of long-range curriculum development with emphasis on family living. Long-range development places emphasis on obtaining the opinions and suggestions of the community. The following goals, with suggested ways to reach them, are but three from the State Guide:

²Information Released by the State Department of Home Economics Education, Oklahoma Homemaking Curriculum Program (Feb., 1954), p. vi. (Mimeographed).

Goal:

Determine needs and interests of families, school and community and use as a basis for planning an all over home economics program.

Suggested Way to Reach Goal:

Plan class work--based on students' needs and interests.

Goal:

Continue to improve and expand the homemaking program to meet needs and interests of more girls, boys, women, and men in the community.

Suggested Way to Reach Goal:

Visit with parents and other people interested in the home economics program.

Encourage family members to take part in school and home activities.

Work with representatives of other organized groups in carrying out total community projects.

Goal:

Emphasize practical family living in all areas of work.

Suggested Way to Reach Goal:

Include pupils in planning the program for the year. Invite parents to participate in over-all planning. Improve planned home experiences.

Integrate more closely school and home learning experiences.³

The community is included in the Oklahoma Home Economics Program in an informal manner. Parents are requested to assist in many ways and often offer their services.

In the area of Distributive Education in Oklahoma, the use of advisory councils is recommended for all local programs. The coordinator of each program is advised to formally organize a general committee consisting of hand-picked "key people" in the area. A typical committee is made up of seven to nine members including an educator, the coordinator, employers and employees.

The coordinator recommends the selection of prospective members for the committee. After approval of the superintendent is granted, the coordinator orients individual members to the responsibilities of their

³Information Released by the State Department of Home Economics Education, Specific Goals for Home Economics Education in Oklahoma (H.E. 22, 1955-56).

positions, activities and duties as members of an Oklahoma Distributive Education Advisory Committee.⁴

Formal organization with continuing membership has been found to be the most satisfactory. The committee approves places of employment for students in the program and serves in an advisory capacity for the course of study, for club activities and other things pertaining to distributive education.

The existence of an advisory committee is one of the points upon which a distributive education program is rated when visited by the state supervisor. The following questions regarding advisory committees are included in the criteria for evaluation:

Advisory Committee

1. Has the administration appointed a general advisory committee and special advisory committees where needed?
2. Are these advisory committees composed of individuals who represent such groups as employers, employees, educators, parents and other interested community groups?
3. Are the advisory committee members interested in a Distributive Education program?
4. Are the duties of these advisory committees confined to counseling and advising?
5. Are the school administrators and the coordinator members of each advisory committee?
6. How often does the advisory committee meet?
7. For what length of term are the committee members appointed?
8. Does the teacher-coordinator secure the help of the advisory committee in developing the year's program of work?
9. What type of personnel serve on the local advisory committee?

⁴See Appendixes A and B.

10. If you do not have an advisory committee, please list three good reasons why one has not been organized.⁵

In Oklahoma, the State Plan for Vocational Education recommends the use of advisory committees. Distributive Education requires, closely checks and helps with their organization and use, while Trades and Industrial Education and Home Economics Education seem to assume that such committees are being used in the programs. No detailed accounts of their organization and activities were cited. No doubt the annual reports of teachers would provide many evidences of their achievements if time had permitted their detailed study.

Arizona

The State of Arizona, Department of Vocational Education, Division of Homemaking Education, reported the summary of a discussion with young women who have had two years of homemaking at one of the high schools and are now married and have children. The summary listed the areas the young women said had been helpful to them and what they wished they could have had in homemaking. A check list to be used with parents and/or young married couples in getting suggestions for planning the homemaking program is obtainable from the state office. The number of committees in operation was not indicated but encouragement for the use of such groups was clearly given.

Denver, Colorado

Another example of informally obtaining the opinions of parents concerning the home economics curriculum can be derived from the development

⁵M.J. DeBenning and J.B. Perky, Criteria for the Evaluation of a Co-operative Part-Time Distributive Education Program (Stillwater), pp. 28-30.

of the home economics curriculum guide in the Denver Public Schools. In 1948, the home economics teachers of Denver developed a guide for planning class work for home and family life education. The guide was conceived as an aid for teachers to work with boys and girls in attaining greater satisfaction in their present home situations and of enriching their family life in the future. The feeling existed that the school and home should work together to produce a program that would develop in the students understanding of cooperative planning, sharing in family life and a better appreciation of the values of personal contributions.

The homemaking teachers first reviewed their philosophy of education, the characteristics of growth and development in children and agreed upon principles in which they all believed. The philosophy of home economics education in the Denver Public Schools emphasizes the belief that a more effective curriculum is derived when parents help in its development. They believe that ". . . learning takes place most easily when the pupil feels a need and sees a use for that learning. These needs often are discovered and recognized when the pupils, teachers and parents plan cooperatively."⁶

As part of the planning, the teachers submitted a list of subjects they believed could be taught at the junior high school level. The grade at which the area could most effectively be taught was then stipulated. Judgment was based on the familiarity of the teachers with the interests of various age levels gained through years of student-teacher planning.

Parents were invited to take part in the planning after the foundation for parental participation had been laid. The principal of each

⁶Home Economics Teachers of the Denver Public Schools, Home Economics Education in the Junior High School (Denver, 1948), p. 29.

junior and senior high school extended an invitation to an informal conference concerned with the kind of home economics education needed for the children. Difficulty was experienced in obtaining attendance. The educators expressed concern about the attitude of the parents toward the importance of home life and the education of their children. Even though the number of parents reached represented only a small percentage of the population the fact that agreement was reached on many points made the suggestions offered significant.

At the meetings the problem was introduced, a review of traits characteristic of adolescents was given and the scope of home economics education outlined as a reminder of its various areas. Leading questions were then asked to begin the discussion. Frank opinions of problems and the solutions to be taken into consideration were asked for. Notes were taken on the points of general agreement since the informal atmosphere, which gave a better understanding of parents' viewpoints, did not lead to a statistical summarization. Viewpoints thus obtained were:

One father suggested that a copy of the goals of home economics education and the plans of the class be sent home at the beginning of the term and that parents be asked to sign the paper. He had in mind parent education and securing greater understanding and cooperation.⁷

Parents were surprised at the breadth of home economics education and of all that the schools are doing in that area.⁸

Two health problems with which mothers asked help were getting children to have enough rest and to eat breakfast.⁹

Teachers obtained an idea of the problems concerning the parents and some insight into their attitudes toward homemaking. They reported that the less privileged group considered homemaking dull, drab and uninteresting.

⁷Ibid., p. 23.

⁸Ibid., p. 20.

⁹Ibid., p. 21.

They wanted something better for their children. The more privileged group felt homemaking offered little challenge. They felt the alert youth of the present generation would take the problems of home and family life in their stride.

The Denver Guide does not refer to a formal advisory committee, but it does emphasize the importance of including the community in meaningful curriculum development.

Summary of the Reports of Ten States

The National Education Research Division of the National Education Association of the United States has compiled a table of "Selected Lay Educational Advisory Committees and Their Characteristics." The types of advisory committees in operation in ten states, their purposes, membership and the results of their work are presented in a very brief form.

From the ten states a total of twelve advisory groups are described. Membership was reported as representative of civic organizations, lay people interested in the school, labor and capital or the farming interest of a community. Some of the groups did not list specific qualifications for membership. The number of members varied from five to sixty-five, the average being around twenty. Meetings were held in accordance with the current need. The twelve groups or committees were organized to meet the following problems: determine what the school tax money buys, aid in curriculum development, help improve school community relationships, advise the principal and the study of educational problems. They also improved report cards and school conditions; carried bond issues; raised the average teacher's salary and planned adult classes.

The preceding accounts of advisory committees indicate to some extent

the work being accomplished by schools working with the members of their communities, states or regions. The results have come only after some experimentation and much understanding of human behavior had been developed.

The correspondence obtained from the leaders in the field clearly indicates that schools are concerned about including public opinion in the development of curricula and are anxious to learn of better means for bringing this about.

CHAPTER IV

The Organization of Lay Educational Advisory Committees

RECOMMENDATIONS FOR LAY EDUCATIONAL ADVISORY COMMITTEES

The decision of whether or not to organize a lay educational advisory committee is dependent on the readiness of the school and the community, the condition of school affairs, and the understanding of operational procedures on the part of the staff and administrators. All should be given careful consideration at the time a committee is formed for its success or failure depends largely upon organizational procedure. A set method of organization has not been established since each school-community has special problems to meet and definite ways in which they must be worked out. It would be impossible to have one set of rules to serve the entire country. Finding this to be true, the writer attempted to collect and organize a summary of recommendations found in the literature, ^{and} in statements of opinion made by educational leaders, and in conclusions reached through ~~personal~~ experience. These are presented in the approximate order of the steps taken in organizing such committees.

The Approach

A knowledge of what the public needs and wants is necessary before a school can develop a realistic program. Also, before the people support the work of the school they must know what is being accomplished. A two-way line of communication is a necessary factor in the harmonious working relationship to create a true public school. A lay educational advisory

committee provides such a line of communication and is best approached through the personnel of the school. The possibility of a lay advisory committee is first discussed by the school people most concerned--the superintendent or principal and the teacher. They discuss the possibilities, clarify their reasons for selecting an advisory committee and tentatively plan for its initiation and operation. Approval of the board of education is sought before definite plans are formulated. One authority states that, "A teacher has no right to establish a council on his own initiative . . . resentment on the part of board members and administrators is likely to follow the discovery that the teacher is independently using a council."¹ Since all committees are dependent on the school board for the approval and/or implementations made, this step is most necessary.

Readiness of the community for the organization of an advisory committee is as important as a child's readiness to walk. Observable evidences of "readiness" listed by the American Association of School Administrators are:

Citizens from every segment of community life sharing in the work of the PTA.

Extensive use of parent-teacher conferences in giving assistance and direction to children's classroom work.

Parents visiting the school frequently and taking an active part in the program.

Lay persons assisting with teacher workshops.

Using the school plant extensively for adult education programs.

Teachers inviting selected laymen from the community to serve as resource people.

Principals and teachers working together on long-range instructional plans.

¹Maude Williamson and Mary S. Lyle, Homemaking Education for Adults (New York, 1949), p. 174.

Teachers using excursions and field trips as one method of teaching.

Laymen helping to plan and to direct camping and outdoor educational programs.

Pupils and teachers jointly planning many activities in the school program.

Students having a real opportunity to participate in their own school government.²

If cooperative work in these areas has been harmonious, then part of the foundation for an advisory committee has been established.

The advice of the laymen must be wanted and the school people working with them should be sincere if an advisory committee is to succeed. Committee members can detect if they are being used as mere figure heads or if their advice is really wanted. A lay advisory committee is not the place for the furthering of selfish and insincere personnel. Most schools using lay advisory committees take advantage of periods of sincere concern about school problems, when needs seem to be clear and definite, to coordinate their organization and initiation.

A poor time to initiate a committee is when the community is involved in a disagreement regarding school issues or when other important school improvement committees are working independently of the staff and administration. A committee selected during periods of disagreement or disturbance may not be representative of all interests in the community. However, if an advisory committee is put into operation at such a time, it is still possible to have an effective group, for there are always "good, non-partisan citizens" in the community who can be included. Hamlin says, in discussing this topic, that ". . . If a school lacks good committees, the

²American Association of School Administrators, Lay Advisory Committees (Washington, 1953), p. 11.

fault is the school's, not the citizens'."³ This brings attention to the importance of the need for giving thought to the selection of members, discussed in detail later.

In the development of a good committee, "small beginnings" should be made and time allowed for growth. The members need time to become familiar with the policies and conditions of the school and to learn how to participate in school affairs. "Successful lay advisory committees do not come into existence in full bloom. Patience, persistent effort and careful guidance are needed to make them useful community educational aids."⁴ Time is an important factor, for committee members at first have little in common, due to their varied backgrounds.

After the preceding points have been given careful consideration, the method of organization is considered. The steps in attacking any project are applicable to the establishment of lay advisory committees. The purpose and all phases of the project must be clearly defined, the people best qualified for working toward the objectives selected, and the number of people needed and the length of time required decided upon.

Purposes

An advisory committee serves a community in any of several ways. It provides a "link" between the school and community, thus coordinating and interpreting their interests and needs to each other. Service to the school can be achieved by securing support for various operational expenses; giving continuity to a program when there is a change in faculty;

³ Hamlin, p. 3.

⁴ American Association of School Administrators, p. 12.

broadening the contacts with the people in the community and organizing and maintaining a sound program which will function in the lives of youth and adults. The cooperative solution of problems results in a realistic program, thus tending to keep the instruction practical and functional.

Types of Committees

After thought has been given to the purpose of the advisory committee, then a group to best meet that purpose is selected. There are two major types of committees concerned with the problems of general education: one, the continuing advisory committee and the other, the special purpose or short-term advisory committee. One guiding principle stands out regardless of the type of committee decided on: "There must be faith in the democratic process and skillful leadership for any committee to work well."⁵ Advantages and disadvantages can be noted in each type; these should be weighed to determine how the purposes will best be served.

A continuing committee functions as long as the school board finds its advice useful. Its major purpose is to keep the school and the community informed. The public's reaction to school functions is explained to the school and the school program, with its purposes, is explained to the public. Establishment of a continuing committee should be considered from the onset, for too many schools begin with temporary committees and gain a false impression of the possibilities of lay participation. As previously stated, a certain amount of time is required for the members to become acquainted with school policies.

A special purpose, or short-term committee, is appointed for a defi-

⁵ Ibid., p. 13.

nite and limited purpose. It may be organized to supplement a continuing committee or to make a survey of building needs, population trends, curriculum development and/or to solve any other problem needing immediate attention. This committee ceases to exist when its work has been completed. A disadvantage of this type of group is that less care is taken in its organization and the members do not become sufficiently acquainted with the total school program to be of much real service.

Under the two general headings given above, a vast number of committees can be developed. A general advisory committee appointed to assist in the development and maintenance of the entire program offered by the school is one type. This is generally a continuing committee with many sub-committees working on various phases of the program. Another type of committee is a departmental committee whose existence can be either short-term or continuing in nature. Organized to serve a single department or phase of education, its purpose is to help evaluate a program in terms of the success in fulfilling local needs and to suggest changes and/or additions to the curriculum in order to help the school achieve its objectives.

A "craft" committee offers advice to a single course of study, keeping the school up-to-date on current practices and trends. Administrators obtain advice in connection with a particular segment of the program or a particular task facing the school system through the organization of a "special" committee. Other types of committees, their names implying their purposes, are the survey, special program, city-wide, and joint or special field committee.

Number of Committees

The question of the number of committees and the type to organize is next. Since one general committee does not involve sufficient representa-

tion or have time to work with all phases of the school program, it is often necessary to organize several different types of committees. If a school-wide committee is to be used, then it is organized first; the specific situation is the determining factor. If a school-wide committee is not organized, then one in an area in which administrators and teachers are best prepared to work should be established first.

If several committees are in operation, they all function under the same general procedures and report to a central committee or the board of education. The conditions of the school-community are taken into consideration before any definite number of committees is decided upon. As the community and school become acquainted with the advantages of lay educational advisory committees, the desire to organize more may become imperative.

Membership

After the organizational procedures are understood by the staff and administrators and the purpose has been clearly established, then the criteria for selecting members are determined. There is no specific formula to follow, but members may be chosen by one or a combination of methods. They may be appointed by the board of education, appointed by a teacher with the approval of the administrator and/or the board of education, named by class members as persons they want to be represented by, or appointed by various community organizations. Members are sometimes selected by the superintendent, by civic leaders, or by special nominating committees appointed by any one of the persons or groups mentioned.

When the members are representatives of a single organization, they sometimes tend to give only the viewpoints of that group. It is best to select members who belong to several organizations for they contribute

information concerning the feelings of all. If the school decides to use this method of selection, the purposes and proper qualifications for membership are given to the organizations, or names of candidates are requested. Later, members from the list presented are appointed by the school board. In all methods of selection, the final approval is given by the board of education.

Advantages and disadvantages of each method of selection should be considered before a final decision is made. Likely, the basis of representation may not be adequate, because it is improbable that the people selecting committee members are acquainted with all of the people in the community. Regardless of the method used in selecting members, Williamson and Lyle point out, "When all considerations have been weighed, it remains for the leaders in any community to adopt the method of selection that seems the best for them and to modify it as practice shows its weaknesses and strengths."⁶

When considering persons for membership, the individual qualifications and the relation of members to each other is considered. Suggested criteria of individual qualifications are as follows:

Prospective Committee Members

are willing and can give the time needed for the services desired.

have a background of experiences which have prepared them for the services desired.

are interested in education and in good home and community life.

are interested in continuing their own learning experiences.

are interested in obtaining improved educational opportunities and facilities for all.

⁶Williamson and Lyle, p. 176.

are respected by the community for their home and personal life.

maintain an openminded attitude toward community affairs.

have a sense of responsibility for school and community welfare.

have the ability to work with others.

believe in the principles of democratic action.

possess such personal characteristics as intelligence, integrity, alertness, courage and social sensitivity.

In discussing membership qualifications, the American Vocational Association states that, "The principle quality for membership on a general advisory committee should be a democratic concern for the welfare of the entire community rather than identification with any narrower interest."⁷

In addition to individual qualifications the relation of one member to another must be considered. The committee should be composed of a cross-section of the community and representative of all professional, business, industrial, religious and service groups; racial and minority groups; parents and non-parents; labor and management; men and women; geographic areas; various types of homes, ages, social status and interest groups. Each person on the committee should function as a citizen and each committee should include both lay persons and professional school people. If teachers are not included, they may feel that they have been by-passed and be unwilling to accept the recommendations of the group.

Length of Term

The length of the term of service is determined by the type of committee, although specific rules are not available. The length of time a

⁷ American Vocation Association, Vocational Advisory Committee (Washington, 1950), p. 15.

member is expected to contribute is decided by the board of education or by the committee. This should be definitely stated at the time prospective members are solicited, for all members need to know their responsibilities and the length of time they are to serve. Membership that is flexible allows a member to easily sever relationships when his work is completed. It permits the removal of an inactive member who no longer desires to cooperate, or one who has ceased to make contributions. It also aids in securing help from busy persons when they are most needed. If the committee is organized for a specific problem and is short-term in nature, all members will probably serve until the problem is solved or the goals reached.

A definite system of membership replacement should be established for the long-term or continuing committee. A regular system of replacement, within reasonable limits, guarantees continuity of ideas along with a constant influx of new ideas. Rotation is beneficial, for it constantly brings in new ideas, educates more people in school policies, and allows for the graceful elimination of unsuitable members. A complete change of membership in any one year is not desirable and the selection of new members is not the sole responsibility of the committee itself. If the committee is allowed complete control of the selection of members, in case of vacancies it tends to become less representative of the public, and, consequently more independent of the board of education. In some localities it may be advisable to elect members for the following year as part of the current year's work.

Number of Members

The size of a committee may vary from a few members to a large body of citizens. The function of the committee and the size of the school district should be taken into consideration when determining the number of members.

A committee functions best when it is small enough to permit informal discussions with opportunities for an easy interchange of ideas among its members. If a large number of members is incorporated, the committee will be more workable when divided into several sub-committees, each working with its own problem and reporting to a central committee.

Invitation for Membership

After the names of possible members are considered, the number of members determined, and the length of term decided on, formal invitations are extended by the board of education. The invitation should be planned with the superintendent and his staff and signed jointly. It includes the responsibilities of the person as a member, the time and place of the first meeting and the topic for discussion. Obtaining the approval of the school board eliminates any reservation it may have concerning the organization of an advisory committee, and an invitation thus issued, gives the committee members an idea of their responsibility to the school.

The invitation for membership is sent by mail or delivered personally. The personal touch is usually better, but the written letter makes the appointment official and gives the member a statement to refer to when (and if) needed.

Number of Meetings

A generally accepted policy concerning the number of meetings has not been established. Opinions vary as to the desirability of regular, or subject-to-call meetings. One authority stated that, "Getting together twice or three times a year is not enough to give real direction and stimulation to a program . . ." ⁸ The committee must decide on the number of meetings for their particular situation. In all instances, ample notice should be given for each meeting.

Rapport of Meeting

The rapport of a meeting provides the necessary medium for accomplishing the best work. Caution must be taken that the committee acts as a whole and does not break into sections. This sometimes happens due to one of two misconceptions: the misinterpretation of the committee purpose or a divided opinion upon leadership. The purpose of meeting is to draw conclusions and/or find solutions to common problems; not to campaign for pet ideas. Above all, a spirit of openmindedness when making decisions, and the will to find agreement must prevail during the meetings.

Asking members to perform routine jobs or to solve problems for which they do not have the necessary background may cause considerable waste of committee time. Committee advice should be sought on real and definite problems. Members need to feel a responsibility toward the program and need to know their advice is wanted and respected; that they make a genuine contribution toward the success of the work.

⁸
Ibid., p. 22.

Before the first meeting, concrete ideas should be formulated and tentative plans made including topics of interest and value to the community. Past and present programs of other groups should be explored and summarized to establish a starting point. Bulletins, charts and other pertinent information, if incorporated, may arouse interest and gain the confidence of the committee.

During the meeting the members should exercise their freedom to express suggestions without fear of being criticized. The discussion should not reach the point where it is dominated by one person. The emphasis is kept on what can be accomplished, without wasting time by discussing what cannot be done. Avoid the introduction of several new ideas at any one meeting, for a committee works to better advantage on a few issues with ample time for thinking the issue over before reaching a decision.

The general procedure for initiating an advisory committee may be as follows: the introduction of new members, an explanation of the reason each person was asked to serve as a member, the presentation of the question or topic to be discussed and the formulation of plans for the following meeting, including the time, place and agenda.

Following the meeting, copies of the minutes are mailed to members giving them an accurate account of the meeting and a permanent record of any recommendations made.

Committee Chairman

Any good that is to be gained from working with an advisory committee depends upon the leadership of the chairman. And the success of the leader depends on his ability to gain voluntary and friendly cooperation from the members, his ability to understand people and his skill in the art of

human relationships.

To create a healthy social climate for work, the chairman should thoroughly understand the function of leadership. At the meetings he does not talk excessively, but waits to express his ideas and opinions after others have expressed theirs. He does not try to dominate the thinking, but tactfully prevents the aggressive members from dominating the situation, and brings out the ideas of the shy or hesitant members. As chairman, he must recognize any conflicts of personalities and discourage any suspicions or prejudices appearing. The chief characteristic of the chairman is that he operates in a spirit of friendliness and fairness.

In the selection of the chairman, the committee may use the preceding characteristics as criteria. The selection of a person to fill this position may be by election of the committee, or the school representative may automatically assume leadership.

The duties of the chairman vary with the organization, but in general practice they include: presiding over all meetings, working closely with the school staff and administrators, making the appointments for sub-committees and helping prepare the agenda for the following meeting. The chairman also acts as a representative for the committee whenever it is deemed necessary.

The School Representative

The school representative serves the committee in one of three capacities or in a combination of them. He may automatically assume or be elected to the position of chairman; he may act as the secretary; and/or he may serve only in a general consultative capacity. A number of routine duties are also expected of him including arranging for rooms in the

school building for meetings, preparing progress reports, reading and keeping the minutes, and providing the clerical assistance needed. The school representative helps prepare the agenda for each meeting, making certain that the topics included are not confined to those proposed by the school but that the ideas of members are also incorporated.

It is important that this representative guard against the possibility that the school becomes a "tool" in the hands of a special group, and that he guide them toward realizing what they want. One authority makes the statement that the school representative . . . "is present to seek advice, not to give it."⁹ However, he should not be confused in regard to his responsibilities. In all instances, the situation should be given considerable thought, overruling any immediate and transitory interests of the committee in view of the previously established long-range goals.]

III

Precautions of Lay Educational Administration

The advisory committee can function without too much difficulty if the preceding recommendations are followed. Objections to the organization of advisory committees have been expressed by those who feel that such a group eventually interferes with the functions of the legally created school board. In a report by the National Education Association, the following objections are cited:

1. There is a danger of the advisory committee becoming a pressure group, and the leaders becoming petty dictators.
2. The board of education, tho it is the legally elected body that is responsible for public education in the community, may lean too heavily on the advice of the advisory committee.

⁹ Ibid., p. 19.

3. The superintendent and the board of education can pack the advisory council with persons favorable to their policies.
4. There is a danger that once a citizens committee is formed it may become the one channel of communication between the public and the schools.
5. Some advisory committees, particularly those dealing with curriculum matters, waste time if professionals have only token representation on the committees.
6. The board of education may feel obliged to accept recommendations which it may not approve.
7. The advisory committee may degenerate into a fault-finding group.¹⁰

Precautions certainly should be taken by the people working with advisory committees to prevent any of these weaknesses from occurring. It is best to know the possible pitfalls so that the group can be constructively guided. The American Association of School Administrators recommends the following cautions to be observed in achieving a successful lay advisory committee:

Be sure the advisory committee understands thoroughly its relation to the school board.

Be sure that time limits are set for short-term committees.

Be sure there is a clear understanding of the functions of long-range committees.

Be sure the membership includes a real cross-section of the community.

Limit size of committee to avoid unwieldiness, yet make it large enough to be representative of all important groups.

Include some professional educational representation on the committee, yet try to prevent the professional people from assuming central or dominating roles.

¹⁰ National Education Association Research Division, p. 9.

Do not attempt to make the lay advisory committee a rubberstamp group. It will have little usefulness if the school board and administrator follow the practice of coming to an agreement in advance on policies and issues and submitting them to the committee for approval.

Be sincere. There is no magic way to start working with lay groups. Place the issues frankly and clearly before them and treat honest opinions and suggestions with dignity and respect.

Be sure to secure the cooperation of parent-teacher associations in organizing lay committees. In many instances, these organizations form the nucleus of the advisory committee. In no instance should there be needless duplication of effort and competition. The job is big enough for all.¹¹

There are other limitations of which the members should be aware. Members should not expect to plan without guidance from the school staff, nor to plan the details of subject matter in curriculum development. Such responsibilities as deciding on the most effective ways to present subject matter to the classes and carrying out the business arrangements for securing a teacher also are not included in the committee's duties.

Usually the public wants to offer suggestions to help make the school more representative of community needs and interests. Teachers seeking this information and administrators encouraging this effort will undoubtedly obtain a more satisfying teaching situation. It is imperative for the school staff to realize that the committee is organized to give advice toward the solutions of problems, resulting in a certain amount of criticism. If the committee has been organized with sincerity of purpose and has a definite understanding of its function, the criticism will be constructive in nature with consequent results. *out of paper*

Although many seem to be using lay advisory committees to assist them in the development of their educational programs, few have reported their

¹¹American Association of School Administrators, p. 19.

detailed activities. All who have published a running account of the work of their committee or committees have seemed pleased with the results obtained. Throughout the reports, also the written instructions and discussions of such committees, there seems to have been quite close adherence to the principles of action referred to in this report. It is hoped that those who read it will be encouraged to make extensive use of lay advisory groups in planning their educational programs.

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APPENDIXES

APPENDIX A

Information Given Advisory Committee Members by Distributive Education
in Oklahoma

The general advisory committee in both large and small communities, as concerns the cooperative part-time high school and junior college programs, serves to:

1. Advise as to the general training policies needed.
2. Advise as to the adequacy of training stations.
3. Approve training agreements.
4. Cancel or transfer agreements when necessary.
5. Suggest and approve wage schedules.
6. Suggest plans for entering new fields of training.
7. Suggest numbers of students that need to be trained in each field.
8. Assist in promoting cooperative part-time program in each retail, wholesale and service field in the community.
9. Assist in evaluating the program being conducted and suggest methods of improvement.

The trade or working committees assist the local coordinator of adult distributive education as follows:

1. In determining needed courses for the Fall term in their respective fields.
2. In suggesting content for these courses. Subject matter committees or individuals sometimes are designated to work with the coordinator and instructors in the preparation of courses.
3. In recommending qualified instructors.
4. In suggesting methods of publicizing courses decided upon and aiding in carrying out these suggestions.
5. In publicizing the entire distributive education program.
6. In aiding the coordinator make changes in program to meet emergency situations.
7. Assisting in causing the program to become a part of the committee's respective trade field and of the community.

APPENDIX B

ACTIVITIES AND DUTIES OF THE OKLAHOMA DISTRIBUTIVE EDUCATION

ADVISORY COMMITTEE

1. Attend regular and special meetings called by the State Supervisor.
2. Assist State Supervisor in making plans for the continuous improvement of the cooperative distributive education programs in Oklahoma.
3. Assist State Supervisor in making plans for the continuous improvement of the adult distributive education program in Oklahoma.
4. To act as speakers or assist in obtaining other qualified persons as speakers for distributive education meetings and conferences.
5. To act as discussion leaders or serve on a panel to discuss various problems pertaining to the field of distribution.
6. To make suggestions on material content of courses for cooperative and adult students.
7. Suggest ways and means of carrying on a well-planned program for advertising the values of distributive education to the merchants of Oklahoma.
8. Suggest ways and means of obtaining the cooperation of merchants in making recognized leaders in distributive occupations available for training as instructors in distributive education subjects.
9. Make suggestions on setting up a long-range training program, and putting this plan in operation, for personnel now engaged in distributive occupations, and for those who contemplate making this field of endeavor their vocation.
10. Suggest timely topics and courses to be offered to distributive occupational personnel.
11. Suggest and assist in any way possible with state-wide or local surveys which will contribute to the material benefit of the distributive education program of Oklahoma.
12. Suggest ways in seeking the cooperation of the various merchant and trade organizations in the State of Oklahoma, and coordinating these organizations and distributive education in one functioning unit.

APPENDIX C

Educational Leaders Contacted by Letter

Names	Titles
Alma Bentley	State Supervisor, Home Economics Education, South Carolina
Margaret Browder	State Supervisor, Home Economics Education, Tennessee
M. J. DeBenning	State Supervisor, Vocational Distributive Education, Oklahoma
Catherine T. Dennis	State Supervisor, Home Economics Education, North Carolina
Laura W. Drummond	Professor of Home and Family Life, Teachers College, Columbia University, New York
Lucile C. Fee	State Supervisor, Homemaking Education Division, Colorado
Ruth Huey	Director, Home and Family Life Education, Texas
Alma Keys	State Supervisor, Home Economics Education, Arkansas
Atta Lee	Program Specialist, Home Economics Education, Southern Region, U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C.
Rosa H. Loving	State Supervisor, Home Economics Education, Virginia
Don M. Orr	Acting Head, Department of Agricultural Education, Division of Agriculture, Oklahoma Agricultural and Mechanical College, Oklahoma
Eva W. Scully	State Supervisor, Homemaking Education, Arizona
Glen Smith	Professor and Head of Trades and Industrial Education, School of Education, Oklahoma Agricultural and Mechanical College, Oklahoma

APPENDIX C (Continued)

Names	Titles
Ruth Stovall	Supervisor, Home Economics Education, Alabama
Lela A. Tomlinson	State Supervisor, Home Economics Education, Louisiana
Inez Wallace	State Supervisor, Home Economics Education, Georgia

APPENDIX D

Persons Interviewed Regarding Lay Educational Advisory Committees

Names	Titles
June E. Cozine	Professor and Head Home Economics Education, Division of Home Economics, Oklahoma Agricultural and Mechanical College, Oklahoma
M. J. DeBenning	State Supervisor, Vocational Distributive Education, Oklahoma
Laura W. Drummond	Professor of Home and Family Life, Teachers College, Columbia University, New York
Millie V. Pearson	Professor of Home Economics Education, Division of Home Economics, Oklahoma Agricultural and Mechanical College, Oklahoma
Glen Smith	Professor and Head Trades and Industrial Education, School of Education, Oklahoma Agricultural and Mechanical College, Oklahoma

VITA

Joanna Victoria Rachus

Candidate for the Degree of

Master of Science

Thesis: LAY EDUCATIONAL ADVISORY COMMITTEES IN CURRICULUM PLANNING

Major Field: Home Economics Education

Biographical:

Personal data: Born in Chicago, Illinois, September 18, 1930, the daughter of Joseph A. and Rosalia Rachus.

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Professional Experience: Home Economics teacher in a high school for one year and in a junior high school for three years; during this period, worked on curriculum development, a part of which is described in this thesis.

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