A STUDY OF LAY PARTICIPATION IN CURRICULUM DEVELOPMENT IN SELECTED SCHOOLS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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Adviser
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A STUDY OF LAY PARTICIPATION IN CURRICULUM DEVELOPMENT IN SELECTED SCHOOLS

CHAPTER I

INTRODUCTION TO THE STUDY

The ever-shifting scenes of local and world affairs make it obligatory that schools constantly study and re-plan their programs to meet the needs that emerge from changing conditions. Interests, concerns and problems of children and youth must receive attention. The wishes, desires and concerns of parents about the education of their children and youth must be taken into consideration in curriculum planning. It has become increasingly evident that there is need for providing appropriate means for lay citizens to participate in school program development. The board of education as the legally established means of lay control in the local community does not provide an adequate channel for lay participation. Other means must be utilized if informal and continuing relationships between laymen and school staff members are to be established and maintained. It is the belief of the writer that the values derived from this type of cooperative relationship between laymen and school personnel can improve the learning opportunities for children and youth.

Much study and research has been conducted concerning the role of
school administrators, teachers, supervisors, state department of education officials, educators engaged in teacher-education, and pupils in curriculum development. Many educators have indicated through their writings and oral comments that they believe parents and other laymen can and should make significant contributions to educational improvements. Little, however, has been done toward studying the role and values of lay participation.

A number of professional school personnel have involved laymen in programs of curriculum development over a period of several years. There are lay citizens who have been participating long enough to help evaluate what they have done. In the light of the increased emphasis which has been pointed up recently concerning the need for greater lay participation, the time seemed to be right to study some of their experiences to see what has been learned about the values of participation.

Statement of the Problem

The purposes of the investigator were to study the opportunities which laymen have had to participate in curriculum development in selected elementary and secondary schools; the extent to which lay citizens have accepted the opportunities to take part; the channels through which laymen have participated; the specific areas of curriculum planning in which lay citizens have been involved; the activities in which laymen have been engaged; the values that have been derived by
both the lay citizens and the schools; and some of the procedures that have been used. The study has included examples of lay participation in the United States in general as revealed by the literature, and materials and correspondence received from several of the schools. The basic investigation involved a study of lay participation in 38 selected schools in the State of Georgia.

Need for the Study

There were at least five definite needs for this particular study. First, lay citizens have been involved in curriculum development programs in the Georgia schools long enough to study the practices which have been followed. Second, no organized study has been made of lay participation in the schools included in this study to determine the values that have been derived. Third, there are school staff members and lay citizens in similar school situations who would like to know more about this type of planning and the values to be expected. Fourth, there is a great deal of confusion in general among school personnel and lay citizens about the role of laymen in curriculum development programs. Fifth, weaknesses in prevailing practices need to be corrected. It is hoped that such weaknesses can be identified and avoided in planning programs in the future.

There seems to be a need for continuously stimulating interest among school personnel and laymen for providing adequate programs of education. It is the opinion of the author that this study will give
increased impetus to curriculum study and improvement in the schools involved in the study and in the state in general.

Scope and Limitations of the Study

The study gives a brief account of how lay citizens have been involved in planning programs in several schools and school systems within the United States. They include examples of lay participation on class, individual school, school system and state-wide bases.

The basic investigation was centered around a group of 38 selected schools in Georgia. Each of these schools had the assistance of parents and other laymen in curriculum development activities within the past two years. They are representative of other public schools in the state and in neighboring states. That is, they varied in size from approximately 30 pupils in a one-teacher school to two schools with over 1700 pupils and 60 teachers each. The group included schools from rural, semi-rural, and urban communities. They were located in communities that represented different social and economic conditions. The group was composed of elementary, junior high, high schools, and elementary and high school combinations. They represented county and independent administrative school units.

The study was limited to lay participation in the public elementary and high schools. It has concentrated on participation at the local level. That is, it has been concerned with participation in curriculum planning for a class, a school, an entire school system, or a combination of these.
There are certain aspects of the study which will apply to some of the problems of lay participation anywhere in the United States. There are other aspects that apply more specifically to schools that operate under conditions similar to those which supplied data for the basic investigation. This study was designed to test the prevailing practices of lay citizen participation in the selected schools against established criteria for this purpose.¹

The study is limited, in that, the 38 selected schools which furnished data for the investigation were not all of the schools in the state that had involved laymen in curriculum development programs. It is limited by the fact that the data for the basic investigation were obtained from only one geographical section of the country. The study is also limited by the human factors involved in securing the data needed, and in appraising the findings.

**Definitions of Terms Used**

**Curriculum:** All of the experiences and activities in which children and youth engage under the direction and supervision of the school.

**School Program:** Synonymous to the term "curriculum".

**Curriculum Planning:** The process and product of decision-making

which affect the experiences and activities that children and youth engage in under the guidance of the school. It includes more than decision-making that effects the over-all broad units of work, problem areas of study, and courses offered in the school. It also refers to decision-making about the goals or purposes of the school, the ascertainable needs of children and youth, the materials and services used in implementing the program, the results of the school program, and the finances needed to implement the program.

Curriculum Development: The same as "curriculum planning."

Layman: Any adult who is not employed as a certificated member of the school staff.

Lay Citizen: Synonymous with the term "layman."

Lay Participation: Laymen taking part in "curriculum planning" in any way that purposefully effects the educational opportunities that children and youth have under the supervision of the school.

Help or Helped: Active participation involving leadership, or passive participation involving interested presence in group meetings or in conferences.

Class: A specific group of pupils in the elementary or high school taught at one time by an individual teacher.

School: A group of classes that are operated under a principal—
ship, and housed in one or several buildings usually on the same campus.

School System: Several schools which are operated under a sub-division of state government, such as a county administrative unit or an independent administrative unit.

Procedures and Sources of Data

Guiding Principles and Criteria: Principles were established from the literature and the author's point of view for guiding lay participation in curriculum development programs. Criteria were derived from the principles for evaluating lay participation. In this way lay participation practices could be evaluated in terms of practices that are considered desirable. Evaluation of lay participation practices in the group of selected schools was made in terms of the established criteria, conclusions were drawn, and recommendations were made in light of these criteria.

Selection of Schools and Individuals: Letters accompanied by a mimeographed form were sent out to all of the instructional supervisors in the state telling about the study. They were invited to give the names of superintendents, principals and teachers whom they knew who had involved laymen in curriculum planning within the past two years. They were asked to indicate whether they had involved laymen in planning programs. They were also questioned as to whether they would be
willing to complete a questionnaire in connection with the study. Thirty-eight replies were received from approximately 70 supervisors. Twenty-one of them indicated that they have had experience involving laymen in curriculum development programs. Twenty-four of them suggested the names of 58 principals and superintendents who have had such experience. They also suggested the names of several teachers, but in most cases the supervisor suggested that the names of teachers be secured directly from the principals and superintendents.

The investigator also contacted superintendents, principals, State Department of Education officials, educators engaged in teacher education in colleges and universities, in an effort to locate professional school people who have engaged laymen in school planning activities. Approximately 40 names were suggested by these sources.

A letter was then sent to each principal and superintendent whose name had been suggested. A mimeographed form for providing certain information was included with the letter. Each administrator was asked to indicate whether he had involved lay citizens in curriculum development within the past two years. He was given an opportunity to say whether he was willing to complete a questionnaire and cooperate with the study. Each one was invited to give the names of teachers who had worked with laymen in curriculum study and development on a class basis. He was also asked to list the names and addresses of laymen
who had taken an active part in curriculum planning.

Replies were received from 84 of the principals and superintendents. Seventy-one of them reported that they had engaged laymen in planning and would be willing to complete a questionnaire. Forty-four of them indicated that they were glad for their schools to be included in the study. Thirty-one of the administrators gave the names of teachers who had involved laymen on a class basis. Forty-one of them furnished the names and addresses of laymen who had been active participants in planning. They likewise expressed a willingness to have the investigator visit their schools to have conferences with them, the teachers who had involved laymen, and lay citizens who had participated.

The investigator spent the major part of October and November 1953 in the schools interviewing individuals, delivering questionnaires and collecting first-hand data concerning lay participation. Most of the visits were arranged through the assistance of the instructional supervisors in those school systems that had supervisors. In other cases they were arranged through the superintendents or directly with the principals.

The visits served three very useful purposes. First, they were instrumental in determining the individuals and school situations which were included in the study. Second, they served as means for determining the plan that was used in getting the questionnaires
delivered and returned. Third, they were the means through which the interviews were arranged.

The schools which furnished data for the study were those in which:

1. The administration was committed to the principle that laymen should have a part in curriculum development.

2. Laymen had participated in curriculum development to at least some extent within the past two years.

3. The socioeconomic conditions, type of schools, and type of communities were representative of other schools and communities.

4. The administrators, teachers and laymen were willing to cooperate with the study.

Data for the study were obtained through the use of questionnaires and interviews.

Questionnaires: Before the questionnaires were constructed, criteria were established for the purpose of evaluating lay participation.²

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² Chapter VI, Infra., pp. 163-167.
The instruments were then designed to obtain data which were needed in making the study. Three sets of questionnaires were devised, namely for laymen, teachers, administrators and supervisors. Copies of these are found in Appendix B. In most respects the three sets of questionnaires were designed to obtain the same kinds of basic data, although the phraseology varied to some extent. That is, all three instruments secured data about such items as: opportunities for participation; ways in which laymen had helped; reasons for participation; procedures used in working with lay citizens in planning; obstacles to curriculum improvement; areas or aspects of curriculum development with which laymen had assisted; and the values of participation to both the laymen and the schools.

The questionnaire designed for teachers was pre-tested by the members of a graduate class in Education at The Ohio State University during the second summer session of 1953. It was also submitted to members of the Demonstration School staff, University of Georgia, for their criticisms and suggestions. The suggestions made by both groups were used in the final revision.

The members of a graduate class in school administration at The Ohio State University pre-tested the questionnaire which was used with administrators and supervisors. Their suggestions were included in the revision.

The questionnaire designed for use by laymen was pre-tested by 12 parents from the University School, The Ohio State University. It was also submitted to 12 parents served by the Demonstration School, University of Georgia. Both groups of parents were very conscientious and most helpful in their criticisms and suggestions. Their suggestions were used to help improve the instrument.

The procedure followed in getting questionnaires delivered and returned were determined in most cases through conferences between the principals, superintendents and teachers involved in the study, and the investigator. Each one was asked to suggest the plan that he or she thought would work best in his or her particular situation. In many cases the principals and teachers wanted to deliver the questionnaires in person so that they could explain the purpose and importance of the inquiry. They assumed that such a procedure would result in a higher percentage of returns that had been carefully completed by the respondents. In most instances this particular group of principals and teachers, also collected the completed questionnaires and returned them as a group. In a few schools, self-addressed stamped envelopes were attached so the completed inquiries could be returned individually. In other schools they were mailed directly to the individuals who participated in the study. In each school, extreme care was exercised in selecting and setting up the procedures which were followed.
Interviews: The interviews were arranged in conferences with principals, teachers, supervisors and superintendents. They were asked to select individuals who had experience with this particular type of planning, and who were available for conferences at the time of the visit. They usually made the appointments and other necessary arrangements for the interviews.

Check sheets, a copy of which is found in Appendix C, were used in recording data obtained from the interviewees. The structured portion of the interviews dealt with aspects of lay participation which were similar to those dealt with in the questionnaires. In addition, interviewees were encouraged to comment about the values and potential dangers of lay participation. Those who mentioned dangers were asked to suggest procedures that would help to avoid or deal with the dangers.

Analysis and Appraisal of Findings: The findings obtained through the interviews and the questionnaires were analyzed and appraised in light of the established criteria.

Conclusions and Recommendations: Conclusions were reached regarding the findings. They indicated certain strengths and weaknesses about lay participation in the selected schools. Recommendations were offered for making improvements where needed.

Preview of the Succeeding Chapters

Chapter II presents a brief description of the background and present trends regarding lay participation in curriculum development.

Chapter III gives examples of lay citizen participation on class, school and system-wide bases in different sections of the United States.

Chapter IV contains examples of lay participation in planning programs on a state-wide basis.

Chapter V states a point of view underlying lay citizen participation in curriculum development.

Chapter VI presents guiding principles and criteria for evaluating lay citizen participation in the selected schools.

Chapter VII gives an analysis and appraisal of the findings obtained through the interviews.

Chapter VIII presents an analysis and appraisal of the findings obtained through the questionnaires from selected laymen, teachers, administrators and supervisors.

Chapter IX contains the summary, conclusions, and recommendations of the study.
CHAPTER II

THE BACKGROUND AND PRESENT TRENDS REGARDING LAY CITIZEN PARTICIPATION IN CURRICULUM DEVELOPMENT

The history of public education in this country gives an account of many changes which have taken place with respect to the part that laymen have played in curriculum development. Lay citizen participation is as old as the system of public education in this country. Laymen were responsible for establishing the first schools. Since then, they have continued to participate in efforts to promote and improve education. Present-day practices indicate that laymen are being involved in many different and interesting ways on class, individual school, school system, state and national bases.

History of Lay Participation in the First Schools in This Country

Lay participation in curriculum development in this country had its beginning when town meetings in colonial New England authorized the establishment of schools. The first schools in America were close to the people, thus affording them many opportunities to participate. The people gave the land, constructed the buildings, employed the teachers, boarded the teachers, and supervised the operation of the
schools. The people in the community attended town meetings in which limited funds for schools were approved and educational policy was formed. There were opportunities for parents and other lay citizens to know the school intimately and to have a part in designing the educational program. Laymen exercised direct control over the first schools.

Cubberley has pointed out that laymen performed many functions in connection with the first schools.

Each community lived largely for its own ends, and was largely a law unto itself. ... Naturally, under such conditions, every little community felt itself competent to select and examine its teachers, adopt its own course of study, determine the methods of instruction, supervise and criticize the teacher, and determine all such matters as board-around arrangements, tax rate and length of time.

The early schools were established by the people for religious purposes. They were concerned with teaching the fundamentals of reading, writing and arithmetic. They helped to reinforce the ideals


and habits that were valued by the home, church and community.  

With the coming of industrial and scientific development, accompanied by the resulting complexities of social life the relationships between the community and the school became increasingly impersonal. When the town meetings could no longer exercise general supervision over schools, they delegated this responsibility to school committees which later became boards of education. As the size of the community increased there was a tendency to increase the number of members on the board of education. Special responsibilities for certain phases of the educational program were assigned to committees within the board. 

It was not long before school boards experienced difficulties from their system of standing committees. The operation of schools soon became so burdensome that boards of education found it difficult to exercise administrative responsibilities. This situation gave rise to the employment of individuals to serve as administrative officers. At first board members were reluctant to give up their prerogatives

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over the schools. But, as school problems grew in complexity, boards of education employed and relied more and more on professional school administrators to "run the schools". Frequently, when administrators were employed they were told by the board that they were to have a "free hand" in "organizing and running the schools".

During the middle of the Nineteenth Century the function of schools became rather academic in nature when the colleges acquired certain controls over the curricula in the high schools. The teaching profession arose with a sense of professional expertness which tended to separate the "professionals" from the "amateurs" in education. State departments of education were established which assumed some of the responsibilities formerly performed by laymen. These changes resulted in laymen delegating an increasing number of responsibilities for schools to professional educators.5

In some instances school board members and other lay citizens have tended to interfere with the best interest of the schools at times. For example, board members have been known in some cases to neglect their responsibility of policy-making, and instead spent time bargaining financially with individual teachers, passing on disciplinary

problems, and attending to other matters which should have been delegated to professional school personnel. Such experiences caused many educators to become reluctant about encouraging lay participation in school planning. This was a period in which many school programs were largely planned and operated by professional educators. In some situations, "Laymen became almost unnecessary to the schools, except to furnish the students, elect a board of education, and pass on occasional bond issues."  

Under those circumstances there were fewer opportunities for the average layman to give expression to his creative ideas about education. It appears that the preparation of teachers and administrators had not been adequate for helping them work with lay citizens in ways which would permit maximum use of community resources in developing school programs. Truman Pierce has stated that:

Consequently, we have gone through an era in recent years in which the professional school people and the laymen have been rather largely separated insofar as any active collaboration on school matters has been concerned.  

Lay citizen initiative has made schools more responsive in many cases to the emerging needs of our rapidly growing society.  

For example, the first major proposal for curriculum change in American schools was made in the middle of the Eighteenth Century. This was Benjamin Franklin's plan for the Academy. He proposed to broaden the curriculum of the Latin Grammar school to include modern foreign languages, English, history, and natural sciences. The purpose was to produce practical, well-informed men of affairs. From that day until this, there has been a continuous flow of lay proposals of various kinds which have exerted a decided influence on the school curriculum. As the result, both the elementary and the secondary school have experienced many changes.

Laymen have exerted their influence through such means as boards of education, legislative bodies, court decisions, citizens' committees, lay advisory committees, community councils, parent-teacher associations, parent-teacher study groups, lay-professional discussion groups, informal conferences and the like. The American Association of School Administrators has said that the local school board has three major functions: "it puts into effect the minimum program of the state; it adapts the state program to the local community; and when financially able to do so it extends the program beyond the state minimum."  

The National Congress of Parents and Teachers, through its local, state, and national units, has served as one of the most vital connecting links between the home and the school. With more than 7,900,000 members this organization has done much toward providing opportunities for laymen to study and help improve school programs.

Trends Regarding Lay Participation in Curriculum Development

The literature reveals that the extent of lay citizen participation in curriculum development during the past few years exceeds that of any period since colonial times. It continues to grow.


Much of the constructive interest which has been displayed by the public has been generated by the leadership of educators and laymen. The practices which have grown out of this genuine interest and concern seem to indicate certain noticeable trends about lay participation. These are listed below:

**Discernible Trends in Lay Participation**

**From:**

1. A passive or negative type of lay participation which accepted or rejected school programs which were planned by school personnel.13

2. Programs of education which were explained to the lay public through a type of public relations procedure which was based on the idea of "selling" the school program to the parents.

3. The attitude on the part of parents that, "you school people tell me what you want me to do and I'll do it."14

4. The traditional type of curriculum which was limited very largely to the teaching of what is commonly

**To:**

1. An active type of participation in which laymen share their ideas and suggestions in curriculum planning.

2. A two-way or partnership type of school planning program which involves active participation on the part of parents and other lay citizens.

3. What can we do together as parents and teachers to meet the needs of children and youth?

4. School programs which provide not only for the teaching of the fundamentals of reading, writing and arithmetic, but

Discernible Trends in Lay Participation (Continued):

From: 

referred to as the fundamentals of reading, writing and arithmetic which required little assistance from the parents.

5. A hands-off policy in curriculum planning.

6. The use of resources which were limited very largely to those within the school, the school staff and the pupil personnel.

7. Teaching responsibilities which were confined very largely to members of the school staff.

8. An attitude of leaving the education of children and youth up to the teachers as their responsibility.

9. Looking upon the school as the only institution of the community which educates.

To:

experiences in dealing with many of the everyday problems that confront children and youth, which require help from parents and other lay citizens.15

5. A hands-together policy in planning as the result of parent study groups on child growth and development.16

6. The use of community resources which are available through parents and other laymen to help vitalize learning activities.17

7. Teaching responsibilities which are shared in some cases by school staff members, pupils and lay citizens under the leadership of school personnel.18

8. Parents assuming increasing responsibility for providing appropriate learning opportunities for their children.

9. Seeing the educational functions of many community organizations, institutions and agencies as being supplementary to that of the school.

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<th>No.</th>
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<td>10</td>
<td>Lay representation and participation through its duly elected or appointed representatives on the board of education.</td>
<td>Lay representation and participation through curriculum committees, citizens' committees, community councils, community planning meetings, grade parents' groups, parent-study groups, parent-opinion polls, and the like. 19</td>
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<td>11</td>
<td>The speaker-audience type of group participation.</td>
<td>The small study-discussion group type of participation. 20</td>
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<td>12</td>
<td>The use of formal report cards to parents in an attempt to evaluate pupil progress.</td>
<td>Planned conferences between parents and teachers as a supplement to written reports in evaluating pupil progress and making plans for future improvements.</td>
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<tr>
<td>13</td>
<td>Evaluation of school programs which were made exclusively by the school staff.</td>
<td>Programs of continuous evaluation which include the combined assistance of teachers, administrators, pupils, parents and other laymen who are in position to observe results of the school program.</td>
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<td>14</td>
<td>A plan of arriving at needs of children and youth through observation at school and pre-determined needs as</td>
<td>A plan of arriving at the ascertainable needs of children and youth through the combined assistance of</td>
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Discernible Trends in Lay Participation (Continued):

From:

viewed by members of the school staff as the basis for curriculum planning.

15. The goals or purposes of the school being determined by a committee from the staff or perhaps the entire school staff.

To:

teachers, pupils, and parents as the basis for planning learning activities.

15. The goals or purposes of the school being determined through the combined efforts of teachers, administrators, pupils, and other laymen.

One big reason for increased lay participation has been due to a series of emergencies which the schools have gone through within recent years. Schools have had to adjust to depression, to war, to post-war conditions, and to the Korean situation. During these times the parents had to help out in ways that drew them closer to the schools. Through direct contacts with schools many parents have learned a great deal about the needs and problems of the schools. These contacts have apparently caused laymen to become more actively interested in having good schools.

Another reason for increased participation has been the seriousness with which most parents have viewed their responsibilities toward education. While most parents have always been deeply concerned about the education of their children, there seems to have been an increase in interest recently. This expansion in interest has perhaps been brought about largely through the study of children and their needs; the
increase in taxes paid for education; the recent attacks made against
the schools; and the increase in opportunities for laymen to partici­
pate in school planning.

Florida, Connecticut, Michigan and other states have made provi­
sions for lay participation at the state level. Great Neck, New York;
Bloomfield, New Jersey; Oak Ridge, Tennessee; Eugene, Oregon; Houston,
Texas; Arlington, Virginia; Pasadena, California; Kalamazoo, Michigan;
and Champaign County, Ohio, are a few of the local school systems in
the United States that have involved laymen in school improvement
programs. These examples bear evidence of the present-day trends in
lay participation.

It seems that lay advisory committees and Citizens' Committees
have been two of the most promising means that have gained wide popu­
larity within the past few years. Superintendent J. H. Hull, Torrance,
California, has reported:

That only 10 per cent of the several
hundred lay advisory committees which he
studied in 1949 has been in operation ten
or more years, but over 70 per cent had been
formed during the past five years.21

21. Reported in American Association of School Administrators, Lay
Leslie Kindred has said that advisory committees have been established:

"...to help identify educational needs and to solve related problems; to help develop a curriculum better fitted to the needs of youth."  

In commenting on the work of citizens' committees, Hamlin has said:

No one knows the number of citizens' committees established to work with the public schools of the United States, but there must be thousands of them.

Most of these citizens' committees have come into being in the past five years.

Whether it be in a rural community or a great metropolitan city, the people are finding ways to participate in their schools. No one would claim that all of the methods used to encourage participation are perfect, but no one can deny their vitality. In summarizing the need for continued lay participation in the schools of a democracy, Haskew has said:

Only as the people possess the schools can the specter of warped or poisoned or stultified minds be kept at arm's length. Only as the people possess the schools can we be assured that education will begin with the problems that people have, right now, in this neighborhood. Only as the people possess the schools can those schools, and hence a larger portion of education, reflect the values and moralities of the people.


The National Citizens' Commission for the Public Schools

The National Citizens' Commission for the Public Schools was organized in 1949 as a non-profit corporation for the improvement of the public schools. Its members are United States citizens not professionally identified with education, religion or politics. They reflect many different kinds of experiences, and do not represent any organization or group. The Commission has received financial support from the Carnegie Corporation, the Fund for the Advancement of Education, the General Education Board, the New York Community Trust Fund, the Alfred P. Sloan Foundation and the Rockefeller Brothers Fund.

A year after the end of World War II a group of men and women began a series of exploratory meetings to discuss the problems and opportunities of public education in the United States. They concluded that there was an urgent need for laymen as well as educators to participate in efforts to improve the schools. The group formed the National Citizens' Commission for the Public Schools. Its President is Roy E. Larsen, publisher of Time, Life, Fortune, and the Architectural Forum. Its Executive Secretary is Henry Toy, Jr., an executive of the

E. J. Du Pont de Nemours Company, on leave temporarily for this work.
The organization has an executive committee of 36 nationally prominent persons. It publishes a monthly journal, *Citizens' and Their Schools*. It is responsible for the *March of Time* production, *The Fight for Better Schools*, which has been viewed by more than 20,000,000 persons. 26

The Commission with the help of six regional offices has concentrated on helping to form representative community groups for the purpose of improving local public schools. It acts as a clearing house with the hope that community efforts now being carried on in isolation can benefit from the continuous encouragement and pooling of information which is exchanged through the Commission. 27 It also conducts workshops where school administrators, teachers and school board members can meet and discuss ways and means of promoting better educational programs. It helps develop articles for papers and national magazines which reach millions of Americans each month. All of these activities have been carried on with the hope of creating a greater public understanding and appreciation of public education. 28

Henry Toy, Jr., the Executive Director, has said that the Commission has two main duties: "to increase public interest in the schools; and to supply people with as much information as possible once they are interested." He maintains that a national group is uniquely fitted for encouraging a nationwide resurgence of public interest in the schools. It is relatively easy for a national organization to approach magazines, movies, radio networks, advertising agencies, and press associations with ideas for increasing public interest in education as they look at schools from a national point of view. A national group is also in a good position to gather and distribute information from the various states concerning the work of local citizens' committees.

Toy has emphasized the need for state and local citizens' committees to stimulate lay interest at those levels. He has given twelve reasons why statewide citizens' committees are needed in addition to community groups and a national group. But, only community groups can make the necessary detailed on-the-spot studies of local conditions to determine what needs to be done and to devise plans for bringing about improvements. Larsen has said that:

The existence of local citizens' committees has convinced us that regardless of how much federal or state aid is granted to

the schools, the thought and energy necessary for the improvement of any specific school can come only from the community in which it is located.31

"The problems of public education concern all of us, and it is time for all of us to do something about them."32 This is the slogan of the National Citizens' Commission.

The basic principles of the Commission have been stated:

The problem of its children's schools lies at the heart of a free society. None of man's public institutions has a deeper effect upon his conduct as a citizen, whether of the community, of the nation or of the world.

The goal of our public schools should be to make the best in education available to every American child on completely equal terms.

Public school education should be constantly reappraised and kept responsive to both our educational traditions and to the changing times.

With these basic beliefs in mind, the National Citizens' Commission for the Public Schools has set for itself two immediate goals:

To help Americans realize how important our public schools are to our expanding democracy.

To arouse in each community the intelligence and will to improve our public schools.33


33. Ibid., p. 64.
The Commission has prepared the following "Work Guides" which are available to local citizens' committees to advance lay interest:

1. **How Can Citizens Help Their Schools?** The story of citizens' committees for better schools, why they were needed and how they have developed.

2. **How Can We Organize for Better Schools?** Conclusions of representative leaders on principles and techniques of organizing committees for better schools and keeping them effective.

3. **How Can We Discuss School Problems?** Principles of planning and conducting community workshop conferences on school problems, illustrated by thumbnail descriptions of various types of workshops. Publication date to be announced.

4. **How Have Our Schools Developed?** The background of the American system of free public schools; how the school system has developed in one community, how the schools in one community are affected by the national growth of public education, and how a citizens' committee can make a study of the development of the schools in its community.
5. **What Can We Do to Get Enough Good Teachers?** The importance of the teacher in our system of public education; and some current experiments to increase the supply of good teachers.

Other booklets are to be published on the following topics: school boards and administration, school buildings, school finances, working with the press and goals of education.

**Summary**

This chapter has presented a brief background picture of lay citizen participation in school planning in this country. The history of public education shows that schools during the colonial period were very close to the lay public. With the tremendous growth of society, and the professionalisation of the teaching profession, and the establishment of state departments of education, laymen delegated more and more of their responsibilities for education to educators and boards of education. Thus, the schools became somewhat removed from the intimate concerns of the general lay public. This separation has continued very largely until recent years.

The present trends indicate, however, that the extent of lay participation within the past few years has been the greatest since the colonial period. This renewed interest has come about primarily as the result of efforts on the part of school leaders to encourage
greater lay interest; a series of emergencies which have confronted the schools in recent years; the attacks made on the schools by small pressure groups; and through the efforts of the National Commission for the Public Schools to stimulate greater interest in the public schools. There is growing evidence to support the belief that lay participation in school program planning will continue to increase in the future.
CHAPTER III

SOME EXAMPLES OF HOW LAY CITIZENS
HAVE PARTICIPATED IN PROGRAMS
OF CURRICULUM IMPROVEMENT AT THE LOCAL LEVEL

This chapter presents some examples of how lay citizens have participated in school program improvement on class, individual school and school system bases. They were selected largely for their unique features. They also come from different parts of the United States and are fairly representative of the various ways in which lay citizens are taking part at the present time. The list includes:

Pasadena City Schools, Pasadena, California
Maury Elementary School, Richmond, Virginia
Eugene Public Schools, Eugene, Oregon
Great Neck Public Schools, Great Neck, New York
Central Elementary School, Miami Beach, Florida
Glencoe Public Schools, Glencoe, Illinois
Kalamazoo Public Schools, Kalamazoo, Michigan
Madrona Elementary School, Seattle, Washington
John Gumm School, St. Helens, Oregon
P. K. Yonge Laboratory School, University of Florida, Gainesville, Florida.
During the past few years there have been heard rumblings of discontent in the Pasadena community concerning the public school system. The familiar accusation that children were not receiving a sound, basic education was often made. It was claimed that Pasadena children, when transferred to other school systems both nearby and in other parts of the United States, were forced to go back a grade or two or, as an alternative, to take special tutoring in order to remain

in the comparable grade level they had occupied in the Pasadena system. It was charged that proponents of so-called "progressive education" had taken over the school system. To these complaints was added in more recent times the charge that the children were being indoctrinated with socialistic or communistic principles and philosophies. In the midst of the turmoil a vote was taken on a proposal to increase tax rates for school purposes. The proposal was decisively defeated.

Believing that the two-to-one vote against the tax increase proposal reflected dissatisfaction with the school system, the administration and the Board of Education decided that a study should be made of public education in the district. In July, 1950, the Board of Education appointed a group of twelve lay citizens as a "Survey Committee" and delegated to it the following responsibilities: (1) to decide what type of survey should be made of the Pasadena school system, and (2) to select the agency to undertake the study. Also serving on the committee, in an advisory capacity, were President Robert Gordon Sproul of the University of California and President J. E. Wallace Sterling of Stanford University.

Although the committee decided the study should be directed by recognized authorities in the field of education, it was to be conducted as a cooperative enterprise. It was decided that lay persons in the community not connected with the school system should participate and have a very active part in making the studies. It was
believed that through this means many people of the community would become better acquainted with their schools and would also gain valuable experience and knowledge. Moreover, it seemed desirable to the committee that members of the school staff should also participate in making the studies. This would insure their full cooperation and subsequent respect for the recommendations made as a result of the survey. It would permit lay people of the community to work side by side with school people in a common undertaking.

In order to determine the desires of the people of Pasadena concerning what should be included in the survey, the committee solicited opinions on the subject both from organizations and from individuals. In addition, so that it might have sound information as to how the several areas of public education could best be studied, the committee sought the advice of Edwin A. Lee, Dean, School of Education, University of California at Los Angeles; and Hollis P. Allen, Professor of Education, Claremont Graduate School. The Citizens' Survey Committee in conjunction with the Board of Education, drew up a contract in January 1951, authorizing the survey, appropriating funds with which to finance it, and naming its directors.

The over-all plan broke down the study into 14 different areas, with a steering committee appointed to take charge of and direct the study in each area. These committees were most important in making the study, as was the Citizens' Survey Committee, which, after the survey got underway acted as the lay advisory group to the resident director.
It was agreed that each steering committee should be composed of an equal number of lay persons and those connected with the school system. Each steering committee was provided with a consultant. The exact balance between lay and professional membership on the committees was mainly to insure, on the one hand, against later charges that the work had been dominated by school people or, on the other, that school people had not been duly consulted. The Citizens' Survey Committee decided upon the lay people who would serve on the steering committees and in the course of this work hundreds of names were suggested and the qualifications and availability of all persons suggested were thoroughly considered. In some instances, individuals who had expressed decided views were deliberately placed on steering committees; but in all such cases an effort was made to balance the particular committee by placing upon it persons of opposing views. Representatives of the administrative and teaching staffs selected the school personnel who served on the steering committees, and the names of these persons were reviewed and approved by the Citizens' Survey Committee.

The program of public information concerning the survey was also developed and carried through by the Citizens' Survey Committee. This was accomplished through the press, through public meetings, and through the general dissemination of facts concerning the survey; how it was being made, who was involved in making it, and how it was progressing.

Besides the Citizens' Survey Committee, there were the professional
advisory committee, 14 steering committees, 89 fact-finding and
sub-committees, and 14 reviewing committees. In all, there were
117 committees with a total membership of 1,019 individuals. It
was estimated that approximately 65,000 man hours were devoted to
the survey.

The fundamental concept upon which the study was made was that
the problems concerning the schools in Pasadena were Pasadena's
problems, to be solved only in terms of the educational desires of
the citizens of Pasadena, and by those citizens themselves. It was
believed that confidence in the schools, the Board of Education, and
the personnel of the school system could be restored and high com-
munity and school morale could be revitalized only when the people
themselves had access to the facts and understood them. It was the
considered judgment of the directors and the Citizens' Survey Committee
that these objectives would be attained only if the plans for the study
provided to the greatest possible degree for large numbers of lay
citizens and equal numbers of school personnel, meeting as peers, to
engage in the investigation. Moreover, independent opinion was sought
from the citizens at large; public meetings were held and citizens were
urged to attend; letters of comment were solicited and received in large
numbers; individual and group conferences with the resident director were
encouraged.

A second fundamental concept upon which the study was based was
that there is only one set of facts relative to a given issue, and
that when these facts are collected and examined by laymen and
teachers as peers, the truth will emerge and there will be very close
agreement between the two groups on the matter.

Underlying these concepts was the most fundamental concept of all;
namely, that the people of Pasadena generally, and by a large majority,
want the best schools and the best educational program which can be
provided within the limits of Pasadena's financial ability to pay for
education.

The study sought answers from the citizens concerning such ques-
tions as these: What do the people of Pasadena think about their
public schools? Do they believe the educational needs of their
children are being adequately met? Have they confidence in their
school's philosophy of education? Are they active participants in
behalf of the betterment of their schools, or are they content with
being armchair critics who base their pessimistic complaints upon
hearsay and suspicion? Answers to these questions were sought from a
sampling of the adult community. Opinions were collected by means of
standardized interviews, mail questionnaires and spontaneous letters.

The evidence collected warrant the following conclusions con-
cerning what the citizens of Pasadena think about their schools:
1. The citizens of Pasadena take an earnest, solicitous, and highly informed interest in their schools. Their views as to objectives, curriculum, methods, and results to be expected reflect an intelligent and cooperative attitude toward their schools and all of the workers therein.

2. Citizens generally hold views similar to those held by members of the teaching staff relating to education for citizenship, for character, for wholesome family life, for social relations, and for economic competence resulting from adequate guidance and training.

3. The citizens of Pasadena view their educational system as extending from the early childhood level to all ages of adulthood.

4. The questionnaire and interview results reveal a sincere willingness on the part of the Pasadena citizens to give freely of their time, energy, and financial resources to bring about, through cooperative endeavor, those improvements in the schools and in the teaching profession which will make available optimum educational opportunities for the children and youth of their community. 2

MAURY ELEMENTARY SCHOOL

RICHMOND, VIRGINIA

Many people are coming and going in and out of the Maury School each day. Parents and children are often in the hallways, in the lobbies, in the offices, and in the cafeteria and the classrooms. At almost any time during the day one may see mothers or fathers who have


3. Taken from: Marion Nesbitt, "We Work To Be At One With Our Community," Educational Leadership, 10(2):204–213. (January, 1953).
come for a committee meeting, who have come to accompany teacher and children on trips, to offer to do shopping for the school, or to stay with children in order that a teacher may attend a conference.

This movement of people, free to come and free to go, is not one of confusion but one of order, the order that comes when each person has purpose and feels that he is needed and wanted and is a part of the school program. The binding of Maury School with the lay public is done by many threads which are tightly woven together. Much of the strength of the weaving is generated by the hundreds of little things that people do for the school, and that the school does for people. The school helps parents to see better ways of living with their children. When parents are in close touch with the school they see teachers dealing with children in many different situations and from these situations the parents learn just as teachers learn from parents in situations that are new to them.

The large school events that come each year have also been a means of lay participation which has brought the school and community into close working relationships. In this way the school gives the people a place to work on common concerns that have to do with the improvement and success of the school program.

The large school events at Maury have consisted of:

1. The School Carnival comes early in the fall. It provides an evening of fun and frolic for the
community as well as being a rich source of individual and group planning and learning.

2. The Parents' Luncheon comes on a day of the school week when children do not come to school. It is a day set aside by the Superintendent of Schools for encouraging city-wide planning by parents and teachers for the good of children. This enables parents to become better acquainted with the school their children attend and to make plans for future improvements.

3. The Christmas celebration provides an opportunity for parents, children and teachers to meet at school some evening near Christmas to enjoy carol singing and the Christmas spirit together.

4. On an evening in mid-winter a dinner is arranged by the school especially in honor of the fathers. Each child makes and decorates the table mat and place card which his father will use. Teachers sit with the fathers of the children they teach. After dinner the Superintendent of Schools speaks to the group in "a clearly and understandable way of the important issues in education and how these issues affect the children of Maury as they go to school each day."

5. The June Breakfast is spoken of from one year to the next. At this time the children appear in costume in appealing activities for which they have prepared the script.

So the Maury community comes to the school and the school, feeling at one with the community, goes out to meet it, to explore it, to learn from it. There are many trips to children's homes to admire a new brother or sister, to see a pet goat, to ride a new pony. The fire engine house a few blocks from the school is a favorite visiting place for the younger children. There are frequent shopping trips to the nearby business district to buy such things as a bolt for a wagon, a flower container, or refreshments for a party.

As meanings are deepened the community widens and there are trips farther away, to the Public Library, to museums, to radio stations, to the Children's Book Fair, to a hatchery in a distant part of the city, to a dairy farm several miles in the country. As children grow in maturity and are able to go back in time and space, there are trips to historical spots, not to illustrate what one may know by heart, but to give clearer perspective, to deeper awareness and sensitivity to other people, other places and events.

The school has kept records of the number of parents who have had conferences with teachers and those who have participated in the large school events. There is recorded evidence that the community
has learned from the school. Many parents because of their contacts with the school have modified their thinking and ways of working with children. The school has fewer children than formerly who are underweight, fewer with physical defects, and fewer with inadequate diets. Children's clothes are better chosen and better made and of better quality. Personal grooming has become a source of pride to both children and the parents. Parents whose qualities of leadership have been developed at Maury, who have moved from the community have gone out to assume leadership roles in other schools, in churches and in civic groups where they live.

These threads have drawn the school and community closer together and produced a warmth and good will which has helped to improve learning conditions at Maury.

EUGENE PUBLIC SCHOOLS

EUGENE, OREGON

The Lay Advisory Committee to study the curriculum of Eugene, Oregon, Public Schools was appointed by the School Board of District No. 4, in April, 1950. Appointment of the committee resulted from criticisms of the school program brought to the attention of the Board through petitions requesting that changes be made in the curriculum to provide greater emphasis on the fundamentals.

After carefully considering the requests made, the Board selected eleven citizens who had children in the schools and who were believed to be representative of various points of view concerning the school program. The Board indicated to the Citizens' Committee its willingness to cooperate in the study. It placed at the disposal of the committee members of the professional staff to furnish such information and assistance as the committee might need. The Board stated its intention to put into effect any recommendations made by the committee for the improvement of the school program.

The Lay Advisory Committee carried on its study during the school year 1950-51. It spent the summer of 1950 in preliminary study and planning. The committee agreed to confine itself to an objective study of the school curriculum. Teachers and administrators were brought into the study from every area of the curriculum and their recommendations for improvement were carefully considered. The approach used throughout the study was, "How can we improve our schools?" rather than "What is wrong with our schools?" The committee held regular meetings each month to consider the findings by its subcommittees and by individual members.

The report of the Lay Advisory Committee was accepted by the School Board in June 1951. At that time, the administrative staff was instructed to begin work with the opening of school in September 1951 on those recommendations which would not require the expenditure
of additional funds. For those which required additional funds, action was to be taken as rapidly as the voters of the district approved the additional expenditures needed.

Mrs. C. A. Barnes, who served as Chairman of the Committee, made the following statement concerning the value of the study to members of the Committee:

I think all of the Committee members would agree with me that we had a very unusual opportunity to learn about what our schools are doing, and that we felt much closer to our schools and had a much better understanding of their problems after our year of intensive work.6

GREAT NECK PUBLIC SCHOOLS7
GREAT NECK, LONG ISLAND, NEW YORK

John L. Miller, Superintendent of Schools, Great Neck, New York, has made considerable use of lay citizens participation through the means of advisory committees. He has taken the attitude that the community has scores of men and women who are experts in their own line of work—firemen, plumbers, insurance actuaries, salesmen.


editors, grocery store managers, farmers, industrialists, ministers, homemakers and others. These people have a vast reservoir of practical knowledge that can help to enrich and vitalize the school program.

For over eight years laymen have participated as members of more than 15 different types of advisory committees including curriculum development. These committees were appointed by the Board of Education. Miller said, "progress along several lines has been due in no small part to the increased interest and activity of citizens in the educational enterprise."

The Board of Education made it clear that the function of the committees was advisory and consultative in nature and that decisions were left up to the Board. Committees were appointed for a specific purpose and were discharged when the job was completed. When committees were continued in consecutive years there was a turnover of at least one-third of the members, with no member serving more than three consecutive years. The functioning of the advisory committees has been evaluated from time to time. Values of lay participation have been recognized over and over during the time that such groups have been functioning.

The teachers have had access to a human resource file which was composed of over two thousand residents who had particular knowledge or skills that might prove helpful to the school. Teachers have made arrangements with local experts to come in and help with a particular
learning activity at the appropriate time during the course of the activity. Teachers have also received parents' help even when the parents were not asked to come to the classroom. For example, one day a high school girl in a homemaking class announced that she was engaged and asked for advice on how to get married and live on a small income. The teacher saw an opportunity. Would this girl mind if she put the problem up to the class? Not at all, and the class was thrilled over the idea.

Since the emphasis was on small income, the girls began conferring with their mothers to learn pet economics in shopping, cooking, clothing the family, and running a home. Some did the family shopping; others received tips on stretching the food budget. The fathers weren't left out, either. When the question of buying or renting a home came up, the teacher discovered that four of the girls' fathers were experts. One was an architect, two were builders, and one a carpenter. Class committees were appointed to consult with them about purchase prices, down payments, monthly carrying charges, mortgages, taxes, and the kind of house that can be bought by a couple with a limited budget. When the study was completed, one girl exclaimed, "Why," she said, "it didn't seem like school at all!"

Miller said that through the involvement of laymen,

We have been able to develop a more flexible educational program, to provide more special teachers for consultative
services, and more adequately to furnish educational materials, supplies, and equipment.

Special services have been expanded and enriched in such areas as adult education, after-school and summer recreation, health service, guidance and psychological service, school-community relations, and home teaching.  

CENTRAL ELEMENTARY SCHOOL

MIAMI BEACH, FLORIDA

One of the places where elementary education and community life in general is being enriched through community participation and parent-school planning is at Central Elementary School in Miami Beach, Florida.

One of the first steps in enlisting the understanding and interest of the parents of the community was a series of breakfasts which took place early in the school year. At these breakfasts the parents of the children were invited, one grade at a time, to talk informally with the teachers of that grade about various aspects of the school program. Many interesting topics were discussed which ranged from interpretation of the report card, to "How shall I prepare Bobby for impending birth of a new baby?"

During these breakfasts, parents offered suggestions for improving the school program and received information about the larger goals and purposes of the school. This paved the way for grade-parent meetings and many parent-teacher conferences concerning the education of children.

GLENCOE PUBLIC SCHOOLS

GLENCOE, ILLINOIS

Together We Learn, published by the Board of Education of Glencoe, Illinois, is excellent evidence of tangible results of lay participation. Superintendent Paul J. Misner told about the building of this booklet in his foreword, when he wrote the following:

Public education in a democracy should be conceived as a partnership between home and school.... Together We Learn is an illustration of what can be achieved when both partners work together. This publication was planned by parents, teachers, and pupils. Much of the writing was done by parents.... By means of this guide we believe that home and school may be able to provide learning experiences that are continuous, unified and rich in meaning and purpose.

This booklet shows how parents worked with teachers to solve problems of home work. Formal assignments of home work made by teachers


were the source of considerable confusion and annoyance to both parents and children. The parents were eager to create conditions whereby essential continuity could be achieved between school activities and what the children did at home. To this end a selected group of parents visited classrooms regularly for six weeks and discussed their observations with teachers and administrators. On the basis of these observations and discussions, the parents assumed major responsibility for preparation of the curriculum guide entitled *Together We Learn*.

Misner has said, "The guide contains a minimum of abstract curriculum theory but is rich in suggestions indicating ways in which home and school can work together to enrich pupils' learning experiences."  

**Kalamazoo Public Schools**

Kalamazoo Public Schools has a "Curriculum Council" with a membership of approximately 60, made up of teachers, students, and lay representatives.


sentatives from the various community organizations. According to Theral T. Herrick, Director of Curriculum, this council "Acts as a clearing house or motivating group for curriculum change. It is not a production group." Production work for curriculum improvement is done by special committees. These committees, depending on the particular function to be performed, may or may not include laymen. If it is a committee working on a problem that is of major concern to laymen, they are included. According to Herrick:

"We find they can be a great help in such areas as citizenship, health, safety, social studies, and child growth and development. On the other end they experience difficulty in working with us in such areas as reading, mathematics and handwriting."

The Curriculum Council has outlined for itself the following objectives:

1. Discuss major needs for curriculum improvements.
2. Attack those needs through committee investigations.
3. Make recommendations to the superintendent of schools.
4. Maintain lines of communication.

5. Encourage curriculum experimentation.
7. Develop plans for in-service training of teachers.16

In addition to the Curriculum Council, and the curriculum committees, lay citizens take part in such groups as building planning committees, report card committees, P.T.A. program committees and the like. During the past seven years, several hundred citizens in Kalamazoo have participated in curriculum planning through these various means.

MADRONA ELEMENTARY SCHOOL17
SEATTLE, WASHINGTON

Cora Naten and her children had invited the parents to "please come to school Wednesday morning to see how well we can read and count." After recess, the children had accepted an invitation to join another class for a movie, giving parents and Cora an opportunity to talk things over.

Parents had questions to ask and Cora pointed out how certain seemingly insignificant incidents were really important learning opportunities. She helped them to see that she was aiming beyond

reading and counting in the first grade. That she was using read-
ing and counting and everything else that happens in everyday class-
room living together to teach safe, healthful habits that would not
need to be unlearned later in life.

Before the year was over the parents had visited a number of
times. Cora began to get from them their aspirations for their
children. Together, they began to identify the values they felt
were important for home and school to work on, such as, promptness,
cheerful obedience to just requirements, and self-reliance. Although
not all parents could come for the visits, by the end of the year
some progress had been made in examining everyday incidents to see
what the children were learning from them and how their behavior was
revealing what they considered important.

JOHN GUMM SCHOOL

ST. HELENS, OREGON

The John Gumm School observed "Parents Day" by bringing in 59
parents who volunteered to teach one or more classes. The parents
through plans made by the P.T.A. and the school staff, operated the
school for one day, by assuming all of the jobs usually assumed by the
principal, teachers, lunchroom workers, and janitors. This experience

18. Taken from: L. D. Cody, "Oregon Parents Teach for a Day."
proved to be a great success from the point of view of the parents, pupils and teachers.

According to L. D. Cody, "All in all, the comments of teachers, parents, and children proved that our P.T.A. had hit upon a source of information, public relations, and parent interest the potentialities of which were unlimited."¹⁹

This experience not only helped to acquaint parents with teachers' problems but brought into the school valuable material whose sources had not been known. As examples:

There was Mr. Horton, an accountant, who taught arithmetic to eighth graders in a way that it had never been taught before.

There was the widowed mother of four daughters, all in school, whose collection of rocks held the interest of a sixth grade science class so attentively that the youngsters had to be reminded twice that the bell had rung and the period was over.

Mr. Adams, a prominent St. Helens grocer, kept an eighth grade social studies group speech bound with his account of a moose-hunting trip into the Fraser River country of British Columbia.²⁰

¹⁹. Taken from: L. D. Cody, "Oregon Parents Teach For A Day," cit., p. 32.
²⁰. Ibid., p. 32.
The P. K. Yonge Laboratory School has recently undergone sweeping curriculum changes. These changes have been planned through teacher-pupil-lay citizen participation. During the school year 1951-52 parents, teachers and pupil representatives designated by their peers met in a series of grade level meetings to re-examine and revise the aims of the Laboratory School. Following these meetings the findings and suggestions were summarized and presented to the faculty, student body and parents for acceptance. After the aims had been accepted, the faculty assumed the responsibility for planning the over-all pre-structure or framework of the curriculum. Teacher-pupil planning provided the learning activities which put life into the pre-structure.

After several months of experimentation with the proposed changes, progress reports were made to the parents in grade level meetings where success, partial success, and failures were frankly discussed. The bases of these discussions were the result of various evaluative techniques, observations by parents, teachers and pupils. Near the end of the year a report, along with probable changes for the coming year was made by a panel of teachers, pupils and parents to the total

group. This presentation was followed by a rather lengthy discussion period.

During the year, 1952-53, a continuing study was made of the aims of the school, ways of achieving progress toward the aims, and the degree of achievement. This was largely a continuation of the plans started during the previous year.

Parents, pupils and teachers completed plans during the summer of 1953 for a two weeks pre-school conference to consider problems which had arisen in small work-study groups during the preceding years. Some of the problems which were not solved during the pre-school conferences were studied by small work-groups of parents, pupils and teachers during the 1953-54 school year.

HOUSTON PUBLIC SCHOOLS

HOUSTON, TEXAS

The Houston Public Schools have what is known as the "Houston Forum on Public Education" which was organized in 1949. According to Mrs. Carter Taylor, in January 1952, the Houston Forum on Public Education invited 40 civic and educational organizations to join in planning a Town Meeting on Public Education, where citizens and educators could discuss school problems. Ten organizations accepted

responsibility for working out details for the meeting. The first Town Meeting was held at Rice Institute on April 24, 1952, with some 300 people in attendance. There were seven work groups which discussed such problems as: "What can I expect from the public schools?" "What can the public schools expect from me?" "What will my child learn?" and the like.

The second Town Meeting was held January 8, 1953, at the University of Houston. Over 600 people attended.

The third Town Meeting was scheduled for January 14, 1954 at the University of Houston. Twenty-two organizations participated in making plans for the meeting. An attendance of 1,000 people was expected.

The purposes of these meetings have been to give lay citizens an opportunity to learn more about their public school programs from reliable sources within the community. This information has been presented through demonstrations of actual class procedures, displays of materials that are used in the schools and by speakers. A major part of the meeting time is usually devoted to small discussion groups which consider specific questions concerning the school program. At the same time that citizens are learning about the school programs from educators, the school staff members are benefitting from ideas and suggestions made by lay citizens. The discussions have been free and informal and in only one case has constructive thinking and planning been prevented, according to Mrs. Taylor. The Houston Forum has
also sponsored a series of workshops in different sections of the city on school program improvements. In addition to The Bulletin which is published several times each year, the Forum has published A Handbook of Facts About the Houston Independent School District. According to Mrs. Taylor, "local educators have been profuse in their praise of the results obtained from this type of lay citizen-educator discussion."

Palo Alto Unified School District

Palo Alto, California

The Palo Alto Unified School District has three committees that are primarily composed of lay members. They are the Curriculum Advisory Committee, the Building Advisory Committee, and the Palo Alto Education Council. These committees are invited to serve by the Board of Education. The first one will be described as it is of major interest in this study.

According to Superintendent Gunn, the Curriculum Advisory Committee is composed of approximately 20 lay members and 10 professional members. The purpose of the Committee is to study the curriculum of the district and participate in changes or developments that are made.

in the program. During the school year 1952-53, the committee met twice each month to study and discuss ways of improving the secondary school English program. Two teachers appointed on released time developed the ideas which grew out of the work of the committee, and wrote them into the program of junior high school English.

The committee planned to do the same thing in the fields of mathematics and science at the secondary school level during the year 1953-54.

BLOOMFIELD PUBLIC SCHOOLS

BLOOMFIELD, NEW JERSEY

The Bloomfield Public School system has a "Lay Curriculum Committee", which is under the direction of the "Bloomfield Home and School Council". The Curriculum Committee is made up of lay representatives from each of the schools. Its purpose has been to stimulate lay interest in serving on curriculum committees with school staff members in their respective

schools. It has conducted several curriculum workshops for parents to help acquaint them with the present school programs and some of the problems involved in making curriculum improvements. The Committee has been instrumental in getting handbooks made for parents in several of the schools. It keeps the Home and School Council advised as to needs and plans for curriculum improvements on a system-wide basis.

The Committee has worked very closely with the Director of Curriculum, the School Administration, and the Board of Education through its parent group, the Home and School Council.

TENAFLY HIGH SCHOOL

TENAFLY, NEW JERSEY

Tenafly High School has a Lay Advisory Council composed of 28 people. Twenty of these are chosen from Tenafly and eight from the outlying districts which send their children to Tenafly High School. Recent graduates of the high school and seven members of the teaching and administrative staff are included in its membership.

The Council serves as an advisory group to the principal and the teaching staff. It meets monthly from September to June. At the

beginning of the year the group decides on four or five problems that it will study with the advice of the school personnel. The Council is then divided into sub-committees according to individual preference to study these problems.

In June each committee makes a report of its activities. Some of these include recommendations for consideration by the principal and the staff. These usually suggest "what" might be done rather than "how" it might be done. Other reports include merely what the group has learned from the experience.

This particular Advisory Council has been instrumental in bringing about a number of improvements in the curriculum of Tenafly High School. It has also helped to improve school-community relationships.

GOVE JUNIOR HIGH SCHOOL
DENVER, COLORADO

The Gove Junior High School has a "P.T.A. Advisory Board" composed of mothers and fathers representing the three grade levels of the school, the administrative staff and an elected teacher representative. The Board has assisted with planning and conducting parent-teacher

26. Taken from: Reprint of Mary Neel Smith, "Making Parent Discussion Groups More Effective," School Review, 60:331-337, (September, 1952); Letters from Mary Neel Smith, Coordinator of Instruction, Gove Junior High School, August 28, 1953; and Louis H. Braun, Director, Department of Instruction, Denver Public Schools, August 13, 1953.
discussion groups on grade and half grade levels. The discussion
groups have met usually once a month. Each group has had a parent-
chairman appointed by the P.T.A. President.

The Advisory Board has considered such items as the results of
the 1950 status tests at Gove with implications and recommendations
for curriculum change, and the statement of point of view of the new
kindergarten-twelfth grade social studies guide for the Denver Public
Schools. The Board plans to consider during the year 1953-54, the
implications of the results of the 1953 status tests at Gove. It will
also have opportunities to study and react to the proposed content of
the kindergarten-twelfth grade social studies programs. One Gove
parent is a member of the city-wide curriculum committee of parents
and teachers which is developing the social studies guide.

ARLINGTON COUNTY PUBLIC SCHOOLS27
ARLINGTON, VIRGINIA

The Arlington County Public School system has a "Parents' Council
on Instruction" which has been in operation for three years. The
Parents' Council consists of the Parent Teacher Association curriculum
chairman from each of the 38 Arlington school buildings, together with

27. Association for Supervision and Curriculum Development, Action
County Public Schools Organize for Curriculum Improvement,"
Arlington County Public Schools, mimeographed, August, 1952;
Parents' Guide to Successful Conferences, Arlington County
Public Schools, mimeographed, 1952; Letter from C. Glen Hass,
Associate Superintendent and Director of Instruction, Arlington
County Public Schools, July 22, 1953.
representatives from the teacher, supervisory and administrative staffs of the Arlington County Public Schools. The Council meets on the third Wednesday evening of each month. It has studied the existing curriculum in the Arlington schools. It has raised questions and made many suggestions for improving the school programs.

The Parents' Council has discussed and studied such problems as reporting to parents, extra curricular activities, child growth and development, family life education, health and physical education, curriculum provisions for the gifted child, how parents and teachers can work together in improving the educational program, the teaching of arithmetic, homework and discipline. Members of the Parents' Council have worked with teachers on various curriculum projects, including the preparation of the following handbooks for parents: "We Go To School in the Primary Department," "We Go To School in the Intermediate Department," "On to Junior High," and "Parents' Guide to Successful Conferences." According to Associate Superintendent and Director of Instruction, Glen Bass, the Parents' Guide to Successful Conferences, has been very useful in helping the parents to understand the purposes of conferences, and what is involved in preparing for a good conference.

During the 1952-53 school year lay citizens served on all of the textbook selection committees. The professional members of the committees gave leadership in the work by stating the criteria on which
they based their selections. The final selection of textbooks was made by a committee consisting of almost equal numbers of professional and lay citizen members.

NORWOOD PUBLIC SCHOOLS

NORWOOD, OHIO

The Norwood Public Schools have involved lay citizens in curriculum improvement in several ways within the past few years. One of the most satisfactory ways according to Superintendent Harold Bates, "has been that of gathering consensus concerning broad issues and policies."

Preliminary to revision of the high-school curriculum in Norwood, Ohio, an attempt was made to find out what laymen of the community thought the high schools should accomplish. Questionnaires were submitted to three groups of persons: A sampling of lay citizens; persons engaged in business and industry; and youth in and out of school. The citizens' group was asked to identify the strong and weak points of the high school program and what it thought the secondary school should seek to accomplish in the education of youth. The business group was asked to make suggestions about the kinds of programs

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that were needed to prepare boys and girls for positions in business and industry. Young people were asked to appraise the high school program in terms of its value in everyday living. The recommendations of the survey were used in developing a philosophy and in planning curriculum changes. This was particularly true in the vocational program.

According to Superintendent Bates:

In the development of our Technical School program, we have utilized men from business and industry to a large degree.... We have standing committees from industry advising us constantly in the field of machine tools, automotive, distributive education, and commerce. In an era of technical advancement, it is highly essential that our program keep pace with the new development. I don't think that a vocational program of any kind could be developed without this lay participation. 29

The Oak Ridge School System had its beginning in 1943, in what had been called "The mystery city". When the United States Government released information concerning the purpose of Oak Ridge this cleared up some of the secrecy about the so-called "mystery city". At that time, Army officials turned to Teachers' College, Columbia University, for advice and assistance in establishing an educational program for the community.

The Oak Ridge Schools were founded upon a philosophy which gave recognition to the worth and dignity of each individual, pupil, teacher and parent alike. To carry out their beliefs, two professional groups were organized. "The Administrative Council", composed of elected teacher representatives from each school, the principals and the other administrative and supervisory officers, became the policy-making body. "The Administrative Staff" comprising all administrative and supervisory officers decide major administrative matters.

When the war-time restrictions began to ease up, the need for
closer contacts between parents and the schools became apparent.
To meet this need a "Parents' Advisory Council" was established.
Its membership at first consisted of a parent representative from
each school. This group met monthly with the superintendent to dis­
cuss educational problems pertaining to the Oak Ridge Schools.

At first there was a tendency for members of the Parents' Council
to bring immediate problems to the meetings dealing only with the
school they represented. Some careful planning and skilled leadership
was required to get members of the group to think in terms of long­
range plans for the benefit of the entire school system. However, as
the Council members gained experience in working and thinking together,
they began to raise questions and make plans on a much broader scale.

The "Parents' Advisory Council" has assumed responsibility for
increasing and improving parent participation in each of the schools
as well as on a system-wide basis. This led to joint parent-teacher
study of educational problems affecting the Oak Ridge Schools. There
was increased interest and growth in the parent-teacher associations.
Mothers' clubs were changed to home room parents' groups which included
both parents. Parent-teacher study groups and workshops were organized
on a city-wide basis. Soon other individuals were invited to attend
meetings of the Council. For example, the Town Council, the League of
Women Voters and other community groups sent representatives to parti—
cipate in the meetings. A representative from the Negro school was added to the membership of the Parents' Advisory Council by unanimous vote of the Council.

The Council made a study of parent opinions through the use of a questionnaire containing 30 questions regarding what the schools were, or were not doing. The results of the study provided increased interest in homeroom and city-wide parent study groups. Such problems as these were of major concern to the study groups: psychology of learning, grouping of children, pupil progress reports, developing self-direction in the use of freedom, and eliminating comparison and competition between children.

The Parent-Teacher Association organized on a homeroom parent group basis has been one of the most effective means of parent participation, in policy-making and school program development in Oak Ridge Schools.

Ostrander pointed out that:

Teachers and principals frequently are slow to recognize the need for adult lay participation in the policy making of their schools. The same teachers who resent the setting of policies by administrators without teacher representation, often fail to note that policies set by teachers and administrators without lay representation may be just as undemocratic. .... The program will improve as professional staff members increasingly gain a vision of the importance of their taking full account of lay thinking.31

ATLANTA FIVE-YEAR COMMUNITY HIGH SCHOOLS

ATLANTA, GEORGIA

The Atlanta City School system has taken a forward-looking step toward bringing the school and community into a closer working relationship in an urban environment. In September, 1947, Atlanta changed from city-wide, non-coeducational high schools to coeducational five-year community high schools. Preparation for this reorganization program was started in 1947 when the Board of Education authorized the Superintendent of Schools to conduct a city-wide curriculum study. The study was planned in two parts: (1) development of curricula for the new five-year community high schools; and (2) the implementation phase, a continuing study and adaptation of curricula to fit into changing needs as the program progressed and the situation changed.

Community interest in the new program was evidenced in the production of a social studies book entitled "Building Atlanta's Future". It was produced at the request of the Board of Education and under the guidance of an Advisory Committee of Atlanta business, civic, and educational leaders. The book was designed to help fill the need for local material in the "Community Citizenship" course planned for the new eighth grade. It emphasizes the importance of the community in the

lives of people; it sets forth a framework for the improvement of the community, city, region, nation, and world through citizen cooperation; and it is itself an example of cooperative effort.

According to Roy Davis, Superintendent in Charge of Instruction, Atlanta has had an increased amount of lay citizen participation in curriculum development within the past few years. Much of this participation has been through laymen serving as members of city-wide curriculum committees. A few examples are mentioned.

The Education Committee of the Chamber of Commerce has worked very closely with the administrative and teaching staff in certain phases of curriculum planning. For example, the committee has helped to plan and conduct what is known as, "Business Education Day" and "Education Business Day". In one case the teachers visit the places of business, and the next year the businessmen visit the schools.

Doctors and nurses have worked with the health science and human biology committees. The National Office Managers Association and business houses have worked with the Coordinators of Business Education in providing work experiences for young people in Distributive Education and Business Education. The factories, chemical plants and other industrial establishment have helped the curriculum committees on general science to develop teaching materials and to plan field trips.
The Atlanta Journal has assisted the social studies committees by providing opportunities for high school pupils to participate in television and radio discussions on current events and problems of modern living. During the summer of 1953, the businessmen helped the Coordinator of social studies to develop a handbook on field trips for use in the social studies program.

The musicians have furnished suggestions, equipment and special programs to help strengthen the music program in the elementary and high schools. Newspapers have provided laboratory experiences for pupils interested in journalism. The French Consul and his staff has worked with the language teachers in the improvement of the language programs. Departments of city government have made information available to the schools concerning the operation of city government.
CHAPTER IV

SOME EXAMPLES OF HOW LAY CITIZENS HAVE BEEN INVOLVED IN SCHOOL PROGRAM IMPROVEMENT ON A STATE-WIDE BASIS

This chapter presents some examples of how lay citizens have participated in school program improvement on a state-wide basis. The examples were chosen for their differences in approach rather than on a geographical basis. Most of these programs have received national recognition for stimulating lay interest in the public schools.

The descriptions have been made rather brief. For more detailed information the reader should consult the original sources. The list includes:

The Florida Citizens' Committee on Education
The Michigan Area Studies Program
The Wisconsin Cooperative-Educational Planning Program
The Connecticut Fact-Finding Commission on Education
The New York Regent's Council on Readjustment of High School Education
The Illinois Secondary School Curriculum Program
The West Virginia Education Association Studies
The Ohio Citizens' Commission for the Public Schools
The Education Panel in Georgia

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THE FLORIDA CITIZENS' COMMITTEE ON EDUCATION

The "Florida Citizens' Committee" on Education was established in November, 1944, by the outgoing Governor in cooperation with the incoming Governor and the State Superintendent of Public Instruction. The Committee spent more than two years in making a comprehensive study of education in Florida. The Committee was composed of 15 citizens.

The policies of the Citizens' Committee were stated by Edgar Morphet, its Executive Secretary, as follows:

1. The study should be carried out largely by competent citizens of Florida using the services of national experts as consultants with the understanding that these consultants were to work with the Florida committees and not be responsible for the preparation of the report.

2. The studies should be cooperative in every sense of the word in that both lay and educational leaders would be involved.

3. Plans should be made for widespread participation in order to involve as many educational and lay leaders as could profitably contribute to the study.

4. A full time executive secretary should be appointed to serve as coordinator and to be responsible for the detailed planning and direction of the study under the general supervision of the Citizens' Committee.²

The comprehensive study included public education from the standpoint of elementary, secondary, vocational, special, adult, education of exceptional children and youth, and higher education.

As the result of the study and the recommendations made to the 1947 Legislature, a Minimum Foundation program of Education for Florida was established.

THE MICHIGAN AREA STUDIES PROGRAM³

The Michigan Legislature created machinery under Act 225, Public Acts of 1949, that enabled the people in an area of Michigan, usually a county, to make a thorough study of its educational conditions and needs with a view to improving the educational program by local initiative and action. The "Area Studies Program" had been approved for 28 counties in Michigan under the provisions of this act by the summer of 1953.

The program has demonstrated itself as a popular and serviceable means for bringing about educational improvements. It has allowed the people to deal in a very direct manner with their educational problems, and to do it in a way which was consistent with American traditions of local educational control. It has put squarely in the hands of the people the power to transform their educational ideals into action. It has enabled thousands of interested citizens with the cooperation of professional educators to make serious inquiry into the educational conditions and needs of their schools.

The Area Studies Program was organized into three phases. The first phase was that of collecting data concerning the educational conditions and needs of the area. The second phase involved studying the data collected and drawing conclusions regarding the type of program wanted and needed for the area. The final stage calls for recommendations that eventually lead to the type of program desired.

The Department of Public Instruction has served the local area studies on a consultative basis. The "Area Study Act" stated that one function of an area committee was: "To make a report to the Superintendent of Public Instruction within two years after the date of its appointment."¹

The Guide on How to Complete the Area Study, contains the following statement:

A report to the people of any county or area is a logical step in completing the final report for the Superintendent of Public Instruction. It is logical because people want an opportunity to study the facts, want to analyze these facts, want the 'so what' of findings, want to figure out solutions, want to recommend changes that will improve the educational programs.5

THE WISCONSIN COOPERATIVE EDUCATIONAL PLANNING PROGRAM6

"The Wisconsin Cooperative Educational Planning Program" which was started in 1944, is a program centering curriculum improvement around the state as the larger community. It has been sponsored by the Wisconsin Education Association, the State Department of Public Instruction, the University of Wisconsin, the teachers' colleges and the public schools of the state. Leadership in the program has been shared by professional school personnel and lay citizens. Public and private agencies have contributed financial and personal aid.

The "Curriculum Guiding Committee", which included representatives of school workers and lay citizens has been responsible for directing the program. It has coordinated the work of some 20 state-wide committees in specific areas of curriculum development. Committees in

6. Taken from: J. Minor Gwynn, Curriculum Principles and Social Trends, Op. cit., pp. 677-680; G. E. Watson, Superintendent of Public Instruction, the following bulletins: The Task of the School; A Study for Use by Professional and Lay Groups; First Things First; School-Community Cooperation; and Here Are the Answers to Your Questions. Madison, Wisconsin: Curriculum Guiding Committee, Wisconsin Cooperative Educational Planning Program, 1950, 1945, 1946 and 1947 respectively.
subject-matter areas such as social studies, language arts, and mathematics, have been concerned with the whole twelve-year program. Each committee was composed not only of specialists in the field, but also of teachers from other fields, administrators and lay citizens. There have been other committees which cut across subject lines, such as those in child development, the problems approach, growing into maturity, and inter-group education. The Curriculum Guiding Committee reviews the work of the various committees before publication of findings and recommendations, to insure coordination and contribution to the basic purposes of the improvement program.

The purposes of the "Cooperative Planning Program" as developed by the "Curriculum Guiding Committee" are as follows:

1. To coordinate the efforts of educators and lay citizens in defining the task of the school today and tomorrow.

2. To stimulate widespread study of public education in relation to pre-school and school age children, older youth, and society so that the educational program may be continuously improved.

3. To work with local schools in conducting continuous curriculum studies, to aid teachers in finding solutions to present and emerging curriculum and guidance problems, and to coordinate the preparation of curriculum guides.

4. To help teachers and pupils in cooperatively planning, executing, and evaluating those experiences which will lead most effectively to the attainment of the purposes of education.
5. To aid and stimulate the development of such state-wide conditions as will facilitate continued curriculum improvements; for example, teacher education and parent education, certification, finances and administration.

6. To promote such interaction with other community groups and agencies as will more fully utilize the total educational resources of the community for the best growth of the child.7

Three representative accomplishments of the program have been:

(1) the preparation of curriculum materials by groups of teachers in workshops held at the state teachers’ colleges and the University;
(2) the preparation of curriculum guides and resources units by state-wide curriculum committees; and (3) the encouragement and initiation of local curriculum study by liaison committees in city and county school systems.8 The local committees have served as a means of contact between the local communities and the state-wide programs.

"The Wisconsin Cooperative Educational Planning Program" publishes the Curriculum Co-Worker, a four-page paper on curriculum planning that has been done in the state, and that which is proposed for the near future. Many bulletins have been made available through the State Department of Public Instruction as the result of the program. The

range of publication covers such areas as speech in education, social studies, mathematics, language arts, conservation, nutrition, creative arts, kindergarten program building, and general aspects of the curriculum.

THE CONNECTICUT FACT-FINDING COMMISSION ON EDUCATION

A "Governor's Fact-Finding Commission" composed of five laymen recently conducted a study of education in Connecticut. The findings were reported in a publication entitled, "Do Citizens and Education Mix?" The Commission had an Advisory Committee composed of representatives from some 50 state-wide civic, educational, business, labor, cultural and church groups. Study groups which involved thousands of lay citizens and school people were organized in about 100 Connecticut towns and cities. These study groups discussed the purposes of education for today and their meaning to the world in which we live. Community-school groups are continuing to discuss the kinds of values and school programs they want for their boys and girls.

According to Violet Edwards, Executive Director for the Connecticut Fact-Finding Commission on Education:

Lay citizens in these Connecticut town groups have learned to take personal responsibility for the linking of their educational system more closely to community needs and interests. They say, 'Education is everybody's business.'

Another interesting discovery was the similarity of educational viewpoints held by laymen and school personnel. According to Melby and Rice:

In one revealing study an effort was made to sample the thinking of the lay people and compare this thinking with that of the teachers in the schools. It was interesting to discover that the lay people tended to hold educational viewpoints which corresponded with those of the most forward-looking teachers.

Community study groups have been chiefly concerned with:
(1) whether what is being taught in the schools is adequately preparing young people to be competent citizens, capable of living useful, happy and intelligent lives; and (2) whether there are enough school buildings, well enough equipped, and in adequate state of repair, to house the kind of school program they want for their children and youth.

The study groups have done a great deal toward improving teacher-parent relationships. Parents have lost their fear of educators as they have participated in cooperative planning for the children and

youth of their community. Violet Edwards has stated that:

...school people have discovered that laymen have no desire to dictate educational method, to throw out of the window the body of system and method that sound professional educators have worked over the years to create.12

THE NEW YORK REGENT'S COUNCIL ON READJUSTMENT
OF HIGH SCHOOL EDUCATION13

New York has a citizens' advisory group called the "Regent's Council on Readjustment of High School Education" which has prepared and published a handbook entitled, Citizens' Advisory Committees - Avenues to Better Schools. The Council is composed of 18 laymen who represent business, agriculture, industry, labor, education, and other civic and cultural interests of the state.

With a growing number of lay advisory committees in the state, the Regent's Council prepared the handbook to help strengthen the work of these groups in their efforts to improve the public schools. According to Mrs. James W. Eldeney, Chairman of the Regent's Council:

The chief purpose of the lay advisory committee is to provide an effective two-way avenue of communication between the school and the community. It is a useful medium to help harmonize what schools do with what people want the schools to do.  

The handbook indicates some logical steps necessary to organizing and conducting lay advisory committees in the social process of school planning.

**THE ILLINOIS SECONDARY SCHOOL CURRICULUM PROGRAM**

The "Illinois Secondary School Curriculum Program" has been sponsored since 1947 by the State Department of Public Instruction in cooperation with colleges and universities, the State Principal's Association, and 38 lay citizen and professional groups throughout the State. There has been widespread lay citizen participation in all phases of the program. Teams of consultants from colleges and universities, the State Department of Public Instruction, and high schools have helped school staffs and laymen in 42 selected school systems to improve the curricular offerings through 78 carefully planned studies.


These studies were concerned with the modification of existing courses, with enrichment in broad fields, with development of common learnings and with programs which cut across subject areas. All such projects have had the approval and support of the local boards of education.

The state plan has been based on the assumption that theory alone is not enough to do the job. It was assumed that a study of facts by lay citizens, teachers and pupils concerning local conditions would lead to significant curriculum changes. It was felt that this approach would help to give lay citizens, teachers and pupils a feeling of belonging and ownership of the public school curriculum.

More recently, the Illinois Curriculum Program initiated a series of local action-type research projects to help develop this "public ownership" attitude. According to Hand:

The Illinois Curriculum Program itself is 'public property' in that all its policies are recommended, and all that it does is approved, by a statewide steering committee, representative of agriculture, business, industry, labor, the Illinois Congress of Parents and Teachers, the Illinois School Board Association and the organized teaching profession.16

When completed there will be over 20 of these local action-research projects, known collectively as the "Local Area Consensus

Studies. During the 1951-52 school year over 80 Illinois high schools carried on one of three kinds of community-involvement projects, having to do with extra class activities, family living and guidance. Projects in health, library services, mathematics, music and science were being conducted during the 1953-54 school year. All of the remaining subject and service areas of the curriculum will be dealt with in future projects.

According to Hand, each of the local action-research projects is designed to facilitate the following purposes:

1. To enable representative lay citizens, representative pupils, and all teachers in the school to consider together what purposes the local school should be attempting to achieve in regard to the particular subject or service area in question.

2. To enable these patrons, pupils and teachers to consider together which of the things they think should be attempted are, and which are not, currently being achieved to a reasonably adequate degree in this subject or service area.

3. To enable this group to decide together what can and should be done to implement those of the accepted purposes in this subject or service area which are currently being neglected.\(^\text{17}\)

It is believed by those who are directing the program that this approach will help laymen, teachers and pupils to gain a feeling of

"ownership" which will result in favorable support of curriculum changes.

THE WEST VIRGINIA EDUCATION ASSOCIATION STUDIES

The West Virginia Education Association in cooperation with colleges, public schools and groups of lay citizens completed a three-year study of "The Community-Centered School" in 1951. This study was an effort to stimulate greater community interest in the schools. Many people in the state felt that the schools were getting too far removed from the lay public under the county unit system of school administration.

According to Phares E. Reeder, Executive Secretary of the West Virginia Education Association:

This project was chosen with the purpose to foster and encourage the point of view that every school should become a community-centered school.19

18. Taken from: West Virginia Education Association, Developing the Community-Centered School, Project No. 1, Charleston, West Virginia: West Virginia Education Association, Mimeographed, 1951, pp. 1-42; West Virginia Education Association, "The Public Schools in Our Society," Project No. 2, unpublished reports of the Ninth Annual Work Conference of the West Virginia Education Association; Letter from Phares E. Reeder, Executive Secretary, West Virginia Education Association, August 13, 1953.

19. West Virginia Education Association, Developing the Community-Centered School, Ibid., preface page.
During the past three years the Association has involved hundreds of lay citizens in a second project entitled, "The Public Schools in Our Society". Four sub-committees of professional school personnel and laymen have considered the following topics:

1. The purposes of the public schools within our society
2. The effectiveness of the public schools in meeting the purposes
3. Better ways to meet the purposes of the public schools
4. Obstacles to the attainment of the purposes

Much of the information in this particular project was obtained through questionnaires completed by several hundred lay citizens in the State of West Virginia.

THE OHIO CITIZENS' COMMISSION FOR THE PUBLIC SCHOOLS

The "Ohio Citizens' Commission for the Public Schools" was organized in December 1949. The initial spade work which lead to the organization of the Commission was done at an informal meeting attended by among others, "A representative of a farm bureau, an executive of a cash register company, several professional educators and representatives of the Ohio Congress of Parents and Teachers, the Federation

According to Arthur J. Klein, the Executive Secretary of the organization:

The example of the National Citizens' Commission was important in bringing the idea to a head, but the major factor was the continuing emergency in the schools of Ohio.

The Ohio Commission is composed of 29 members. None of the members is professionally employed in the field of education, religion or government. The Ohio Commission has about 1600 "associates" who receive its publications. The Commission does not have affiliated community chapters. Instead, it encourages communities to develop their own local committees. The state group renders such assistance as it can to the work of the local organizations. The Commission receives no financial support from the community groups or the "associates". The group is entirely dependent upon voluntary contributions from various state organizations and business concerns.

During the first year of operation, this energetic state group established contact with approximately 50 community citizen committees which were "continuing organizations". In addition, there were more than 50 other local groups which may or may not be "continuing organizations".

22. Ibid., p. 21.
23. Ibid., p. 22.
The Ohio Commission works through the various state organizations as much as possible. It distributes materials and inquiries which concern members of local chapters of the Parent Teacher Association, the League of Women Voters, the Federation of Women's Clubs, the Ohio Farm Bureau, and other interested groups, directly to the state offices of those organizations. The 1600 "associates" also help to secure facts and opinions and to distribute state commission materials.

The major goal of the Ohio Commission has been the development of local interest in the schools and in the relationship of local schools to the entire state "situation". The chief means of reaching this goal has been through the making of factual studies useful to this purpose and rendering assistance to local citizens' committees.
THE EDUCATION PANEL IN GEORGIA

An "Education Panel" was organized in 1944, as one of seven panels of the Georgia Agricultural and Industrial Development Board. The Development Board was composed of 22 lay citizens and state officials representing a cross-section of the life of the State. The Education Panel had its own committee of citizens from the Development Board as its policy-making body. The Panel functioned as a part of the Development Board from March, 1944, to January 1, 1946. It then became a Division in the State Department of Education until January 1, 1947. The name was then changed to the Bureau of Educational Studies and Field Services, and became a part of the College of Education, University of Georgia, where it has continued to function.

According to Aderhold:

The panel was charged with making studies and investigations in education at all levels and for initiating and carrying on long-range developmental programs.25

The panel provided leadership to help local school personnel and lay citizen groups to improve their schools. It utilized a "grass roots" approach to the study of curriculum problems. This approach was first tried out experimentally in twelve "spot" or demonstration counties. The developmental approach from the "grass roots" has been reported in this manner.

The second phase of the Education Panel's activity during this period has been concerned with organizing and initiating local and county educational planning and developmental programs. The first year was devoted to intensive planning in twelve "spot", or demonstration counties. The second year has been devoted to giving training to local and county leaders and in assisting them in carrying on educational planning and development in their local and county school systems.26

During the first year, programs of planning were organized in 109 school communities where 657 meetings were held and in which approximately 21,000 lay citizens and school staff members participated. In addition, 153 county-wide committees met from one to five times each with field and other staff members of the Panel.27

During the second year, school program planning was carried on under the leadership of local school leaders who were concerned about their local school programs and wanted to do something about them. The Education Panel provided help in two ways: (1) a workshop was provided to help develop plans for leading local groups to do educational planning, (2) a follow-up program was conducted to help leaders, through the field staff, to deal with their immediate problems in planning and to help them become more proficient in leading groups in planning. 28

In the community planning meetings the leader stimulated members of the group to discuss the kind of school program they wanted in that particular school or school system. The leader helped the people to analyze and evaluate the present school program in terms of the facts. They considered facts about high school graduates and drop-outs, population trends, occupational trends, health conditions, records of high school graduates who had gone to college, records of graduates and drop-outs who had gone into employment, and the like. The planning group studied school programs elsewhere, regional and local requirements, and research findings regarding the particular problems under consideration. Comparisons were made between the present program and the kind desired by the group. This led to decision-making and plans of action leading to immediate and long-range improvements in the school program.

According to Aderhold and Stumpf:

When lay and professional groups in a community are brought face to face with the facts about their schools, they will make intelligent decisions and inaugurate a program of action if the experience of the Education Panel ...... is any criterion.29

Obviously, some problems that emerged in the local school studies could not be solved on an individual school basis. This led to the formation of county-wide committees composed of lay and professional members to study and make recommendations concerning such problems to their boards of education.

Some of the accomplishments of the Education Panel were:

1. Organized more adequate guidance programs
2. Improved health and recreation programs
3. Increased interest in, and made provisions for the creative arts
4. Brought about improvements in the teaching of the "tools of learning", (reading, writing, and arithmetic)
5. Improved programs in the field of social relationships
6. Planned more adequate programs of vocational education

7. Improved library facilities

8. Improved programs of in-service education for teachers

9. Brought about the consolidation of several small high schools in the state as a means of providing better educational opportunities

10. Conducted the following state-wide research studies:

   a. A Study of School Buildings in Georgia
   b. A Study of School Transportation in Georgia
   c. Problems of Administrative Organization
   d. A Study of Supply and Demand of Teachers in Georgia
   e. A Study of Educational Opportunities for White Veterans
   f. A Study of Educational Opportunities for Negro Veterans
   g. A Study of the Georgia School for the Deaf

In addition, the panel developed the School Leaders' Manual as a suggested guide for working with lay-professional planning groups in school program development.

The addition of the twelfth grade to the long established eleven-grade school program has acted as a spur to curriculum study and change in the state. This change was an outgrowth of the work of the Education Panel. The transition was begun gradually in 1947 and 1948 in most of
the schools in the state except those that already had twelve grades. Many of the schools involved lay citizens, teachers and pupils in programs of intensive study and planning for a period of five years. The transition involved a study and replanning of the total school programs from the first through the twelfth grade. The State Department of Education and the Bureau of Educational Studies and Field Services, University of Georgia, along with other colleges and universities in the State, offered as much consultative assistance as staff personnel permitted to the large number of schools in transition. The full results of this move will not be known for a number of years, but there is growing evidence that total-school curriculum development was given considerable impetus.

Through the leadership of the Education Panel and the Special Committee on Education of the General Assembly of Georgia, a comprehensive study was made of the educational needs of the state; the school program needed to meet those needs; and the minimum financial appropriations that would be required to implement the program. This led to the enactment of the Minimum Foundation Program of Education Law in 1947. After passage of the law, both citizen and teacher committees throughout the state cooperated to create favorable sentiment for a changed tax structure which would permit adequate financing of the Minimum Foundation Program. With the passage of the new tax laws in 1951, the Foundation Program was financed.
A problem of immediate concern to school leaders in Georgia was the best administrative and organizational patterns for the school systems of the state. The number of small schools was still too large. While Georgia has predominately the county unit system, there were still approximately 40 independent school systems in the state. Since 1951 there have been system-wide surveys conducted in all of the county and independent school systems with subsequent recommendations for reorganization. The lay people have been involved in making these surveys. The trend in the recommendations has been toward community-centered elementary schools with a minimum of one teacher per grade, and one or two comprehensive high schools in the typical rural county. In several counties, the independent and county administrative units have been consolidated into one school system.
CHAPTER V

POINT OF VIEW UNDERLYING LAY PARTICIPATION
IN CURRICULUM DEVELOPMENT

Philosophical Bases of Lay Participation

In America, throughout the years the people have been developing a social pattern of living that differs from that in many other parts of the world. To this pattern, or "way of life" has been given the name "democracy". It is a unique way of living based on common interests and purposes, which concerns itself with the promotion of these for the benefit of the individual and of society. Most of the people give it their wholehearted allegiance. Cooperation is involved in the formulation of purposes and in the attainment of the ends desired. Max Otto has expressed it this way:

Democracy is an intelligent use of cooperative means for the progressive attainment of significant personalities. Significant personalities cannot be unfolded from within; they must be acquired by individuals in union with other individuals' interest upon similar quest.¹

Democracy means different things to different individuals. Historically, it has meant political freedom, insuring the civil and moral rights of free men. But democracy is much more than a form of government; it is a kind of society where the development of indivi-

dual personality is the aim and cooperation the method. Democracy is something people do, not something they simply talk about. "It is participation."²

Alberty offers this definition:

Democracy is not merely a form of government but a way of living together in a highly complex society which is undergoing rapid changes. Our institutions, our social and economic programs, our standards of ethics, and morality are in a constant state of reinterpretation.³

This definition implies that the meaning of democracy must be re-examined in the light of changing personal and institutional conditions. It implies that even the survival of democracy is contingent on the persistent re-examination of the fundamental ideals upon which it is based.

Democracy as a way of living which connotes an ongoing process, has been defined by Kilpatrick as "a faith, a hope, and a program. Only as it is lived can it be learned."⁴

The ideals that constitute the heart of the democratic way of life have been stated by Stiles and Dorsey in these words:

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As a process of living, democracy involves participation of all members of society. It is not restricted to a few who are favored by fortune, education, or political power, but is extended to each individual. The democratic way places reliance upon respect for the individual, cooperation among individuals, responsibility, participation of all individuals, and the free function of individual intelligence directed toward the solution of problems of group living.  

Democracy must be re-examined, cultivated, and extended in full measure to all individuals regardless of race, creed, religion, station in life and other differences. Mendenhall and Arisman have had this to say about democracy:

In essence, democracy means the extension of the common good to all people. As a people we have always felt that the present and its manifestations represent only a stopping point on the road to further greatness. Democracy is achieved through the collaborative effort of the people who wish to improve themselves and their group.  

In a democracy, three concepts are basic: (1) Respect for the worth and dignity of each individual, (2) belief in the intelligence of the common man, and (3) the spirit of sharing responsibility for common interests and purposes. It is the belief of the writer that

curriculum development through the process of cooperative planning can promote and enrich these concepts.

**Respect for the Worth and Dignity of the Individual**

Respect for the worth and dignity of each individual demands that thinking and acting be joined together within the same person. There can be no real respect for personality except as each individual is allowed to develop into the best that he may become. 8 The Educational Policies Commission has given impressive expression to the worth and value of the individual in the following statement:

> According to the first and most basic of the articles of the democratic faith, an article which embraces or at least provides the foundation for the rest, the individual human being is of surpassing worth. Here is a bold and liberating conception, holding within itself a perpetual challenge to every form of oppression. 9

This does not mean that the individual and society are in opposition to each other. They perform a reciprocal function, each complementing and supplementing the other. In the final analysis, however, the individual takes precedence over society of which he is a part. Society is to be good in order that the individual may find security, success, and satisfaction. The individual is the primary end of education and other institutions and processes which affect him. At

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the same time the individual is held responsible for his acts and their effect upon others. He is obligated to share responsibilities for improving society.

In describing the idea of relationship between the individual and society, Bode recognized the reciprocal nature of two basic ideals: respect for the individual person and associated sharing. The process by which these ideals contribute to and enhance each other is described in the following statement:

These two ideals, respect for human personality and participation are reciprocal in character. The more we respect human personality, the greater will be our concern for organizing our social institutions to promote its development, and the more we share in the common life, the greater will be the enhancement of the individual.

To understand fully the impact of American growth on the developmental concept of the individual one needs to reflect upon the history of this country. Such significant movements as the early settlements in America, becoming a nation, Westward expansion, slavery, industrial revolution, transportation, communication, World Wars I and II, world government, atomic development, and the like have produced pronounced

changes in our ways of living and in our educational programs. Through most of these various movements and developments the individual has usually held a prominent place of respect and worth in the developmental process. The realization of respect and worth for the individual has gradually increased in the course of history.

Berry has summarized this particular concept of democracy succinctly in these words:

"The foundation of democracy is faith in the essential worth of each individual human being without regard to occupation, social, economic, or hereditary status. Human personality is of supreme value and must be respected in all dealings. No man is to be regarded as a means to the attainment of ends not his own. Those who are to be bound by a decision should share as far as is humanly possible in making it."\[12\]

Faith in the worth and dignity of the individual implies that the ideas, suggestions, concerns and wishes of laymen need to be secured and considered in curriculum development in the public schools. It means that the people have a right to formulate the broad policies which govern the programs of their schools. This concept implies faith in the ideas of people. This does not mean necessarily that all ideas and suggestions must or can be incorporated into the curriculum. It does mean that the program of the school should reflect the wishes of the people. This is the only way the schools can meet the needs of

Faith in the Intelligence of the Common Man

Democracy is concerned with developing the intelligence of all individuals and providing for their effective participation in becoming sensitive to, and sharing in the solution of individual and group problems. The basic method of democracy is in the operation of the free interplay of minds. The term "intelligence" is used in the sense that Dewey wrote, "Intelligence converts desires into plans."

It is through the use of intelligence that a democratic society is constantly in the process of recreating and redefining its ideals and values. The Committee on the Function of Science in General Education has reported:

A dominant ideal of the democratic society, fundamental to the refinement of democracy as a way of life, is reliance upon the free play of intelligence in solving problems of human concern.... in contrast with the making of decisions on the basis of traditional beliefs, uncritical acceptance of authority, or blind impulse, or on the basis of one set of prescribed values uncriticized by comparison with the values of others.

Faith in the intelligence of the common man; faith in collective intelligence to solve problems arising out of man's own experiences

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are woven into the very fabric of democracy. Solutions to man's problems rest on the free play of intelligence and on the continuous reconstruction of experience rather than on authoritarian methods, or on intuition or divine revelation. Alberty lends support to this concept in these words:

We have faith in the intelligence of the common man, faith that he has the potentialities when developed make it possible for him to solve his problems by setting up hypotheses, marshalling data, and drawing conclusions that are at least relatively free from caprice or whim.15

Hopkins has expressed faith in the "belief that everyone has the capacity to learn how to act on thinking."16 This belief assumes that everyone has capacity to learn, which may not have been developed but can be developed to a greater degree. It further assumes that the individual can improve his ability to act on thinking or to think before acting.

This does not mean, however, that everyone has the same capacity to learn. Neither does it mean that all individuals can develop the same quality or level of thinking for it is generally agreed that this is impossible. In a democracy, the school program should provide for the optimum development of the individual regardless of his capacity to learn. For, it is upon the ability of the common man, individually,

and collectively to solve his problems that democracy is dependent for its continuous growth and development.

Dewey emphasized the importance of developing intelligence of the individual in a democracy in these words:

 Democracy will be a farce unless individuals are trained to think for themselves, to judge independently, to be critical, to be able to detect subtle propaganda and the motives which inspire it. 17

The individual needs to know how to think and work with others and still maintain differences of opinions. He needs to be able to think for himself rather than to accept blindly the ideas of others without question. This challenge places a big responsibility on the school for developing the capacity of every individual to exercise reflective thinking in solving his problems.

The individual who relies on intelligence, reflects on the many varied experiences which constitute life. He becomes a reflective person who educates his experiences, reconstructs his experiences based on past experiences, and as he gains further control of himself and his external factors, the better able he is to direct effectively each succeeding experience. His increasing ability to predict and foresee the possible effects before taking action helps the individual

to enrich his new experiences and enables him to derive the fullest meaning and satisfaction from life. This means that in the final analysis, intelligence becomes the means by which individuals and society develop to their fullest. Kilpatrick forcibly summarized the real importance of this particular concept when he stated: "Our ultimate reliance is on the pursuit of intelligence. There is no other firm foundation."\(^{18}\)

**Sharing Responsibility for Common Interests and Purposes**

A third basic concept of democracy is that of sharing individual and group responsibility for promoting common interests and purposes. This calls for the exercise of the method of cooperation. Through the practice of this concept of living, the rights, privileges, and welfare of individuals and groups are protected and fulfilled.

It has been pointed out that in a democracy much emphasis is placed on the use of intelligence in making choices and solving problems. This means that decisions concerning life's problems should be made in terms of their consequences; not only upon the decision maker or makers, but upon all those who are affected by the decision. This gives problem solving a social orientation and direction which was emphasized by Dewey when he wrote:

These two facts, that moral judgment and moral responsibility are the work wrought in us by the social environment, signify that all morality is social; not because we ought to take into account the effect of our acts upon the welfare of others, but because of facts. Others do take account of what we do, and they respond according to our acts. Their responses actually do affect the meaning of what we do.\(^9\)

Through this means the greatest common good can be made available to the greatest number of people. Governmental projects within recent years, such as, slum clearance and housing programs, the extension of electrification to millions of people, flood and erosion control, and soil conservation and other improvement programs are examples of concerns for the common good. These improvements required individual and group cooperation in order to plan and put them into effect.

The belief is held in a democracy that the dignity and worth of each individual can best be attained through full participation in joint enterprises to attain common ends. Here again, the method of cooperation is emphasized as the means of attaining "significant personalities." Further support of this position is contained in the following statement:

It is only in the process of living and working together that the optimal development of personality can be achieved. Only as man shares with his fellows in achieving common ends, does he best

grow and develop as a distinctive personality. Hence in a democracy it is necessary to organize our social, economic and political life in such a way as to provide for ever-increasing participation by all. This means, on the one hand, that the unique contributions of the individual to the common good are cherished and utilized; on the other, that group action springs increasingly from common consent. Decisions are arrived at through cooperative thinking.  

Cooperative ventures centered around the common concerns of people, which involve group decisions tend to foster greater socialization and release creative initiative. Cooperation tends to produce satisfying achievements and group feelings. It is a quality of individual or group action which seeks to take into consideration the effects and meanings of that action in its wider consequences. Cooperation so conceived is inherent in the democratic ideal or a way of living which concerns itself with the welfare of each individual.

Democracy is likewise based on an intelligent liberty. This does not mean that the individual is entirely free to do as he pleases, regardless of the consequences of his acts on others. It is a liberty informed and inspired with clear-cut goals and purposes which concerns itself with the common good of other human beings. The individual must

have opportunities to move from the lower to the higher type of freedom which will enable him in concert with others to refine and improve society. Reciprocal individual and group responsibility for promoting common concerns and purposes, would indicate that no man’s freedom should hurt others. This applies to the unborn generation as well as to those who live today. Kilpatrick has said: “They have rights that we who live now are ethically bound to respect.”

People in a democracy look upon sharing responsibility for common interests and purposes as a privilege. Individuals enjoy working with each other, in planning and achieving goals that are of concern to them. From such experiences they gain personal satisfaction, a broader outlook on life, a better understanding of their fellow-men, and learn how to work with each other.

Not only do people profit personally from participation, but this is the best way to approach problems that are too big for an individual to solve alone. Common objectives can be realized more effectively and economically by group effort. This type of enterprise enables members of a group to learn what it is to consider the wishes and welfare of other people in arriving at an intelligent solution to a problem. To be able to reach decisions which provide the greatest good for all those who are affected by the decision is a paramount value in achieving common interests and purposes.

Enhancing Democratic Processes Through Participation

America needs now as perhaps it has never needed before, citizens who are able to participate actively in democratic processes. This is a challenge that the schools must meet. The schools must develop "citizens who have an appetite for democratic living because they have had a taste of it."

This does not confine itself to children and youth alone but applies to adults as well. This means that schools must become more receptive to the principle that decision-making insofar as possible, should be shared by those who are to be affected by the decision. This principle when applied to curriculum development calls for lay participation somewhere along the line. In our complex society it would be absurd to attempt to have everyone in the community share in every activity and decision made in curriculum development. This is not only impractical but next to impossible.

It does mean, however, that if democracy is to be extended, "Methods must be devised for providing a wider basis of representation and greater opportunity for planning at the grass roots."

Although there are difficulties involved, the principle is in keeping with the spirit of democracy and is sound. The problem is one of working out appropriate ways and means of making curriculum development

a cooperative enterprise insofar as it can be made practical. Laymen have a right and an obligation to participate, so long as their participation does not interfere with the "common good" of those who are affected.

It should be noted here that the major justification for public schools is the development of an educated citizenry that can participate in, and contribute to democratic living. This was one of the most powerful ideas to emerge from the founding of this nation. Through the years schools have sought better means of doing this particular job. If schools are to do a good job they must continue to develop in children, youth and adults those competencies which will enable them to promote and extend the benefits of democracy.26

In addition to providing a better educational program for children, youth and adults, lay participation should contribute to improved living. This involves the making of a community where the resources are organized and put to work for the good of society. It is in this kind of setting produced by the people that education can do its work. This idea was emphasized by Hart when he wrote:

The democratic problem in education is not primarily a problem of training children, it is the problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life and eager to share in the tasks of the age. A school cannot produce this result; nothing but a community can do so.2

Psychological Bases of Lay Participation

Parents Need to be Acquainted with Research Findings Concerning Human Growth and Development, and the Learning Processes

The findings of research within recent years regarding the nature of the individual and his growth pattern and the ways in which he learns best have been largely responsible for many of the changes which have taken place in education. There is, however, a noticeable lag between the research findings and practices in many schools. This, it seems, would indicate that many of the research findings are not well known or understood by enough parents. If this assumption is true, there is great need for making the facts known to parents who are not familiar with them.28 This situation has definite implications for lay citizen participation in curriculum development programs.

Most Laymen Are Prone to Think of Schools As They Were When They Attended Them

A great many parents and other lay citizens think of schools today very much as they were when they attended them. New discoveries and research findings in the various sciences have produced changes in the schools that too often are not generally known and understood by the public. Resulting changes in curricula have sometimes drawn vigorous criticisms from lay citizens. Much of this criticism has come from people usually with good intentions, but who were not familiar with the reasons responsible for bringing about the changes.

As long as the schools have adhered to a traditional type of program which concerned itself largely with teaching the three R's, (reading, 'ritin' and 'rithmetic) a large segment of the public has been content with the schools. However, in every community there are individuals who are not satisfied with an inadequate curriculum. They want a school program that is designed to meet the needs of a changing society. This larger group usually gets what it wants because many school staff members either do not know how, or do not have the courage in face of parent opposition to bring about changes in curricula that are consistent with the latest research findings concerning human growth and development, the learning process, and the nature of a democratic society. Alberty has expressed the attitude of many parents very well in the following statement:
Parents do not see the school as the community's principal agency for promoting and refining the way of life that we call democratic, but rather as a supplementary agency charged with responsibility for imparting the cultural heritage and perpetuating the status quo.²⁹

If the school staff goes ahead and makes changes that are consistent with research findings without involving the parents, this can lead to certain misunderstandings. Laymen have had little opportunity in most communities until recently to learn very much about the changes which were taking place except through their children and perhaps an occasional article which was published in the school and local newspapers. This situation has resulted very largely in laymen thinking of schools as they knew them when they were in school. A remedy for this situation has been advocated by the Association for Supervision and Curriculum Development in the following quotation:

No phenomenon in school-community relations is more pronounced than the lag which exists between the two generations in regard to educational practice, not being a part of the school and not understanding newer practices, the typical patron is thrown back upon the memory of his own school days as the experimental background for judging the practices of today. Fine participation and a sincere, meaningful linkage of the two institutions should eliminate most misunderstanding.³⁰

Participation will help laymen to become better informed about the changes which have taken place in their schools. It will also help clear the way for further improvements.

**Lay Participation Helps to Develop Understanding**

Much of the criticism and opposition to forward looking curriculum changes has been due very largely to a lack of understanding. Sometimes laymen are ill-prepared to accept new ideas in education, and they may easily mislead themselves and others. Yauch, in describing his experiences with parents has stated that: "Perhaps the greatest need of the average parent is information .... Parents just don't know what is happening to their schools."[31]

This kind of situation can lead to distrust and lack of confidence in the school. Stephen Romine has made a plea for avoiding this condition in the following quotation:

> Most people generally are 'down on what they aren't up on'. Distrust commonly accompanies lack of knowledge or understandings whether it be of an idea, individual, or institution. The people most interested in the schools, and certainly this should include the lay public, need to get together and see what they can do in developing a better basis of understanding and for greater vision in the future.[32]

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School staff members must assume the major responsibility for supplying information and developing this understanding with laymen.

The effectiveness of the school's program and the support it receives from the community depends upon the understanding of the program and the confidence which has resulted from that understanding.33

Teachers, administrators and supervisors must learn this lesson as they seek constantly to improve the services of the school to children and youth. For it is through public understanding that effective changes in curriculum can be made that will receive public support and will endure.34

**Participation Gains Lay Support**

As has been true in the past, proposed changes will remain in written form and in the talking stage unless they have the approval and support of teachers, laymen and pupils. If modifications are instituted without the support of the patrons they may even have to be abandoned. Evidence of this fact was shown in the "Eight-Year Study" report.

Parents, too, must share in preparation for high school changes. The schools which did not draw patrons into the planning which preceded revision encountered parental misunderstanding.

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Unwarranted criticism and opposition were the results. In some instances worthy innovations had to be abandoned because of censure. This could have been avoided if these schools had taken pains to secure parental participation, in the thinking which led to change in the curriculum. Moreover, these schools did not have the good counsel that many thoughtful laymen can give. Others of the member schools took parents into their confidence, consulted with them as plans were developed, and gained the strength of their support in new undertakings. 35

For years public support for changes made in the curriculum has been sought through "selling" and "interpreting" the program to the people. The best public relations program for gaining lay citizen support for curriculum change is one in which laymen are involved in defining curriculum problems, establishing goals of education, evaluating results, working out plans for improvements and putting those plans into operation. 36

Lay Participation Helps to Reduce the Effectiveness of Pressure Groups

The importance of widespread involvement of lay citizens hardly needs to be pointed out in face of recent mounting criticisms

against the public schools. In some cases there have been vicious attacks made upon the schools by certain pressure groups. In some communities these attacks appear to come suddenly without warning, taking educators by surprise. The support assumed by the parent group against such attacks in some cases were disappointing or nonexistent. Sometimes parents have joined in the criticism rather than acted to interpret the problems and program of the school. This situation makes it increasingly clear that school staff members cannot assume understanding of the school program on the part of parents and other lay citizens.

The American Association of School Administrators in its publication the American School Curriculum, has pointed out that “parents have picked at real and imaginary flaws in education since the first teacher stood before the first pupil.” Certainly, people have a right to question that which they do not understand and agree with in principle. Unless laymen have a genuine understanding of, and have confidence in what is going on in the school they may fall victims of “pressure” or “propagandists” groups. 

Critics of public education have sometimes used the honest questions and doubts of parents about modern education as a weapon against the schools. Such groups espouse the doctrine that “We’ll make the

This situation indicates a strong bid for a greater involvement of lay citizens as the best means of producing understanding and support against such attacks. While "lay advisory committees," "community councils" and "Citizens' Committees" are moves in the right direction, they are not adequate. Provisions must be made for widespread participation if the necessary understanding is to be developed among enough people. Citizens' committees and councils can be useful in planning ways of involving more people.

Storen takes the position that schools can reflect the will of the people best by giving the lay citizens "opportunity to cooperate directly with the school staff in school program planning." If this procedure is followed an increasing number of lay people will gain a better understanding of what the schools are trying to do. They will have helped to plan the program and as such it becomes a product of their own. This is perhaps the best safeguard against criticism and attacks of any kind. In support of this point, the American Association of School Administrators has stated that:

"Most citizens will resent attacks upon what they have helped to build; they certainly are not easily fooled when they have acquired understanding thru participation."
Lay Participation in Curriculum Development is Sound

The history of curriculum development has been filled with efforts to make changes by administrative edict, by curriculum committees, by faculty groups, and even by small segments of a total community group. For curriculum revision to be effective, the real change must come about in the people concerned. Modification must take place in the attitudes, understandings, beliefs and behaviors of those persons who are responsible for bringing about improvements in the school program. This means, then that curriculum development is tied up with the way in which laymen, teachers and pupils are involved in the planning and developmental process. This is one major reason why lay participation is considered to be sound practice.

A second reason is that laymen bring to bear on curriculum problems a knowledge of the community and of pupils which supplements that of the teaching staff. A group of persons has infinitely more intellectual power and wisdom than any one.

In the third place, lay participation tends to reduce the friction which sometimes results from conflicting aims and objectives of school and community life. "Objectives represent values, and in attempting to determine which values the community and schools should aim to achieve the people of the community should work together."\(^{46}\)

Fourth, lay participation is one of the most effective means for developing good public relations for schools. When people have a part in planning the program, they develop an understanding that they seldom get through the kind of public relations program that usually "tells the people" about their schools.

Fifth, there are useful resources available among laymen in most any community that would help to vitalize the educational program. "Often there are in a community people with unusual competencies which can by no means be equaled in the school."\(^{47}\) Such persons are usually glad to contribute to the school program when they feel they have knowledge and skills which will prove helpful.

Sixth, "lay participation is psychologically sound."\(^{48}\) People

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are interested or can be interested in working together to find better answers to their problems. Participation in group solving of common problems develops the "in-group feeling" or the "we-feeling" which is so necessary for the development of cooperation and the common concern. In this type of participation, reflective thinking, individually and collectively, about the problem and the process of solving it is inescapable. 49

Seventh, lay participation is justified because it is consistent with the spirit of democracy. Many people contend that creative participation is the safeguard of democracy and that a certain amount of decentralization is necessary. Miller, in a study which he made of Public Participation in Educational Planning concluded that:

Public education is a part of the whole social process. Local educational policy affects the schools, but it also affects the community of which the schools are a part. It provides for the teaching of citizenship but it is also an object of citizenship practice. 50

These reasons which support lay participation in curriculum development perhaps are not all inclusive, but they are sufficient to indicate that the practice is educationally sound.

Sociological Bases of Lay Participation

The school is the one institution which is charged exclusively with educative responsibility. Schools throughout the course of history have tended to reflect the social purposes and objectives of the society in which they have functioned.\(^{51}\) To perpetuate the social purposes of American democracy the schools must continue to be a dynamic positive force. This implies a definite educational responsibility for developing the individual potentialities of children, youth and adults. It presents a need for including those people at some point in curriculum planning whose potentialities are to be developed, and whose understanding and support is needed.

Schools Belong to the People

It was pointed out in Chapter II, that the lay public has played a varying but a vital role in establishing the public school system in this country. The public owns the school buildings, buses, equipment and other facilities. It supplies the money to operate the schools. The public sends its children and youth to the schools to be educated. Through its elected or appointed representatives to the legally constituted boards of education it makes the policies which govern the operation of the schools. Thus, laymen have a right to know what is going on.

in their schools. They have a right to determine the function of the schools as an agency for fulfilling the purposes of society.

This point of view is important if school personnel really believe that the public schools actually belong to the people, and if they want the public to continue to be interested in and support them. Harrell E. Garrison has emphasized that:

The schools in America belong to the people and justify their existence only if they serve the needs of the people. Education is a powerful instrument in social reproduction and in the teaching of children that the American people have the responsibility to maintain close and direct control over it. They must investigate management and practices of the school in order to determine if the needs of democracy are being met. It seems, then, that the development of a democratic state school program is possible only if there is continuous interaction between the schools and the public.52

Lay participation becomes even more important when one considers the great social and economic changes which are constantly taking place in society, and the responsibility which the school has for preparing citizens who can meet the changing conditions.

Schools Should be Kept Close to the People

The basic policy of the public school system has been to keep the schools close to the people. Each local community has certain

educational needs which are familiar to the local people and which can best be met by local planning. People generally are interested in their schools. Parents go to a great deal of trouble and expense to keep their children in school. They want to know more about the school program and what is being done for their children. They like to know how the curriculum differs from when they were in school. Most parents are very anxious to have their children receive offerings in the form of courses and experiences that they did not get while in school. This desire of parents is expressed in the following quotation:

Eight out of ten of us as citizens are vitally interested in getting more news about our schools. We would like, first of all, to know more about the curriculum. How does it differ from the 'studies' which we had in school; how does it differ in the methods of presentation? We know little about such terms as curriculum integration, curriculum revision, and construction of core programs, but we are willing to learn.53

This is an opportunity to begin where laymen are in their interests and concerns about curriculum and to move continually toward an adequate school program. Techniques of participation in curriculum planning must be learned just as anything else is learned. There must be a readiness for doing this type of planning. Therefore, each community will need to move in ways that are appropriate to the

state of readiness and the stage of development on the part of the lay people. The important point is that lay citizens should be involved to the extent to which they can contribute to making improvements.

The Lay Public Should Provide Equal Educational Opportunities for All Children and Youth

In the United States there are many barriers to equal education opportunities. Fortunately, however, there is an established free public elementary and secondary school system. In some states that has been extended through the junior college level, and to some extent through the state-supported university systems of higher education. This is an achievement that no other country has obtained. It is likewise a responsibility for the general public which holds forth many interesting implications. If the full measure of the possible good for society is to be realized fully through the public schools, equal educational opportunities for all American children and youth must be made available. In discussing this point, Warner, Havighurst and Loeb have said that: "If America is to maintain its democratic way of life, a larger number of people with ability, must function completely in all parts of our life."54 This calls for school programs which are designed to develop the abilities of all children and youth so that each individual can make his or her rightful contribution to society. The Educational Policies Commission has expressed it this way:

When we write confidently and inclusively about education for all American youth, we mean just that. We mean that all youth, with their human similarities and their equally human differences shall have educational services and opportunities suited to their personal needs and sufficient for the successful operation of a free and democratic society.\textsuperscript{35}

Although, the public schools have gradually extended their services to a growing number of people there still exists certain inequalities that must be eliminated. The discriminations which exist many times are not well known or understood by the lay public. It is reasonable to assume that if laymen generally knew about the existing inequalities something would be done to eliminate many of them. If this be true, then widespread lay participation could become the means of extending equal educational opportunities to American children and youth.

**Curriculum Planning Is A Community Responsibility**

The community has the responsibility for making up its mind about the kind of school program it wants for its children, youth and adults. The people are in position to know the needs of the community which is a very important consideration in curriculum planning. Storen has expressed it this way:

For some time educators have believed that the participation of laymen in curriculum planning would greatly enrich the school program and would guarantee that school experiences reflect the will of the community.\textsuperscript{56}

The curriculum of a school is about what a majority of the people want. What they want usually depends upon what they know about the functions of schools. What the public knows about schools is what is learned largely through the children who attend school. Occasionally they learn through programs of public relations which are usually designed to inform the people about how good the schools are at that particular time. Lay participation under professional leadership can be the means of helping the lay public make up its collective mind about the kind of educational program it wants. Wrinkle and Gilchrist have said this about the influence of public opinion on the kind of schools we have.

 Basically the school is what public opinion makes it. What the public demands depends upon a number of factors. If public opinion is enlightened, it supports progressive practices designed to make the schools better. If the public opinion is uninformed, it delays movements which are essential to progress. But public opinion does not create itself. Social and economic conditions provide the basis for public opinion, but the direction in which and the extent to which it develops depends upon the forces which are brought to bear on it.\textsuperscript{57}

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\textsuperscript{56} Helen Storen, Laymen Help Plan the Curriculum. Op. cit., p. 3.
A type of lay participation takes place wherever public schools exist. The lay citizen through direct influence upon the teacher, administrator, or board of education member exerts an influence. For example, he may criticize a change that has been made in the curriculum, or question the wisdom of not making a certain change. He may participate directly in the development of educational policy affecting the curriculum by helping to elect or influence the appointment of a board member. What the public wants and expects will always be the major determining factor in what it gets, in a democratic society.58

Lay Participation Improves School-Community Relations

The human relationship factors are of major importance in bringing about effective improvements in educational programs. When the people concerned see a need for revision, understand what is involved, and commit themselves to bringing about certain changes, then and only then, will they take place. The job of the curriculum coordinator or leader then is very largely one of improving human relationships so that the "human factors" will affect the kinds of experiences that are made available to children and youth. Benne and Muntyan have had this to say about the human factors in curriculum change:

Teachers, administrators and laymen who have sought seriously to produce changes in the program of the school recognize the central importance and difficulty of managing the 'human factors' inescapably involved in such changes. For, whatever else it may include, a change in the curriculum is a change in the people concerned — in teachers, in students, in parents and other laymen, in administrators. The people concerned must come to understand and accept the different pattern of schooling. This means change in their knowledge pertinent to the school and its programs and purposes.  

Summary

This chapter has presented a point of view based on philosophical, psychological and sociological reasons for involving lay citizens in programs of curriculum development. The philosophical bases grow out of the basic concepts of a democratic society which consists of: (1) respect for the worth and dignity of each individual, (2) faith in the intelligence of the common man, and (3) concern for sharing common interests and purposes.

The psychological bases set forth indicate that lay participation in curriculum development, is educationally sound, helps to develop better understanding, gains lay support, reduces the effectiveness of pressure groups, gives greater insight into the school program, and helps to make known the latest research findings concerning human

growth and development, and the learning process.

The sociological approach has been discussed with reference to the fact that public schools belong to the people. As such, curriculum development is a community responsibility. The community can and often does delegate much of its responsibility for curriculum development to professionally prepared school personnel. School-community relationships are improved as laymen and school staff members work together to improve their school programs. The role of the school takes its direction from the society of which it is a part. Through the years the public schools have been assuming increasing responsibility for helping individuals develop those abilities which are needed to meet the changing conditions of society. It has been assuming responsibility for educating a growing number of people, until now, it has the responsibility for educating all American children and youth. In addition, most public schools today provide at least some type of an adult education program. It is assumed that lay participation can do a great deal toward extending and enriching the educational opportunities for all age groups.

The bases for lay participation in curriculum development as set forth in this chapter are translated into a set of guiding principles and criteria in the chapter which follows.
CHAPTER VI

GUIDING PRINCIPLES AND CRITERIA

FOR EVALUATING LAY PARTICIPATION

IN CURRICULUM DEVELOPMENT

In order to study critically lay-citizen participation in curriculum development programs, it is essential that the investigator be guided by stated principles. The principles must be translated into a set of criteria which becomes an instrument for evaluating the data obtained, and the basis for making value judgments. The principles set forth in this chapter were derived from a study of the literature dealing with lay-citizen participation in curriculum development and the investigator's point of view expressed in the preceding chapter.

Engaging lay citizens in curriculum development programs involves a number of problems which school staff members must be prepared to face. Some of these problems are indicated by such questions as: Who should participate? What values can be derived from lay participation? Who should be responsible for encouraging laymen to take part in curriculum planning? What procedures should be used? What are some of the best channels through which laymen can participate effectively? To what extent should lay citizens participate?

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What can be done to prevent laymen from "meddling" and "interfering" with the best interest of the school program? Where is a good place to begin? The principles which follow should help answer some of these important questions.

A. Laymen Who Are Affected by Changes in the Curriculum Should Participate At Some Point in the Planning that Results in Changes

This is the basic or over-arching principle of the entire set. All of the others are related to it. The principle is supported by the considerations which follow.

1. The people have a right and an obligation in a democracy to make the policies which control the program of their schools

This principle was employed by those individuals responsible for the creation and development of the public school system in this country. The schools, having been developed and supported by the public, belong to the people as trustees for the children, youth and adults of the community. As such, they have an inherent right and the responsibility for establishing the basic policies which control the educational program of their schools. They may make their decisions affecting the school program through direct participation or through their duly elected or appointed representatives.
2. **Laymen should participate because they have responsibilities to meet in developing the school program**

Lay citizens have a vital stake in public schools and important responsibilities to meet if the schools are to function properly. They usually delegate certain responsibilities to professionally prepared school personnel. Beyond that, they must help educators decide upon the kind of school program needed; they must provide the necessary finances for implementing the program; and they must help educators evaluate the results of the program as the basis for making improvements. This makes curriculum development a joint responsibility. The National Society for the Study of Education has pointed out that:

> During the past few years, we have come to realize more clearly than ever before that both lay citizens and professional educators are responsible for the public schools and that the program must be cooperatively planned.  

3. **Laymen should participate because they can help produce a better school program**

Laymen have information about the needs of society that should be taken into account in planning the school curriculum. They have their ideas about the kinds of competencies that individuals need in

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working and living in the community. They have ideas about the kinds of school programs needed to develop the necessary competencies. The knowledge which they possess can help the school staff to become better informed about how the community can work with the school in improving educational opportunities. Lay participation should result in a better educational program than could be developed by educators alone.  

4. Laymen should participate because they can and should help determine the goals or purposes of their schools.

Contrary to the belief of some professional school personnel, many laymen have good ideas concerning the function of schools. Most parents are naturally interested in the education of their children. They know what they want for their children and youth in terms of an education in broad general outline. The kinds of school programs they envision are usually based on the problems they encounter in everyday living. Lay citizens in business, industry, labor, politics, government, social life, on the farm and in the home, are aware of the changes that are continuously taking place in society. They recognize that these changes produce new educational needs. Laymen look upon these needs as requiring revisions in the school curriculum. Misner and La Cosse maintain that:

Not only do we gain all of the advantages of parents' acceptance of goals which they have helped to set up, but those goals are very likely to be much less theoretical than we alone would have chosen. They will probably deal with grass roots problems which we overlooked, but which are of great importance to parents.\(^3\)

The goals or purposes of schools as viewed by laymen and school staff members sometimes vary. For example, either the home or the school may single out the teaching of what is commonly referred to as the three R's, reading, writing and arithmetic, as the main purpose of the school. Meanwhile the other one may be chiefly concerned with social development, creative thinking and self control of children and youth. Unless parents know and accept the goals held by the school, they will evaluate the results of the curriculum in terms of other goals. This is an indication that school personnel and laymen need to work together in establishing the goals of the school. Mendenhall and Arisman have said that:

Parents should be urged to participate in the determination of the over-all aims of the school. They should know the goals toward which their children are working.\(^4\)

Lay citizens should help the school staff re-examine and revise the goals at periodic intervals. New conditions and problems arise

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which require new abilities on the part of individuals. Laymen have
direct contact with many of the changes that take place. They can
furnish some of the information needed when goals are being revised.
"What is to be done through the schools is, in the final analysis,
to be decided by the people themselves." 5

5. Laymen should participate because they can
help identify the ascertainable needs of
their children and youth as the basis for
curriculum planning.

Parents have information about their children and youth that
teachers need in teacher–pupil planning. Parents may not always be
able to identify all of the needs of their children. They can furnish
information which may be only symptoms of needs. This kind of informa-
tion, however, is helpful to the teacher in understanding the child and
planning with him.

Just as parents have much to offer teachers in the understanding
of their children, so the teacher also has much to offer the parent.
Together they should study the needs of children and youth. "Together
they make plans and pool experiences." 6 This requires more than a
report card every six or nine weeks and an occasional note from the
home. It requires continuous cooperative study and planning on the

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6. Florence Stratemeyer, et al., Developing a Curriculum for Modern
Living. New York: Bureau of Publications, Teachers College;
Columbia University, 1947, p. 420.
part of parents and school staff members. In this connection, Misner has said:

To the extent that curriculum planning seeks to deal with the real needs and concerns of learners, parent participation is not merely desirable. It is imperative.

The church, youth organizations to which the child belongs, community agencies, various individuals in the community who know him can likewise make a contribution in interpreting the needs of the child to the school. The social worker who has been in the home and knows the family background is in a strategic position to help determine needs. The family physician has a great deal to contribute to the school's understanding and guidance of a child with a health problem. There are other sources similar to these in the community that can supply specific information regarding individual needs. They are usually glad to furnish such information upon request from the school.

6. Laymen with special abilities and skills can help vitalize school programs as resource persons.

There are individuals in most every community who can teach and like to teach, but do not choose to earn their living by teaching. They can be brought into the schools to assist with learning activities, or pupils can be taken to them. For example, there are individuals

engaged in various occupations in the community who can give pupils first-hand information about some of the problems of employment. Some of them are associated with labor and can furnish information and meet with groups of pupils when they are studying the problems of labor. There are skilled technicians who can explain certain phases of technology in such a way that children can learn a great deal about such things as electricity, radio, television, auto mechanics, airplane mechanics, refrigeration, and the like. City and county officials can help children learn about the functions and operation of local government. This list could be expanded to include many other citizens and community agencies that are in position to make valuable contributions to the learning opportunities of children.

Lay citizens can assist with field trips, enter into discussions with pupils about specific problems, supply information and materials needed in learning activities, serve on school and class planning committees, speak to groups of pupils, assist with social functions of the school and the like. Beasley has stated that:

The unique experiences and talents of parents may be drawn upon to enrich the classroom program. One father used color slides to illustrate an interesting talk about his personal experiences in a country that was being studied by the children. A mother, gifted in art, drew on window curtains the characters in the first grade reading program. In every community there are many competent persons who can be enlisted to help in school activities.9

7. Laymen should participate because they have information that is needed in evaluating the school program.

School programs that are concerned with the total development of the individual must be evaluated in terms of the individual's total environment. As the school staff attempts to evaluate the attitudes, appreciations, understandings, and skills acquired by children and youth it needs the assistance of several people. The staff needs help from teachers, pupils, parents and other individuals who are in position to observe the behavior of pupils. Parents are in position to observe the reactions of their children at home and in other places. Lay citizens observe children and youth in youth organizations, church organizations, recreational programs and various other places in the community. Therefore, parents and other lay citizens can furnish the school staff with certain information that is needed in appraising the results of the school program. This applies to a particular part of the program as well as to the school program as a whole.

Employers are in excellent position to supply information concerning the success of graduates and drop-outs who go into employment.

They have information concerning personal, social and occupational skills of their employees. Employers are naturally interested in securing qualified employees. They are interested in working with school personnel in evaluating and improving the services of the school to those who will become their employees.

Wiles has written that:

Actually, everyone participates in the evaluation process, whether we want them to or not. If we are skillful, we will devise situations for attaining these judgments and use them to improve the class work.11

8. Laymen should participate because when they study child growth and development and the ways in which learning takes place, it is easier for them to agree to the changes made in the curriculum.

Parents become familiar with some of the research findings when they are engaged in a study of child growth and development, and the processes of learning. They learn that a great many factors must be taken into consideration in planning a school program. For example, they may discover that research has shown that individuals learn as a whole. That is, the entire being is involved when learning takes place. That which affects any part of the individual at a given time affects learning at that same time. Thus, parents, acquire a better

understanding of why certain changes are necessary in the curriculum in order to follow the best educational practices.

The study of the findings about child growth and development enables parents to see why schools have changed since they attended them. They can see that new advances have been made in schools as the result of these new findings just as there have been advances made in automobiles, home appliances, and other things they use every day as the result of new findings in those fields. As they study their own children they discover individuals' needs that the school should meet. They can understand that if their children have certain needs, that other children may have some of the same needs, or they may have different needs. The insight which parents gain from this type of study makes it easier for them to agree to curriculum changes.

9. Lay citizens should participate because this helps to remove or reduce in influence some of the obstacles to curriculum improvement in school-community relationships.

The school and community are sometimes not working closely together because of such obstacles as the lack of understanding of the school program; community factions of various kinds; narrow community interests; traditional attitudes about education; indifference toward the school; and the lack of moral and financial support. This separation of school and community is now understood to be one of the
greatest obstacles to meaningful education." A good way to further school-community unity is to engage the lay public and the school staff in a plan of improving the educational opportunities for children and youth. Working together on a joint enterprise like this causes individuals to concentrate on the achievement of common objectives. In this way they tend to forget their petty differences in favor of larger goals that concern the welfare of the school and community. De Huzar has stated that:

"Participation will gradually lessen the sharp separation that sometimes exists between school people and parents, and between parents themselves."

10. Laymen should be involved because participation helps to give them a better understanding of the school program.

School personnel have tried for a long time to develop understanding of changes made in the curriculum through public relations programs. Such programs were usually designed to convince the people that certain changes were needed. This approach has not gone far enough in developing the kind of understanding and support that is needed.

Psychology of learning has shown that understandings are produced more effectively through active participation in the learning situation.

This means then, that if laymen are expected to understand the changes made in the school program, they should participate in making those changes. Unless they have at least a fair understanding of the changes, the teachers are limited in their efforts to provide an adequate curriculum for children and youth. They are not free to use what they know about children in working with them.

Pierce has expressed it this way:

"Any general use of the best we know in educational theory and practice must of necessity depend largely on the extent to which the level of community keeps pace with the understanding of teachers. This requires, it seems, a rather high level of citizen-teacher study and planning."

Understanding gained by being a part of the planning process helps to keep down criticisms and pressures from the lay public. Plans made by a group of individuals tend to become their own. It is this sense of ownership gained through participation that lays the groundwork for support and protection against criticisms and pressure groups. Gans has stated that:

"Parents who cooperate with the school in discussing its work and planning changes understand what the school is attempting to do because they are a real part of its life. As a result these parents are freed from the uneasiness or uncertainty that haunts some of those who, not knowing any better may join forces that are fighting the goals of present day education."

Parents and others who have an understanding of the school program contribute a vital service to the entire community by helping their fellow citizens to understand and appreciate the program of the school. Understanding obtained through participation produces greater confidence in what the school is doing for children and youth. Changes in the curriculum are "apt to enjoy longer tenure if they are understood and supported by the public."\(^\text{16}\)

11. Laymen should participate because in this way they become more interested in seeing the school receive adequate financial support.

Public schools are dependent upon the general public for their financial support. The rising cost of education has caused lay citizens to become interested in how their tax money for schools is being spent. When they have a part in studying, evaluating and planning the school program, they become better acquainted with the financial needs of their schools. They learn how their money is being spent. When they help plan improvements, it isn't difficult for them to see that improvements cost additional money. If they understand the advantages, and believe in the proposed improvements, they will find ways within the limits of their financial resources to secure the additional money needed.

When laymen are not acquainted with the financial needs of their schools it is no surprise that they take little interest in paying higher taxes for the support of schools. The participation of parents and others in developing the school program is one of the best ways to interest them in providing adequate financial support. The Metropolitan School Study Commission, having reviewed the results of lay citizen participation in the school systems associated with it around New York City has reported that:

There is mounting evidence to show that when schools have brought the public into processes of educational planning the schools have gained far greater community support and understanding than might otherwise have been expected.17

B. The Leadership for Enlisting and Encouraging Lay Participation in Curriculum Development Programs Should Come from School Personnel

Professional school personnel should take the leadership in promoting lay participation because they are employed by the public to operate the schools. School staff members are regarded as the leaders in education. The lay public in general does not want to interfere with their leadership responsibilities. They take it, that the school will call upon them if and when their services are needed. Most lay citizens will leave curriculum planning up to educators unless they are

encouraged to take part.

School staff members are in a favorable position for enlisting the aid of parents and others in curriculum study and improvement. They should know when laymen can make a contribution to the program. School personnel have access to appropriate means of contacting the people when their assistance is needed. They have ready access to materials and facilities that are needed. They know the people of the community and where they can serve best. They have the facts about the school program or they can secure them.

School staff members are prepared to provide professional leadership in curriculum development. They are familiar with appropriate procedures to use in group planning. The factors to be considered in curriculum planning are known to them. They know how to secure the facts that should be considered. The school staff has learned to think of the curriculum in terms of all those served by the school. As teachers and other staff members have worked with children and parents, they have acquired skills for doing cooperative planning.

The encouragement of lay participation by school personnel will reduce the need for laymen to initiate their own planning groups. If they are initiated by laymen they may develop into pressure groups. It would seem that the efforts of laymen could be better utilized when they are under the guidance of the school staff. This is the way most lay citizens view this matter.
This principle does not mean that lay citizens are to be denied leadership responsibilities in planning activities. Leadership is shared in cooperative enterprises such as the planning of a school program. School staff members should encourage individuals to assume those leadership responsibilities for which they are prepared.

C. Laymen Will Participate More Effectively In Curriculum Planning Programs If They Follow Certain Procedures

Individuals who have worked with planning groups recognize the value of using certain procedures. There are always probabilities of misunderstandings and misinterpretations that may grow out of lay participation, but most of these can be avoided if the proper procedures are followed. The principles which follow set forth procedures that should make lay participation more effective.

1. Laymen in working together in planning should be guided by stated policies that are established cooperatively by members of the group

Planning groups involving laymen should have stated policies or agreements to give them guidance in the planning process. They should be established cooperatively by members of the group early in the planning program. As new individuals join the group, they should be informed of the policies. Agreements should be reached concerning the purposes of the planning program. They should indicate the relationship of the lay participants in planning to the school staff members,
the board of education, and the community. The procedures to be used in studying the curriculum and making changes should be stated. For example, the policies could indicate that group planning will be confined to a study of those problems revealed through a study of the school program, and that are of interest to the group. They would perhaps indicate that changes will be made in the school program only when they are supported by the latest research findings. The group should understand the authority which it has for making changes. Unless such agreements are reached the participants are likely to become confused and perhaps frustrated as to their real function. Bradford and Lippitt warns that "if the participants' area of freedom and responsibility is too wide and uncircumscribed, he has no direction for his movement and becomes frustrated."19

Another matter that must be clear to the participants is that of long range and immediate goals. Long range planning is necessary in order to do a more complete job, but laymen are likely to lose interest and even drop out of the planning group unless they see some results from their efforts rather early in the planning process. Guides to group action, along with long range and immediate goals should be agreed upon early in the planning program, as emphasized by

Long range planning is essential for a comprehensive job, and intermediate goals, as well as guide lines for action, should be formulated cooperatively in the very early stages of council activity.

This particular principle can contribute a great deal toward the success of group planning. When fully applied it will take care of many of the objections that some educators have to involving laymen in curriculum planning.

2. Laymen should be continuously evaluating their own participation in curriculum development in terms of criteria established cooperatively by the participants for this purpose.

It is highly important that laymen evaluate their participation as groups and as individuals so that they can improve their participation. This should be done continuously or at frequent periodic intervals. This procedure requires criteria or some sound bases for making appraisals. Criteria should be decided upon by the participants early in the planning program. As a matter of fact, provisions for evaluation should be included in the policies.

This procedure should help laymen to be continuously improving their services to the school. It will help them learn how to partici-

pate more effectively. Evaluation will help prevent interference with the best interest of the school program. It will also help the participants to see the results of their efforts.

3. Curriculum planning that involves lay group participation should be centered around common problems that are discovered through a study of the school program.

The cooperative efforts of planning groups are much more likely to be successful when they are directed toward the solution of problems that are of common concern to the people involved. If the group attempts to deal with problems that are of interest only to a few individuals, it is likely to become involved in personalities and matters of little or no concern to the group as a whole. This can result in the lack of interest and cause members of the group to refrain from participating. The real purpose of group organization and procedure is to bring about group thinking and action regarding problems that are of interest to the people involved.

In discussing principles of group participation, Giles has stated that planning is most effective when "a study is broad enough to include the real interest of all members of the group." Educators recognize genuine interest as a powerful motivating force for creating new interest. This helps to make study and planning programs continuous. As laymen and school personnel continue to study their school programs.

new problems emerge which interest them. Their cooperative efforts to solve such problems can result in improved educational opportunities for children and youth.

h. Curriculum problems that are of common concern to groups of lay citizens should be approached through such channels as lay-professional committees, citizens' committees, advisory councils, grade-parents' meetings, study groups, community planning meetings and parent-teacher association meetings.

Problems discovered through a study of the school program should be approached through appropriate channels. Some of them can best be approached through groups made up entirely of laymen. Others can best be approached through groups that are composed of both laymen and school staff members. In fact, most curriculum study and planning should be approached through such groups as lay-professional curriculum committees, grade parents' meetings, study groups, community planning meetings and other groups which include both laymen and school personnel. "Teachers need to be present in order to help laymen interpret the present program, see the problems involved and point out possible solutions."22 Most of the above channels are appropriate because they include members of the school staff who are prepared to furnish professional leadership and guidance in studying and making improvements. They are appropriate for different kinds

of planning situations. For example, grade parents' meetings are open to all of those who have children in a particular grade or homeroom when planning is on a class basis. When planning is on a school or system-wide basis, community planning meetings can be used as a means of involving large numbers of people at a given time.

There are still other channels that are appropriate for elected or appointed groups. For example, lay-professional curriculum committees should provide for groups that are large enough to be representative of the community and the school staff, and small enough to be workable size groups. These groups can report to the community as a whole from time to time through community meetings, parent-teacher association meetings, public press, school paper, bulletins, radio and television.

Channels which provide for informal participation should not be overlooked. Several small committees many times can do more good than one large committee. In small informal groups, individuals have a better chance to express their ideas and to raise questions they want answered. Small committees like the larger ones need teachers on them to help laymen get a true picture of the present program and point out
possible improvements. In this connection, Storen has reported that:

In response to a questionnaire sent to thirty schoolmen who have been involved in lay-professional curriculum planning, ..... The majority believed that there should not just one permanent lay committee working on curriculum problems but that there should be many small, 'ad hoc', informal committees composed of teachers and laymen — if possible organized on a neighborhood basis. 23

The above list includes means that are appropriate for most any type of community and any phase of curriculum planning. They have all been used and found successful. Each school will choose those channels that seem most appropriate for the particular purposes to be accomplished.

5. Lay group participation should make use of leading questions to help the participants think through and solve common problems.

Individuals who have had experience working with laymen in planning programs have found that the use of leading questions can be helpful. Leading questions can help to stimulate thinking concerning the problem under consideration. They point up or focus attention on that part of the problem that needs to be discussed. This tends to reduce the amount of "rambling" and "straying away" from the problem.

The utilization of this particular principle requires status leadership that has done some careful pre-planning prior to meeting with the group. Among other things, the leader must decide upon his objective for working with the group. He must have a plan for approaching the problem. He must have in mind some leading questions that will help the group begin talking about the problem, and that will help reach a decision. In discussing the type of questions needed in group planning, Giles has suggested that, "Pre-planning comes out with leading questions which will stimulate thinking rather than quick answers." ²⁴

The use of leading questions helps members of the group to analyze the different aspects of the problem. This usually requires a look at the facts involved. A study of the facts helps the participants to gain a better perspective of the problem. When they have a complete picture of the problem they are in a much better position to make wise decisions. Changes that are made in this manner are likely to be better understood by the people who make them.

6. Changes made in the curriculum should be based on the latest research findings concerning curriculum improvement.

Changes that are based on the latest research findings will result in greater educational benefits to the learners than those

that are not based on the facts. Research has shown that certain
types of curricula are better adapted to individual and group needs
than are others. Research has revealed a great many facts about the
growth and development of children and youth that needs to be taken
into account in making changes. The psychology of learning has
revealed facts about the most effective means of learning that should
be considered. A great deal has been learned about the function of
the school in a democracy that need to be taken into account in
curriculum planning.

This particular procedure provides lay citizens with a sound
basis for making changes. It serves as a useful guide in the plan­
ning process. This principle can safeguard the curriculum from
being changed to merely suit the conveniences of a few individuals.
It offers protection against lay interference with a sound instruc­
tional program. The principle implies that if the facts are not
readily available when needed they should be secured and applied to
the proposals under consideration before changes are made. To do
otherwise may result in undesirable changes. Bradford has stated
that:

Sound decisions can only be arrived at
after a reasoned and intelligent analysis of
the facts. Evidence on all sides should be
gathered and analyzed. Decisions should be
avoided which are based on emotional or pre­
judiced thinking.  

The ability to withhold judgment until the facts have been carefully considered is one that is greatly needed in a democratic society. Some individuals have acquired this ability to a greater degree than have others. Therefore, it is very important for the curriculum worker to be aware of this situation and to be prepared to cope with it. There should be free discussion of the proposed changes. In fact, each member of the planning group should be encouraged to express himself regarding the proposals under consideration. But, the facts which have a bearing on the proposals should be brought to light and studied before decisions are reached. Berry has warned that "unless the individual citizen has access to enough information which makes reliable judgments possible, he may easily become a victim of the propagandist and make unwise decisions." 26

7. Lay citizen participation in curriculum study and improvement should begin on a class or school basis where parents are most likely to be concerned about the education of their children.

Experience and social psychology have shown that individuals are usually concerned about the members of their family. Parents are vitally concerned over the immediate problems affecting the welfare of their children. Among other things, they are concerned about the education of their children. They are interested in knowing what their

children are doing in school. They want to know how the program differs from the one they had when they were in school. What to do about helping children with their homework concerns a great many parents. They want to know why the school has changed its system of reporting pupil progress. Some parents want to know why teachers today do not teach as they were taught. These are only a few examples of what parents are concerned about in terms of the school program. Their concerns are usually centered around the work of the particular class and school in which their children are enrolled. This means that a good place to begin with lay participation is on a class or school basis where they are interested and where the problems are real to them.

Storen has written that:

> It is a principle of social psychology that groups as well as individuals tend to be more concerned with immediate problems than with long-range objectives; more ready to work in areas with which they are familiar than to participate in new endeavors; more willing to help if they have competence in the field than if they do not.\(^\text{27}\)

Laymen can be interested in doing those things which they feel competent to do. They like to see results from their efforts. They may begin by simply helping the teacher and the pupils improve the learning environment of their classroom. Wiles has stated that:

One of the easiest ways of bringing parents into the classroom situation is to have them work with the class in the improvement of the room and the equipment.\textsuperscript{28}

It is often through such an approach as this that laymen can be motivated to assist with other phases of the class or school program. When they experience success in a project it is easier for them to move to new undertakings. As they experience success in making physical improvements they can be encouraged to participate in other types of planning.

8. \textbf{Curriculum problems that are of an individual nature should be resolved through parent-teacher and parent-administrator conferences.}

Experience has shown that problems of an individual nature can best be approached through face to face relationships. This refers to such concerns of parents as: difficulties that a child may be having with reading or some other phase of his school work; what they can do at home to help him overcome his difficulties; the selection of books that will help him with his reading; and the meaning of his report card in terms of individual progress. This procedure enables the teacher and the parents to analyze the difficulties in a professional manner. They have an opportunity to explore and discuss thoroughly all facets of the problem in a manner which could not be discussed very well in a group meeting. Individual conferences permits each party to present the facts as he sees them, so that the entire problem may be

viewed by both as objectively as possible. It is through this approach that a thorough understanding can be developed of the problem and commitment to a solution reached.

This principle applies not only to a learning problem after it has arisen and something must be done to resolve it, but also to pre-planning by teachers and parents for the normal growth and development of children. Some of the most effective participation of parents can be of the informal type which takes place through conversation, consultation, and individual conferences. Many individuals feel freer to express themselves and to ask for advice and counsel through informal means than through organized groups. They don't mind asking questions and discussing their concerns with the teacher, principal, or superintendent in private conversation or conference. Wiles has written that:

The school and the home must work together if the student is to derive the maximum benefit from his educational experience. If learning is to be efficient, channels of communication must be maintained through which teachers and parents can plan together. That means that we will want the parents to visit the classroom, to have first-hand experience with the atmosphere in which their children live day by day, and to plan the program together.29

This procedure permits an informal atmosphere that allows parents and teachers to place the emphasis on planning together rather than on "selling" each other on their individual solution. In this way, the

the school and the home become partners in the education of children and youth. It makes possible the sharing of facts that both the home and the school needs in working with the child. In some instances the conferences should include the parents, the child and the teacher. After all the child is the center of concern in these conferences. He likewise has some responsibility in helping to solve his own problems. This particular principle offers one of the most effective means of parent participation in curriculum planning.

Criteria for Evaluating Lay Citizen Participation in Curriculum Development

The following criteria for evaluating lay citizen participation in curriculum development in the selected schools are based on the preceding set of principles.

A. Criteria for evaluating lay citizen participation in general aspects of curriculum development

1. Have lay citizens who were affected by changes in the curriculum had opportunities to assist with the planning?

2. Have laymen assumed responsibility for taking part in curriculum study and planning on class, school and system-wide bases?
3. Have laymen participated in curriculum planning because they were interested in helping to improve educational opportunities for children and youth?

4. Have laymen had policies or agreements to help guide them in curriculum planning when they worked in groups?

5. Were policies set up cooperatively by laymen and school staff members?

6. Did policies help the participants to do a more effective job of planning?

7. Has lay participation in group planning situations been centered around problems of common interest that were discovered through a study of the school program?

8. Have lay groups had access to appropriate channels through which they could approach curriculum problems that were of common concern to members of the group?

9. Has the use of leading questions in group discussions been an effective means of helping laymen to think through and arrive at solutions to curriculum problems that were of common concern?
10. Have laymen approached their curriculum problems which were of an individual nature through parent-teacher and parent-administrator conferences?

11. Have decisions which resulted in curriculum changes been based on a consideration of the latest research findings?

12. Have lay citizens participated in curriculum planning because they were invited and encouraged to do so by members of the school staff?

13. Has lay participation in curriculum development brought about a better understanding of the school program?

14. Has lay participation tended to improve community support of the school program?

15. Have there been obstacles to curriculum improvement in the school-community relationships?

16. Has lay participation in planning tended to remove or reduce in influence the existing obstacles to curriculum improvement?

17. Have laymen become more interested in seeing the school receive adequate financial support when they had a part in curriculum planning?
B. Criteria for evaluating lay citizen participation in certain specific areas of curriculum development

1. Have laymen helped to determine the goals or purposes of the school?
2. Have laymen helped to re-examine and revise the goals of the school?
3. Have laymen studied the goals of the school?
4. Have laymen helped to identify the needs of children and youth as the basis for curriculum planning?
5. Has participation in curriculum development helped laymen to develop a better understanding of the needs of children and youth?
6. Have laymen had a more favorable attitude toward curriculum changes when they have studied the needs of children and youth?
7. Have lay citizens of the community who have special abilities and skills served as resource persons to help vitalize the school program?
8. Have lay citizens helped to evaluate the school program?
9. Have judgments of laymen been used in evaluating describable behavior of children and youth in school, and of graduates and drop-outs?
10. Have laymen evaluated their participation in curriculum development as groups and as individuals?
CHAPTER VII

AN ANALYSIS OF THE FINDINGS OBTAINED THROUGH INTERVIEWS

This chapter presents an analysis of the findings obtained through interviews with selected laymen, teachers, administrators and supervisors. Check sheets described in Chapter I, a copy of which is found in Appendix C, were used in recording data. The interviews were partially structured as indicated by the check sheet. The questions used in the structured part were similar in most cases to those contained in the questionnaires.

The investigator encouraged the interviewees to comment about the desirable and undesirable features of lay participation. They were encouraged to discuss the values derived by both the laymen and the schools as the result of participation. Their comments were summarized and are presented later in this chapter.

The Persons Interviewed

A total of 107 selected individuals contributed information through 88 different interviews. Table 1 shows that 42 per cent of the interviews were with lay citizens, as compared to 28 per cent with teachers and 30 per cent with administrators and supervisors.

While most of the interviews were individual in nature several involved from two to seven persons. The group conferences which are not separated in the table usually included two or more lay citizens, a teacher, an administrator and a supervisor. There were also a few in which a layman and a supervisor, or a layman and a principal were present at the same time.

### TABLE 1. NUMBER OF INTERVIEWS AND INTERVIEWEES

<table>
<thead>
<tr>
<th>Persons Interviewed</th>
<th>Number of Interviews</th>
<th>Number of Persons Interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Lay citizens</td>
<td>37</td>
<td>42</td>
</tr>
<tr>
<td>Teachers</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Administrators and</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>88</td>
<td>100</td>
</tr>
</tbody>
</table>

Data in Table 2 report that 51 per cent of the lay citizen interviewees had children enrolled in elementary school, as compared to 34 per cent with children in high school during the school year 1953-54. Fifteen per cent of the laymen had no children in school, as compared with the 85 per cent who had children in school.
The professional school personnel interviewed stated that they had been working with lay citizens in curriculum improvement programs from one to 15 years. Table 3 indicates that 58 per cent of the supervisors and administrators, as compared to 80 per cent of the teachers had worked with laymen for not more than five years. Forty-two per cent of the administrators and supervisors stated that they had worked from six to 15 years with laymen, while only 20 per cent of the teachers had worked for this length of time.

The school staff interviewees were asked to report on the special preparation they had received for working with lay citizens in curriculum development programs. Table 4 shows that 71 per cent of them had received special preparation, while 29 per cent had no special preparation for engaging laymen in curriculum planning programs. Twenty-eight per cent of them stated that their special preparation was received
through the professional courses in education which they had in preparation for becoming teachers, supervisors and administrators. Nine per cent of the group had attended one of several workshops devoted specifically to problems of organizing and working with lay citizens, pupils and school staff members in educational planning. The 10 per cent who named first-hand experiences as the kind of preparation they had received could have been extended to include all of the professional school personnel interviewed as they all had worked with laymen to some extent.

TABLE 3. NUMBER OF YEARS THAT TEACHER, ADMINISTRATOR AND SUPERVISOR INTERVIEWEES HAD WORKED WITH LAYMEN IN CURRICULUM DEVELOPMENT

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Teachers</th>
<th>Administrators and Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 25 100 26 100 51 100
TABLE 4. SPECIAL PREPARATION THAT TEACHER, ADMINISTRATOR AND SUPERVISOR INTERVIEWEES HAD FOR WORKING WITH LAYMEN IN CURRICULUM DEVELOPMENT

<table>
<thead>
<tr>
<th>Special Preparation for Working with Laymen</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Administration courses</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum courses</td>
<td>5</td>
</tr>
<tr>
<td>Conference on human relations</td>
<td>1</td>
</tr>
<tr>
<td>Education courses (part of)</td>
<td>26</td>
</tr>
<tr>
<td>Experience (first-hand)</td>
<td>9</td>
</tr>
<tr>
<td>General workshop in education</td>
<td>2</td>
</tr>
<tr>
<td>Group dynamics workshop</td>
<td>3</td>
</tr>
<tr>
<td>In-service education</td>
<td>2</td>
</tr>
<tr>
<td>No special preparation</td>
<td>27</td>
</tr>
<tr>
<td>Preparation for supervision</td>
<td>6</td>
</tr>
<tr>
<td>Preparation in counseling and guidance services</td>
<td>2</td>
</tr>
<tr>
<td>Special workshop on educational planning</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>

Findings About Lay Participation that Apply to General Aspects of Curriculum Development

The findings from the interviews were analyzed and appraised in terms of the criteria derived in Chapter VI, for evaluating lay citizen participation in curriculum development. In reporting on the findings each criterion is here stated and then findings relating to that criterion are reported.

1. Have lay citizens who were affected by changes in the curriculum had opportunities to assist with the planning?

2. Chapter VI, Supra., p. 163.
Table 5 shows that each one of the interviewees stated that lay citizens had opportunities to participate in curriculum planning in their respective school communities.

**TABLE 5.** NUMBER OF INTERVIEWEES WHO INDICATED THAT LAYMEN HAD PARTICIPATED IN CURRICULUM DEVELOPMENT IN THEIR RESPECTIVE COMMUNITIES

<table>
<thead>
<tr>
<th>Responses As to Whether Laymen Had Participated</th>
<th>Reported By</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Laymen</td>
<td>Teachers</td>
<td>Administrators and Supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>46</td>
<td>100</td>
<td>31</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100</td>
<td>31</td>
<td>100</td>
<td>30</td>
</tr>
</tbody>
</table>

2. Have laymen assumed responsibility for taking part in curriculum study and planning on class, school and system-wide bases?

Data reported in Table 6 show that laymen had participated on a school and class basis in more instances than they had on a system-wide basis. This could mean that they had more opportunities to take part on some bases than on others. It could mean that parents were more interested in participating on a class and school basis where their children were enrolled than on a school system basis.
TABLE 6. SCHOOL BASES ON WHICH LAYMEN HAD PARTICIPATED IN CURRICULUM DEVELOPMENT AS REPORTED BY THE INTERVIEWEES

<table>
<thead>
<tr>
<th>School Bases</th>
<th>Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Class</td>
<td>75</td>
<td>33</td>
</tr>
<tr>
<td>School</td>
<td>87</td>
<td>39</td>
</tr>
<tr>
<td>School system</td>
<td>60</td>
<td>27</td>
</tr>
<tr>
<td>State</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>225</td>
<td>100</td>
</tr>
</tbody>
</table>

Forty-nine per cent of the interviewees estimated that less than 25 per cent of the laymen in their respective communities had participated. Table 7 shows that 30 per cent of them reported that between 25 and 50 per cent of the laymen took part in planning, as compared to 21 per cent who estimated that more than half of the laymen had participated.

The reader should keep in mind that the combined data in Table 7 were reported by teachers, laymen, administrators and supervisors. Most of the responses recorded in the two upper groups, i.e. 75 to 100 per cent and 50 to 75 per cent were reported by classroom teachers. They tended to base their estimated percentages on the number of parents who had children in school. The laymen, administrators and supervisors tended to base their estimates on the number of lay citizens served by a particular school or school system. Data in the table do not show
exactly how many laymen actually participated in the "less than 25 per cent" group. Statements made by the interviewees revealed that the number was rather small in some instances.

### TABLE 7. REPORT OF INTERVIEWEES REGARDING THE ESTIMATED PERCENTAGE OF LAYMEN WHO HAD PARTICIPATED IN THEIR RESPECTIVE COMMUNITIES

<table>
<thead>
<tr>
<th>Estimated Percentage of Laymen Who Had Participated</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>About 75 to 100</td>
<td>8</td>
</tr>
<tr>
<td>About 50 to 75</td>
<td>11</td>
</tr>
<tr>
<td>About 25 to 50</td>
<td>26</td>
</tr>
<tr>
<td>Less than 25</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
</tr>
</tbody>
</table>

3. Have laymen participated in curriculum planning because they were interested in helping to improve educational opportunities for children and youth?

In response to the question: Why have laymen in your community helped with curriculum improvements? interviewees gave 13 reasons. Table 8 shows that 10 or more per cent of the responses from the interviewees indicate that laymen participated primarily because they:
(a) were interested in providing better educational opportunities for children and youth; (b) had a child or children in school; (c) were invited by school personnel to serve on school planning committees; (d) were interested in the welfare of the school; and (e) wanted to cooperate with the teachers and other school personnel. Twenty-five per cent of the responses indicated that lay citizens took part for
the above first named reason more than for any other single reason.

<table>
<thead>
<tr>
<th>Reasons Given for Lay Participation</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interested in providing better educational opportunities for children and youth</td>
<td>82</td>
</tr>
<tr>
<td>Felt it was their responsibility to help</td>
<td>19</td>
</tr>
<tr>
<td>Wanted to help the teachers and administrators</td>
<td>33</td>
</tr>
<tr>
<td>Had something worthwhile to contribute</td>
<td>1</td>
</tr>
<tr>
<td>Was dissatisfied with the existing school program</td>
<td>1</td>
</tr>
<tr>
<td>Had a child or children in school</td>
<td>47</td>
</tr>
<tr>
<td>Wanted to help improve the school program</td>
<td>29</td>
</tr>
<tr>
<td>Interested in the welfare of the school</td>
<td>40</td>
</tr>
<tr>
<td>Invited by school staff members to serve on school planning committees</td>
<td>50</td>
</tr>
<tr>
<td>Interested in certain specific school projects</td>
<td>9</td>
</tr>
<tr>
<td>Received personal satisfaction from participation</td>
<td>9</td>
</tr>
<tr>
<td>Interested in learning more about the school program</td>
<td>11</td>
</tr>
<tr>
<td>Elected by fellow citizens to serve on a citizens' committee</td>
<td>3</td>
</tr>
</tbody>
</table>

Total | 334 | 100

4. Have laymen had policies or agreements to help guide them in curriculum planning when they worked in groups?

5. Were policies set up cooperatively by laymen and school staff members?

6. Did policies help the participants to do a more effective job of planning?

In securing data concerning the availability and value of poli-
cies in group planning, the interviews followed this procedure. Each interviewee was asked this question: Have laymen in your community tried to dominate or interfere with the planning program?

Ninety-six per cent of them gave a negative answer to the question as shown in Table 9. Although only a very few individuals reported that laymen had interfered with planning, this points up the possibility of some dangers that must not be overlooked.

**TABLE 9. REPORT OF INTERVIEWEES AS TO WHETHER LAYMEN HAD TRIED TO DOMINATE CURRICULUM PLANNING**

<table>
<thead>
<tr>
<th>Responses As to Whether Laymen Had Tried to Dominate Curriculum Planning</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
</tr>
</tbody>
</table>

Each interviewee was asked to give his or her reasons as to why laymen had, and why they had not interfered with planning programs in their particular communities. A summary of the reasons they gave is presented at this point according to the number of times that each reason was mentioned.

**Reasons Given by Interviewees As to Why Laymen Interfered With Curriculum Planning**

The few individuals who tended to interfere were those who became impatient because the planning process did not move fast enough to suit them.
It was sometimes due to over-enthusiasm for bringing about certain improvements

A few individuals tried to impose their pet ideas but didn't get very far because the vast majority of the lay participants did not agree with them

In a few cases individuals wanted to become leaders and did not know why

Reasons Given by Interviewees As to Why Laymen Had Not Interfered with Curriculum Planning

Laymen were only interested in being of service to the school when they knew what to do

Laymen usually looked to the teachers and administrators for leadership in curriculum planning as they considered this was their professional responsibility

Laymen did not feel qualified to contribute very much to curriculum planning

They understood the part they were to play in the planning process through agreements established to help guide them

The principals and teachers provided excellent leadership

They understood their relationship to the school staff and the board of education

One of the big jobs was to get laymen interested enough to help with school planning

The findings indicate that: (a) in some instances laymen had policies to give them guidance in planning, while in others they did not; (b) very little evidence was obtained as to how policies were established; and (c) there was some evidence that participation was
more effective when laymen had policies to help guide them in planning.

7. Has lay participation in group planning situations been centered around problems of common interest that were discovered through a study of the school program?

The persons interviewed were asked the following question: What have laymen done to help plan the school program? Those particular responses which indicated the kinds of problems that were considered by planning groups were summarized and are presented here.

The following problems were considered by planning groups:

- The goals or purposes of their schools
- The ascertainable needs of children and youth
- The evaluation of their school programs
- The development of resource materials to help vitalize instructional programs
- The improvement of school health programs
- The development of guidance and counseling programs
- The planning of extended or summer programs
- The establishment of new school lunch programs
- The improvement of school lunch programs
- The organization of school music programs
- The development of speech correction programs
- The organization of parent—education meetings on school curricula
The provision of social and recreational activities for children and youth

The accreditation of their schools

The provision of adequate school buildings and equipment

The provision of needed finances for making improvements

This list of problems shows that lay participation in planning was usually centered around problems of common interest.

8. Have lay groups had access to appropriate channels through which they could approach curriculum problems that were of common concern to members of the group?

Interviewees were asked this question: Through what specific channels have laymen in your community participated? Their responses recorded in Table 10 show that laymen had access to a variety of channels through which to approach curriculum problems that were of interest to them. Ten or more per cent of their responses show that laymen participated primarily through the following channels:

(a) parent-teacher association meetings; (b) parent conferences;
(c) school planning committees; (d) curriculum committees; and
(e) system-wide school surveys.
TABLE 10. CHANNELS THROUGH WHICH LAYMEN HAD PARTICIPATED AS REPORTED BY THE INTERVIEWEES

<table>
<thead>
<tr>
<th>Participated Through</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Advisory committees</td>
<td>2</td>
</tr>
<tr>
<td>Boards of education</td>
<td>14</td>
</tr>
<tr>
<td>Citizens' committees</td>
<td>36</td>
</tr>
<tr>
<td>Community councils</td>
<td>7</td>
</tr>
<tr>
<td>Community planning meetings</td>
<td>23</td>
</tr>
<tr>
<td>Curriculum committees</td>
<td>56</td>
</tr>
<tr>
<td>Grade parent meetings</td>
<td>11</td>
</tr>
<tr>
<td>Parent conferences</td>
<td>69</td>
</tr>
<tr>
<td>Parent study groups</td>
<td>22</td>
</tr>
<tr>
<td>Parent—opinion polls</td>
<td>4</td>
</tr>
<tr>
<td>Parent—teacher association meetings</td>
<td>78</td>
</tr>
<tr>
<td>School planning committees</td>
<td>65</td>
</tr>
<tr>
<td>System-wide school surveys</td>
<td>55</td>
</tr>
<tr>
<td>Transition for eleven to twelve year</td>
<td>26</td>
</tr>
<tr>
<td>school program committees</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>468</td>
</tr>
</tbody>
</table>

9. Has the use of leading questions in group discussions been an effective means of helping laymen to think through and arrive at solutions to curriculum problems that were of common concern to them?

The interviewer secured insufficient information concerning the use of this particular procedure.

10. Have laymen approached curriculum problems that were of an individual nature through parent—teacher and parent—administrator conferences?

Data in Table 10 indicate that parent conferences was the second leading channel through which parents had approached the solution of curriculum problems.
11. Have decisions which resulted in curriculum changes been based on a consideration of the latest research findings?

The comments made by several of the interviewees indicated that curriculum changes in their respective schools were based on a consideration of research findings, while in others they were not. However, the interviews as a whole yielded insufficient data concerning the prevailing practices.

12. Have lay citizens participated in curriculum planning because they were invited and encouraged to do so by members of the school staff?

In answer to the question: How did laymen become interested in curriculum development — the interviewees named 12 ways. Laymen became interested in helping with curriculum development activities because they were invited and encouraged by school personnel more than through any other single way. According to Table 11, other leading ways in which laymen became interested was through:

(a) their own children being in school; (b) their own initiative by seeing a need for lay participation; and (c) being selected to do a specific job for the school.
TABLE 11. WAYS IN WHICH LAYMEN BECAME INTERESTED IN HELPING WITH CURRICULUM DEVELOPMENT AS REPORTED BY THE INTERVIEWEES

<table>
<thead>
<tr>
<th>Ways in Which Laymen Became Interested</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Through:</td>
<td></td>
</tr>
<tr>
<td>Invitation and encouragement from</td>
<td>83</td>
</tr>
<tr>
<td>school staff members</td>
<td></td>
</tr>
<tr>
<td>Encouragement from laymen</td>
<td>20</td>
</tr>
<tr>
<td>Their own initiative by seeing a need</td>
<td>43</td>
</tr>
<tr>
<td>for lay participation</td>
<td></td>
</tr>
<tr>
<td>Their own children being in school</td>
<td>60</td>
</tr>
<tr>
<td>Being selected to do a specific job</td>
<td>42</td>
</tr>
<tr>
<td>for the school</td>
<td></td>
</tr>
<tr>
<td>A program of lay participation which</td>
<td>4</td>
</tr>
<tr>
<td>had been in operation for several years</td>
<td></td>
</tr>
<tr>
<td>Being appointed or elected to the board</td>
<td>5</td>
</tr>
<tr>
<td>of education</td>
<td></td>
</tr>
<tr>
<td>Interest in seeing the community have</td>
<td>20</td>
</tr>
<tr>
<td>a good school</td>
<td></td>
</tr>
<tr>
<td>Being selected to serve on the community</td>
<td>6</td>
</tr>
<tr>
<td>council</td>
<td></td>
</tr>
<tr>
<td>Parent-teacher association work</td>
<td>5</td>
</tr>
<tr>
<td>Educational projects sponsored by civic</td>
<td>2</td>
</tr>
<tr>
<td>clubs</td>
<td></td>
</tr>
<tr>
<td>Interest in retaining a local school</td>
<td>4</td>
</tr>
<tr>
<td>which was about to be consolidated</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>294</td>
</tr>
</tbody>
</table>

13. Has lay participation in curriculum development brought about a better understanding of the school program?

Each person interviewed was asked this question: Do you think the lay citizens in your community know enough about the school program? Table 12 shows that most of the interviewees were of the opinion that laymen did not know enough about their school programs.
TABLE 12. REPORT OF INTERVIEWEES AS TO WHETHER
LAY CITIZENS IN THEIR COMMUNITIES KNOW ENOUGH
ABOUT THE SCHOOL PROGRAM

<table>
<thead>
<tr>
<th>Responses As to Whether Laymen Know Enough About the School Program</th>
<th>Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>81</td>
<td>92</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Interviewees were asked: *Do you think lay participation has helped to bring about a better understanding of the school program?*

According to Table 13, a very high percentage believed that participation had brought about a better understanding of the school program among lay citizens.

TABLE 13. REPORT OF INTERVIEWEES AS TO WHETHER
L AY PARTICIPATION HAD BROUGHT ABOUT
A BETTER UNDERSTANDING OF THE SCHOOL PROGRAM

<table>
<thead>
<tr>
<th>Responses As To Whether Lay Participation Had Brought About A Better Understanding of the School Program</th>
<th>Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>86</td>
<td>97</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
14. Has lay participation tended to improve community support of the school program?

The data reported in Table 14 show that 93 per cent of the interviewees were of the opinion that lay participation had improved community support for the schools. Little is known from these data, however, about the exact nature of the community support given.

**TABLE 14. REPORT OF INTERVIEWEES AS TO WHETHER LAY PARTICIPATION HAD HELPED TO IMPROVE COMMUNITY SUPPORT**

<table>
<thead>
<tr>
<th>Responses As to Whether Lay Participation Had Helped to Improve Community Support</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>82</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>88</td>
</tr>
</tbody>
</table>

15. Have there been obstacles to curriculum improvement in the school-community relationships?

There were obstacles to curriculum improvement in school-community relationships in nearly all of the communities represented by the interviewees according to the findings reported in Table 15.
16. Has lay participation in curriculum planning tended to remove or reduce in influence the existing obstacles to curriculum improvements?

The individuals who indicated that there were obstacles to curriculum improvement in their communities were asked this question: What influence has lay participation had on these obstacles? A high percentage of their responses reported in Table 16 indicate that participation had gradually removed or reduced in influence some of the obstacles to curriculum improvement. Thirteen per cent of the responses reported that participation had brought about a better understanding of the existing barriers and a desire to reduce their effectiveness.

**TABLE 16. THE INFLUENCE THAT LAY PARTICIPATION IN CURRICULUM PLANNING HAD ON THE EXISTING OBSTACLES AS REPORTED BY THE INTERVIEWEES**

<table>
<thead>
<tr>
<th>Effect That Lay Participation Had On Obstacles to Curriculum Improvement</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gradually removed or reduced the influence of some of the existing obstacles</td>
<td>85</td>
</tr>
<tr>
<td>Brought about a better understanding of the obstacles</td>
<td>10</td>
</tr>
<tr>
<td>Brought about greater unity in efforts to remove obstacles</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
</tr>
</tbody>
</table>
17. Have laymen become more interested in seeing the school receive adequate financial support when they had a part in curriculum planning?

Each interviewee was asked this question: What have laymen done in this community to help improve the school program? Those responses which dealt with school finances were summarized and are listed according to the number of times they were given. According to the comments from the interviewees, laymen had helped to:

- Raise money for constructing new and improving present school buildings 57
- Raise money for securing additional equipment and supplies 57
- Raise money locally to build school lunchrooms 8
- Conduct county-wide bond campaigns for constructing new school buildings 7
- Provide money for school lunches for children who could not pay 6
- Furnish clothing for underprivileged children to help keep them in school 4
- Raise money to purchase musical instruments for the school 3
- Raise money to build and equip school shops 3
- Raise money through contributions to replace a gymnasium that was destroyed by fire 1
- Raise money to remodel gymnasium 1
- Raise money to build and equip a food processing plant 1
These comments give evidence that laymen not only became more interested in the financial support of their schools when they had a part in planning, but they actually raised additional funds for supporting them. While there was increased interest in school finances as the result of participation, the comments did not indicate the degree of adequacy.

**Findings About Lay Participation That Apply to Specific Areas of Curriculum Development**

1. Have laymen helped to determine the goals or purposes of the school?

Data in Table 17 show that 81 per cent of the interviewees reported that lay citizens in their respective communities had helped to determine the goals of the schools, as compared to 19 per cent who reported they had not participated.

**TABLE 17. REPORT OF INTERVIEWEES AS TO WHETHER LAYMEN HAD HELPED TO DETERMINE THE GOALS OF THE SCHOOLS**

<table>
<thead>
<tr>
<th>Had Laymen Helped to Determine The Goals of Their Schools?</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>71</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
</tr>
</tbody>
</table>
2. Have laymen helped to re-examine and revise the goals of the school?

The findings in Table 18 indicate that a high percentage of the interviewees reported that laymen had not helped to revise the goals of their schools within the past two years.

TABLE 18. REPORT OF INTERVIEWEES AS TO WHETHER LAYMEN HAD HELPED TO RE-EXAMINE AND REVISE THE GOALS OF THE SCHOOLS

<table>
<thead>
<tr>
<th>Had Laymen Helped to Revise the Goals of Their Schools Within the Past Two Years?</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>88</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
</tr>
</tbody>
</table>

3. Have laymen studied the goals of the school?

The statements made by several interviewees indicated that in some instances parents had studied the goals of their schools, although they had not helped to determine or revise the purposes of their schools. The interviewer did not secure adequate information concerning this particular point.

4. Have laymen helped to identify the needs of children and youth as the basis for curriculum planning?

All of the interviewees except one reported that laymen in their
particular communities had helped school staff members to identify the needs of children and youth as shown by Table 19. Their statements, which are not included in the table indicated that parents had helped to study and identify the needs of children through such means as parent-teacher conferences, child study groups, grade-parent meetings, health clinics, parent-teacher association meetings, two-way pupil progress reports, correspondence with the teachers, and by actually working with children.

**TABLE 19. REPORT OF INTERVIEWEES AS TO WHETHER LAYMEN HAD HELPED TO IDENTIFY THE NEEDS OF CHILDREN AND YOUTH**

<table>
<thead>
<tr>
<th>Had Laymen Helped to Identify the Needs Of Children and Youth?</th>
<th>Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>87</td>
<td>99</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>100</td>
</tr>
</tbody>
</table>

5. Has participation in curriculum development helped laymen to develop a better understanding of the needs of children and youth?

In their comments about the values of lay participation, 61 percent of the interviewees stated that "laymen had received a better understanding of child growth and development and the needs of children," as the result of participation.3 Several parents felt that they had

learned more about certain needs of children as the result of assisting with vision and hearing tests, health clinics, social functions of the school, field trips, child study groups, and learning activities.

6. Have laymen had a more favorable attitude toward curriculum changes when they have studied the needs of children and youth?

In discussing the values of participation, 16 per cent of the interviewees stated that "laymen had a more favorable attitude toward changes in curricula as the result of participation." This involved the study of the needs of pupils and other aspects of the school program.

7. Have lay citizens of the community who have special abilities and skills served as resource persons to help vitalize the school program?

Table 20 shows that some of the lay citizens with special abilities and skills in their respective communities had helped to vitalize the school programs as resource persons. Although the table does not give the number of individuals who assisted in this particular manner, the statements from interviewees indicated that the number was rather small in most of the schools.

TABLE 20. REPORT OF INTERVIEWEES AS TO WHETHER
LAY CITIZENS HAD SERVED AS RESOURCE PERSONS
TO HELP VITALIZE SCHOOL PROGRAMS

| Had Laymen Served as Resource Persons To Help Vitalize School Programs? | Distribution |
|---|---|---|
| | Number | Per Cent |
| Yes | 88 | 100 |
| No | 0 | 0 |
| Total | 88 | 100 |

The interviewees stated that as resource persons to help vitalize the school programs, laymen had helped to:

- Provide social functions for the children 32
- Make field trips to government agencies, industry, business, manufacturing establishments, public utilities and other places 25
- Provide materials for learning activities 16
- Supply information for learning activities 15
- Relieve teachers as relief or substitute teachers 12
- Discuss pertinent problems with classes or small groups of pupils 10
- Operate youth centers 8
- Discuss school programs with civic groups 8
- Provide art activities in schools 7
- Conduct career day programs in high schools 7
- Conduct school health clinics 7
<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct vision tests</td>
<td>7</td>
</tr>
<tr>
<td>Serve food in school lunchrooms</td>
<td>5</td>
</tr>
<tr>
<td>Conduct hearing tests</td>
<td>4</td>
</tr>
<tr>
<td>Operate community centers</td>
<td>3</td>
</tr>
<tr>
<td>Provide clerical and secretarial assistance for teachers and principals</td>
<td>3</td>
</tr>
<tr>
<td>Relieve teachers by assisting with kindergarten programs</td>
<td>2</td>
</tr>
<tr>
<td>Provide work experiences for high school youth</td>
<td>2</td>
</tr>
<tr>
<td>Operate dental clinics</td>
<td>2</td>
</tr>
<tr>
<td>Secure accreditation of high schools</td>
<td>2</td>
</tr>
<tr>
<td>Secure grade &quot;A&quot; school lunch programs</td>
<td>2</td>
</tr>
<tr>
<td>Provide public school music program on a part-time basis as a public service</td>
<td>2</td>
</tr>
<tr>
<td>Do studies on electricity</td>
<td>2</td>
</tr>
<tr>
<td>Do studies on safety</td>
<td>2</td>
</tr>
<tr>
<td>Register young children</td>
<td>2</td>
</tr>
<tr>
<td>Correct certain eye defects through training exercises</td>
<td>1</td>
</tr>
<tr>
<td>Provide art activities for adults</td>
<td>1</td>
</tr>
</tbody>
</table>

8. **Have lay citizens helped to evaluate the school program?**

Data presented in Table 21 show that 91 per cent of the interviewees reported that laymen in their particular school-communities had participated, as compared to 9 per cent who said they had not participated in school program evaluations.
TABLE 21. REPORT OF INTERVIEWEES AS TO WHETHER LAY CITIZENS HAD HELPED TO EVALUATE SCHOOL PROGRAMS

<table>
<thead>
<tr>
<th>Responses As To Whether Lay Citizens Had Helped to Evaluate School Programs</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>80</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
</tr>
</tbody>
</table>

9. Have judgments of laymen been used in evaluating describable behavior of children and youth in school, and of graduates and drop-outs?

Several teachers stated that they had secured and used the judgments of parents in evaluating pupil progress of children and youth in their homeroom groups and classes. A few individuals indicated that laymen had helped to make studies of graduates and drop-outs in connection with guidance and counseling programs. The interviewer should have secured more exact data on the prevailing practices concerning this particular type of lay participation.

10. Have laymen evaluated their own participation in curriculum development as groups and as individuals?

Table 22 shows that two-thirds of the interviewees reported that laymen in their respective communities had plans, as compared to one-third who stated that laymen did not have plans for evaluating their participation. The lack of plans in one-third of the schools shows a definite weakness in those particular programs.
### TABLE 22. REPORT OF INTERVIEWEES AS TO WHETHER LAYMEN HAD PLANS FOR EVALUATING THEIR PARTICIPATION IN CURRICULUM DEVELOPMENT

<table>
<thead>
<tr>
<th>Responses As To Whether Laymen Had Plans for Evaluating Their Participation</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>61</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
</tr>
</tbody>
</table>

A large percentage of the interviewees commented about the provisions made for evaluating lay participation in their communities. A summary of their comments are presented at this point according to the number of times that each one was reported. In substance they said:

- Plans for evaluating individual and group participation were not well organized 60
- Much of the evaluation was on an informal individual basis 17
- Definite plans were followed in evaluating lay participation 6
- This has been one of the strong points of participation in our school 3
- We were usually so busy getting plans made that we failed to evaluate what we did 3
- Plans for evaluation were not very well understood by laymen 3
- This has been done continuously in our elementary school 2
Continuous evaluation of lay participation was carried out in our school through reports, discussions on evaluation, total school evaluation and social functions at school

Organized evaluation of lay citizen participation was carried out in our extended or summer program

A mimeographed form was distributed at each group meeting so that each one present could help evaluate what was done

Each person interviewed was asked this question: How has the school in your community benefitted from lay participation? Their responses were summarized and are listed here according to the number of times they were given:

The Ways in Which Schools Benefitted from Lay Participation

- The schools have a better informed lay public 81
- Schools received additional facilities 72
- Staff members received many helpful suggestions and ideas for improving school programs 61
- Schools received better cooperation from the lay public 54
- There was increased lay participation in planning 44
- Participation improved the relationships between laymen and school personnel 42
- Participation stimulated greater parent interest in the schools 41
- Laymen gave better moral support to their schools 36
- Participation brought about improved attitudes among pupils and between pupils and teachers 35
School programs were expanded

School staff members obtained a better understanding of parents and their attitudes toward the schools

Participation brought about improved attitudes among laymen toward their schools

Participation helped to acquaint laymen with the specific needs of their schools

School staff members made greater use of local resource persons to help vitalize school programs

Teachers received help from laymen in identifying the needs of children

School staff members received a better understanding of home conditions

An additional year of education was provided

Schools received improved building facilities

New resource persons were discovered

Participation has kept down criticisms against the schools

Schools received increased financial support

Participation has led to improved classroom environment

Participation has caused improvements to be made in the community

A few laymen served as relief teachers so the regular teachers could participate in educational conferences and other meetings in the interest of children

Participation was a valuable means of good public relations

Participation was the means of securing glasses for needy children
Schools received equipment and supplies for their extended or summer programs

Participation brought about greater unity among the people of the community

Schools received additional playground equipment

Participation was the means of securing new school lunch programs

Participation helped parents to realize the importance of keeping their children in school

Schools received improved lighting conditions

Schoolgrounds were landscaped and beautified

Repairs were made on school equipment

Schools obtained grade "A" lunch programs

Participation was the means of developing community centers for children, youth and adults

Participation has helped to secure clothing for needy children

Participation has brought about the consolidation of small elementary and high schools

Participation has helped to raise the standards of the school

Children came to school better groomed

A school farm for raising cattle as an educational project was started as the result of lay participation

Each interviewee was also asked this question: How have lay citizens benefitted from taking part in curriculum development programs? Their answers were summarized and are presented according
The Various Ways in Which Laymen Benefitted from Participation in Curriculum Development Programs:

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laymen received better understanding of their school programs</td>
<td>85%</td>
</tr>
<tr>
<td>They acquired a better understanding of teachers and what they are trying to do for children</td>
<td>65%</td>
</tr>
<tr>
<td>They learned more about how to work with other people in group situations</td>
<td>64%</td>
</tr>
<tr>
<td>They acquired a better understanding of child growth and development and the needs of children</td>
<td>54%</td>
</tr>
<tr>
<td>They received personal satisfaction from participation</td>
<td>52%</td>
</tr>
<tr>
<td>Laymen acquired a feeling of belonging or closeness to the schools</td>
<td>45%</td>
</tr>
<tr>
<td>They became better acquainted with other laymen in their communities</td>
<td>45%</td>
</tr>
<tr>
<td>They became better acquainted with the physical and financial needs of their schools</td>
<td>44%</td>
</tr>
<tr>
<td>Laymen became better acquainted with the operation and long range plans of their schools</td>
<td>38%</td>
</tr>
<tr>
<td>Participation stimulated increased interest in the schools as a whole</td>
<td>35%</td>
</tr>
<tr>
<td>The individuals who participated acquired a broader view of the purposes of education</td>
<td>28%</td>
</tr>
<tr>
<td>They know more about what constitutes an adequate school program</td>
<td>24%</td>
</tr>
<tr>
<td>They became more interested in seeing their schools have adequate programs of instruction</td>
<td>23%</td>
</tr>
<tr>
<td>Laymen were made aware of the results that can be achieved through cooperative group efforts</td>
<td>22%</td>
</tr>
</tbody>
</table>
Lay participation provided valuable adult education experiences in the use of research findings in reaching decisions about curriculum changes. Laymen have learned more about how to provide appropriate learning experiences at home for their children. Laymen assumed greater responsibility for improving programs of education. They have a more favorable attitude toward changes made in the curriculum. They became better acquainted with the available resources of their communities for improving programs of education. Laymen acquired information about the changes made in the curriculum. Participation has improved attitudes among laymen toward the teaching profession. Participation has brought about a better understanding of the goals of the schools and the means used to achieve them. Laymen helped to set standards for their schools. Laymen feel welcome in their schools as the result of having had a part in planning. They have greater confidence in their schools. Laymen developed a greater appreciation for their schools. Laymen are better acquainted with the principals of their schools. They have a better understanding of teachers as members of the community. Laymen acquired greater interest in having qualified teachers to staff their schools. Laymen in some of the rural communities are better acquainted with the shift in rural population.
Parents feel freer to approach teachers and principals about problems affecting their children and young people

Laymen were made to feel important in the life of their schools

Laymen learned more about the importance of good vision and hearing as the result of helping with vision and hearing tests

Participation in school program planning has resulted in significant improvements being made in urban communities

Parents learned what to do about homework

This was the first opportunity to look in on the school program since being a pupil

Laymen acquired a feeling for art programs through first-hand experiences in art activities

Participation was the means of developing community leaders

Opinions and Comments Concerning Lay Participation

Each interviewee was asked this question: Do you think laymen should participate in curriculum development? According to Table 23, a very high percentage of them were of the opinion that lay citizens should have a part in curriculum planning. Although, this is not shown in the table, several individuals indicated that the big job was to interest lay citizens enough to participate.
TABLE 23. REPORT OF INTERVIEWEES AS TO WHETHER THEY THINK LAYMEN SHOULD HAVE A PART IN CURRICULUM DEVELOPMENT

<table>
<thead>
<tr>
<th>Should Laymen Have A Part In Curriculum Development?</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>84</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
</tr>
</tbody>
</table>

This question was put to each interviewee: Do you think laymen in this community feel that the curriculum planning program is moving in the direction of progress? Table 24 shows that better than 90 per cent of the interviewees answered the question with a yes. Most of those who reported that they were not sure or didn't know were supervisors and teachers.

TABLE 24. REPORT OF INTERVIEWEES AS TO WHETHER LAYMEN THINK THEIR CURRICULUM PLANNING PROGRAMS ARE MAKING PROGRESS

<table>
<thead>
<tr>
<th>Did Laymen Think Their School Planning Programs Were Making Progress?</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>81</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
</tr>
</tbody>
</table>

Each person was encouraged before the interview was completed to comment about the values and dangers of including laymen in curriculum...
planning. Those who mentioned dangers that might arise were asked to suggest ways to avoid or deal with such dangers. Their comments were summarized into three groups, namely, those which indicate desirable features; those which point up undesirable features or possible dangers; and those which offer suggestions for avoiding the possible dangers. Each group is presented according to the number of times that each comment was made.

### Comments Made by Interviewees Concerning the Desirable Features of Lay Participation in Curriculum Development

- Participation helps to bring about significant improvements in school programs 18
- Participation helps to improve school-community relationships 15
- It is one of the very best means of informing the lay public 15
- More laymen should be encouraged to take part in planning 13
- It can stimulate increased lay interest in the schools 13
- Participation brings about increased financial support for schools 9
- Laymen are willing to help when they know what to do 9
- More opportunities should be provided for laymen to assist with school program planning 6
- Participation produces favorable attitudes toward changes which need to be made in curricula 6
- It tends to keep down criticisms against the schools 5
It brings about a better understanding of the school program.

Participation brings out the interest of laymen in their children.

Participation helps to secure changes which need to be made.

More teachers should encourage parents to visit the classrooms to see school activities in operation.

Laymen should be encouraged to help establish the goals of their schools.

It is a good way to secure helpful suggestions and ideas for improving school programs.

It helps to educate the lay public concerning the function of schools.

The needs of the schools are made known to laymen.

Lay participation helps school people to see that some laymen are out ahead of some educators in their ideas about the purposes of schools.

Laymen like to feel that they have had a part in doing something worthwhile for their schools.

It is one of the best ways of improving parent-teacher relationships.

It is the only way that principals and teachers in large urban high schools can keep in close touch with the people.

Those who participate will help to inform those who do not take an active part.

If laymen did more of this type of planning with school people, it would mean much to boards of education in serving the needs of the schools.

Laymen like to assist as resource persons when they can be of help.
Lay participation through a citizens' committee in a rural county was responsible for consolidating seventeen small schools into five, and the passage of a bond issue to construct new buildings to house these schools.

Laymen can be of great help in curriculum improvement if they are involved through committees or other small groups.

Laymen will make helpful suggestions for improvements through informal conferences.

Laymen can render valuable services to guidance programs.

Laymen should be encouraged to help when they have abilities and skills that are needed.

A mother in a large urban high school said, "Participation in school program planning has meant more to me than anything else that has ever happened to me in all of my experience."

Comments Made by Interviewees Concerning the Undesirable Features of Lay Participation

There are no serious dangers of lay participation if it is under the professional leadership of the school personnel.

There may be a certain amount of danger if laymen do not understand the part they are to play in planning.

A few laymen may interfere with the work of the school if they are not guided by stated policies or agreements.

There are only a very few individuals who would knowingly interfere with the best interest of the schools.

A few laymen feel that if they are asked to make suggestions that their suggestions should be accepted and followed.
A few long standing community leaders resent the common man being involved in planning programs.

It is difficult to find time to plan with laymen as school people should.

There is a danger of being misunderstood which can result in confusion when laymen are engaged in school planning programs.

A few laymen have their own pet ideas and a closed mind to the ideas of other people.

"Laymen were involved in a county-wide school survey, but their suggestions for improvement were completely ignored when the final decisions were made. This discouraged them from further participation."

One person said, "I see no danger unless laymen are not given opportunities to help plan their own school programs."

**Suggestions Made By Interviewees for Avoiding Dangers Which May Arise Through Lay Participation**

Most of the dangers can be avoided if planning groups set up workable agreements or policies to guide laymen in the planning process.

The areas of lay participation should be delimited and well defined.

Members of the school staff must provide skillful leadership and guidance to laymen in curriculum planning programs.

Laymen should be made aware of the scope of their planning activities.

Criteria should be established cooperatively by members of planning groups for the purpose of evaluating individual and group efforts.
Laymen should be made aware of their relationship in the planning program to the school personnel, the board of education and the community at large, as they enter the planning process.

The lay members of a planning group will usually take care of an individual who tends to dominate or interfere with the best interest of the school.

Stay clear of individual or personal problems in group planning.

School staff members should know the people of their community before they attempt to engage laymen in curriculum planning.
CHAPTER VIII

AN ANALYSIS OF THE FINDINGS

OBTAINED THROUGH THE QUESTIONNAIRES

This chapter presents an analysis of the findings obtained through the use of the questionnaires described in Chapter I, a copy of which is found in Appendix B. The data are presented as the findings from three groups, namely, laymen, teachers, administrators and supervisors. While most of the items in the three groups of questionnaires were alike, in a few instances they differed as the presentation of the findings will indicate.

Persons Who Returned Questionnaires

Table 25 shows that out of 384 questionnaires distributed to laymen, 67 per cent of them were returned. Eighty-five per cent of those distributed to administrators and supervisors were returned as compared to 82 per cent from the teachers. The high percentage of returns from each of the three groups is attributed largely to two reasons. First, the questionnaires were distributed to selected individuals. Second, most of them were delivered to the respondents in person. It was assumed that only those persons who had had first-hand-experience with lay participation could furnish the data needed in this study.

TABLE 25. NUMBER OF QUESTIONNAIRES DISTRIBUTED AND RETURNED

<table>
<thead>
<tr>
<th>Persons To Whom Questionnaires Were Distributed</th>
<th>Number of Questionnaires Distributed</th>
<th>Number of Questionnaires Returned</th>
<th>Per Cent Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laymen</td>
<td>384</td>
<td>257</td>
<td>67</td>
</tr>
<tr>
<td>Teachers</td>
<td>174</td>
<td>142</td>
<td>82</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>99</td>
<td>84</td>
<td>85</td>
</tr>
</tbody>
</table>

The group of lay citizens who reported having helped with curriculum development during the years 1952 and 1953 represented 53 different occupations. Table 26 shows that over a third of the group were housewives. The next largest groups in rank order were farmers, sales clerks, merchants, textile workers, ministers, general office workers and secretaries. The importance of this particular table is not found in the number of persons participating from each occupation. It is important that individuals from many different occupations had contributions to make to curriculum development programs.

Table 27 shows that 90 per cent of the lay citizens who indicated that they had assisted with curriculum development had children in school. One-half of them had children in the elementary school as compared to 40 per cent with children in junior high and high school.
### TABLE 26. OCCUPATIONS REPRESENTED BY 245 LAY CITIZENS WHO HAD ASSISTED WITH CURRICULUM DEVELOPMENT

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housewife</td>
<td>106</td>
</tr>
<tr>
<td>Farmer</td>
<td>23</td>
</tr>
<tr>
<td>Sales clerk</td>
<td>15</td>
</tr>
<tr>
<td>Merchant</td>
<td>12</td>
</tr>
<tr>
<td>Textile worker</td>
<td>9</td>
</tr>
<tr>
<td>Minister</td>
<td>5</td>
</tr>
<tr>
<td>General office worker</td>
<td>5</td>
</tr>
<tr>
<td>Secretary</td>
<td>4</td>
</tr>
<tr>
<td>Horticulturist</td>
<td>3</td>
</tr>
<tr>
<td>Insurance agent</td>
<td>3</td>
</tr>
<tr>
<td>Nurse</td>
<td>3</td>
</tr>
<tr>
<td>Physician</td>
<td>3</td>
</tr>
<tr>
<td>Public welfare worker</td>
<td>3</td>
</tr>
<tr>
<td>Rural mail carrier</td>
<td>3</td>
</tr>
<tr>
<td>Beautician</td>
<td>2</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>2</td>
</tr>
<tr>
<td>Dentist</td>
<td>2</td>
</tr>
<tr>
<td>Electrician</td>
<td>2</td>
</tr>
<tr>
<td>Lawyer</td>
<td>2</td>
</tr>
<tr>
<td>Lunchroom manager</td>
<td>2</td>
</tr>
<tr>
<td>Service station operator</td>
<td>2</td>
</tr>
<tr>
<td>Telephone operator</td>
<td>2</td>
</tr>
<tr>
<td>Welder</td>
<td>2</td>
</tr>
<tr>
<td>Application engineer</td>
<td>1</td>
</tr>
<tr>
<td>Automobile agency partner</td>
<td>1</td>
</tr>
<tr>
<td>Automobile salesman</td>
<td>1</td>
</tr>
<tr>
<td>Automobile service supervisor</td>
<td>1</td>
</tr>
<tr>
<td>Banker</td>
<td>1</td>
</tr>
<tr>
<td>Barber</td>
<td>1</td>
</tr>
<tr>
<td>Candy manufacturer</td>
<td>1</td>
</tr>
<tr>
<td>Carpenter</td>
<td>1</td>
</tr>
<tr>
<td>City librarian</td>
<td>1</td>
</tr>
<tr>
<td>Clerk of Court</td>
<td>1</td>
</tr>
<tr>
<td>County Agricultural Agent</td>
<td>1</td>
</tr>
<tr>
<td>College president</td>
<td>1</td>
</tr>
<tr>
<td>Disabled World War I veteran</td>
<td>1</td>
</tr>
<tr>
<td>Drafter</td>
<td>1</td>
</tr>
<tr>
<td>Industrial engineer</td>
<td>1</td>
</tr>
<tr>
<td>Jeweler</td>
<td>1</td>
</tr>
<tr>
<td>Lumberman</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE 26. OCCUPATIONS REPRESENTED BY 245 LAY CITIZENS WHO HAD ASSISTED WITH CURRICULUM DEVELOPMENT (CONTINUED)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical social worker</td>
<td>1</td>
</tr>
<tr>
<td>Motel operator</td>
<td>1</td>
</tr>
<tr>
<td>Optometrist</td>
<td>1</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>1</td>
</tr>
<tr>
<td>Postmaster</td>
<td>1</td>
</tr>
<tr>
<td>Postal clerk</td>
<td>1</td>
</tr>
<tr>
<td>Radio station manager</td>
<td>1</td>
</tr>
<tr>
<td>Sales representative</td>
<td>1</td>
</tr>
<tr>
<td>Shipping clerk</td>
<td>1</td>
</tr>
<tr>
<td>Shoe factory worker</td>
<td>1</td>
</tr>
<tr>
<td>Snack bar operator</td>
<td>1</td>
</tr>
<tr>
<td>Soil conservationist</td>
<td>1</td>
</tr>
<tr>
<td>Warehouseman</td>
<td>1</td>
</tr>
</tbody>
</table>

Total                                                245

TABLE 27. NUMBER OF CHILDREN THAT 245 LAY CITIZENS WHO ASSISTED WITH CURRICULUM DEVELOPMENT HAD ENROLLED IN SCHOOL IN 1953-54

<table>
<thead>
<tr>
<th>Number of Children That the 245 Laymen Had Enrolled In</th>
<th>Number of Respondents With</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No child</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
</tr>
<tr>
<td>Junior High School</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
</tr>
<tr>
<td>No Children In School</td>
<td></td>
</tr>
</tbody>
</table>
Sixty-one per cent of the teachers who had involved laymen on a class basis were teaching in the elementary school as compared to 39 per cent in high school. Table 28 shows that they were placed among 12 of the usual teaching fields in high school and all of the elementary school grades except kindergarten.

**TABLE 28. NUMBER OF TEACHERS BY GRADE LEVELS AND TEACHING FIELDS WHO HAD INVOLVED LAYMEN IN CURRICULUM DEVELOPMENT AS REPORTED BY 134 TEACHERS**

<table>
<thead>
<tr>
<th>Elementary School Grade</th>
<th>Number of Teachers</th>
<th>High School Teaching Field</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>9</td>
<td>8th grade</td>
<td>2</td>
</tr>
<tr>
<td>Second</td>
<td>14</td>
<td>English</td>
<td>8</td>
</tr>
<tr>
<td>Third</td>
<td>9</td>
<td>Social Science</td>
<td>7</td>
</tr>
<tr>
<td>Fourth</td>
<td>17</td>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Fifth</td>
<td>13</td>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Sixth</td>
<td>13</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Seventh</td>
<td>5</td>
<td>Business</td>
<td>2</td>
</tr>
<tr>
<td>Grades 1-5</td>
<td>2</td>
<td>Homemaking</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guidance</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Librarian</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>82</strong></td>
<td></td>
<td><strong>52</strong></td>
</tr>
<tr>
<td><strong>Per Cent</strong></td>
<td><strong>61</strong></td>
<td></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

Table 29 indicates that the group of administrators and supervisors that had involved lay citizens in curriculum development programs included principals of elementary, junior high, and high
schools, and elementary and high school combinations. The group also included superintendents and supervisors of county and independent administrative units. Sixty-five per cent of the group were school principals.

**TABLE 29. POSITIONS HELD BY SCHOOL ADMINISTRATORS AND SUPERVISORS WHO INDICATED THEY HAD INVOLVED LAYMEN IN CURRICULUM DEVELOPMENT**

<table>
<thead>
<tr>
<th>Name of Position</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Superintendent of a school system</td>
<td>11</td>
</tr>
<tr>
<td>Supervisor of a school system</td>
<td>17</td>
</tr>
<tr>
<td>Principal of an elementary school</td>
<td>15</td>
</tr>
<tr>
<td>Principal of a junior high school</td>
<td>3</td>
</tr>
<tr>
<td>Principal of a high school</td>
<td>5</td>
</tr>
<tr>
<td>Principal of an elementary and high school combination</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

The teachers, administrators and supervisors were asked to report the number of months or years that they had worked with laymen in curriculum development. Data in Table 30 show that a small percent of those who returned questionnaires had had no experience in working with laymen in this type of planning. The number of years of experience for those who had involved laymen varied from less than one to more than 15 years. It was estimated from the information reported, that the group of administrators and supervisors had worked with laymen in curriculum planning a little longer than had the teachers.
The investigator doubts whether as many as 61 of the teachers, supervisors and administrators in these groups have actually worked with laymen in "curriculum planning" for more than ten years as the term is interpreted in this study. Although the question in the inquiry asked specifically for the number of months or years that they had worked with lay citizens in curriculum development, the investigator is of the opinion that several of the respondents reported the number of years that they had been in teaching, administration and supervision. This seemed to be particularly true with a few of the respondents who had been in teaching for a long time. For example, one teacher reported 35 years of experience, while another reported 27 years in answer to the question. There doesn't seem to be much value in the information given in that portion of the table which exceeds ten years of experience as it applies to involving laymen in curriculum planning. This type of planning has been emphasized on a widespread basis in the state by the work of the Education Panel, the State Department of Education, and the teacher education institutions for only about ten years. It is true, however, that it has been a vital feature of the programs of vocational agriculture, homemaking, trade and industrial education, distributive education and adult education for a longer period of time.

2. Chapter IV, Supra., pp. 92-98.
TABLE 30. NUMBER OF YEARS THAT TEACHERS, ADMINISTRATORS AND SUPERVISORS WHO RESPONDED TO THE QUESTIONNAIRE HAD WORKED WITH LAYMEN IN CURRICULUM DEVELOPMENT

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Number of Teachers</th>
<th>Number of Administrators and Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Less than 1</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>11-15</td>
<td>16</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>More than 15</td>
<td>22</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>142</td>
<td>84</td>
<td>226</td>
</tr>
<tr>
<td>Estimated Average Number of Years</td>
<td>6</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

The questionnaires submitted to the teachers, administrators and supervisors contained this question: **What special preparation have you had for working with laymen in curriculum development?**

According to Table 31, 69 per cent of the teachers indicated that they had received preparation for working with laymen in curriculum development as compared to 83 per cent of the administrators and supervisors. The difference for the two groups is understandable when one considers that lay participation in school program planning has been emphasized in teacher education programs in the state for supervisors and
administrators a little longer than it has for teachers in general.

The major source of preparation was the professional courses pursued in teacher education. Fifteen per cent of the teachers as compared to 10 per cent of the administrators specified that courses in curriculum had helped to prepare them for doing this type of planning. Several of the administrators and supervisors had attended one of several workshops conducted by the University of Georgia for the specific purpose of assisting school leaders with the problems of organizing and working with laymen in educational planning. Other respondents named the following sources of preparation: first-hand experience in working with laymen, workshops on problems in education, seminars in group dynamics, courses in community organization, courses in guidance and counseling, courses in adult education, programs of in-service education, courses in child study, school surveys, and special conferences on education.

Findings About Lay Participation That Apply to General Aspects of Curriculum Development

The findings in the next two sections are analyzed and appraised in terms of the criteria derived in Chapter VI for this purpose. Each criterion is stated and then the findings relating to that criterion are reported.
### TABLE 31. SPECIAL PREPARATION THAT TEACHERS, ADMINISTRATORS AND SUPERVISORS REPORTED HAVING HAD FOR WORKING WITH LAY CITIZENS IN CURRICULUM DEVELOPMENT

<table>
<thead>
<tr>
<th>Special Preparation</th>
<th>Teachers</th>
<th>Per Cent</th>
<th>Administrators</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part of regular education courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special workshops on educational leadership and planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General workshops on education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops in group development and group dynamics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses in community organization and sociology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses in guidance and counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses in adult education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-service education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses in child study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part of supervisory preparation program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Through first-hand experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No special preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ways</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>173</td>
<td>100</td>
<td>137</td>
<td>100</td>
</tr>
</tbody>
</table>

1. Have lay citizens who were affected by changes in the curriculum had opportunities to assist with the planning?

Data in Table 32 show that 95 per cent of the lay citizen respondents had assisted with curriculum improvements during the years 1952 and 1953. The 245 laymen who participated in planning will
constitute 100 per cent in the remainder of this presentation unless otherwise indicated.

Ninety-four per cent of the teachers indicated that they had worked with laymen in curriculum study and improvement on a class basis. During the remainder of the report, the 134 teachers who had worked with lay citizens will constitute 100 per cent unless otherwise stated.

Ninety-five per cent of the administrators and supervisors reported that they had involved laymen in curriculum development programs within the past two years. During the remainder of this analysis, 80 will be referred to as 100 per cent of the administrators and supervisors unless otherwise specified.

The percentage of affirmative responses from all three groups indicate that questionnaires were submitted to selected individuals. Although each person who received a questionnaire was suggested by some reliable source as having had experience in this type of planning, several laymen reported that they had not participated. A few teachers, administrators and supervisors indicated that they had not involved laymen in curriculum planning.
TABLE 32. REPORT ON LAY CITIZEN PARTICIPATION
IN CURRICULUM DEVELOPMENT DURING THE YEARS 1952 AND 1953

<table>
<thead>
<tr>
<th>Reported By</th>
<th>Had Laymen Participated?</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Per Cent</td>
<td>No</td>
<td>Per Cent</td>
<td>Total</td>
</tr>
<tr>
<td>Laymen</td>
<td>245</td>
<td>95</td>
<td>12</td>
<td>5</td>
<td>257</td>
</tr>
<tr>
<td>Teachers</td>
<td>134</td>
<td>94</td>
<td>8</td>
<td>6</td>
<td>142</td>
</tr>
<tr>
<td>Administrators and</td>
<td>80</td>
<td>95</td>
<td>4</td>
<td>5</td>
<td>84</td>
</tr>
<tr>
<td>supervisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The teachers, administrators and supervisors were asked to estimate the percentage of laymen who had participated in their respective communities within the past two years. The findings reported in Table 33 show that 47 per cent of the administrators and supervisors as compared to 40 per cent of the teachers indicated that less than 25 per cent of the laymen had participated. Eighteen per cent of the teachers as compared with 5 per cent of the supervisors and administrators reported that only a very few had taken part. Between 17 and 23 per cent of the respondents indicated that as many as 50 per cent of the lay citizens were involved in making curriculum improvements.

While these data give some general indication as to the percentage of lay citizens involved, it must be remembered that these figures were derived from mere guesses by the respondents. The percentages as a whole appear to be rather high. In making their estimates the respondents had to consider different sized population groups with which
they worked in terms of their particular positions. Teachers, for example, had only the parents of children in their homerooms or classes to consider, while superintendents had to consider the percentage who had participated from a city or an entire county. The way in which the question was interpreted has perhaps influenced the reports.

**TABLE 33. REPORT ON THE ESTIMATED PERCENTAGE OF LAYMEN WHO HAD PARTICIPATED IN CURRICULUM IMPROVEMENT IN THE SELECTED SCHOOLS**

<table>
<thead>
<tr>
<th>Estimated Percentage of Laymen Who Had Participated</th>
<th>Reported By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>About 75 to 100</td>
<td>8</td>
</tr>
<tr>
<td>About 50 to 75</td>
<td>23</td>
</tr>
<tr>
<td>About 25 to 50</td>
<td>49</td>
</tr>
<tr>
<td>Less than 25</td>
<td>30</td>
</tr>
<tr>
<td>Only a very few of them</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>134</strong></td>
</tr>
</tbody>
</table>

2. Have laymen assumed responsibility for taking part in curriculum study and planning on class, school and school system bases?

The data in Table 34 show that laymen had participated on an individual school basis more than on any other basis. Forty-eight per cent of the lay citizen respondents as compared to 35 per cent of the supervisors and administrators indicated that laymen were engaged in
planning on a school basis. Participation on a class basis came second, while the system-wide basis came third. Only a very few of the individuals had served on the state level. Parents seemed to take greater interest in curriculum improvement which directly affected their children than in planning that was somewhat remote to their immediate interests.

TABLE 34. SCHOOL BASES ON WHICH LAY CITIZENS HAD PARTICIPATED IN CURRICULUM DEVELOPMENT

<table>
<thead>
<tr>
<th>School Bases</th>
<th>Reported By</th>
<th>Administrators</th>
<th></th>
<th>Supervisors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Laymen</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Class</td>
<td>153</td>
<td>31</td>
<td></td>
<td>76</td>
<td>33</td>
</tr>
<tr>
<td>School</td>
<td>235</td>
<td>48</td>
<td></td>
<td>80</td>
<td>35</td>
</tr>
<tr>
<td>School system</td>
<td>99</td>
<td>20</td>
<td></td>
<td>73</td>
<td>31</td>
</tr>
<tr>
<td>State</td>
<td>4</td>
<td>1</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>491</td>
<td>100</td>
<td></td>
<td>231</td>
<td>100</td>
</tr>
</tbody>
</table>

Lay citizens participated in a variety of different ways as shown in Table 35. They served as members of committees, discussion groups, panels, grade-parent groups and system-wide survey groups. A few of them served as chairmen of committees and as leaders of discussion and panel groups. Around 20 per cent of the responses from each of the three groups indicated that laymen had discussed curriculum problems with teachers, administrators, supervisors, board members, State Department of Education officials, members of their families, neighbors and friends.
<table>
<thead>
<tr>
<th>Ways In Which Laymen Had Participated</th>
<th>Reported By</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Laymen</td>
<td>Teachers</td>
<td>Administrators and Supervisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Chairman of a committee</td>
<td>155</td>
<td>14</td>
<td>99</td>
<td>19</td>
</tr>
<tr>
<td>Member of a committee or small group</td>
<td>202</td>
<td>18</td>
<td>122</td>
<td>23</td>
</tr>
<tr>
<td>Leader of a panel or discussion group</td>
<td>64</td>
<td>6</td>
<td>94</td>
<td>18</td>
</tr>
<tr>
<td>Member of a panel</td>
<td>66</td>
<td>6</td>
<td>—-</td>
<td>—-</td>
</tr>
<tr>
<td>Member of a discussion group</td>
<td>180</td>
<td>16</td>
<td>—-</td>
<td>—-</td>
</tr>
<tr>
<td>Member of a grade-parent group</td>
<td>—-</td>
<td>—-</td>
<td>85</td>
<td>16</td>
</tr>
<tr>
<td>Member of system-wide survey</td>
<td>—-</td>
<td>—-</td>
<td>—-</td>
<td>—-</td>
</tr>
<tr>
<td>committees</td>
<td>—-</td>
<td>—-</td>
<td>—-</td>
<td>—-</td>
</tr>
<tr>
<td>Discussed:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School problems with teachers,</td>
<td>232</td>
<td>20</td>
<td>130</td>
<td>24</td>
</tr>
<tr>
<td>administrators and supervisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School problems with family,</td>
<td>226</td>
<td>19</td>
<td>—-</td>
<td>—-</td>
</tr>
<tr>
<td>neighbors and friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ways</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1137</td>
<td>100</td>
<td>530</td>
<td>100</td>
</tr>
</tbody>
</table>
3. Have laymen participated in curriculum planning because they were interested in helping to improve the educational opportunities for children and youth?

The findings shown in Table 36 indicate that the three groups of respondents were in general agreement that lay citizens had participated primarily because they were interested in providing better educational opportunities for children and youth. About a third of their responses reported this as the chief reason. The second and third leading reasons were: (1) laymen considered it was their responsibility to participate; and (2) they wanted to be loyal to the teachers, administrators and supervisors. The teachers indicated as their third reason, that laymen participated because they had something worthwhile to contribute. Twenty-two per cent of their responses reported this as a reason, as compared to 13 per cent of the responses from supervisors and administrators and 7 per cent of those from the laymen. A few individuals indicated that in some cases laymen had helped with planning because they were dissatisfied with their school programs.

Under "other reasons" the respondents listed the following which are not included in the table: enjoyed helping; encouraged by teachers to take part; interested in teen-age problems; elected or appointed to board of education; wanted to learn more about the newer procedures for working with children; wanted to know how to help their children with learning activities at home; interested particularly in the health
<table>
<thead>
<tr>
<th>Reasons for Participating</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Administrators and Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interested in better educational opportunities for children and youth</td>
<td>239</td>
<td>134</td>
<td>80</td>
</tr>
<tr>
<td>Felt that it was their responsibility to help</td>
<td>208</td>
<td>100</td>
<td>64</td>
</tr>
<tr>
<td>Wanted to be loyal to the teachers and administrators</td>
<td>132</td>
<td>69</td>
<td>42</td>
</tr>
<tr>
<td>Had something worthwhile to contribute</td>
<td>50</td>
<td>97</td>
<td>36</td>
</tr>
<tr>
<td>Was dissatisfied with the existing school program</td>
<td>60</td>
<td>27</td>
<td>33</td>
</tr>
<tr>
<td>Other reasons</td>
<td>8</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>697</td>
<td>437</td>
<td>269</td>
</tr>
</tbody>
</table>
program of the school; interested in the extended or summer program; wanted better school plant facilities; wanted to retain their small high school that was about to be consolidated; and "school plans were so organized and operated as to make parents aware that they were considered essential in school planning."

4. Have laymen had policies or agreements to help guide them in curriculum planning when they worked in groups?

Most of the schools apparently recognized the need for policies in giving direction to laymen in planning programs. Table 37 shows that nearly three-fourths of the respondents in each of the three groups reported that laymen had policies to help guide them in group planning activities in their respective communities. The lack of policies in about a fourth of the schools reveals a definite weakness in those particular programs. Less than 10 per cent of them said they were not sure or did not know whether policies were used by planning groups.
TABLE 37. REPORT ON LAY GROUPS HAVING POLICIES TO HELP GUIDE THEM IN CURRICULUM PLANNING

<table>
<thead>
<tr>
<th>Did Laymen Have Policies?</th>
<th>Yes</th>
<th>Per Cent</th>
<th>No</th>
<th>Per Cent</th>
<th>Not Sure or Don't Know</th>
<th>Per Cent</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported By</td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laymen</td>
<td>180</td>
<td>73</td>
<td>54</td>
<td>22</td>
<td>11</td>
<td>5</td>
<td>245</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>93</td>
<td>70</td>
<td>31</td>
<td>23</td>
<td>10</td>
<td>7</td>
<td>134</td>
<td>100</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>59</td>
<td>74</td>
<td>18</td>
<td>23</td>
<td>3</td>
<td>3</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

5. Were policies set up cooperatively by laymen and school staff members?

The three groups of respondents were not in common agreement on all points regarding the ways in which policies were established. According to the data in Table 38, however, the majority of them indicated that the policies were established cooperatively by laymen and school staff members. Forty per cent of the supervisors and administrators, 38 per cent of the laymen as compared to 26 of the teachers reported that the policies were set up either by school staff members or by committees of laymen. The biggest difference in the reports had to do with policies established by school staff members. Less than 10 per cent of the teachers indicated that the policies were set up by staff members as compared with 20 per cent of the laymen, supervisors and administrators.

A few individuals reported under "other ways" that planning
groups had also relied on guides furnished by boards of education, school administrators, the State Department of Education, and state and regional accrediting agencies.

TABLE 38. WAYS IN WHICH POLICIES WERE ESTABLISHED FOR GUIDING LAYMEN IN CURRICULUM PLANNING

<table>
<thead>
<tr>
<th>Ways In Which Policies Were Established</th>
<th>Reported By</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Administrators and Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Per</td>
<td>Per</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Cent</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperatively by laymen and school staff members</td>
<td>Laymen</td>
<td>133</td>
<td>61</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>48</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Administrators and Supervisors</td>
<td>34</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Other ways</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>218</td>
<td>100</td>
<td>109</td>
</tr>
</tbody>
</table>

6. Did policies help the participants to do a more effective job of planning?

Data in Table 39 show that a very high percentage of the laymen reporting on this particular phase of the study indicated that policies had helped them to do a better job of planning. Less than 10 per cent reported that they were not sure or did not know.
TABLE 39. REPORT ON POLICIES HELPING LAYMEN TO DO A BETTER JOB OF PLANNING

<table>
<thead>
<tr>
<th>Did Policies Help Laymen To Do A Better Job of Planning?</th>
<th>Reported by Laymen</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>165</td>
<td>92</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100</td>
</tr>
</tbody>
</table>

The teachers, administrators and supervisors were asked to list the specific ways in which policies had helped laymen to do a more effective job of planning. Their lists were consolidated and are presented according to the number of times that each way was mentioned.

Specific Ways in Which Policies Had Helped Laymen To Do A More Effective Job of Planning

Policies helped to:

- Give guidance and direction to the participants in curriculum planning 97
- Clarify the goals toward which the group was working 18
- Define the procedures for decision-making 16
- Provide a systematic plan of work 13
- Direct the thinking of members of the group to the particular problems under consideration 12
Provide continuity to the planning process 10
Furnish a basis for evaluating lay participation 8
Identify and define the areas of lay participation 8
Acquaint the participants with the existing school program 7
Promote unity within the planning group 6
Make clear the conditions under which planning was to take place 5
Give laymen a certain amount of security in planning 5
Promote interest among laymen in planning 5
Establish favorable working relationships between laymen and school personnel 5
Provide definite procedures for approaching problems of curriculum improvement 4
Develop more adequate school programs 3
Define channels of authority 3
Distinguish between short and long range plans 3
Define the responsibilities of persons involved in curriculum planning 3
Provide standards for planning 3
Move the planning along faster 2
Promote democratic processes in planning 2
Stimulate thinking on the part of the participants 2
Serve as a valuable educational experience for the participants 2

One respondent emphasized that, "Policies should be made as simple as possible, so as to create an atmosphere which will encourage maximum individual participation." 1
7. Has lay participation in group planning situations been centered around problems of common interest that were discovered through a study of the school program?

The findings reported in Table 40 show that a very high percentage of the individuals in each of the three groups were in agreement that lay participation in their communities was centered around problems of common interest that were discovered through a study of the school program. Most of the respondents who reported that they were not sure or did not know were laymen.

TABLE 40. REPORT ON LAY PARTICIPATION IN GROUP SITUATIONS BEING CENTERED AROUND COMMON PROBLEMS DISCOVERED THROUGH A STUDY OF THE SCHOOL PROGRAM

<table>
<thead>
<tr>
<th>Reported By</th>
<th>Was Participation Centered Around Common Problems Discovered Through A Study of the School Program?</th>
<th>Yes</th>
<th>Per Cent</th>
<th>No</th>
<th>Per Cent</th>
<th>Not Sure or Don't Know</th>
<th>Per Cent</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laymen</td>
<td></td>
<td>231</td>
<td>94</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>4</td>
<td>245</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>130</td>
<td>97</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>134</td>
<td>100</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td></td>
<td>75</td>
<td>94</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

8. Have lay groups had access to appropriate channels through which they could approach curriculum problems that were of common concern to members of the group?

Table 41 shows that lay citizens had access to a variety of
channels through which to approach curriculum problems that were of common concern to groups of individuals. Thirty-three per cent of the responses from teachers as compared to 24 per cent of those from laymen and 21 per cent of those from supervisors and administrators, indicated that parent-teacher association meetings was the leading channel used. The next most frequently used means were: community meetings, parent-study groups, grade-parent meetings, curriculum committees and citizens' committees. Lay advisory committees, parent-opinion polls, community councils, and system-wide school surveys were used in relatively few schools.

Laymen had assisted with curriculum development programs through such community organizations as: farm groups, civic clubs, women's organizations, business groups, community councils, and religious groups, as shown by Table 42. Under "other ways", a few respondents named the following organizations which are not shown in the table: American Legion, Veterans of Foreign Wars, American Legion Women's Auxiliary, American Red Cross, garden clubs, Buritan Clubs, community improvement clubs, library boards, county and city health commissions, safety councils, cerebral palsy societies, Anti-Defamation Leagues, and Better Home Town Clubs.
### TABLE 41. CHANNELS THROUGH WHICH LAYMEN HAD APPROACHED CURRICULUM PROBLEMS OF COMMON CONCERN TO GROUPS OF INDIVIDUALS

<table>
<thead>
<tr>
<th>Channels Through Which Laymen Had Participated</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Administrators and Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Community planning meetings</td>
<td>155</td>
<td>20</td>
<td>--</td>
</tr>
<tr>
<td>Citizens' committees</td>
<td>89</td>
<td>11</td>
<td>--</td>
</tr>
<tr>
<td>Parent study groups</td>
<td>136</td>
<td>17</td>
<td>56</td>
</tr>
<tr>
<td>Curriculum committees</td>
<td>61</td>
<td>8</td>
<td>51</td>
</tr>
<tr>
<td>Parent-teacher association meetings</td>
<td>189</td>
<td>24</td>
<td>117</td>
</tr>
<tr>
<td>Grade parent meetings</td>
<td>85</td>
<td>11</td>
<td>86</td>
</tr>
<tr>
<td>Parent-opinion polls</td>
<td>34</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>System-wide school surveys</td>
<td>27</td>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>Advisory committees</td>
<td>7</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Other ways</td>
<td>6</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>789</td>
<td>100</td>
<td>350</td>
</tr>
</tbody>
</table>
TABLE 42. COMMUNITY ORGANIZATIONS THROUGH WHICH LAYMEN HAD HELPED WITH CURRICULUM IMPROVEMENTS

<table>
<thead>
<tr>
<th>Kind of Organizations</th>
<th>Reported By</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
<td>Number</td>
<td>Per Cent</td>
<td>Administrators and Supervisors</td>
</tr>
<tr>
<td>Civic organizations such as</td>
<td></td>
<td>64</td>
<td>22</td>
<td>51</td>
</tr>
<tr>
<td>Lions' Club, Rotary Club</td>
<td></td>
<td>65</td>
<td>22</td>
<td>52</td>
</tr>
<tr>
<td>Farm organizations such as</td>
<td></td>
<td>25</td>
<td>9</td>
<td>37</td>
</tr>
<tr>
<td>Farm Bureau</td>
<td></td>
<td>26</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>Community Council made up of representatives from the various community organizations</td>
<td></td>
<td>48</td>
<td>17</td>
<td>33</td>
</tr>
<tr>
<td>Religious organizations such as</td>
<td></td>
<td>50</td>
<td>17</td>
<td>46</td>
</tr>
<tr>
<td>Ministrial Association</td>
<td></td>
<td>5</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Women's organizations such as</td>
<td></td>
<td>7</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Federated Women's Club, League of Women Voters, Home Demonstration Club</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ways</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>269</td>
<td>100</td>
<td>269</td>
</tr>
</tbody>
</table>

The administrators and supervisors were asked to list the specific ways in which community organizations had assisted with curriculum improvement in their respective schools. Their lists were consolidated and are presented here according to the number of times that each way was mentioned.
Various Ways in Which Community Organizations Had Assisted With Curriculum Development Programs

- Provided additional facilities and teaching material for enriching school programs
- Discussed school problems as groups
- Encouraged citizenship development among school children and youth through special programs
- Made suggestions to school planning groups in their approach to problems of curriculum improvement
- Assisted with parent-study groups centered around the curriculum
- Helped with system-wide school surveys
- Made suggestions for improving high school programs upon request
- Supplied glasses for underprivileged children who needed them
- Contributed food and clothing to underprivileged children to help keep them in school
- Helped to stimulate greater interest in the schools on the part of the lay public
- Assisted in planning the transition from eleven to twelve year school programs
- Furnished speakers to school groups as resource persons on certain problems
- Participated in panel discussions with school personnel and pupils
- Delegated representatives to serve on curriculum planning committees at the request of school personnel
Furnished discussion leaders on certain school problems 4

Supplied publicity for public relations programs 4

Participated in school pre-planning conferences 4

Helped to secure improvements in school health programs 4

Helped to plan extended or summer programs 4

Provided visual aids equipment to help enrich instructional programs 3

Supplied information which was needed in learning activities 3

Provided recreational opportunities for children and youth 3

Provided equipment for opening new school lunch programs 3

Provided needed playground equipment 3

Assisted in evaluating school programs 3

Helped to organize programs for exceptional children 3

Sponsored dental clinics for school children 2

Paid for school lunches for under privileged children 2

Furnished tele-binocular machine for testing eyes 2

Assisted pupils with learning activities 2

Served as consultants to school planning groups on business education 2

Helped to develop music programs 2
Helped to organize a Junior City Council which meets with the City Council at regular meetings

Helped to landscape and plant grass on school grounds

Supplied standardized tests for use in high school at the request of school personnel

Helped to improve lighting conditions in classrooms

9. Has the use of leading questions in group discussions been an effective means of helping laymen to think through and arrive at solutions to curriculum problems that were of common concern to them?

The findings reported in Table 43 show that nearly all of the professional school respondents were of the opinion that the use of leading questions had been an effective procedure for helping laymen think through and reach decisions concerning the solution of curriculum problems. A few of them were undecided as to whether leading questions had helped. Two individuals indicated that in their opinion they had not helped.

**TABLE 43. REPORT ON THE USE OF LEADING QUESTIONS WITH LAYMEN IN GROUP PLANNING**

<table>
<thead>
<tr>
<th>Did the Use of Leading Questions Make Lay Participation More Effective?</th>
<th>Reported By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>126</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>5</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
</tr>
</tbody>
</table>
10. Have laymen approached curriculum problems that were of an individual nature through parent-teacher and parent-administrator conferences?

According to the data in Table 44, laymen had approached curriculum problems that were of an individual nature through parent-teacher conferences more than they had through parent-administrator conferences. Sixty-four per cent of the responses from the teachers and 62 per cent of those from laymen, as compared to 46 per cent of those from the administrators and supervisors indicated that parents had approached problems of an individual nature through parent-teacher conferences. The responses from the supervisors and administrators were about evenly divided between parent-teacher and parent-administrator conferences. Under the heading of "other ways", several respondents named conferences involving various combinations of parents, teachers, administrators, supervisors and pupils.

**TABLE 44. WAYS IN WHICH LAYMEN HAD APPROACHED CURRICULUM PROBLEMS OF AN INDIVIDUAL NATURE**

<table>
<thead>
<tr>
<th>Laymen Had Approached Individual Problems Through</th>
<th>Reported By</th>
<th>Laymen</th>
<th>Percentage</th>
<th>Teachers</th>
<th>Percentage</th>
<th>Administrators and Supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher conferences</td>
<td>Laymen</td>
<td>238</td>
<td>62</td>
<td>133</td>
<td>64</td>
<td>78</td>
<td>46</td>
</tr>
<tr>
<td>Parent-administrator conferences</td>
<td>Laymen</td>
<td>138</td>
<td>36</td>
<td>66</td>
<td>32</td>
<td>76</td>
<td>45</td>
</tr>
<tr>
<td>Parent-teacher-pupil conferences</td>
<td>Laymen</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Other ways</td>
<td>Laymen</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>384</td>
<td>100</td>
<td>207</td>
<td>100</td>
<td>170</td>
<td>100</td>
</tr>
</tbody>
</table>
11. Have decisions which resulted in curriculum changes been based on a consideration of the latest research findings?

The lay citizens were instructed in their questionnaires to indicate the manner in which decisions were made that resulted in curriculum changes in their respective schools. Table 45 shows that nearly two-thirds of them reported that decisions were made cooperatively by school staff members and laymen. About a fourth of them indicated that school personnel had made the decisions. Thirteen per cent of them reported that laymen made the decisions.

**TABLE 45. MANNER IN WHICH DECISIONS WERE MADE THAT RESULTED IN CURRICULUM CHANGES**

<table>
<thead>
<tr>
<th>Ways in Which Decisions Were Made</th>
<th>Reported by Laymen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Cooperatively by laymen and school staff members</td>
<td>185</td>
</tr>
<tr>
<td>Following the wishes of the majority of laymen</td>
<td>38</td>
</tr>
<tr>
<td>Following the wishes of the school staff members</td>
<td>67</td>
</tr>
<tr>
<td>Other ways</td>
<td>3</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>295</strong></td>
</tr>
</tbody>
</table>

The school personnel respondents were asked this question: Have decisions which resulted in curriculum changes been based on a consideration of research findings? Table 46 shows that 90 per cent of the teachers as compared to 83 per cent of the supervisors and
administrators indicated that curriculum changes were based on research findings. Although only a small per cent of the respondents reported changes that were not based on research, this indicates a definite weakness in those particular planning programs. Several individuals were not sure or did not know whether the changes were based on a consideration of the latest research findings.

**TABLE 46. REPORT ON BASING CURRICULUM CHANGES ON A CONSIDERATION OF RESEARCH FINDINGS**

<table>
<thead>
<tr>
<th>Were Curriculum Changes Based on Research Findings?</th>
<th>Reported By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>121</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>8</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
</tr>
</tbody>
</table>

12. Have lay citizens participated in curriculum planning because they were invited and encouraged to do so by members of the school staff?

Data in Table 47 indicate that laymen became interested in helping with curriculum planning through invitation and encouragement from school staff members more than through all other means combined. Many parents were already interested because they had children in school. Still others became interested through encouragement from other parents. According to reports from the teachers, the interest of a few individuals
was aroused because they were dissatisfied with their school programs.

**TABLE 47. HOW LAY CITIZENS BECAME INTERESTED IN HELPING WITH CURRICULUM PLANNING**

<table>
<thead>
<tr>
<th>Means By Which Laymen Became Interested In Curriculum Planning</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Administrators and Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>On their own initiative, without encouragement from anyone</td>
<td>87</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td>By encouragement from other laymen</td>
<td>81</td>
<td>22</td>
<td>60</td>
</tr>
<tr>
<td>By invitation and encouragement from school staff members</td>
<td>193</td>
<td>53</td>
<td>123</td>
</tr>
<tr>
<td>By being dissatisfied with the school program</td>
<td>--</td>
<td>--</td>
<td>27</td>
</tr>
<tr>
<td>Other ways</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>363</td>
<td>100</td>
<td>252</td>
</tr>
</tbody>
</table>

13. Has lay participation in curriculum development brought about a better understanding of the school program?

Table 48 shows that the lay citizens rated themselves higher than did the administrators and supervisors in the degree of understanding obtained through participation. For example, 61 per cent of the laymen as compared with 41 per cent of the supervisors and administrators indicated that lay citizens had received a "much better understanding" of the school program as the result of participation.
TABLE 48. REPORT ON LAYMEN HAVING A BETTER UNDERSTANDING OF THEIR SCHOOL PROGRAMS AS THE RESULT OF TAKING PART IN PLANNING

<table>
<thead>
<tr>
<th>Degree of Improved Understanding As the Result of Participation</th>
<th>Reported By</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Laymen</td>
<td>Administrators and Supervisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
<td></td>
</tr>
<tr>
<td>Much better understanding</td>
<td>149</td>
<td>61</td>
<td>33</td>
</tr>
<tr>
<td>Better understanding</td>
<td>91</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>A little better understanding</td>
<td>5</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>No better understanding</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>245</td>
<td>100</td>
<td>80</td>
</tr>
</tbody>
</table>

14. Has lay participation tended to improve community support of the school program?

Each respondent was asked to indicate whether he thought his community gave adequate moral and financial support to the school. According to their responses reported in Table 49, at least 50 per cent of the respondents in each of the three groups were of the opinion that their respective communities had not provided adequate moral and financial support for the schools. The percentage of administrators and supervisors who favored this opinion was larger than that of either the laymen or the teachers. Nearly 10 per cent of the laymen, supervisors and administrators reported that they were not at all sure that their communities had provided ample support.

Several of the respondents made notations on their questionnaires that their communities provided adequate moral but inadequate financial support. The dichotomous situation resulting from the way the question
was stated shows a weakness in this particular part of the instrument. This made it more difficult for the individuals to report their opinions on this particular point.

**TABLE 49. REPORT ON WHETHER RESPONDENTS THINK THEIR COMMUNITIES GIVE ADEQUATE MORAL AND FINANCIAL SUPPORT TO THEIR SCHOOLS**

<table>
<thead>
<tr>
<th>Has the Community Given Adequate Moral and Financial Support?</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Not Sure or Don't Know</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Reported By</td>
<td>Per Number</td>
<td>Per Number</td>
<td>Per Number</td>
<td>Number</td>
</tr>
<tr>
<td>Laymen</td>
<td>104</td>
<td>121</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Teachers</td>
<td>61</td>
<td>68</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>27</td>
<td>46</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

Each person who received a questionnaire was asked this question:

**Do you think lay participation has helped to improve community support?**

Table 50 shows that a very high percentage of the respondents in each of the three groups were of the opinion that lay participation had improved community support. Several laymen and teachers were undecided or did not know the effect that participation had on the support furnished by the community.
TABLE 50. REPORT ON WHETHER RESPONDENTS THINK LAY PARTICIPATION HAS HELPED TO IMPROVE COMMUNITY SUPPORT OF THEIR SCHOOLS

<table>
<thead>
<tr>
<th>Reported By</th>
<th>Has Participation Improved Community Support?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Laymen</td>
<td>230</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>125</td>
<td>0</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>79</td>
<td>0</td>
</tr>
</tbody>
</table>

15. Have there been obstacles to curriculum improvement in the school-community relationships?

More than 80 per cent of the respondents in each of the three groups were agreed that there had been obstacles to curriculum improvement in the school-community relationships in their respective communities. Table 51 shows that a little higher percentage of the supervisors and administrators than of either the laymen or the teachers were of the opinion that there were no such barriers in their particular communities.
TABLE 51. REPORT ON THE EXISTENCE OF OBSTACLES TO CURRICULUM IMPROVEMENT IN SCHOOL-COMMUNITY RELATIONSHIPS

<table>
<thead>
<tr>
<th>Reported By</th>
<th>Have There Been Obstacles To Curriculum Improvement?</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Not Sure or Don't Know</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Laymen</td>
<td>211</td>
<td>86</td>
<td>26</td>
<td>11</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>113</td>
<td>84</td>
<td>16</td>
<td>12</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>66</td>
<td>83</td>
<td>13</td>
<td>16</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

16. Has lay participation tended to remove or reduce in influence the existing obstacles to curriculum improvement?

Those persons who indicated that there were obstacles to curriculum improvement in school-community relationships were asked to report on those that were in the process of being removed or reduced in influence as the result of lay participation. The data presented in Table 52 show that some barriers were reduced in influence more than others. Forty-four per cent of the responses from laymen as compared with 37 per cent of those from teachers and 29 per cent of those from supervisors and administrators, indicated that the "lack of understanding of the school program" was the leading obstacle that was reduced in influence. The respondents were generally agreed that the following obstacles were reduced to some extent as the result of participation: traditional attitudes of laymen about education; indifference
toward the school or lack of support; narrow community interests; community factions resulting from political, economic, religious and social differences; and pressures sometimes exerted by community organizations.

Under "other obstacles" that were reduced in influence, the following were reported by a few individuals: traditional attitudes of some teachers and administrators about education; unwillingness of a few teachers to have parents work with them; lack of parent education about the function of schools; narrow conception of education held by some board members; differences in points of view held by laymen and school staff members regarding the purposes of schools; selfish interest regarding school programs held by a few laymen; lack of adequate school buildings and equipment; and lack of adequate finances with which to make improvements.

17. Have laymen become more interested in seeing the school receive adequate financial support when they have had a part in curriculum planning?

The data in Table 53 reveal that 65 per cent of the lay citizens as compared to a little better than 50 per cent of the school staff respondents, reported that laymen became "much more interested" in seeing their schools receive adequate financial support when they participated. Approximately one-third of each of the three groups indicated that laymen received "more interest" in the financial support of their schools when they helped to plan the school program. Almost
TABLE 52. OBSTACLES THAT WERE IN THE PROCESS OF BEING REMOVED OR REDUCED IN INFLUENCE AS THE RESULT OF LAY PARTICIPATION

<table>
<thead>
<tr>
<th>Obstacles That Were In the Process of Being Removed or Reduced in Influence</th>
<th>Reported By</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Laymen</td>
<td>Teachers</td>
<td>Administrators and Supervisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Lack of understanding of the school program</td>
<td>199</td>
<td>44</td>
<td>107</td>
<td>37</td>
</tr>
<tr>
<td>Community factions resulting from religious, political and social differences</td>
<td>52</td>
<td>11</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Narrow community interests</td>
<td>73</td>
<td>16</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>Traditional attitudes of laymen about education</td>
<td>104</td>
<td>23</td>
<td>51</td>
<td>17</td>
</tr>
<tr>
<td>Pressure sometimes exerted by community organizations</td>
<td>24</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Indifference toward the school or lack of support</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Other obstacles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>456</td>
<td>100</td>
<td>291</td>
<td>100</td>
</tr>
</tbody>
</table>
10 per cent of the teachers, administrators and supervisors reported that they were not sure that participation had improved the interest of laymen in their communities. Two laymen stated that taking part in planning had not affected their personal interest. They explained that they were already interested before they became involved in curriculum planning.

**TABLE 53. REPORT ON LAY CITIZEN INTEREST IN ADEQUATE FINANCIAL SUPPORT FOR SCHOOLS AS THE RESULT OF PARTICIPATION**

<table>
<thead>
<tr>
<th>Degree of Increased Interest as the Result of Participation</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Administrators and Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Much more interested</td>
<td>159</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>More interested</td>
<td>78</td>
<td>32</td>
<td>42</td>
</tr>
<tr>
<td>A little more interested</td>
<td>6</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>No more interested</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>245</td>
<td>100</td>
<td>134</td>
</tr>
</tbody>
</table>

**Findings About Lay Participation in Certain Specific Areas of Curriculum Development**

1. Have laymen helped to determine the goals or purposes of the school?

The findings reported in Table 54 indicate that laymen had helped to determine the goals or purposes in well over 80 per cent of the schools.

A little larger percentage of the school staff respondents
than of the laymen reported that lay citizens had helped to determine goals. Fifteen per cent of the laymen as compared to not more than 10 per cent of the teachers, supervisors and administrators indicated that lay citizens had not helped to determine the goals of the schools in their particular communities.

TABLE 54. REPORT ON LAY PARTICIPATION IN DETERMINING THE GOALS OR PURPOSES OF THE SCHOOLS

<table>
<thead>
<tr>
<th>Reported By</th>
<th>Had Laymen Helped to Determine the Goals of Their Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Per</td>
</tr>
<tr>
<td>Laymen</td>
<td>203</td>
</tr>
<tr>
<td>Teachers</td>
<td>117</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>74</td>
</tr>
</tbody>
</table>

2. Have laymen helped to re-examine and revise the goals of the school?

Table 55 shows that 73 per cent of the laymen, as compared with 78 per cent of the teachers and 85 per cent of the supervisors and administrators reported that lay citizens had participated in revising the goals of the schools in their respective communities. Fourteen per cent of the school staff respondents as compared to 23 per cent of the lay citizens indicated that laymen had not helped. Several lay citizens and teachers were not sure or did not know.
### TABLE 55. REPORT ON LAY PARTICIPATION IN RE-EXAMINING AND REVISING THE GOALS OF THE SCHOOLS WITHIN THE PAST TWO YEARS

<table>
<thead>
<tr>
<th>Reported By</th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
<th>Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per</td>
<td></td>
<td>Per</td>
<td>Per</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Number</td>
<td>Cent</td>
<td>Number</td>
<td>Cent</td>
</tr>
<tr>
<td>Laymen</td>
<td>180</td>
<td>73</td>
<td>56</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>Teachers</td>
<td>105</td>
<td>78</td>
<td>18</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>68</td>
<td>85</td>
<td>11</td>
<td>14</td>
<td>0</td>
</tr>
</tbody>
</table>

The findings in Table 56 indicate that 52 per cent of the responses from laymen as compared to a little over a third of those from school personnel, show that lay citizens had helped to determine or revise the goals of their schools by participating in group meetings where the goals or purposes were discussed. They had helped to a less degree through such means as: serving on committees that drew up statements of goals; making suggestions for revising statements of goals which were submitted to laymen for their criticisms and suggestions; and responding to inquiries concerning goals. These means are listed in rank order according to the reports received from the school personnel. The lay citizens, however, reversed the order of the last two means according to their reports.
### TABLE 56. WAYS IN WHICH LAYMEN HAD HELPED TO DETERMINE THE GOALS OF THEIR SCHOOLS

<table>
<thead>
<tr>
<th>Ways in Which Laymen Had Helped to Determine Goals</th>
<th>Reported By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Laymen</td>
</tr>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Participated in group meetings where goals or purposes of the school were discussed</td>
<td>202</td>
</tr>
<tr>
<td>Served on committees that drew up a statement of goals or purposes for the school</td>
<td>73</td>
</tr>
<tr>
<td>Made suggestions for revising a statement of goals or purposes which were presented to laymen for consideration</td>
<td>26</td>
</tr>
<tr>
<td>Responded to an inquiry concerning goals or purposes of the school</td>
<td>81</td>
</tr>
<tr>
<td>Other ways</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>387</td>
</tr>
</tbody>
</table>
Under "other ways", a few respondents reported that laymen helped to establish goals through participation in school surveys, school evaluations, conferences with teachers and administrators, parent-teacher workshops on the purposes of schools, pre-school planning conferences, and board of education meetings.

3. Have laymen studied the goals of the school?

The lay citizens were asked if they had studied the goals of their schools. Table 57 shows that 90 per cent of them reported that they had studied the goals of their schools.

<table>
<thead>
<tr>
<th>Responses As to Whether Laymen Had Studied the Goals of Their Schools</th>
<th>Reported by Laymen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>221</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>245</strong></td>
</tr>
</tbody>
</table>

**TABLE 57. REPORT ON LAYMEN STUDYING THE GOALS OR PURPOSES OF THEIR SCHOOLS**

4. Have laymen helped to identify the needs of children and youth as the basis for curriculum planning?

Table 58 indicates that at least 95 per cent of the respondents in each of the three groups reported that lay citizens in their com-
nunities had helped school staff members to identify the needs of children and youth.

**TABLE 58. REPORT ON LAYMEN HELPING TO IDENTIFY THE NEEDS OF CHILDREN AND YOUTH AS THE BASIS FOR CURRICULUM PLANNING**

<table>
<thead>
<tr>
<th>Reported By</th>
<th>Had Laymen Helped to Identify Needs of Children and Youth?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Laymen</td>
<td>235</td>
</tr>
<tr>
<td>Teachers</td>
<td>133</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>76</td>
</tr>
</tbody>
</table>

The data in Table 59 show that the three groups of respondents were in general agreement that the leading way in which laymen had helped to identify needs was through "conferences with teachers to help acquaint them with their child or children". Their responses concerning other ways in which laymen had helped, were fairly evenly distributed between the following ways: supplied written information to the school about their children; supplied information to the school about special needs and problems of their children, such as health condition; and participated in study groups concerned with child growth and development; and participated in study groups concerned with the ways of promoting learning.
<table>
<thead>
<tr>
<th>Ways in Which Laymen Had Helped to Identify Needs</th>
<th>Reported By</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Laymen</td>
<td>Teachers</td>
<td>Administrators and Supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Supplied written information to the school about their child or children</td>
<td>109</td>
<td>18</td>
<td>111</td>
<td>24</td>
<td>62</td>
</tr>
<tr>
<td>Had conferences with teachers to help acquaint them with their child or children</td>
<td>194</td>
<td>32</td>
<td>126</td>
<td>28</td>
<td>68</td>
</tr>
<tr>
<td>Supplied the school with information concerning special needs of their child or children such as health conditions, and so forth</td>
<td>86</td>
<td>14</td>
<td>105</td>
<td>23</td>
<td>67</td>
</tr>
<tr>
<td>Participated in study groups concerned with human growth and development</td>
<td>126</td>
<td>20</td>
<td>64</td>
<td>14</td>
<td>52</td>
</tr>
<tr>
<td>Participated in study groups concerned with the ways in which learning takes place</td>
<td>90</td>
<td>15</td>
<td>46</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>Other ways</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>609</td>
<td>100</td>
<td>455</td>
<td>100</td>
<td>287</td>
</tr>
</tbody>
</table>
A few respondents indicated under "other ways" that lay citizens had helped to test the vision and hearing of children in school; supplied teachers with information concerning the home responsibilities and activities of their children; assisted with health clinics; participated in reading groups concerned with child development; helped to survey the recreational needs of children; supplied information about individual pupils upon request from school personnel; rendered assistance to underprivileged children; and shared reading materials on child development with parents and children.

5. Has participation in curriculum development helped laymen to develop a better understanding of the needs of children and youth?

Ninety-six per cent of the lay citizens and teachers as compared to 91 per cent of the supervisors and administrators were of the opinion that participation had helped laymen to gain a better understanding of the needs of children and youth. Table 60 shows that several individuals reported that they were not sure or did not know.

6. Have laymen had a more favorable attitude toward curriculum changes when they studied the needs of children and youth?

The findings reported in Table 61 show that 97 per cent of the laymen and teachers as compared to 91 per cent of the administrators and supervisors, were of the opinion that laymen had a more favorable attitude toward curriculum changes when they studied the needs of children and youth.
**TABLE 60. REPORT ON PARTICIPATION IN CURRICULUM PLANNING HELPING LAYMEN TO DEVELOP A BETTER UNDERSTANDING OF THE NEEDS OF CHILDREN AND YOUTH**

<table>
<thead>
<tr>
<th>Did Participation Help Laymen to Develop A Better Understanding of Needs?</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure or Don't Know</th>
<th>No</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported By</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Laymen</td>
<td>235</td>
<td>96</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>129</td>
<td>96</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>73</td>
<td>91</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

**TABLE 61. REPORT ON THE EFFECT THAT STUDYING NEEDS OF CHILDREN AND YOUTH HAD ON THE ATTITUDE OF LAYMEN ABOUT CURRICULUM CHANGES**

<table>
<thead>
<tr>
<th>Did Laymen Have A More Favorable Attitude Toward Curriculum Changes When They Studied Needs of Children?</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure or Don't Know</th>
<th>No</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported By</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Laymen</td>
<td>236</td>
<td>97</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>130</td>
<td>97</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>73</td>
<td>91</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>
7. Have lay citizens of the community with special abilities and skills served as resource persons to help vitalize the school program?

Data in Table 62 show that nearly all of the respondents in each of the three groups reported that some of the lay citizens in their respective communities had served as resource persons to help vitalize the school program. The questionnaires yielded insufficient data concerning the number of persons who had served in this manner.

**TABLE 62. REPORT ON LAYMEN WITH SPECIAL ABILITIES AND SKILLS HELPING TO VITALIZE SCHOOL PROGRAMS AS RESOURCE PERSONS**

<table>
<thead>
<tr>
<th>Reported By</th>
<th>Had Laymen Helped to Vitalize School Programs As Resource Persons?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Per Cent</td>
</tr>
<tr>
<td>Laymen</td>
<td>95</td>
</tr>
<tr>
<td>Teachers</td>
<td>93</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>99</td>
</tr>
</tbody>
</table>

Table 63 indicates that lay citizens had helped to vitalize school programs in several different ways. Sixteen per cent of the responses from the supervisors and administrators as compared to 21 per cent of those from laymen and teachers, reported that laymen had assisted with social functions of the school more than any other one way as resource persons. Ten per cent of the laymen as compared to
14 per cent of the supervisors and administrators and 18 per cent of the teachers, reported that lay citizens had assisted with field trips. Other leading ways in which laymen helped to vitalize school programs were by: speaking to assemblies, classes and small groups of pupils; serving as grade mothers or room representatives; furnishing materials and information for learning activities; having conferences with pupils about their specific problems; and helping to locate community resources for use in teaching.

Under "other ways" the respondents reported that laymen had: served as relief teachers or substitute teachers in a few instances so that the regular teachers could participate in special conferences; provided camping experiences for children and youth; assisted with school and community recreation programs; served as members of panels and discussion groups with high school youth; helped to develop resource teaching materials; assisted with student activity programs; assisted with parent study groups; assisted teachers and pupils with dramatics; served as part-time music teachers where there was no certified teacher available to assist with this part of the instructional program; served as lay advisers to school clubs; and assisted with school lunch programs.
TABLE 63. WAYS IN WHICH LAYMEN HAD HELPED TO VITALIZE SCHOOL PROGRAMS
AS RESOURCE PERSONS

| Ways in Which Laymen Had Helped To Vitalize School Programs | Reported By | | | | |
|------------------------------------------------------------|-------------|--|--|--|
|                                                            | Laymen      | Teachers | Administrators and Supervisors |
|                                                            | Number Per Cent | Number Per Cent | Number Per Cent |
| Helped to make a list of community resources                | 49 6        | 30 6      | 36 8 |
| Furnished materials for learning activities                 | 74 8        | 90 17     | 59 13 |
| Supplied information for learning activities                | 49 6        | 73 13     | 50 11 |
| Served as grade mother or room representative               | 124 14      | —         | —    |
| Spoke to an assembly, a class or a small group of pupils    | 68 8        | 84 16     | 73 16 |
| Assisted with field trips                                   | 92 10       | 93 18     | 64 14 |
| Had conference with pupils about specific problems         | 48 6        | 41 8      | 31 7 |
| Assisted with social functions of the school                | 183 21      | 110 21    | 72 16 |
| Served on school planning committees                       | 176 20      | —         | 66 14 |
| Other ways                                                 | 8 1         | 5 1       | 4 1 |
| Total                                                      | 871 100     | 526 100   | 455 100 |

258
8. Have lay citizens helped to evaluate the school program?

According to Table 64, 83 per cent of the laymen as compared to 87 per cent of the teachers, and 89 per cent of the supervisors and administrators reported that lay citizens had helped to evaluate school programs in their respective communities. Between 10 and 15 per cent of the respondents indicated that laymen had not participated in this phase of the school program.

**TABLE 64. REPORT ON LAYMEN HELPING TO EVALUATE SCHOOL PROGRAMS**

<table>
<thead>
<tr>
<th>Reported By</th>
<th>Had Laymen Helped to Evaluate the School Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Laymen</td>
<td>202</td>
</tr>
<tr>
<td>Teachers</td>
<td>116</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>71</td>
</tr>
</tbody>
</table>

Table 65 shows that 21 per cent of the responses from supervisors and administrators, as compared with 30 per cent of those from lay citizens and 44 per cent of those from teachers reported that laymen had participated in evaluations through parent-teacher and parent-administrator conferences more than in any other way. Thirteen per cent of the responses from administrators and supervisors as compared to 17 per cent of those from laymen and teachers indicated that the leading
way in which laymen had assisted with group evaluation was through total school program evaluations. Other leading means of lay participation were: committees on evaluation, parent-teacher association meetings on evaluation, grade-parent meetings on evaluation, school surveys, conferences with "visiting committees" which were invited to help evaluate school programs, parent study groups on evaluation, studies of graduates and drop-outs, parent-opinion polls, and two-way pupil progress reports.

Table 65 shows that the lists of ways in which laymen helped to evaluate their school programs varied rather widely between the three sets of questionnaires. This reveals a weakness in the construction of this part of the instrument. A better comparison could have been made if the various means of participation had been the same in all three questionnaires.

9. Have judgments of laymen been used in evaluating describable behavior of children and youth in school, and of graduates and drop-outs?

The questionnaires to the teachers requested data concerning this particular criterion. The responses reported in Table 66 show that 61 per cent of the teachers secured and used the judgments of parents and other laymen in evaluating describable behavior of children and youth in their homeroom groups or classes, while 38 per cent of them had not.
TABLE 65. WAYS IN WHICH LAY CITIZENS HAD HELPED TO EVALUATE THEIR SCHOOL PROGRAMS

<table>
<thead>
<tr>
<th>Laymen Had Helped to Evaluate Their School Programs Through</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Administrators and Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Parent-teacher and parent-administrator conferences</td>
<td>180</td>
<td>30</td>
<td>116</td>
</tr>
<tr>
<td>Total school-program evaluation</td>
<td>105</td>
<td>17</td>
<td>44</td>
</tr>
<tr>
<td>Parent study groups on evaluation</td>
<td>53</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Committees on evaluation</td>
<td>46</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>Studies of graduates and drop-outs</td>
<td>20</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Parent-teacher association meetings on evaluation</td>
<td>92</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Parent-opinion polls</td>
<td>15</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Conferences with &quot;visiting committee&quot; which came to help evaluate the school program</td>
<td>55</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Grade-parent meetings on evaluation</td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Two-way pupil progress reports</td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>School surveys</td>
<td>31</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Other ways</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>598</td>
<td>100</td>
<td>264</td>
</tr>
</tbody>
</table>
TABLE 66. REPORT ON TEACHERS SECURING AND USING JUDGMENTS OF LAYMEN IN EVALUATING PUPIL BEHAVIOR

<table>
<thead>
<tr>
<th>Responses As to Whether Teachers Had Used Judgments of Laymen In Evaluating Pupil Behavior</th>
<th>Reported by Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>81</td>
</tr>
<tr>
<td>No</td>
<td>51</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
</tr>
</tbody>
</table>

The questionnaires submitted to laymen, administrators and supervisors did not contain questions specifically about this particular type of participation. The findings reported in Table 65, however, show that 20 laymen, and 22 supervisors and administrators indicated that lay citizens had helped to make studies of graduates and drop-outs in their respective schools.

10. Have laymen evaluated their participation in curriculum development as groups and as individuals?

The lay citizens were asked if they had criteria for evaluating their own participation. Table 67 shows that 46 per cent of them did, while 42 per cent of them stated they did not have criteria for evaluating their participation. Several individuals reported that they were not sure or did not know.
The questionnaires submitted to the teachers, administrators and supervisors show a weakness, in that, they did not secure sufficient data regarding whether lay citizens had criteria to help them evaluate their participation.

**TABLE 67. REPORT ON LAY GROUPS HAVING CRITERIA FOR EVALUATING THEIR PARTICIPATION IN CURRICULUM DEVELOPMENT**

<table>
<thead>
<tr>
<th>Responses as to Whether Lay Groups Had Criteria for Evaluating Their Participation</th>
<th>Reported by Laymen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>113</td>
</tr>
<tr>
<td>No</td>
<td>103</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>28</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>245</td>
</tr>
</tbody>
</table>

The data in Table 68 show that 39 per cent of the teachers, as compared to 50 per cent of the lay citizens and 59 per cent of the administrators and supervisors indicated that laymen had not evaluated their individual participation. Twenty-one per cent of the supervisors and administrators, and 25 per cent of the teachers in comparison with 43 per cent of the lay citizens reported that laymen had evaluated their participation. Twenty per cent of the supervisors and administrators as compared to 35 per cent of the teachers were not informed as to whether laymen had evaluated their individual participation.
TABLE 68. REPORT ON LAY CITIZENS EVALUATING THEIR INDIVIDUAL PARTICIPATION IN CURRICULUM DEVELOPMENT

<table>
<thead>
<tr>
<th>Reported By</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure or Don't Know</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Laymen</td>
<td>43</td>
<td>122</td>
<td>50</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Teachers</td>
<td>25</td>
<td>52</td>
<td>39</td>
<td>47</td>
<td>35</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>21</td>
<td>47</td>
<td>59</td>
<td>16</td>
<td>20</td>
</tr>
</tbody>
</table>

Opinions and Comments About Lay Participation

Each person who received a questionnaire was asked to give his or her opinion as to whether laymen should participate in curriculum development. Table 69 reveals that an extremely high percentage of the lay citizens, teachers, administrators and supervisors reported that they were of the opinion that laymen should have a part in curriculum planning. Only one lay citizen said definitely no. A few individuals indicated that they were doubtful or undecided as to whether they should participate.

The reader should note that the extremely high percentage of affirmative responses came from laymen who had actually participated, and from school personnel who had involved lay citizens in curriculum development.
development programs. The chances are that if the sample had included individuals who had no experience with this particular type of planning that there would have been a much wider variation in the opinions.

TABLE 69. REPORT ON WHETHER LAY CITIZENS SHOULD PARTICIPATE IN CURRICULUM PLANNING

<table>
<thead>
<tr>
<th>Should Laymen Participate?</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure or Don't Know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported By</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laymen</td>
<td>239</td>
<td>1</td>
<td>2</td>
<td>245</td>
</tr>
<tr>
<td>Teachers</td>
<td>130</td>
<td>0</td>
<td>3</td>
<td>134</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>79</td>
<td>0</td>
<td>1</td>
<td>80</td>
</tr>
</tbody>
</table>

The lay citizens were asked this question: Do you think the curriculum planning program is moving in the direction of progress? Their responses reported in Table 70 show that nearly all of them were of the opinion that the planning programs in their respective communities were making progress. A few of them indicated that they were not sure or did not know.

The teachers were asked whether they thought laymen approved of the direction in which the curriculum development programs were moving on a class basis in their respective schools. Table 70 shows that 86 per cent of them reported an opinion that laymen in their communities approved of the direction in which the planning programs
were moving. Several of them indicated that they were not sure or did not know the attitude of the laymen concerning planning programs on a class basis.

### TABLE 70. REPORT ON WHETHER LAYMEN THINK THEIR CURRICULUM PLANNING PROGRAMS ARE MAKING PROGRESS

<table>
<thead>
<tr>
<th>Responses As to Whether Laymen Think Their Curriculum Planning Programs Are Making Progress</th>
<th>Reported By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Laymen</td>
</tr>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>229</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>Not sure or don't know</td>
<td>12</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>245</td>
</tr>
</tbody>
</table>

The high percentage of affirmative responses was perhaps due to the fact that laymen had helped to determine the direction of those particular planning programs. One must be aware however, that the mere approval by laymen is no sound basis for assuming that the program is necessarily moving in the best direction. However, if participation helps to secure approval and support, then it has implications for the same values in developing adequate curriculum planning programs.

The questionnaires provided space for the respondents to comment about any phase of lay participation that they wanted to discuss more
fully. Many of them commented about the values to be derived from participation. Several of them pointed out a few dangers that can arise from lay participation. A few individuals offered suggestions for avoiding the possible dangers. Their comments were summarized and are presented in two groups: (1) those made by laymen; and (2) those made by professional school staff members. The reader will find a great deal of similarity between the two groups of comments.

Comments Made by Lay Citizens Concerning the Desirable Features of Lay Participation in Curriculum Development

1. Active participation helps to give laymen a better understanding of the total school program

2. Curriculum planning should be under the direct leadership of school personnel with laymen assisting anyway they can

3. Participation helps to acquaint laymen with the present-day purposes of schools

4. It acts as a valuable means of parent education

5. Laymen can offer helpful suggestions and ideas for improving school programs

6. Participation helps to improve school-community relationships

7. It helps to improve parent-teacher relationships

8. It stimulates greater lay interest in schools

9. It helps to improve attitudes among pupils
10. Laymen have a responsibility for assisting with plans for schools which belong to the public.

11. Many parents like to help if they know what to do.

12. Lay participation presents some practical viewpoints which help to develop better balanced school programs.

13. Participation makes laymen more tolerant and less critical toward what the schools are doing.

14. It is a good means of discovering new resource persons who can render special services to the schools.

15. Laymen can help develop a readiness in their communities for desirable changes.


17. Participation tends to enable necessary changes to be made faster.

18. It helps to develop a more cooperative spirit on the part of the lay public.

19. Participation helps to secure adequate school plant facilities and equipment.

20. It is a very good means of promoting public relations.

21. It stimulates increased financial support for schools.

22. It gives laymen valuable experiences in thinking, planning and working together in group situations.

23. Lay participation is in keeping with democratic principles.

24. It helps parents to develop a better understanding of children and youth and their needs.
25. Participation helps to make laymen aware of the problems and needs of their schools

26. It helps parents to provide better learning opportunities at home for their children

27. Participation helps to improve community support

28. There are talented lay citizens who can and would like to help teachers with certain parts of the instructional program, such as art, music, recreation, and story telling if they only had the opportunity

29. Participation helps to commit laymen to the changes that are made

30. Laymen appreciate being invited to share in school planning

31. Cooperative professional-lay planning is the best approach to school problems that are of common concern

32. Parents need to be brought in at some point in the planning so they can assist with the evaluations

33. It helps to develop community leaders so that planning can be continuous

34. Laymen should participate to help encourage the teachers in their work

35. Teachers need special preparation in group leadership for doing this type of planning

36. Participation helps to bring about improvements in the community

37. One layman said, "Lay participation in curriculum planning is far more important than most educators realize."

38. Another layman said, "The understanding which laymen receive from taking part is perhaps more important than the contributions which they make."
Comments Made by Lay Citizens Concerning the Undesirable Features or Dangers of Engaging Laymen in Curriculum Planning

1. There is a danger that some few laymen may interfere with the best interest of schools unless they are guided by definite policies and skilled professional leadership.

2. Some individuals do not know how to plan and work with other people without dominating the situation.

3. If given a chance a few laymen will appoint themselves to secure enough supporters to put over their pet ideas.

4. There are individuals who will resent being invited to assist with planning programs if their suggestions are not accepted.

5. There is a danger of placing so much emphasis on procedures of participation that the planning may become too highly organized for the best results.

6. Some of the ideas of laymen about education cannot be followed if school programs are to move forward.

7. Many laymen do not know enough about curriculum planning to be of much help.

Suggestions Made by Lay Citizens for Avoiding the Possible Dangers of Lay Participation

1. There should be a clear statement of policy governing lay participation agreed upon at the very beginning of the planning program.

2. As laymen enter the program they should be acquainted with the policies and guide lines which are being used.
3. Laymen should be limited in their participation to those areas of school program planning to which they can contribute

4. Laymen should have opportunities to be continuously evaluating their participation

5. Lay participants should understand their relationship in planning to the school staff members, the board of education and the people of the community

6. Most of the possible dangers of lay participation can be overcome with skilled professional leadership and adequate guides to direct them in the planning process

Comments Made by Professional School Personnel Regarding the Values of Lay Citizen Participation

In regard to promoting good school-community relations:

1. Participation helps to bring about a better understanding of the school program

2. Participation helps to keep down criticisms

3. It helps to develop wholesome attitudes toward the schools

4. Those who participate help to inform other lay citizens in the community

5. It stimulates increased interest among laymen in their schools

6. The education of children and youth becomes a joint enterprise between laymen and school personnel

7. Most parents are interested in the schools and enjoy participating

8. It makes known the attitudes and desires of parents for their schools
9. Participation brings about a better understanding of teachers and the teaching profession

10. It helps laymen to become better acquainted with their communities

11. Participation tends to break down selfish interest groups and community cliques

12. It is one of the best public relations programs that a school can have

13. It helps to reduce the effectiveness of pressure groups

14. Laymen are psychologically more interested in school programs which they have had a part in planning

15. Lay participation encourages both teachers and pupils to know that they have the interest and support of the public in the work of the school

With respect to making improvements in school programs:

1. Lay participation brings out worthwhile ideas and suggestions for improving school programs

2. In many instances laymen can help improve the classroom environment for learning

3. Participation makes additional leadership abilities available

4. Participation brings about a better understanding of the purposes of the school

5. The participation of laymen with special abilities and skills can help vitalize learning activities

6. Participation brings about a better understanding of the needs of the school

7. Laymen assume more responsibility for having good school programs when they participate
8. Lay participation is one of the best means of bringing about significant improvements in the curriculum.

9. Participation helps to coordinate learning activities with home and community interests.

10. Contributions from laymen will vary according to their background of experiences.

With regard to identifying the ascertainable needs of children and youth:

1. Parents can furnish teachers with information about their children that is needed in teacher-pupil planning.

2. Teachers can also furnish parents with valuable information about their children.

3. Parents learn how to deal with the problems of their children as the result of taking part in child study groups.

4. Laymen acquire a better understanding of the needs of children and youth.

5. Parents learn how to provide appropriate learning activities at home for their children.

With respect to the need for lay participation:

1. Laymen should have a part in planning because this is in keeping with democratic principles.

2. Laymen should participate, they help pay the bills for operating the schools.

3. If a school plans to make major changes in its program it must have the cooperation of the public for the changes to be successful.

4. Laymen should help plan the curriculum, but not "how" it is to be carried out.
In regard to school plant facilities and finances:

1. Participation brings about a better understanding of the financial needs of schools

2. It brings about increased financial support for schools

3. New school buildings and equipment were made available as the results of laymen being involved in planning programs

Miscellaneous comments: These are in the form of direct quotations from the respondents:

1. "Lay participation can be very helpful to curriculum planning when intelligently organized with specific objectives, clearly defined areas of planning, and with definitely understood limitations of authority to act."

2. "I would not want to be a part of a school where the lay people did not have opportunities to assist with the planning program!"

3. "There is no single part of the school planning program with which lay citizens cannot render significant assistance."

4. "We would have entirely too many difficulties in our fast growing community without help from the lay public."

5. "Lay participation is essential to the realization of the goals of a modern high school."

6. "Give the people the facts and show them the existing conditions under which the schools are having to operate, then they will furnish the required financial support for having an adequate public school program."
7. "Laymen in our school have worked with groups of children for a period of time so teachers could spend more time in helping children who had special problems."

8. "Laymen have assisted with the registration of school beginners."

9. "Laymen have assisted with the school census."

10. "Lay participation must be for the specific purpose of planning. Participation should be centered around specific problems which are of common concern to the people taking part. It should not be a means for manipulating pre-arranged conclusions of school people."

11. "The school program will come much nearer serving the needs of all the people if laymen have a share in planning."

12. "One of the best types of lay participation in program planning is the informal kind where suggestions are made through conversation and conferences."

13. "Teachers are oftentimes the biggest drawback to curriculum changes and not the laymen."

14. "It would be difficult to teach without having the resourceful help of laymen in the instructional program."

15. "Laymen can help locate good local resources that are not known to school staff members."

Comments Made by Professional School Personnel Regarding the Dangers of Lay Participation

1. Highly influential individuals in the community may overload the curriculum with their ideas about education

2. There is a danger of having a highly select group of laymen doing most of the planning. A cross-section of the community population is needed to help assure a well-balanced school program.
3. There is the danger of having a few 'extremists' or 'crackpot' individuals to deal with who lack appropriate background for assisting with planning.

4. There are a few individuals who can become real trouble makers with some of their radical ideas.

5. Some laymen hold to the idea that, 'the kind of schools that I attended are good enough for my children.'

6. Lay citizens may insist on taking leadership responsibilities in planning for which they are not qualified.

7. It is sometimes difficult in curriculum planning to keep laymen concerned with the "what" and off of the "how".

8. Dangers may result if the limitations of lay participation are not adequately defined.

9. Participation can result in open criticisms against the school program or individual staff members because of certain personal feelings held by a few laymen.

Suggestions Made by School Personnel for Avoiding the Dangers of Lay Participation

1. Most of the dangers can be avoided if the planning groups are lay-professional in membership, and if policies are set up in the very beginning to give guidance and direction to the participants.

2. The dangers can be kept to a minimum if laymen are continuously evaluating their participation as groups and as individuals in terms of established criteria for this purpose.

3. This type of cooperative planning requires skilled leadership and guidance on the part of school staff members. For example, the status leader should encourage free discussion of the problem under consideration but should not permit the discussion to develop into an argument.
CHAPTER IX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this investigation was to study the prevailing practices of lay citizen participation in curriculum development in a group of selected schools. This final chapter of the study has three purposes: (1) to summarize the major findings; (2) to draw conclusions that seem evident from the findings, in light of the established criteria;¹ and (3) to make recommendations for improving lay participation in public school curriculum development.

Summary

Persons Who Furnished Data for the Study

Data were obtained for the study through interviews and questionnaires. There were 88 interviews which involved 46 laymen, 31 teachers, and 30 administrators and supervisors. Questionnaires were distributed to 384 laymen, 174 teachers and 99 administrators and supervisors. Completed questionnaires were received from 67 per cent of the laymen, 82 per cent of the teachers, and 85 per cent of the administrators and supervisors.

¹ Chapter VI, Supra., pp. 163-167.
The laymen who reported that they had participated in curricular development activities represented 53 different occupations. Laymen with children in elementary and high school, and some who had no children in school were included in the interviews and in the return of questionnaires.

The teachers who had engaged laymen in curriculum study and development on a class basis represented all of the grades in the elementary schools except kindergarten, and twelve of the usual teaching fields in high school. The group of administrators and supervisors who had provided opportunities for laymen to participate on a school or school system basis included superintendents of county and independent administrative units, principals of elementary schools, junior high schools, high schools, combination elementary and high schools, and supervisors of county and independent school systems.

Most of the school personnel participating in this study had worked with laymen in curriculum planning for not more than ten years. The experience for many of them had not exceeded five years. Over two-thirds of them indicated they had received at least some type of preparation for working with laymen in curriculum planning. They reported that most of their preparation was received through the regular professional courses in teacher education.
Findings About Lay Participation That Apply to General Aspects of Curriculum Development

One hundred per cent of the laymen interviewed, and 95 per cent of those who returned questionnaires reported that they had participated in curriculum development programs within the past two years. They had participated more on a school and class basis than on a system-wide basis. Laymen had served as members of committees, discussion groups, panels, grade-parent groups, and system-wide surveys. A few of them had served as chairmen of committees and leaders of discussion and panel groups. Many of them had discussed curriculum problems "informally with school staff members, neighbors, friends, and members of their families". While the number of individuals who had participated varied from school to school in some instances the number was relatively small.

More individuals assisted with planning programs because they were interested in providing better educational opportunities for children and youth than for any other single reason. In some cases they took part because they felt that it was their responsibility to help; wanted to be loyal to the school staff members; were invited by school personnel to serve on school committees; had children in school; had something worthwhile to contribute; or were dissatisfied with the school program.

Lay citizens had usually approached school problems of an individual nature through parent-teacher and parent-administrator conferences
or some other type of parent conferences. They most often approached problems which were of interest to a group through: parent-teacher association meetings, community meetings, parent-study groups, grade-parent meetings, curriculum committees, citizen committees or school surveys. Channels used less frequently were: lay advisory committees, parent-opinion polls, and community councils. They also rendered assistance through such community organizations as: farm groups, civic clubs, women’s organizations, business groups, religious organizations, city councils, veterans’ organizations and the like. Community organizations helped by: providing citizenship development programs; making suggestions for curriculum improvements; participating in study and discussion groups concerned with school problems; and providing additional facilities and materials for enriching instructional programs.

More laymen became interested in participating because they were invited and encouraged by school staff members than through any other way. Other individuals became interested because they had children in school; were asked to do specific jobs for the schools; or were encouraged by other laymen.

In most instances lay participation was centered around problems of common interest that were discovered through a study of the school program. Ninety per cent of the teachers, administrators and supervisors indicated that the use of leading questions had helped laymen
to do a more effective job of discussing and reaching decisions concerning curriculum improvements.

Over two-thirds of the respondents reported in the questionnaires that laymen in their respective school communities had policies or agreements to give them guidance in group planning situations. In well over 50 per cent of the schools the policies were set up cooperatively by laymen and school staff members. Policies were established in more than one-third of the schools either by school staff members or by a committee of laymen. Policies aided laymen in planning groups by establishing the channels of authority, responsibilities incumbent upon them, and their relationships to the school staff, the board of education and to the community. Criteria served as a point of reference for continuous evaluation of lay participation. This procedure helped to prevent undesirable lay interference with the planning programs. Well over three-fourths of the teachers, administrators and supervisors reported that changes in curricula in their respective schools were based on a consideration of research findings.

**Findings About Lay Participation in Certain Specific Areas of Curriculum Development**

Lay citizens participated in specific areas of curriculum development in most of the schools by helping to: determine the goals or purposes of the schools; identify the ascertainable needs of children and youth as a basis for teacher-pupil planning of learning activities; vitalize school programs as resource persons; and evaluate their
school programs. Laymen helped to determine, or re-examine and revise the goals of their schools by: participating in group meetings where goals were discussed; serving on committees that drew up statements of goals; making suggestions for revising statements of goals submitted to them for their criticisms and suggestions; responding to inquiries concerning goals; and conferring with school personnel about the purposes of their schools. In some communities laymen had studied the goals of their schools although they had no part in establishing them.

Parents had helped to identify needs by: supply written information to the schools about their children; conferring with teachers to help acquaint them with the background, special problems and needs of their children; and participating in study groups concerned with human growth and development, and the ways in which learning takes place. Individuals with special abilities and skills had helped to vitalize school programs by: assisting with social functions of the schools; serving as grade or room representatives; discussing specific problems with assemblies, classes and small groups of pupils; assisting with field trips; having conferences with pupils about their specific problems; and helping to locate community resources for use in teaching.

Parents and other laymen participated in school program evaluations through conferences with school staff members and various group means. They were involved through such group means as: total school program evaluations; parent-teacher meetings on evaluation; committees on evaluation; grade-parent meetings on evaluation; conferences with
visiting committees which were invited to help evaluate school programs; parent-study groups on evaluation; studies of graduates and drop-outs; parent-opinion polls; use of two-way pupil progress reports; and school surveys. Sixty per cent of the teachers reported that they had secured and used the judgments of parents in evaluating progress of children and youth in their homeroom groups or classes. According to reports from laymen only about one-half of the schools had plans for evaluating lay participation. Only 43 per cent of the lay respondents had made any attempt to evaluate their individual participation. Comments made by interviewees revealed several weaknesses in the plans that were used.

There were lay citizens in most every community who did not know enough about their school programs. Most of the interviewees and respondents were of the opinion that laymen had learned much about their school programs through participation. Most of them reported that laymen had gained a better understanding of the needs of children and youth when they were involved in curriculum development activities. They indicated that most laymen developed a more favorable attitude toward curriculum changes when they studied the needs of children and youth.

There were certain obstacles to curriculum improvement in school-community relationships in most of the communities represented in this study. The findings indicated that participation had gradually removed
or reduced in influence several of the existing obstacles. About one-half of the individuals indicated that in their opinion laymen had not provided adequate moral and financial support for their schools. About 90 per cent of them, however, were of the opinion that community support had improved as the result of lay participation. They reported that most laymen not only became more interested in the financial support of their schools when they participated, but they had actually raised additional funds for supporting them.

Opinions and Comments About Lay Participation

In response to the question: Do you think laymen should participate in curriculum development? 95 per cent of the interviewees stated that they thought laymen should participate. In the questionnaires, 97 per cent of the lay citizens and teachers, and 99 per cent of the administrators and supervisors reported that they were of the opinion that laymen should have a part in curriculum development.

Interviewees were asked this question: Do you think laymen in this community feel that the curriculum planning program is making progress? Ninety-two per cent of them stated that laymen considered that their planning programs were making progress. A similar question was included in the questionnaires to lay citizens and to teachers. Ninety-three per cent of the laymen indicated that the planning programs in their respective schools were making progress. Eighty-six per cent of the teachers reported that in their opinion laymen approved
of the direction in which curriculum planning programs were moving on a class basis in their respective schools.

The comments received through the interviews and the questionnaires revealed many significant values derived by both the laymen and the schools. Leading benefits that schools derived from lay participation were:

1. A better informed lay public
2. Improved facilities for carrying on school programs
3. Many valuable suggestions and ideas from improving school programs
4. A higher level of cooperation from the lay public
5. Increased interest in the schools on the part of laymen
6. Improved school-community relationships
7. Improved attitudes among pupils and between pupils and school staff members
8. A better understanding of parents and their attitudes toward the schools
9. An increased supply of community sources for vitalizing school programs
10. A better understanding of the home conditions of pupils
11. Improved attitudes of parents toward schools, school personnel and the teaching profession
12. Improved classroom environment for learning
13. Laymen were made aware of the conditions and needs of their schools
14. The problem of educating children and youth became more of a joint enterprise between the school and the home
15. Reduced the effectiveness of pressure and other outside groups

16. Developed unity among the people of the community

17. Produced better balanced school programs

Leading benefits that laymen received from participation were:

1. Became better informed about their school programs
2. Learned to plan and work with others in group situations
3. Received personal satisfaction from participation
4. Acquired a feeling of belonging or closeness to their schools
5. Became better acquainted with other laymen in their communities
6. Became better acquainted with the operation and long range plans of their schools
7. Acquired a broader view of the purposes of education
8. Acquired a broader concept of what constitutes an adequate school program
9. Acquired a greater interest in seeing their schools provide adequate programs of education
10. Was made aware of the results that can be achieved through cooperative efforts
11. Received valuable adult education experiences in problem solving
12. Acquired a better understanding of their responsibilities for educating children and youth
13. Was better informed about the resources of their communities
14. Became better informed about the means used to achieve the goals of their schools
15. Was better acquainted with the standards of their schools

16. Was better acquainted with the individuals who staff their schools as members of their communities and as professional educators

17. Gained more interest in having qualified individuals to staff their schools

18. Were made to feel important in the life of the school

19. Became less critical toward what the schools are doing for children and youth

20. Helped to bring about improvements in community life

Several individuals pointed out a few dangers that must be recognized and guarded against when involving laymen in curriculum planning programs. These were:

1. A few laymen may interfere with planning programs if they are not guided by established policies or agreements that will help them understand the part they are to play in the planning process.

2. Highly influential individuals in the community can overload the curriculum with their ideas and wishes about education and produce an unbalanced school program unless there are some rather definite guide lines for making changes.

3. There are some laymen who still hold to the idea that, "the kind of schools that I attended are good enough for my children."
4. A few lay citizens may insist on taking leadership responsibilities in planning for which they are not qualified.

5. It is difficult in curriculum planning to keep laymen concerned with the "what" and off of the "how".

6. Dangers may result if the areas of participation are not well defined and delimited.

The leading suggestions offered for dealing with these dangers were:

1. There should be a clear statement of policy established at the very beginning of the planning program to give guidance to the participants.

2. As new individuals enter the program they should be acquainted with the policies being used.

3. Laymen should be limited in their participation to those areas of curriculum planning to which they can contribute.

4. Lay citizens should be made aware of their relationship in planning to the school staff members, the board of education and the people of the community.

5. Laymen should have opportunities and appropriate plans for periodic evaluation of their participation as groups and as individuals.
6. Skilled professional leadership and adequate guidelines can prevent most of the dangers that might otherwise arise from lay participation.

Conclusions

The findings of the study warrant the following conclusions:

1. There are significant values that can be derived by both the laymen and the schools from lay participation in curriculum development. Participation can help: improve school-community relationships; remove or reduce in influence some of the obstacles to curriculum improvement; secure good ideas from laymen for improving curricula; prepare laymen for accepting changes; provide valuable educational experiences for adults; acquaint parents with research findings concerning child growth and development and the psychology of learning; bring about a better understanding of the school program; and bring about increased moral and financial support for schools.

2. Lay citizens can make valuable contributions to certain areas of the school program. They can help: determine the goals or purposes of their schools; identify the ascertainable needs of children and youth as a basis for curriculum planning; vitalize the school
program when they have special abilities and skills that are needed; evaluate the results of the school program; and secure adequate finances with which to make improvements.

3. Laymen will work together more effectively in curriculum planning programs when they follow certain procedures that have been agreed upon by the group.

4. Laymen usually look to school staff members for professional leadership in curriculum planning. Unless definite plans are made for them to participate, most laymen will leave planning entirely in the hands of the school personnel. However, parents generally are interested in providing better educational opportunities for their children. With this natural interest they can be encouraged to assume a great deal of responsibility for improving their schools. This means that school personnel should have adequate professional preparation for providing the necessary leadership.

5. Lay citizens can assist with curriculum development responsibilities on class, school, and school system bases. They seem to be more interested in participating on a class or school basis than on a system-wide basis. That is, they are more interested in problems that directly affect the immediate welfare of their children than in those that are somewhat remote.
6. Although there are many values to be derived from lay participation, there are also some possible dangers. The dangers of unsatisfactory participation on the part of a few individuals must be recognized and guarded against insofar as possible. In spite of the possible dangers, lay participation offers one of the most promising means of giving increased impetus to curriculum study and improvement.

Recommendations

To the Schools That Participated in the Study

In light of the values derived from programs of lay participation by both the lay citizens and the schools, they should be expanded. The recommendations which follow are made with the hope that they may prove helpful to individuals who are responsible for expanding and improving lay participation. They are based on the evaluated findings and conclusions of the study.

1. Professionally prepared school personnel should exercise the initiative and status leadership for engaging lay citizens in curriculum study and development programs.

School staff members should provide leadership in curriculum planning because this is their professional responsibility. They are employed to give full-time to teaching and school program improvement. School personnel are educated to help pupils learn. They know what
constitutes an adequate school program. Professional preparation and experience has provided them with a background of information that is needed. They are familiar with appropriate procedures to use. They are acquainted with the factors to be taken into account in curriculum planning. They view the school program in terms of all the pupils served by the school. They have the facts or can secure the facts that give a complete picture of the present program. They can point out problems and make suggestions for bringing about improvements.

This approach will provide opportunities for parents to learn about their school programs. It will enable school staff members to benefit from the ideas and suggestions made by laymen. When laymen are working cooperatively with school personnel, fewer criticisms and pressures are likely to be exerted against the school.

Some of the ways in which staff members can provide leadership are: (1) the teacher can invite the parents of the children in her homeroom or classes to meet occasionally to discuss the program for the group of children for which she is responsible; (2) the teacher can arrange conferences with the parents to discuss the progress of their children and make plans for the future; (3) the principal or superintendent can invite the parent group to select several lay citizens to serve with school staff members on the school or school system curriculum committees; and (4) the principal can invite or have the parent group select lay citizens to serve on the evaluation
committees when the school is having a school evaluation. The main point is that school personnel should provide appropriate opportunities for laymen to work with the school staff in an organized manner.

2. School personnel should develop readiness among laymen preparatory to engaging them in planning programs.

Lay participation in curriculum planning to be effective must be learned. This means that laymen should be inducted into planning gradually. The school personnel should assume the responsibility for building the necessary readiness because they are familiar with the procedures to use. If laymen are gradually involved as they become ready to participate, the dangers of unsatisfactory participation can be reduced to a minimum. The amount of participation and the kinds of responsibilities can be increased as laymen grow in their ability to plan and work with other people. The development of readiness is a continuous process. That is, laymen must be prepared for each new undertaking or kind of participation.

Readiness can be developed by: inviting laymen to visit the school occasionally to see some particular part of the program in operation; discussing certain aspects of the school program with them in groups and individually; providing opportunities for laymen and school staff members to meet and get to know each other through social functions; encouraging parents to observe the reactions of their children at home; asking laymen to do little jobs for the school
like repairing old equipment or building new equipment; and serving
with school staff members and pupils on school planning committees.
A good way to begin building readiness is to engage their services
in improving the classroom, school building, school grounds or
other physical aspects of the school. This has been a good spring
board for getting them into other phases of curriculum planning.

3. The opportunities for lay participation
should be expanded in the schools as the
state of readiness by both the laymen and
the school personnel will permit.

The opportunities should be expanded so that more lay citizens
and school staff members can share in the benefits derived from
participation. Schools that are concerned about having good public
relations programs will find that this is one way of promoting effec-
tive public relations. However, the opportunities should be expanded
to the extent that laymen are ready to participate; and that school
personnel are ready to assume the necessary professional leadership
for doing this type of planning. The extent to which laymen should
participate will depend on such other factors as: the particular
problem to be considered; the previous experiences that they have had
in curriculum planning; the amount of time they can devote to curri-
culum study and development; and the kinds of contributions which
they can make toward improvements.

The opportunities can be expanded through: parent–teacher
association meetings, lay–professional curriculum committees, lay–
professional conferences, grade-parent study groups, school surveys, 
parent-opinion polls, community planning meetings, citizen committees, 
and advisory councils. Citizens should be encouraged to participate 
through the present organizations in the school and community as near 
as possible. New organizations should be created only when the present 
ones cannot meet the needs.

4. A larger percentage of the lay public and 
the school staff should be encouraged to 
take part in the opportunities that are 
now available.

The findings of the study show that relatively few people had 
participated in most of the schools. The search for school personnel 
who had involved laymen in curriculum development revealed that com—
paratively few teachers, supervisors and administrators had involved 
laymen in curriculum planning within the past two years. More indi—
viduals need to take part in order to improve the learning opportuni­
ties for children and youth, and for themselves. Most parents have a 
natural interest when they have children in school. With a little 
encouragement they can be motivated to assume a great deal of 
responsibility for improving their schools.

A larger percentage of the people can be encouraged to partici­
pate by beginning with their present interest. Most parents are 
interested in the immediate welfare of their children. This means 
that more emphasis should be placed on helping them think through and 
solve school problems that are of real concern to them. For example,
if a group of parents who have children in the second grade are concerned about the reading program in the second grade, then, the place to begin is with the reading program of the second grade. They may be concerned about why their children have read fewer books than children in a neighboring school. The best way to encourage these particular parents is to help them find out why the reading program is operated as it is; and the advantages of the program over other types of reading programs for second graders. When these questions are answered to their satisfaction they will be ready to approach problems that may have emerged from the study of the reading program or from some other source. Lay citizens can be encouraged to participate when planning is centered around problems that are of genuine concern to them.

5. Greater emphasis should be placed on working with parents in curriculum study and planning that is centered around the class and school.

The study shows that parents are more interested in curriculum planning that affects the immediate welfare of their children, than in planning that is somewhat remote to their immediate interests. Perhaps the best place to begin is on a class basis where the children of the lay participants are enrolled. Planning that is done on a class basis will soon lead into planning on a school basis, as the program for a particular group of children is only a part of the total school program. This can lead into planning on a school system
basis for certain aspects of the program such as the vocational or
terminal education program for high school youth who will be leaving school before graduation. This recommendation is intended to capitalize on the interest which laymen have, as a means of expanding their interest in participating. Parents can assist with field trips, social functions for the children, learning activities in the school, materials and information needed, evaluation of pupil progress, and evaluation of the school program.

6. Lay citizens should be encouraged to help: determine the goals or purposes of their schools; identify the ascertainable needs of children and youth; vitalize school programs as resource persons; evaluate the results of the school programs; and secure adequate finances with which to make improvements.

Laymen should participate in these five areas because the study shows that they have worthwhile contributions to make to those particular areas. They have certain responsibilities to assume for their schools. They should help determine the kinds of education they want for their children and youth. Parents have information about their children that teachers need in planning and working with such children. Teachers have information about children that is equally valuable to parents. Lay citizens with special abilities and skills can help teachers to vitalize some of the learning activities. Parents and other laymen in position to observe the results of the school program can be helpful in evaluating the program. Since the schools belong
to the people, they have an obligation for providing the finances with which to support the schools.

Laymen can help to determine or revise the goals of their schools by: participating in study and planning groups where the goals are discussed; serving on committees to help school staff members formulate statements of goals; studying and making suggestions for revising statements of goals submitted to them for consideration; responding to inquiries concerning goals for their schools; and conferring with school personnel about the goals of the schools. This approach will help to unify the efforts of home and school toward the achievement of common purposes in educating children and youth. It will also provide a common basis for evaluating the results of the school program.

Parents can help teachers to identify the ascertainable needs of children and youth as an aid to curriculum planning by: supplying background information to the school about their children; conferring with teachers to help acquaint them with special needs and problems of their children; participating in study groups concerned with human growth and development; participating in grade-parent meetings concerned with needs; and using two-way pupil progress reports. The above kinds of information will enable teachers to plan more effectively with children in meeting their individual needs. Parents thus will be in better position to counsel and plan with their children
for their optimal growth and development.

Lay citizens with special abilities and skills can help school personnel to vitalize learning activities by: serving on class or school planning committees; being consultants to pupil-teacher discussion groups; having conferences with individuals or groups of pupils about their specific problems; furnishing materials and information for learning activities; assisting with field trips; serving as grade or room representatives; helping teachers develop resource materials; helping to locate community resources that are not known to teachers; and assisting with social functions of the school. This recommended practice will make services available that oftentimes cannot be provided by the school staff. School staff members, however, will need to assume the responsibility for doing careful pre-planning with the pupils and the laymen who are to assist in order to make proper use of their services.

Parents and other lay citizens can help the school staff and the pupils evaluate the results of the school program by: participating in total school program evaluations; serving as members of evaluation committees; helping to conduct follow-up studies of graduates and drop-outs; responding to parent-opinion polls; taking part in school surveys; making use of two-way pupil progress reports; and conferring with school staff members about their observations of the school program. Lay citizens can provide information that the staff needs in appraising the results of the program that cannot be obtained
from any other source. Participation in evaluation helps to acquaint laymen with the progress of their schools. It also lays the basis for making future improvements.

Laymen can help to secure adequate finances with which to make improvements by: determining the financial needs of the school; studying the financial resources of the community for supporting education; working for a tax program that will supply the necessary funds; working for the passage of bond issues that will pay for school buildings and equipment that are needed; and raising money through local school means for making minor improvements. Laymen will work out plans for financing improvements within the limits of their financial ability, when they help plan the improvements and they believe in them. Many of the financial problems of schools could be solved if enough laymen were acquainted with the needs of their schools and the advantages of having adequate programs of education.

7. Agreements should be developed cooperatively by laymen and school staff members regarding policies and procedures to be followed in their programs of lay participation in curriculum development.

Policies and procedures are needed to give guidance to the participants in curriculum planning. Policies will be understood and followed better if they are established cooperatively by the individuals who are to use them. Agreements will help safeguard the best
interest of the school program. That is, changes will be made in accordance with the established policies. This will prevent changes from being made merely to suit the conveniences of a few individuals. Policies should be established concerning such matters as: purposes of lay participation; procedures to be followed in studying curriculum problems; procedures to be followed in making changes; and the relationships of the lay participants in planning to the school staff, the board of education and the community at large.

8. School staff members should see that criteria are established cooperatively by the participants early in the planning program for evaluating their participation as groups and as individuals.

This is one of the most essential steps in the whole process of lay participation. Evaluation helps to point out the results of lay efforts. This will help to maintain interest. It will reveal the existing weaknesses. Once the weaknesses are located they can be corrected. Periodic evaluations will also help to control the dangers that can result from improper lay participation.

Each school staff member who engages laymen in any phase of curriculum development can put this recommendation into effect by helping the participants establish criteria for judging their participation. One point to consider would be how well the group has followed the agreements which it set up at the beginning of the planning
program. Individuals could evaluate their own participation on this same point. Another point could deal with the matter of sharing time or not monopolizing the time of other members of the group.

Criteria are much more likely to be understood and followed if they are determined cooperatively by the participants. The status leader, however, must provide time and leadership in helping laymen to make their evaluations.

9. The status leader should help lay citizens center their participation around curriculum problems of common interest discovered through a study of the school program.

This procedure will provide a common basis among the individuals taking part in the planning program. Individuals are inclined to take part when they are interested in the problem under study. Group planning is for the purpose of dealing with problems of concern to members of the group. It is an economical and effective way of approaching problems that are too big for individuals to solve alone. This procedure can be followed by making a survey of the problems that concern members of the planning group. Each member of the group could be asked to write down on a sheet of paper a choice of problems that he is most interested in learning about the curriculum. The problems can be listed on the blackboard as members of the group discuss them. The status leader no doubt would have identified several problems that were of concern to laymen by talking with them individually before they meet as a group. The planning program might very
well begin with a study of the problem that is of concern to the greatest number of people.

Problems of interest to groups of lay citizens can be approached through such means as: grade-parent meetings, lay-professional curriculum committees, lay-professional study groups, parent-teacher association meetings, citizen committees, lay advisory councils, community planning meetings, parent-opinion polls, and school surveys.

10. Changes made in the curriculum should be based on a consideration of the latest research findings.

This recommendation is made because almost a fourth of the schools involved in this study had made changes without considering research that was related to those particular changes. The accepted point of view is that school programs can provide better educational opportunities for learning if they are based on practices that are supported by the latest research. This does not rule out experimentation in curriculum development. In fact, research encourages experimentation. This procedure can be followed if it is made a part of the plan agreed upon for making changes. School personnel will need to secure and make such findings available when the group is trying to decide whether to make changes, and the kind to make. The leader should keep the group from actually reaching a decision until the pertinent facts have been carefully considered.
11. Parent-teacher and parent-administrator conferences should be encouraged as a means of approaching curriculum problems that are of an individual nature.

Parent conferences are desirable for dealing with problems of an individual nature because they permit the persons concerned to discuss the problem in an informal manner. Although the facts involved may be somewhat personal, they can be discussed in an objective manner. An examination of the facts will usually help the parents and the school staff member to come up with a plan for solving the problem. This procedure encourages the conferees to develop a cooperative plan of action rather than one party trying to sell the other one on his proposed solution. Problems of an individual nature are of little concern to members of a group unless they are faced with a similar problem. Then, it becomes a group problem and should be approached through appropriate group means.

Conferences with individual parents in some cases will develop from parent initiative, but in most cases they will need to be encouraged by school staff members. It will help if a definite time is set aside and made known to parents so they can arrange conferences when they are needed. Another way would be for teachers to arrange a schedule of conferences with the parents of children in their homeroom groups or classes. If the latter plan is used, there should also be some time set aside so parents can arrange conferences when they feel a need for them.
To Teacher Education Institutions

Since school personnel should be responsible for providing status leadership and promoting lay participation in curriculum development, this places certain responsibilities on teacher education institutions. The recommendations which follow are made to help fulfill those responsibilities.

1. Teacher education institutions should make adequate provisions in their pre-service programs for helping prospective school personnel to begin developing the competencies needed in working with laymen in curriculum planning.

School staff members are much more likely to assume their professional responsibilities in working with the lay public if they feel competent. It is the job of teacher education institutions to acquaint prospective school personnel with the importance of working with lay citizens and help them learn how. Unless this is done as a part of their professional preparation, they aren't likely to do much about it when they become employed.

The teacher education institutions can fulfill this need by: (1) determining the competencies needed by teachers, administrators, and supervisors in providing professional leadership to laymen in curriculum development; and (2) providing prospective school personnel with opportunities to develop the necessary abilities for doing this kind of planning. School personnel who have worked with
lay citizens in curriculum improvement programs can help determine the kinds of competencies needed. They can make valuable suggestions concerning the experiences that will develop the desired abilities. Another approach to this problem would be for a state teacher education council to make a study of the competencies needed, and the kind of program that will provide adequate preparation.

The recommended provisions for preparation for participation with lay groups in the study of school problems should be made an integral part of the regular professional teacher education program. The teacher education program should provide opportunities for prospective school personnel to: become acquainted with the values of lay participation; become familiar with the procedures that have been found successful; become informed about the problems and dangers that may arise; and observe and participate in school situations where laymen are engaged in curriculum development programs.

2. Provisions should be made in teacher education programs for helping school staff members in service to learn how to work effectively with laymen in curriculum study and planning programs.

Opportunities for preparation could be made available on a graduate or undergraduate basis. The program could be put into operation by: making it a part of the courses offered in inservice curricula; including it as a part of summer school education workshops;
providing assistance to school personnel through their pre-school and post-school planning conferences; and providing consultant help to local school system in-service education programs that are concerned with the problems of lay participation.

To the State Department of Education

The State Department of Education has certain responsibilities for improving teacher education and the public schools. The recommendations which follow are intended to help expand lay participation through the activities of that office.

1. The public school personnel in the state should be encouraged to make wider use of the services of lay citizens in programs of curriculum improvement.

This should be done by the State Department of Education because it is in a logical position to encourage lay participation as a means of improving the public schools of the state. The local school personnel look to the State Department of Education for leadership in moves designed to improve the schools on a state-wide basis. It has means of contacting local school personnel throughout the state and disseminating information that is of interest to them. It has field staff personnel that can provide a certain amount of consultant services to school systems that need such assistance.

This recommendation can be put into effect through a director of curriculum and the field staff personnel of the State Department of
Education. The director also has access to assistance from educators in teacher education institutions in the state for promoting curriculum improvement. Through these sources a reasonable amount of consultant assistance could be provided to the schools that request such help. An example is assistance in helping local faculty groups become familiar with procedures they can use in working effectively with laymen and actually making plans for expanding lay participation. The director of curriculum could distribute information from time to time to the schools in the state giving examples of lay participation within the state and in other states as a means of informing school personnel of the prevailing situations. The findings of this particular study could be made known to the school personnel in the state for their information and use.

2. The State Department of Education should assist the teacher education institutions in planning adequate pre-service and in-service programs for preparing school personnel to work with laymen in curriculum improvement.

This could be a continuation of the present cooperative approach to the improvement of teacher education programs in the state. That is, this recommendation can be fulfilled through the work of a state teacher education council; representatives of the State Department of Education staff serving on teacher education committees in the colleges and universities; representatives from teacher education institutions serving on the State Department of Education committees;
and sharing available personnel from both the State Department of Education and the teacher education institutions in helping local faculty groups to study and improve school programs.

### Regarding Further Research That Is Needed

This study has revealed a need for further research in regard to:

1. **The impetus which has been given to curriculum improvement in the state as the result of lay participation.**

   This would involve the quality of the contributions which laymen have actually made to curriculum development. Such a study should show the influence that lay participation has had on the particular types of curricula that have been developed in the schools. This type of study could assist school personnel in making long-range plans for working with lay citizens. It could supplement the values of this particular study.

2. **The extent to which the judgments of laymen are secured and used in evaluating the progress of children and youth in school, and of graduates and drop-outs.**

   A study of this kind is needed to determine the values of lay participation in this type of evaluation. The present investigation did not go far enough in studying this particular aspect of lay participation. It would seem that such a study could be very useful to
school staff members in determining the extent to which they should involve lay citizens in evaluating pupil progress.

3. The nature of the evaluations which laymen make of their participation as groups and as individuals.

This type of evaluation needs to be studied to determine the values derived from it for controlling the dangers that arise from lay participation. Such a study is needed to help lay citizens improve their plans and procedures of evaluating their own participation.

4. The procedures used by school staff members in working with laymen in curriculum development programs should be studied continuously in order to improve lay participation.

The best way to improve lay participation is to improve the procedures used in working with laymen. Procedures should be studied continuously by the individuals who use them in their own school planning situations. A survey should be made periodically, perhaps every four or five years to determine the improvements that have been made in procedures.

The above studies could be conducted by the State Department of Education, or the teacher education institutions that offer graduate programs in education. They could be initiated by the director of curriculum in the State Department of Education, or the bureau or division of educational research in the teacher education institutions. Graduate students in education could be encouraged to assist
in making such studies. The findings should be made known to the school personnel for their information and use in improving lay participation in their respective communities.
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BIBLIOGRAPHY

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APPENDIX A

SAMPLE LETTERS
Dear

I am engaged in making a study of lay citizen participation in curriculum development in the Georgia public schools. This type of cooperative planning has been in progress long enough in the state for us to take a look at it, to see what we have learned about the contributions which laymen can and should make to curriculum improvement at the local level. This type of study is badly needed as only a limited amount of research has been done regarding this particular problem.

This letter is being sent to you because I am aware of your interest in working with laymen in curriculum improvement in the schools in which you work. I also realize that you have had first-hand experience in involving lay citizens in curriculum planning programs. This means that you are in a key position to help make this study.

You can help at this particular time by giving me the names and addresses of the principals and teachers in the school system in which you work, who have worked with laymen in curriculum improvement at the classroom, school or system level at sometime within the past two years. The people whose names you send will be asked to check a questionnaire concerning their experience in working with lay citizens in curriculum development. I plan to contact some of these people in person sometime this fall to talk with them about the experiences they have had in planning with laymen.

I hope you can find time soon to send the desired information. A mimeographed form and a return envelope are enclosed for your convenience.

Your help in making this study possible is very much appreciated.

Sincerely yours,

James L. Dickerson
On Leave from
University of Georgia
SCHOOL PERSONNEL WHO HAVE WORKED WITH
LAYMEN IN CURRICULUM DEVELOPMENT

Your name

Your address

Name of school system

1. Have you worked with laymen in curriculum development within the past two years?

2. Would you be willing to check a questionnaire concerning lay citizen participations in curriculum improvement in the school system in which you work?

Names and addresses of principals in this school system who have worked with laymen in curriculum planning at sometime within the past two years:

Names and addresses of teachers in this school system who have worked with parents in curriculum improvement at the classroom level at sometime within the past two years:
Dear

I am making a study of lay citizen participation in curriculum development in the public schools of Georgia. This type of cooperative planning has been in progress in the state long enough for us to take a look at it, to see what we have learned about the contributions which laymen can make to curriculum improvement at the local level.

This letter is being sent to you because I understand that you have had first-hand experience in working with lay citizens in curriculum planning. You are familiar with the teachers in the school in which you work who have involved parents in planning at the classroom level. You also know the lay citizens in your community who have been active in working with the school staff in curriculum development.

You can be of help at this particular time by completing and returning the enclosed form. As you fill it out, keep in mind that the term "lay participation" refers to help which laymen have rendered through such means as, school surveys, transition from an eleven to a twelve year school program, evaluation of the school program, parent study groups, P.T.A. meetings concerned with curriculum improvement, grade parent meetings, members of advisory committees, parent-teacher and parent-administrator conferences and the like.

The individuals whose names you send will be asked to check a questionnaire concerning lay citizen participation in curriculum improvement. If at all possible, I plan to see you in person sometime during the month of October before submitting the questionnaires. I will bring them along with me when I make the visit. We can decide then the best way to distribute them to the teachers and lay citizens.

I would like to make as many meetings of lay groups concerned with curriculum development as possible while I am in the state. This would be done with your approval and only when it would not interfere with plans of the group.

Please fill in and mail the enclosed form in the self-addressed stamped envelope at your very earliest convenience. Your help in making this study possible is very much appreciated.

Sincerely yours,

James L. Dickerson
On Leave from
University of Georgia

JLD: HK
ENC/
INFORMATION CONCERNING LAY PARTICIPATION
IN CURRICULUM DEVELOPMENT

Your name ____________________________________________________________

Your address _______________________________________________________

Name of school ____________________________ ____________________________

1. Would you be willing to check a questionnaire concerning the ways in
   which, and the extent to which laymen have participated in curriculum
   development in the school in which you work?

2. During the months of October and November, when will lay groups in
   your community be meeting to deal with school problems? (P.T.A.,
   community planning groups, etc.)

   Name of group ______________________________________________________

   Date __________ Hour __________ Place ________________________________

   a. If I can arrange to make the meeting, would you be willing for
      me to attend? ____________________________________________________

   b. Would this be a good time to distribute the questionnaires to the
      lay citizens? ____________________________________________________

   ***********************

Names and addresses of teachers in this school who have worked
with parents in their work as a classroom teacher within the
past two or three years:

Names and addresses of laymen in this community who have worked
with the school staff in curriculum development in some way, and
at sometime within the past two or three years. (Use back of
this sheet if you need more space):
APPENDIX B

QUESTIONNAIRES
QUESTIONNAIRE - SERIES 1
AN INQUIRY TO LAY CITIZENS CONCERNING THEIR PARTICIPATION IN CURRICULUM DEVELOPMENT

Introduction

This questionnaire is being sent to you because the principal of your school has indicated that you have taken an active part in helping to improve the school program for boys and girls. The purpose of this inquiry is to provide information as to how, and to what extent, you and other selected lay citizens have taken part in curriculum improvement within the past two years.

The terms "curriculum" and "school program" as used in this questionnaire refer to all educational experiences that children and youth have under the direct supervision of the school.

The term "help" as "helped" may be taken to mean active participation involving leadership, or passive participation by your interested presence in group meetings or in conferences.

It is hoped that the results of this study will be helpful to school staff members who are working with laymen in school-improvement programs. The contribution that you make by filling out this questionnaire will be very useful, as well as deeply appreciated.

Directions

1. Please DO NOT sign your name; all questionnaires will be anonymous.
2. Please read the entire questionnaire over before checking it.
3. Please answer every question.
4. Please fill it out now, if you possibly can, then mail the completed questionnaire as soon as possible in the return envelope. But not later than December 1, 1953.

The Lay Citizen

1. Your occupation?

2. Number of children you have: In Elementary School_____________; Junior High School_____________; High School_____________
The Lay Citizen and
General Aspects of Curriculum Development

1. Have you helped to plan and to improve the school program in your community within the past two years? (Check one):
   ___ Yes
   ___ No

(NOTE: If your answer to the above question is YES, go on to the next items. However, if your answer is NO, do not answer the remainder of the questionnaire, but mail it in the return envelope).

2. Check all of the ways in which you have helped to plan the school program in your community within the past two years, and give the approximate number of times you have helped in each of the ways listed.
   Served as:
   ___ Chairman of a committee
   ___ Member of a committee or small group
   ___ Leader of a panel or discussion group
   ___ Member of a panel
   ___ Member of a discussion group

Discussed:
   ___ School problems with the teachers or with the principal
   ___ School problems with family, neighbors, friends
   ___ Other ways (list them): _______________________________________

a. Check all of the school levels at which you have helped:
   ___ Classroom (as grade parent, grade group member, etc.)
   ___ School (as P.T.A., community planning member, etc.)
   ___ School system (as board member, county-wide committee member, etc.)
   ___ Others (explain): ____________________________________________
b. Check the reasons why you helped with the curriculum improvement program:
   
   _____ Interested in better educational opportunities for children and youth
   _____ Felt that it was my responsibility to help
   _____ Wanted to be loyal to the teachers and administrators
   _____ Had something worthwhile to contribute
   _____ Was dissatisfied with the present school program
   _____ Other reasons (list them): ____________________________________________

3. Were rules or criteria provided to help guide you in curriculum planning when you worked in a group? (Check one):
   
   _____ Yes
   _____ No
   _____ Not sure or don’t know

   a. How were these rules or criteria set up?
      
      _____ Cooperatively by the people involved
      _____ Worked out by the school staff members
      _____ Worked out by a committee or small group of laymen
      _____ Other ways (explain): _____________________________________________

   b. Did these rules help you to do a better job of planning? (Check one):
      
      _____ Yes
      _____ No
      _____ Not sure or don’t know

4. When you worked as a member of a group or committee to help improve the school program, was the work of the group centered around common problems which were discovered through a study of the school program? (Check one):
   
   _____ Yes
   _____ No
   _____ Not sure or don’t know
a. Check all of the channels through which you have helped to work on curriculum problems that were of common concern to the group.

Through:

____ Community-planning meetings
____ Citizens' committees
____ Parent study groups
____ Curriculum committees
____ Parent-teacher association meetings
____ Grade-parents meetings
____ Parent-opinion polls
____ Other ways (list them):

b. Check the ways in which you have gone about solving school problems that were of individual concern to you.

Through:

____ Parent-teacher conferences
____ Parent-administrator conferences
____ Other ways (explain):

c. Check the manner in which decisions that resulted in curriculum changes have usually been made within the past two years.

____ Cooperatively by laymen and school staff members
____ Following the wishes of the majority of laymen
____ Following the wishes of the school staff members
____ Some other way (explain):

5. How did you become interested in helping with curriculum planning?

____ On my own initiative, without encouragement from anyone
____ By encouragement from other lay citizens
____ By invitation and encouragement from the school staff members
____ Other ways (explain):
6. To what extent have you become more interested in seeing the school receive adequate financial support as the result of taking part in the school-improvement program? (Check one):

_____ Much more interested.
_____ More interested
_____ A little more interested
_____ No more interested

7. Have there been specific obstacles to curriculum improvement in the school-community relationships? (Check one):

_____ Yes
_____ No
_____ Not sure or don't know

a. Check all of the obstacles listed below which are now in the process of being removed or reduced in influence as the result of laymen taking part in curriculum planning:

_____ Lack of understanding of the school program
_____ Community factions resulting from religious, political, social and economic differences
_____ Narrow community interests
_____ Traditional attitudes of laymen about education
_____ Pressures sometimes exerted by community organizations

_____ Other obstacles (list them): ________________________________

The Lay Citizen and Specific Aspects of Curriculum Development

1. Have you helped the school staff to determine the goals or purposes of the school in your community within the past two years? (Check one):

_____ Yes
_____ No
_____ Not sure or don't know
a. Have you helped to re-examine and revise the original goals or purposes of the school within the past two years? (Check one):

____ Yes
____ No
____ Not sure or don't know

b. Check all of the ways in which you have helped to determine the goals or purposes of the school:

____ Participated in group meetings where the goals or purposes of the school were discussed
____ Served on a committee that drew up a statement of goals of purposes for the school
____ Made suggestions for revising a statement of goals or purposes which was presented to laymen for consideration
____ Responded to an inquiry concerning goals or purposes of the school
____ Other ways (list them): ________________________________

2. Have you helped to identify the needs of children and youth of your community as the basis for curriculum planning? (Check one):

____ Yes
____ No
____ Not sure or don't know

a. Check the ways in which you have helped teachers and administrators to identify needs of children and youth of your community:

____ Supplied written information to the school about my own child or children
____ Had conferences with the teachers to help acquaint them with my child or children
Supplied the school with information concerning unusual circumstances or conditions about my child or children, such as a special health condition, etc.

Participated in study groups concerned with human growth and development

Participated in study groups concerned with learning more about the ways in which children learn best

Other ways (list them): ________________________________

b. Has participation in curriculum improvement helped you to develop a better understanding of the needs of children and youth? (Check one):

____ Yes

____ No

____ Not sure or don't know

c. When you studied the needs of children and youth did it become easier for you to understand why certain changes in the school program were necessary? (Check one).

____ Yes

____ No

____ Not sure or don't know

3. Were you invited by a teacher, principal, superintendent or supervisor in your community within the past two years to help do some specific thing for boys and girls in school? (Check one):

____ Yes

____ No

____ Not sure or don't know

a. Check all of the specific things you have done within the past two years to help vitalize the school program, and give the approximate number of times you have helped in each of the ways listed.

____ Helped to make a list of community resources

____ Furnished materials for learning activities

____ Supplied information for learning activities
Served as a grade mother or father
Spoke to an assembly, a class or a small group of pupils
Assisted with field trips
Had conferences with pupils about specific problems
Assisted with social function of the school
Served on school planning committees
Other ways (list them):

4. To what extent do you have a better understanding of the school program as the result of taking part in curriculum improvement? (Check one):
   - Much better understanding
   - Better understanding
   - A little better understanding
   - No better understanding

5. Have you helped to evaluate or look at the school program within the past two years to see how well it is accomplishing its purpose? (Check one):
   - Yes
   - No
   - Not sure or don't know

   a. If you have, check all of the specific ways in which you have helped.
   Through:

   - Parent-teacher and parent-administrator conferences
   - Total school-program evaluation
   - Parent study groups on evaluation
   - Committee on evaluation
   - Studies of graduates and drop-outs
   - Parent-teacher association meetings on evaluation
   - Parent-opinion polls
Conferences with "Visiting Committee" which came to help evaluate the school program

Other ways (list them): ________________________________

6. Have lay groups with which you have worked had rules or plans for evaluating their participation in curriculum development? (Check one):

___ Yes
___ No
___ Not sure or don't know

a. Have you evaluated the part you have played in curriculum planning and development by the rules set up for this purpose? (Check one):

___ Yes
___ No
___ Not sure or don't know

Lay-Citizen Opinion About Participation in Curriculum Development

1. Do you think parents and other lay citizens should have a part in planning and improving the school program? (Check one):

___ Yes
___ No
___ Not sure or don't know

2. Do you think the community gives adequate moral and financial support to the school? (Check one):

___ Yes
___ No
___ Not sure or don't know

a. Taking everything into consideration, do you think lay participation has helped to improve community support? (Check one):

___ Yes
___ No
___ Not sure or don't know
4. Do you think the curriculum planning program is moving in the direction of progress? (Check one):

--- Yes

--- No

--- Not sure or don't know
If you like, write here anything you think is important about laymen taking part in curriculum development. Is it desirable? Why? What are the pitfalls? Anything else you want to report that was not covered in the list of questions, or any phase that you care to discuss a little more fully may be expanded here.
INTRODUCTION

This questionnaire is being sent to you because your principal has indicated that you take an active part in working with laymen in curriculum improvement in your work as a teacher. The purpose of this inquiry is to provide information as to how, and to what extent, parents and other laymen have participated in curriculum development at the classroom level within the past two years.

The term "curriculum" and "school program" as used in this inquiry refer to all educational experiences that children and youth have under the direct supervision of the school.

The term "layman" refers to any adult who is not presently employed as a member of the school staff.

The term "help" or "helped" may be taken to mean active participation involving leadership, or passive participation by their interested presence in group meetings or in conferences.

The results of this study should prove helpful to teachers, administrators and supervisors in doing a better job of working with laymen in curriculum development. The contribution that you make by filling out this questionnaire will be very useful, as well as deeply appreciated.

DIRECTIONS

1. Please DO NOT sign your name; all questionnaires will be anonymous.
2. Please read the entire questionnaire over before checking it.
3. Please answer every question.
4. Please fill it out now, if you possibly can, then mail the completed questionnaire as soon as possible in the return envelope. But not later than December 1, 1953.

THE TEACHER

1. What do you teach?
2. How many months or years have you been working with lay citizens in curriculum development at the classroom level?
3. What special preparation have you had for working with laymen in curriculum planning?
Lay Participation in General Aspects of Curriculum Development

1. Have parents and other lay citizens helped you with curriculum improvement at the classroom level within the past two years? (Check one):
   ___ Yes
   ___ No

(NOTE: If your answer to the above questions is YES, go on to the next items. However, if your answer is NO, do not answer the remainder of the questionnaire, but mail it in the return envelope).

2. Check all of the ways in which laymen have helped you in curriculum improvement at the classroom level within the past two years:
   Served as:
   ___ Chairman of committees
   ___ Members of committees
   ___ Leaders of panels or discussion groups
   ___ Members of grade parents groups
   ___ Discussed school problems with the teacher
   ___ Other ways (list them): 

   a. Approximately how many different times have lay groups or committees helped you with curriculum improvement within the past two years?

   b. Check all of the reasons for lay participation in curriculum improvement at the classroom level in your community within the past two years.
   They:
   ___ Were interested in better educational opportunities for children and youth
   ___ Felt that it was their responsibility as citizens
   ___ Wanted to be loyal to the teacher
   ___ Had something worthwhile to contribute
 Were dissatisfied with the school program
 Other reasons (list them):

3. About what percentage of the parents of children in your room or classes participated in curriculum development at the classroom level within the past two years? (Check one):

- About 75% to 100%
- About 50% to 75%
- About 25% to 50%
- Less than 25%
- Only a very few of them

a. Approximately how many parents and other lay citizens have helped you with curriculum improvement at the classroom level within the past two years?__________________________________________

4. Check all of the community organizations that have helped you with curriculum development at the classroom level within the past two years? (Add others that have helped)

- Civic organizations such as Lions Club
- Farm organizations such as Farm Bureau
- Community Council which was made up of representatives from the various community organizations
- Business organizations such as Chamber of Commerce
- Women's organizations such as Federated Women's Club
- Religious organizations such as Ministerial Association
- Other organizations (list them)

5. When laymen have worked in groups have they had rules or criteria provided to help guide them in curriculum planning at the classroom level? (Check one):

____ Yes
____ No
____ Not sure or don't know

a. How were these criteria derived?

____ Cooperatively by the people involved
____ By the teacher
____ By a committee or small group of laymen
____ Some other way (explain): ____________________________________________

b. List the specific ways in which these criteria have helped laymen to do a more effective job of planning.

6. Has lay participation in curriculum improvement at the classroom level been centered around common problems which were discovered through a study of the school program? (Check one):

____ Yes
____ No
____ Not sure or don't know

a. Check all of the channels through which laymen have approached curriculum committees which were of common concern at the classroom level.

Through:

____ Grade-parents meetings
____ Curriculum meetings
____ Parent-opinion polls
____ Parent-teacher association meetings
Parent study groups
Other ways (list them):

b. Has lay participation in group meetings been more effective when leading questions have been used to keep the thinking of the participants centered around problems of common concern? (Check one):

Yes
No
Not sure or don't know

c. Check the ways in which laymen have approached curriculum problems which were of individual concern. Through:

Parent-teacher conferences
Parent-administrator conferences
Other ways (list them):


d. Have decisions which resulted in curriculum changes at the classroom level been based on a consideration of research findings? (Check one):

Yes
No
Not sure or don't know

7. Check the means through which laymen became interested in taking part in curriculum improvement at the classroom level. Through:

Their own initiative, without encouragement from anyone
Encouragement from other lay citizens
Invitation and encouragement from the teacher
8. To what extent have laymen become more interested in the financial support of the school when they have had a part in planning the program at the classroom level? (Check one):

___ Much more interested
___ More interested
___ A little more interested
___ No more interested
___ Not sure or don't know

9. Have there been obstacles in the community to curriculum improvement at the classroom level within the past two years? (Check one):

___ Yes
___ No
___ Not sure or don't know

a. Check the following obstacles that are in the process of being removed or reduced in influence in your community as the result of lay participation in curriculum development at the classroom level.

___ Lack of understanding of the school program
___ Community factions resulting from religious, political, racial, social and economic differences
___ Narrow community interests
___ Traditional attitudes of laymen concerning education
___ Indifference toward the school or lack of support
___ Pressures sometimes exerted by community organizations
___ Other obstacles (list them):________________________________________
Lay Participation in Specific Aspects of Curriculum Development

1. Have laymen helped to determine the goals or purposes of education at the classroom level within the past two years? (Check one):

   _____ Yes
   _____ No
   _____ Not sure or don't know

a. Have laymen helped to re-examine and revise the goals of education at the classroom level within the past two years? (Check one):

   _____ Yes
   _____ No
   _____ Not sure or don't know

b. Check all of the ways in which lay citizens have helped to determine the goals or purposes of education at the classroom level?

   _____ Participated in group meetings where the goals or purposes of education were discussed
   _____ Served on committees that drew up statements of goals or purposes
   _____ Made suggestions for revising a statement of goals or purposes which was presented to laymen for consideration
   _____ Responded to an inquiry concerning goals or purposes of education
   _____ Other ways (list them):___________________
2. Have laymen helped you to identify the needs of pupils as the basis for curriculum planning? (Check one):

____ Yes
____ No
____ Not sure or don't know

a. Check the ways in which laymen have helped you to identify needs of pupils in your room or classes. They have:

____ Supplied information about the characteristics of their children

____ Had conferences with the teacher about their children

____ Supplied information concerning special needs such as health conditions, etc.

____ Participated in study groups concerned with human growth and development

____ Participated in study groups concerned with the ways in which pupils learn best

____ Other ways (list them): ________________________________

b. Has participation in curriculum development helped laymen who took part, to develop a better understanding of the needs of children and youth? (Check one):

____ Yes
____ No
____ Not sure or don't know

c. When laymen have studied the needs of children and youth, have they had a more favorable attitude toward curriculum changes? (Check one):

____ Yes
____ No
____ Not sure or don't know
3. Have you made use of community resource persons who had special abilities and skills, interesting vocational backgrounds, and contacts in business, industry, community agencies and institutions to help vitalize the learning activities of your classroom? (Check one):
   
   — Yes
   
   — No
   
   — Not sure or don't know

a. If you have, check all of the specific ways in which laymen have helped as community resource persons within the past two years, and give the approximate number of times they have helped in each of the ways listed.
   
   — Helped to make a list of community resources
   
   — Furnished materials for learning activities
   
   — Supplied information for learning activities
   
   — Assisted with field trips
   
   — Spoke to the class or a small group of pupils
   
   — Had conferences with pupils about specific problems
   
   — Assisted with social functions of the class
   
   — Other ways (list them):

4. Have laymen participated in evaluation of the school program at the classroom level within the past two years? (Check one):
   
   — Yes
   
   — No
   
   — Not sure or don't know

a. If they have, check all of the specific ways in which laymen have participated in evaluation.

Through:

   — Parent-teacher conferences
   
   — Parent-administrator conferences
Grade-parents meetings on evaluation

The use of two-way pupil progress reports

Total school program evaluation

Committees on evaluation

Parent-opinion polls

Other ways (list them):

b. Have you secured and used judgments of laymen in evaluating desirable behavior of pupils in your room or classes? (Check one):

Yes
No
Not sure or don't know

5. Have laymen evaluated their own participation in curriculum development at the classroom level? (Check one):

Yes
No
Not sure or don't know

Teacher Opinion About Lay Participation In Curriculum Development

1. Do you think laymen should have a part in curriculum development at the classroom level? (Check one):

Yes
No
Not sure or don't know
2. Do you think the community gives adequate moral and financial support to the school? (Check one):

_____ Yes
_____ No
_____ Not sure or don't know

a. Do you think lay participation has helped to improve school support? (Check one):

_____ Yes
_____ No
_____ Not sure or don't know

3. About what percentage of the parents of children in your room or classes have understood what you were trying to do? (Check one):

_____ About 75% to 100%
_____ About 50% to 75%
_____ About 25% to 50%
_____ Less than 25%

a. Do you think laymen in your community approve of the direction in which the curriculum improvement program is moving at the classroom level? (Check one):

_____ Yes
_____ No
_____ Not sure or don't know
If you like, write here anything you think is important about laymen taking part in curriculum development. Is it desirable? Why? What are the pitfalls? Anything else you want to report that was not covered in the list of questions, or any phase that you care to discuss a little more fully may be expanded here.
QUESTIONNAIRE - SERIES 3
AN INQUIRY TO PRINCIPALS, SUPERINTENDENTS, AND SUPERVISORS
CONCERNING LAY PARTICIPATION IN CURRICULUM DEVELOPMENT

Introduction

This questionnaire is being sent to you because you have had first-hand experience in working with lay citizens in curriculum development. The purpose of this inquiry is to provide information as to how, and to what extent, laymen have participated in curriculum development in the school or schools under your supervision within the past two years.

The terms "curriculum" and "school program" as used in this inquiry refer to all educational experiences that children and youth have under the direct supervision of the school.

The term "lay participation" refers to laymen taking part in curriculum development through such means as school surveys, parent study groups, curriculum committees, P.T.A. work concerned with curriculum improvement, members of advisory committees, and the like.

The results of the study should prove helpful to teachers, administrators, supervisors and other curriculum workers in doing a better job of working with laymen. The contribution that you will make by filling out this questionnaire will be very useful, as well as deeply appreciated.

Directions

1. DO NOT sign your name; all questionnaires will be anonymous.
2. Please read the questionnaire over in its entirety before checking it.
3. Please answer every question.
4. Please fill the inquiry out now, if you possibly can, then mail the completed questionnaire as soon as possible in the return envelope. But not later than December 1, 1953.

About Yourself

1. What position do you hold?

2. How many months or years have you been working with lay citizens in curriculum development?

3. What special preparation have you had for working with laymen in curriculum development?
Lay Participation in General Aspects of Curriculum Development

1. Have laymen in your community participated in curriculum improvement within the past two years? (Check one):

   ____  Yes
   ____  No

(NOTE: If your answer to the above question is YES, go on to the next items. However, if your answer is NO, do not answer the remainder of the questionnaire, but mail it in the return envelope).

a. Check all of the ways in which laymen have helped in curriculum development in your community within the past two years. Served as:

   _____ Chairman of committees
   _____ Members of committees
   _____ Leaders of panels or discussion groups
   _____ Members of panels or discussion groups
   _____ Discussed school problems with teachers, administrators, and supervisors
   _____ Other ways (list them): ________________________________

b. Approximately how many different times have lay groups or committees met to work toward curriculum improvement within the past two years? ________________________________

c. Check all of the school levels at which laymen have helped:

   _____ Classroom (as grade parents, grade group committees, etc.)
   _____ School (as P.T.A. school—community planning groups, etc.)
   _____ School system (as board members, county-wide committees, etc.)
   _____ Others (explain): ________________________________
d. Check all of the reasons for lay participation in curriculum improvement in your community within the past two years. They:

- Were interested in better educational opportunities for children and youth
- Felt it was their responsibility as citizens
- Wanted to be loyal to the teachers and administrators
- Felt that they had something worthwhile to contribute
- Were dissatisfied with the school program
- Other reasons (list them): _______________________________

2. About what percentage of the laymen in your community have actually participated in curriculum improvement within the past two years? (Check one):

- About 75% to 100%
- About 50% to 75%
- About 25% to 50%
- Less than 25%
- Only a very few of them

a. Approximately how many lay citizens have actually helped you in some specific way with curriculum development within the past two years? _______________________________

3. Check all of the community organizations that have helped with curriculum development in your community within the past two years? (Add others that you have helped)

- Farm organizations such as Farm Bureau
- Civic organizations such as Rotary Club
- Community council made up of representatives from the various community organizations
Religious organizations such as Ministerial Association

Business organizations such as Chamber of Commerce

Women's organizations such as Federated Women's Club

Other organizations (list them):

a. List the specific ways in which these organizations have helped with curriculum development within the past two years?

4. Have laymen had rules or criteria provided to help guide them in curriculum development? (Check one):

   ___ Yes
   ___ No
   ___ Not sure or don't know

   a. If they have, how were these criteria derived?

      ___ Cooperatively by the participants
      ___ By the school staff members
      ___ By a committee or small group of laymen
      ___ Other ways (explain):

   b. List the ways in which these criteria have helped laymen to do a more effective job of planning?

5. Has lay participation in curriculum development in your community been centered around common problems that were discovered through a study of the school program? (Check one):

   ___ Yes
   ___ No
   ___ Not sure or don't know
a. Check all of the channels through which laymen have approached curriculum problems that were of common concern to the group. Through:

____ Community planning meetings
____ Citizens' committees
____ Parent study groups
____ Curriculum committees
____ Parent-teacher association meetings
____ Parent-opinion polls
____ Other ways (list them)

b. Has lay participation in group meetings been more effective when leading questions have been used to keep the thinking of the participants centered around problems of common concern? (Check one):

____ Yes
____ No
____ Not sure or don't know

c. Check the ways in which laymen have approached curriculum problems which were of individual concern? Through:

____ Parent-teacher conferences
____ Parent-administrator conferences
____ Other ways (explain):

________

d. Have decisions which resulted in curriculum changes been based on a consideration of research findings? (Check one):

____ Yes
____ No
____ Not sure or don't know
Check the means through which lay citizens in your community became interested in taking part in curriculum development.
Through:

- Their own initiative, without encouragement from anyone
- Encouragement from other lay citizens
- Invitation and encouragement from school staff members
- Other ways (explain): ______________________________________

To what extent have laymen become more interested in the financial support of schools when they have had a part in planning the school program? (Check one):

- Much more interested
- More interested
- A little more interested
- No more interested
- Not sure or don't know

Have there been blocks or obstacles in the community to curriculum improvement within the past two years? (Check one):

- Yes
- No
- Not sure or don't know

a. Check the following obstacles that are in the process of being removed or reduced in influence in your community as the result of lay participation in curriculum development:

- Lack of understanding of the school program
- Community factions, resulting from religious, political, racial, social and economic differences
- Narrow community interests
Traditional attitudes of laymen about education

Indifference toward the school or lack of support.

Pressures sometimes exerted by community organizations

Other obstacles (list them):

Lay Participation in Specific Aspects of Curriculum Development

1. Have laymen had a part in determining the goals or purposes of the school within the past two years? (Check one):
   - Yes
   - No
   - Not more or don't know

   a. Have laymen helped to re-examine and revise the goals of the school within the past two years? (Check one):
      - Yes
      - No
      - Not sure or don't know

   b. Check all of the ways in which laymen have helped to determine the goals or purposes of the school:
      - Participated in group meetings where goals or purposes of the school were discussed
      - Served on committees that drew up statements of goals or purposes of the school
      - Made suggestions for revising a statement of goals or purposes which was presented to laymen for consideration
      - Responded to an inquiry concerning goals for the school
      - Other ways (list them): ________________________________
2. Have laymen helped to identify the needs of children and youth as the basis for curriculum planning? (Check one):

- Yes
- No
- Not sure or don't know

a. Check all of the ways in which laymen in your community have helped to identify the needs of children and youth? They have:

- Furnished information to the school about the characteristics of their children
- Had conferences with teachers and administrators to help acquaint them with their children
- Supplied information concerning special needs of their children, such as health conditions, etc.
- Participated in study groups concerned with human growth and development
- Participated in study groups concerned with the ways in which pupils learn best
- Other ways (list them):

b. Has participation in curriculum development helped laymen who took part, to develop a better understanding of the needs of children and youth? (Check one):

- Yes
- No
- Not sure or don't know

c. When laymen have studied the needs of children and youth, have they had a more favorable attitude toward curriculum changes? (Check one):

- Yes
- No
- Not sure or don't know
3. Have laymen in your community who have special abilities and skills, interesting vocational background, and contacts in business, industry, community agencies and institutions been called on to help vitalize the school program? (Check one):

- Yes
- No
- Not sure or don't know

a. Check all of the specific ways in which laymen in your community have helped to vitalize the school program as resource persons within the past two years, and give the approximate number of times they have helped in each of the ways listed.

- Helped to make a list of community resources
- Furnished materials for learning activities
- Supplied information for learning activities
- Assisted with field trips
- Spoke to an assembly, a class or small group of pupils
- Had conferences with pupils about specific problems
- Assisted with social functions of the school
- Served on school planning committees
- Other ways (list them): ____________________________

Have laymen participated in evaluation of the school program within the past two years? (Check one):

- Yes
- No
- Not sure or don't know
a. If they have, check all of the specific ways in which laymen have helped to evaluate the school program. Through:

- Parent-teacher and parent-administrator conferences
- Studies made of graduates and drop-outs
- School surveys
- Total school program evaluation
- Committees on evaluation
- Parent-opinion polls
- Parent-teacher association meetings on evaluation
- Parent study groups on evaluation
- Other ways (list them) ____________________________

5. Have laymen evaluated their own participation in curriculum development? (Check one):

- Yes
- No
- Not sure or don't know

Your Opinion About Certain Aspects of Lay Participation in Curriculum Development

Do you think laymen should participate in curriculum development? (Check one):

- Yes
- No
- Not sure or don't know

Do you think the community gives adequate moral and financial support to the school? (Check one):

- Yes
- No
- Not sure or don't know
a. Do you think lay participation has helped to improve community support? (Check one)

- Yes
- No
- Not sure or don't know

3. About what percentage of the laymen in your community understand the school program? (Check one):

- About 75% to 100%
- About 50% to 75%
- About 25% to 50%
- Less than 25%

4. To what extent do you think laymen have a better understanding of the school program as the result of having participated in planning the program? (Check one):

- Much better understanding
- Better understanding
- A little better understanding
- No better understanding
- Not sure or don't know
If you like, write here anything you think is important about laymen taking part in curriculum development. Is it desirable? Why? What are the pitfalls? Anything else you want to report that was not covered in the list of questions, or any phase that you care to discuss a little more fully may be expanded here.
APPENDIX C

INTERVIEW CHECK SHEET
CHECK SHEET FOR INTERVIEWS CONCERNING
LAY PARTICIPATION IN CURRICULUM DEVELOPMENT

The Person Interviewed

1. Person interviewed is, a layman____ teacher ____ principal____,
   superintendent____, supervisor____.

2. Number of children this layman has in: Elementary School____
   Junior High School______ High School______

3. Has worked with lay participation in curriculum development for____
   years, or _______ months.

4. Special preparation this school person has had for working with lay
   citizens in curriculum development:

   *************
   General Aspects of Curriculum Development

   1. Have laymen helped to plan and to improve the school program in this
      community within the past two years?

      ____ Yes
      ____ No

   2. At what school levels have laymen participated?

   3. What have laymen done to help plan and improve the school program?

   4. Through what specific channels have laymen participated?

   5. Why have laymen helped with curriculum improvement?

   6. How did laymen become interested in curriculum development?
7. Have laymen tried to dominate or take over the planning program?
   
   ___ Yes
   ___ No

   How do you account for the position taken by laymen?

8. Have there been obstacles in the community to curriculum improvement?

   Where there have been obstacles, what influence has lay participation in curriculum planning had on these obstacles?

9. Have laymen had definite plans for evaluating their own participation in curriculum development?
Specific Aspects of Curriculum Development

1. Have laymen in this community within the past two years helped to:

   ____ Determine the goals or purposes of the school?
   ____ Re-examine and revise the goals or purposes of the school?
   ____ Identify the needs of children and youth as the basis for curriculum planning?
   ____ Evaluate the school program?
   ____ Vitalize the school program by lending assistance as community resource persons?
   ____ Other areas (name them): ________________________________

2. How has the school benefitted from lay participation in curriculum development?

3. How have lay citizens benefitted from taking part in curriculum development?
Opinions Concerning Lay Participation

1. Do you think laymen should participate in curriculum development?
   - Yes
   - No
   - Not sure or don't know

2. Approximately how many laymen in your community have participated in curriculum planning within the past two years?
   - ___ %
   a. This number is about what percentage of the laymen in this community?
      - ___ About 75% to 100%
      - ___ About 50% to 75%
      - ___ About 25% to 50%
      - ___ Less than 25%

3. Do you think lay citizens in this community know enough about the school program?
   - Yes
   - No
   - Not sure or don't know
   a. Do you think lay participation has helped to bring about a better understanding of the school program?
      - Yes
      - No
      - Not sure or don't know
   b. Do you think lay participation has helped to improve community support?
      - Yes
      - No
      - Not sure or don't know
4. Do you think laymen in this community feel that the curriculum planning program is moving in the direction of progress?

- [ ] Yes
- [ ] No
- [ ] Not sure or don't know

COMMENTS:
APPENDIX D

SCHOOLS THAT PARTICIPATED IN THE STUDY
SCHOOLS THAT PARTICIPATED IN THE STUDY*

1. Bass High School, Atlanta, Georgia
2. Benton School, Nicholson, Georgia
3. Bostwick Elementary School, Bostwick, Georgia
4. Bowman School, Bowman, Georgia
5. Celanese Elementary School, Rome, Georgia
6. Cleveland School, Cleveland, Georgia
7. Davis Academy, Commerce, Georgia
8. Druid Hills School, Emory University, Georgia
9. Elberton-Central School, Elberton, Georgia
10. Gainesville Mill Elementary School, Gainesville, Georgia
11. Gillsville Elementary School, Gillsville, Georgia
12. Gray Hill Junior High School, West Point, Georgia
13. Hamilton-Harris County, Hamilton, Georgia
14. Harmony Grove Junior High School, Buford, Georgia
15. Ila School, Ila, Georgia
16. Isle of Hope Elementary School, Savannah, Georgia
17. Jefferson Public Schools, Jefferson, Georgia
18. Loganville School, Loganville, Georgia
19. Lyman Hall School, Gainesville, Georgia
20. Massie Elementary School, Savannah, Georgia
21. Milstead Elementary School, Milstead, Georgia
22. Minton Elementary School, Doerun, Georgia

*Schools that are not designated as elementary, junior high or high school by their title are combination elementary and high school.
23. Murray County High School, Chatsworth, Georgia
24. Oconee County High School, Watkinsville, Georgia
25. Quitman Public Schools, Quitman, Georgia
26. River Bend School, Gainesville, Georgia
27. Rockdale County Schools, Conyers, Georgia
28. Social Circle School, Social Circle, Georgia
29. Spring Place Elementary School, Spring Place, Georgia
30. Sugar Hill School, Buford, Georgia
31. Tadmore Junior High School, Gainesville, Georgia
32. Talmo Elementary School, Talmo, Georgia
33. Tucker School, Tucker, Georgia
34. Union Chapel Elementary School, Monroe, Georgia
35. Waleska Elementary School, Waleska, Georgia
36. Wilkes School, Rockledge, Georgia
37. Willacoochee School, Willacoochee, Georgia
38. White Elementary School, White, Georgia
I, James Lewis Dickerson, was born in Hartwell, Georgia, August 16, 1911. I received my secondary education in Nancy Hart Junior High, and Hartwell High School, Hartwell, Georgia. My undergraduate education was obtained at Young Harris Junior College, and Piedmont College, from which I received the degree of Bachelor of Arts in 1936. From the University of Georgia, I received the degree Master of Science in Education in 1945.

During my professional career, I have taught for two years in elementary school, and two years in high school. I was principal of a consolidated elementary and high school combination for five years. For two years I served as a field staff member of the Education Panel of the Georgia Agricultural and Industrial Development Board. In 1947 I became a member of the College of Education staff, University of Georgia. For two years I was principal of the University Demonstration School. Then, I was granted a year's leave of absence to continue my doctoral program at The Ohio State University. While in residence at The Ohio State University, where I specialized in secondary and elementary education, I acted in the capacity of Graduate Assistant to Dr. Ruth Streitz during the Winter Quarter, 1950. During the year 1950-51, I taught education courses and supervised student teaching at the University of Georgia. In 1951, I again became principal of
the Demonstration School. I was on leave from this position during the year 1953-54 while completing the requirements for the degree of Doctor of Philosophy.