

This dissertation has been 62-3916  
microfilmed exactly as received

FARRAH, George, 1919-  
THE ROLES OF CITIZENS ADVISORY  
COMMITTEES IN CURRICULUM DEVELOPMENT:  
A SPECIAL CASE IN FARMINGTON, MICHIGAN.

Wayne State University, Ed.D., 1962  
Education, general

University Microfilms, Inc., Ann Arbor, Michigan

THE ROLES OF CITIZENS ADVISORY COMMITTEES  
IN CURRICULUM DEVELOPMENT: A SPECIAL CASE  
IN FARMINGTON, MICHIGAN

by

George Farrah

A DISSERTATION

Submitted to the Graduate Division  
of Wayne State University, Detroit, Michigan  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF EDUCATION

1962

MAJOR: EDUCATION (EVALUATION AND RESEARCH)

APPROVED BY:

Advisor

Date

*Wm. Rief* 12/15/1961

*Walter D. Rife*

*Sidney B. Paxon*

*George Leichter*

## ACKNOWLEDGEMENTS

About thirteen years ago, Professor Alfred McClung Lee, then a member of the Wayne University Faculty, and this writer had many agreeable and stimulating conversations that ranged from the uses of atomic energy to the role of the educator in a rapidly changing world. As a professor, his forte was a unique presentation of public opinion and propaganda. It was unique because, in taking his course, the student was allowed that wonderful freedom to experiment, via an actual research project, and to test ideas gained through lectures and independent reading. With the guidance and encouragement of Professor Lee, the author took his first, faltering steps in the techniques of sampling and interviewing. Perhaps, in retrospect, the most significant ideas presented by him related to the theory and methodology of public opinion. Thus, this writer is greatly indebted to Professor Lee, not only for his kindly concern and patience, but also for the impetus and direction he gave for a theoretical framework of public opinion.

However, it was largely through the efforts of Professor Wilhelm Reitz, Chairman of the Doctoral Advisory Committee, that the author progressed in the program. Through each crucial phase of the study, it was he who carefully watched, it was he who greatly inspired, and it was he who patiently waited. To him, this tower of intellectual strength and human understanding, a profound debt of

gratitude is expressed!

The debts to others are too great to be itemized in detail, but, in addition to the influences of the men already noted, in the more particular preparation of this dissertation, the author also wishes to thank Professors Theodore Rice, Edgar Johnston (now retired), Sidney Glazer, and George Lechler: their suggestions were most valuable.

Special appreciation and recognition must also be accorded to Professor Joseph Hill, Graduate Admissions, for his unstinting and gracious willingness to help this writer, particularly for the suggestions he gave in the chapter dealing with statistics.

A tremendous feeling of obligation and gratitude is also expressed to my wife, Lucille, who typed the original manuscript, and to my son, George, who understood why his father could spend so little time with him; the strength and loyalty of both is deeply appreciated.

G. F.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS . . . . .	ii
LIST OF TABLES . . . . .	vii
LIST OF ILLUSTRATIONS . . . . .	viii
FORWARD . . . . .	ix

PART I. A GENERAL OVERVIEW

Chapter

I. INTRODUCTION . . . . .	1
General Purposes	
Significance of the Study	
Scope of the Study	
Sources of Data for the Study	
Specific Purposes	
Research Procedures	
II. REVIEW OF RELATED LITERATURE . . . . .	13
III. ANALYSES OF THREE SELECTED COMMITTEES IN TERMS OF CRITICAL ASPECTS . . . . .	34
Backgrounds of the Committees	
Application of Critical Aspects and Analyses to the Three Selected Committees	
Findings and Interpretation From Three Case Studies	

PART II. A SPECIFIC CASE IN FARMINGTON, MICHIGAN

IV. ANALYSIS OF THE FARMINGTON COMMITTEE IN TERMS OF CRITICAL ASPECTS . . . . .	83
Background of the Committee	
Application of Critical Aspects and Analysis to the Farmington Subcommittee	
Findings and Interpretation from the Case Study in Farmington	

V. SOME INVESTIGATORY PROCEDURES USED FOR COLLECTING DATA IN FARMINGTON . . . . . 113

    Proportionate Random Sampling  
    Arrangement of the Interview Schedule  
    The Interview Method  
    Method of Coding Categories  
    The Assignment and Role of the Subcommittee in Relation to the Consultant

VI. PRESENTATION AND ANALYSES OF DATA OBTAINED IN FARMINGTON . . . . . 133

    Presentation of Data  
    Statistical Procedures for Analyses of Data Obtained from Parents, Teachers, Students, and the Panel Jury Findings and Interpretation from Three Sources of Data in Farmington

VII. SUMMARY . . . . . 173

    Synopsis of the Study  
    Conclusions and Findings  
    Limitations and Possibilities

APPENDICES

APPENDIX A. SOME FURTHER CONSIDERATIONS OF THE PROFESSIONAL EDUCATOR, THE COMMUNITY, AND THE PROJECTED UTILITY OF ADVISORY COMMITTEES . . . . . 178

APPENDIX B. TRANSCRIPT OF AN INTERVIEW WITH DR. DRACHLER AND DR. LEANDERSON REGARDING CITIZENS ADVISORY COMMITTEES, DETROIT, MICHIGAN . . . . . 217

APPENDIX C. TRANSCRIPT OF AN INTERVIEW WITH MR. EUGENE JOHNSON, SUPERINTENDENT OF SCHOOLS, BLOOMFIELD HILLS SCHOOL DISTRICT # 2, BLOOMFIELD HILLS, MICHIGAN . . . . . 228

APPENDIX D. TRANSCRIPT OF AN INTERVIEW WITH MR. GERALD HARRISON, SUPERINTENDENT OF SCHOOLS, FARMINGTON, MICHIGAN . . . . . 246

APPENDIX E. TRANSCRIPT OF AN INTERVIEW WITH THE CITIZENS ADVISORY SUBCOMMITTEE ON CURRICULUM DEVELOPMENT OF FARMINGTON, MICHIGAN . . . . . 251

APPENDIX F. SUMMARY AND DISTRIBUTION OF VOTES CAST BY THE FARMINGTON SUBCOMMITTEE IN THEIR APPRAISAL OF 241 QUESTIONS . . . . . 261

APPENDIX G.	THE QUESTIONNAIRE DEVELOPED AND EMPLOYED FOR FORMER STUDENTS OF FARMINGTON, MICHIGAN . . .	270
APPENDIX H.	LIST OF RECOMMENDATIONS MADE BY THE DETROIT CITIZENS ADVISORY COMMITTEE ON SCHOOL NEEDS. .	276
APPENDIX I.	FARMINGTON HIGH SCHOOL CURRICULUM REPORT AND RECOMMENDATIONS TO THE CITIZENS ADVISORY COMMITTEE AND TO THE FARMINGTON, MICHIGAN BOARD OF EDUCATION, FROM THE SUBCOMMITTEE ON CURRICULUM . . . . .	282
APPENDIX J.	FINDINGS REPORTED BY J. H. HULL . . . . .	287
APPENDIX K.	GENERAL PRINCIPLES AND CRITERIA UNDERLYING COOPERATION REPORTED BY EDGAR L. MORPHET . . .	295
BIBLIOGRAPHY	. . . . .	301
AUTOBIOGRAPHICAL STATEMENT	. . . . .	309

LIST OF TABLES

Table	Page
1. Total Number of Meetings Attended by 59 Farmington Subcommittee Members from October 24, 1957, to March, 1960 . . . . .	94
2. Number of Meetings and Attendance of Farmington Subcommittee . . . . .	97
3. Frequency of Attendance for Farmington Subcommittee Meetings for two Different Periods. . . . .	97
4. Distribution of 192 Questions by Individual Yield According to Geographic Area . . . . .	134
5. Distribution of 241 Questions Obtained from Parents and Teachers . . . . .	135
6. Method of Establishing Quotas of Questions for each Category to be used in the Construction of a Questionnaire . . . . .	154
7. Distribution and Return of Questionnaires Mailed on July 13, 1959 . . . . .	159
8. Distribution of 214 Coded Frequencies Via Content Analysis of Students' Responses . . . . .	161
9. Composite Distribution of Three Sources of Data . . . . .	166
10. $X^2$ Values Derived from Three Sources of Data. . . . .	167
11. Summary of Chi Square Tests . . . . .	168
12. Rankings of Important Problem Areas . . . . .	214



LIST OF ILLUSTRATIONS

Figure	Page
1. A Theoretical Model Indicating the Relationship of Verbal Applications to other Societal Aspects . . . .	xv
2. Three Hypothetical Examples of Operational Beliefs . .	xxii
3. Patterns of Membership . . . . .	96
4. Proportionate Random Sampling and Distribution of Students by Area . . . . .	117
5. Actual Geographic Distribution of Unit Dwellings Via Proportionate Random Sampling . . . . .	118

## FORWARD

So many worlds, so much to do,  
So little done, such things to be.

-Tennyson

In any human endeavor, there is a setting, a kind of Zeitgeist, which bears considerably on man's efforts to cope with his environment, his institutions, his ideals; in brief, his very manner of living - or dying! Indeed, the day has arrived when human survival is the crucial issue for those who are deeply concerned with the future of man in a free, open society. It is assumed, of course, that the educator is alert, and that he senses the danger of the world-wide struggle, of the deadly threat of Communism. The educator should also realize that events on a national and international level, eventually have their repercussions on every mode of American life, much as the ripples caused by the stone dropped into a pool of water.

Since an advisory committee is one particular kind of human endeavor, it inescapably is prone to the effects of certain historical and sociological factors. Admittedly, these factors may alter advisory committees only imperceptibly, but, their eventual influence, as sand sifting through the hour-glass, may be vital and real.

However, precisely what historical and sociological factors have been evident? What are some of these dynamic forces that seem to powerfully propel individuals, groups, and nations in one direction or

another? In the description that follows, and in an effort to enhance understanding, the author will attempt to briefly sketch these forces - forces that have affected and relate to something seemingly as remote as advisory committees!

Tremendous interest in matters political, economic, cultural, and intellectual have characterized the early decades of the twentieth century. There have been cyclical economic booms and depressions of unparalleled magnitudes. There have been devastating wars, revolutions, alarming examples of nationalistic and racial intolerance, and extensive experimentation in art and literature.<sup>1</sup> From this setting, these approaches seriously questioned time-honored traditions, institutions, and dogmas. The vastness of the universe, subatomic physics, the insignificance of life, the quantum theory, non-Euclidean geometry, relativity, and the advent of nuclear energy were a few by-products of this tremendous human activity.<sup>2</sup>

Some scholars have viewed the latter cataclysmic events with the value judgments of alarm and pessimism. In view of the gigantic efforts of the Soviet world, of China, and of other newly emerging powers, they have prophesied the decline of the West.<sup>3</sup> Contrasted to these prophets of doom, others have judged this phenomena as a

---

<sup>1</sup>Growing Up in an Anxious Age (Washington: 1952 Yearbook of the Association for Supervision and Curriculum Development, 1952), pp. 33-52.

<sup>2</sup>William J. Bossenbrook et al., Development of Contemporary Civilization (New York: D. C. Heath and Company, 1940), pp. 604-765.

<sup>3</sup>The two foremost protagonists from this vantage point of historiography have been Oswald Spengler and Arnold Toynbee. These cyclical theories are most articulately described in: Oswald Spengler, Decline of the West (New York: Alfred A. Knopf, 1939), and Arnold Toynbee, A Study of History (New York: Oxford University Press, 1947). An abridgment of Volumes I-VI, by D. C. Somervell.

process of change.<sup>1</sup>

American society has experienced many patterns of change in such terms as technological innovations, population movements, and the use and conservation of natural resources. The basic trends, however, have been evident in urbanization and bureaucratization.<sup>2</sup> The very nature of this complex impersonal, highly competitive society has had a profound impact upon the individual, often caught in a maze of conformity, conflicting values, and general anxiety. One view maintains that:

The alert citizen, we may assume, would be aware not only of the more obvious anxiety - creating situations in our day, such as the threats of war, of the uncontrolled atom bomb, and of radical political and economic upheaval; but also of the less obvious, deeper, and more personal sources of anxiety in himself as well as in his fellow-men - namely, the inner confusions, psychological disorientation, and uncertainty with respect to values and acceptable standards of conflict. Hence, to endeavor to 'prove' the pervasiveness of anxiety in our day is as unnecessary as the proverbial carrying of coals to Newcastle.<sup>3</sup>

According to the best traditions of democratic society, the individual is allowed to differ - to a point, of course - and to commit

---

<sup>1</sup>For an excellent approach, see Norman F. Washburne, Interpreting Social Change in America (New York: Random House, 1954), pp. 33-48.

<sup>2</sup>Ibid., pp. 40-42.

<sup>3</sup>Rollo May, "Centrality of the Problem of Anxiety in Our Day," Identity and Anxiety ed. by Maurice R. Stein, Arthur J. Vidich, and David Manning White (Glencoe: The Free Press of Glencoe, Illinois, 1960), p. 120. cf., Eric Dardel's "History and Our Times" (in the same volume) when he claims that "Innovation jolts the 'past' and agitates the present. A political change is deemed subversive, a religious reform seems a sacrilege, a want of understanding stalks the masters of art and philosophy. Freedom must forge its way past the barriers of an established world, acquired situations, intellectual conformities, sacred customs." p. 587.

himself to an ideal.<sup>1</sup> However, the crux of the matter involves an entire set of values that may place the individual at odds with the very society in which he lives, and, it is hoped, wishes to change. This dilemma is often faced by the crusading leader, the creative artist, or the individual imbued with a messianic ideal.

It is fundamental that, as discovery, invention, and growth have gradually increased the complexity of cultural organization, so education has increased both in scope and in organization.<sup>2</sup> The emergence of the national state in the nineteenth century, particularly in its pluralistic form, brought education into greater prominence, and has resulted in the development of a large degree of state control and more specific organization.

The rigidity and conformity of totalitarian patterns cannot tolerate that soul-releasing freedom of thought and expression. Conversely, the development of the democratic state is contingent upon the freeing of the individual through education to a greater understanding of and a more intelligent participation in social and political problems. Indeed, it is within the American framework of political thought that democracy, with all of its shortcomings, is still the chosen way of life:

Democracy includes 'government by the people,' but reaches beyond the compulsion of government to the active outworking of respect for personality wherever found. It includes liberty, equality, and regard for the common good. Democratic liberty is limited by democratic equality; there must be equal rights for all, and this requirement limits liberty for any one individual

---

<sup>1</sup>Association for Supervision and Curriculum Development, 1952 Yearbook, op. cit., p. 154.

<sup>2</sup>Washburne, op. cit., pp. 46-47.

to that consistent with equal liberty for others. Each democratic right brings also its corresponding duty. Regard for the common good is necessary, otherwise rights are reduced to selfish privileges, the denial of democracy.<sup>1</sup>

Education in a modern industrial society is so closely associated with political organization that its unique structure cannot be understood unless there is understanding of its legal character. State legislatures, for example, have set up mandatory requirements which guarantee a minimum program.<sup>2</sup> States have also delegated broad powers to local boards, and this power takes the form of "permissive laws" which describe and limit the many activities that local school districts may carry on under certain conditions.<sup>3</sup> However, the American public school, conceptually an impartial social agency operates upon a consensus of public opinion and it seems destined to be subject to criticisms by the sincere, intelligent citizen as well as to criticisms by the more radical and reactionary opinion.

Herein is the grave and crucial problem: the ever-perpetual struggle in a democratic society to arrive at a consensus of public opinion. While the ballot affords the more formal method of deciding important issues, myriad of informal situations arise daily where opinion, in decision making, is expressed. It is this particular informal setting, cast and framed within the broader characteristics and inferences made of contemporary society, that the advisory committee must operate. Moreover, since these committees are composed of unique

---

<sup>1</sup>William H. Kilpatrick, Philosophy of Education (New York: The Macmillan Company, 1951), p. 421.

<sup>2</sup>Arthur B. Moehlman, School Administration (New York: Houghton Mifflin Company, 1940), p. 22.

<sup>3</sup>Ibid., p. 22.

individuals from all walks of life, it is important to know the ingredients of this matter of "opinion."

If one views the over-all societal framework, one will observe many levels of social organization, and these levels are fundamental if one wishes to understand social values as they are expressed in the form of opinions. It is quite apparent that a committee is on the group level, but, as Coffey and Golden have recognized:

The group's internal structure is closely related to the effectiveness of both the group and the individual in the group. This structure can be thought of as related to several dimensions which, while universal with groups, vary from group to group in degree and in the manner in which they exist.<sup>1</sup>

A consideration of the three-dimensional, theoretical model shown in Figure 1 will aid in comprehending the many facets of social organization.<sup>2</sup>

It is believed that the very nature of a group activity inherent in the advisory function belongs within the domain of social-psychological phenomena. There is, consequently, an urgent need to re-examine such important concepts as "opinions," "attitudes," and "morals." There is also the problem and need to provide a synthesis for the latter concepts in some kind of theoretical, societal framework.

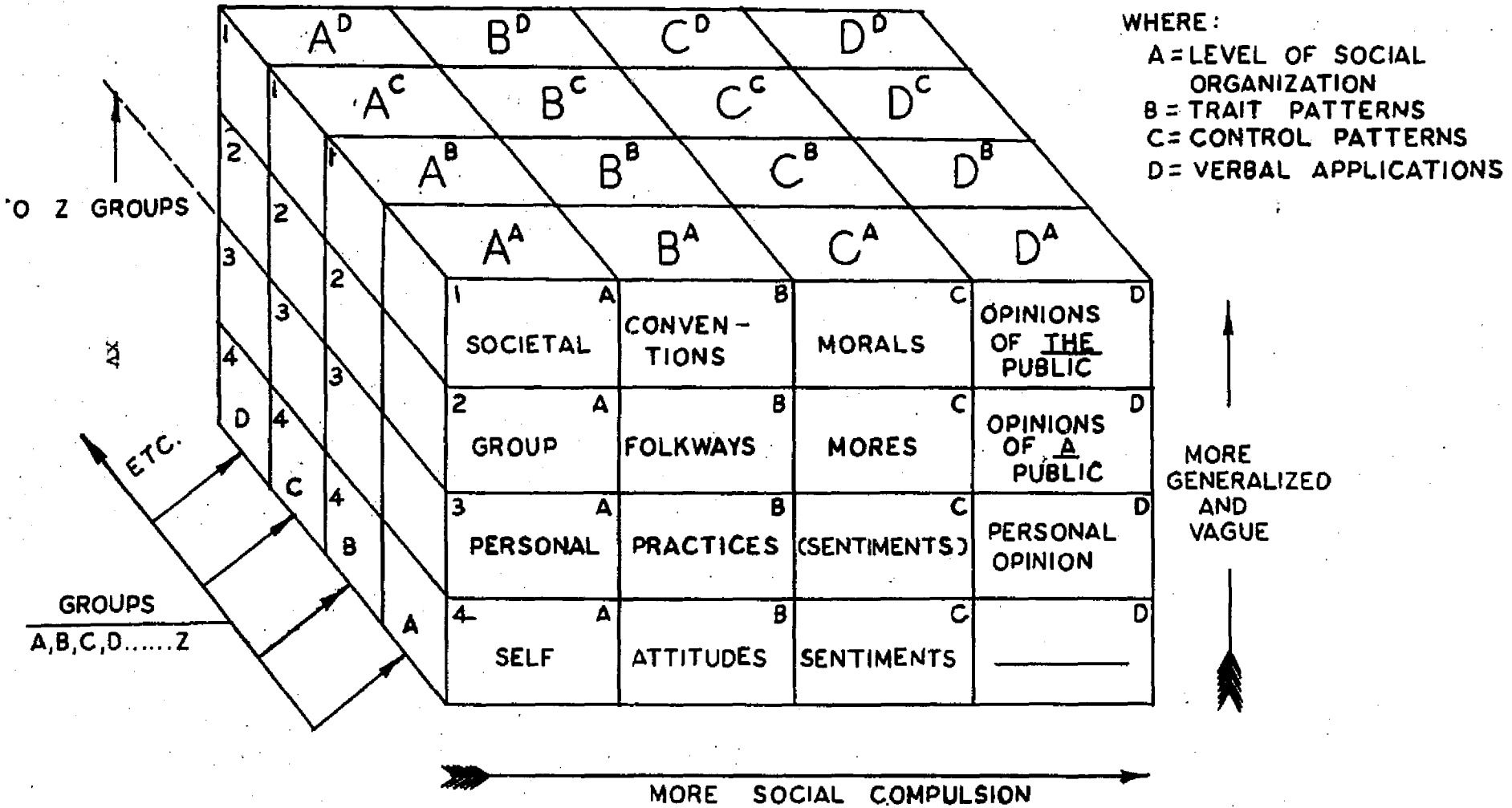
---

<sup>1</sup>Hubert S. Coffey and William P. Golden, "Psychology of Change with an Institution," In-Service Education, The Fifty-sixth Yearbook of the National Society for the Study of Education, Part I, (Chicago: The University of Chicago Press, 1957), p. 91.

<sup>2</sup>The order of concepts appearing in this model was originally conceived by Professor Alfred McClung Lee, formerly a member of the sociology staff of Wayne University. The interpretation of role types is also his. However, the design and interpretation of the model was developed by this writer.

FIGURE 1

A THEORETICAL MODEL INDICATING THE RELATIONSHIP OF VERBAL APPLICATIONS TO OTHER SOCIETAL ASPECTS





An analysis of this theoretical structure reveals the following role types:

On level one, man is seen as he should be. (Here, he wears a kind of "cultural cloak").

On level two, man is seen as he has to be.

On level three, man is seen as he appears to be.

On level four, one sees man as he really is.

There are many variables operating within this framework. For example, it may be observed that, proceeding from bottom to top, opinions become more generalized and vague; proceeding from left to right, there is more social compulsion. Moreover, it seems that the greatest gap evidenced in American society is between the mores and the morals. These morals are often convenient and expedient tools for societal surrogates - even though those morals may be at odds with the group mores of the society of these surrogates. That great exponent of the mores, Sumner, relates the function of education to the mores in the following manner:

Popular education and certain faiths about popular education are in the mores of our time. We regard illiteracy as an abomination. We ascribe to elementary book learning power to form character, make good citizens, keep family mores pure, elevate morals, establish individual character, civilize barbarians, and cure social vice and disease. We apply schooling as a remedy for every social phenomenon we do not like.<sup>1</sup>

In Figure 1, the column labeled "Verbal Applications" deserves considerable elaboration, because it was from this theoretical base that the interview method was employed by this investigator. One may be curious as to why, on the fourth level of social organization, the verbal application of the "self" is left blank. It is left blank because one can never be certain of a person's deeply seated attitude or social value, and because, on this particular level, there is less

---

<sup>1</sup>William G. Sumner, The Folkways (Boston: Ginn and Co., 1906), p. 628.

social compulsion to conform.<sup>1</sup> Therefore, it is erroneous to conclude that, merely because one has interviewed or surveyed a given group, attitudes are necessarily obtained! If interviews are held on the personal level, it is personal opinion that is secured. Collectively, it may be said that, on the group level, the opinions expressed by a given group represent the opinions of a public. Collectively, the opinions given by an advisory committee again represent the opinions of a public. It is readily apparent, then, that any identifiable group, in terms of verbal applications, provides opinions of a public.

These opinions from a public tend to be less generalized and vague than the more nebulous opinions of the public. At best, the opinions of the public are the sum total of opinions expressed by innumerable publics. In fact, the theory of "the public" is so vague that it is open to question:

As several writers in this volume have underscored, the public is to a great extent a myth; there are publics . . . The commercial media have to make money to stay in business; hence they have to create various, large publics. For our free society to stay in business, large numbers of citizens must be alert, informed, thoughtful, and responsible; hence all of us have to create various publics for programs contributing to this end.<sup>2</sup>

Among the many publics evident in American society, there are those organizations which are allegedly formed to either support or improve public education. The following list of groups represent a

---

<sup>1</sup>Ralph W. Tyler states that "attitudes are defined as a tendency to react (underlining supplied) even though the reaction does not actually take place." See his Basic Principles of Curriculum and Instruction, A Syllabus (Chicago: The University of Chicago Press, 1950), p. 43.

<sup>2</sup>Robert J. Blakely, "The Citizen and the Mass Media," Mass Media and Education, The Fifty-third Yearbook of the National Society for the Study of Education, Part II, (Chicago: The University of Chicago Press, 1954), p. 276.

cross-sectional sample:<sup>1</sup>

1. The National Congress of Parents and Teachers.
2. The National Citizens Commission for the Public Schools.
3. The National School Boards Association.
4. The Southern Regional Education Board.
5. The American Legion
6. The General Federation of Woman's Clubs.
7. The American Association of University Women.
8. The American Federation of Labor.
9. The Chamber of Commerce of the United States.
10. The National Association of Manufacturers.
11. The American Iron and Steel Institute.
12. The League of Women Voters.
13. The National Grange.
14. The Farmers' Union.
15. The National Education Association.
16. The Southern States Work-Conference.
17. The Metropolitan School Study Council.
18. The Co-operative Project on Educational Administration of the Kellogg Foundation.
19. The National Council of Chief State School Officers.
20. The American Federation of Teachers.
21. The American Association of School Administrators.
22. Phi Delta Kappa.
23. The Adult Education Association of the United States.
24. The National Association of Educational Broadcasters.

When any or one of these groups take a stand on a certain educational issue, it is usually done under the auspices of the group's spokesmen or leaders. Just how indicative and representative these opinions are of the group as a whole, is a matter of sheer speculation. Nevertheless, because the group does have an identity, these opinions must be regarded as opinions of a public. To the extent that each group embraces and cherishes the control patterns (i.e., morals, mores, and sentiments), will be the yardstick to measure the extent of agreements or disagreements:

---

<sup>1</sup>Edgar Fuller and Edward M. Tuttle, "Regional and National Groups are Co-operating," Citizen Co-operation for Better Public Schools. Fifty-third Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1954), pp. 215-238.

Whether organizations intend to promote public education generally or merely to accomplish certain purposes known only to their own leaders, they represent wide-spread viewpoints of large segments of the public which should be given full freedom of expression. Group viewpoints often tend to offset each other; for example, organized labor's emphasis differs from that of organized industry.<sup>1</sup>

Another important consideration is the status, power, or prestige of an individual. His expressed opinion may be decisive to the extent that it becomes pervasive, and reaches vertically, horizontally, and in depth to influence other groups and levels of social organization. Such may be the case when an admiral or general, appearing before a congressional committee, gives vent to his sentiments in the form of personal opinions. The consequences of such opinions may be far-reaching - or amount to an abortive, sonorous nothing! Such personal opinions, in the words of Harold C. Hand, could ultimately lead to a "regression to the status quo ante."<sup>2</sup>

Personal opinions are fraught with the educational morals of good and evil, the good and evil of the prevailing mores. Depending on the background of the individual and his degree of sophistication, the expression of personal opinions may be highly subtle or quite simple, and they may be stated as flat assertion or indirect questions.

- "Our schools should get rid of the fancy frills and stick to the basics."
- "Social security is socialism!"
- "Why don't the schools teach more citizenship?"
- "Why have the schools watered down the curriculum?"

Although it is impossible to make generalizations from excerpts

---

<sup>1</sup>Ibid., pp. 237-38.

<sup>2</sup>From a mimeographed copy entitled On Ways of Preventing Regression to the Status Quo Ante. This was an address delivered by Hand, Professor of Education, University of Illinois, Urbana, at the annual Luncheon of the Association for Supervision and Curriculum Development, March 5, 1959, Netherland Hilton Hotel, Cincinnati, Ohio.

given in a conversation, the effect of verbal applications may be significant if many opinions reveal a common theme. Equally important, however, is the fact that verbal applications are "highly suggestive of the operational beliefs the speakers hold. These are the kinds of beliefs that have the power to make important changes in the community."<sup>1</sup>

The social-psychological manifestation of behavioral patterns are the "visible indicators" of basic values and beliefs.<sup>2</sup> It has been held that:

In a large measure, people act differently because they believe different things; likewise, they tend to take on similar operational characteristics when they share convictions. One's beliefs do not remain obscure when one must act; they are revealed in the action one takes. Without basic convictions, a person's action lacks purpose and meaningful direction. The beliefs and values of a person who is unwilling to participate in community affairs can have little effect upon community affairs.<sup>3</sup>

Pierce, along with many others, has recognized the dichotomous nature of beliefs, a dichotomy that acts as a mainspring for the heterogeneous characteristics of American society. The lack of consistent behavior may be due to the "strong cultural pressures that tend to compartmentalize beliefs and actions, . . . because they lack information, . . . or because they have never taken the time to think through what they believe."<sup>4</sup> There are, according to Pierce, "operational beliefs" regarding every aspect of community living "including govern-

---

<sup>1</sup>Truman M. Pierce et al., Community Leadership for Public Education (New York: Prentice-Hall, Inc., 1955), p. 22.

<sup>2</sup>Ibid., p. 21.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 21. See also the study made by Fred N. Kerlinger entitled, "Progressivism and Traditionalism; Basic Factors of Educational Attitudes," in the Journal of Social Psychology, August, 1958, Vol. 48, first half, pp. 111-34. His educational theory was based on the presumed dichotomy between "Restrictive" and "Permissive" outlooks in education.

ment and its function, religion, economic conditions, education, finance, business and social progress in general."<sup>1</sup>

These operational beliefs are then cast into a dichotomy between "Individualistic Operational Beliefs" and "Interdependent Operational Beliefs." The former is characterized by "a clear-cut belief in absolute liberty - freedom from government intervention, . . . and an education program designed to foster and perpetuate an individualistic concept of life."<sup>2</sup> In contrast, the latter is characterized by such statements as "Shared convictions provide the hard core of unity that make community life possible," and the relationship that one's beliefs have "to the convictions that guide the actions of other community residents."<sup>3</sup> The graphic illustrations and interpretations shown in Figure 2 will aid in understanding Fierce's idea of "Individualistic" and "Interdependent" operational beliefs.

Fortunately, there is cohesion, a kind of social cement that binds and holds the formal and informal ties of various groups to some degree of common purpose. Otherwise, one would have to conclude that cooperation between and among groups is a myth. These social ties gain strength when groups strive for and achieve common core values, and conversely, these same ties may be weakened when groups fail to achieve these values. It is often the dynamics inherent in social change that act as a catalyst to upset the delicate equilibrium existing among the heterogeneous groups of American society. For this

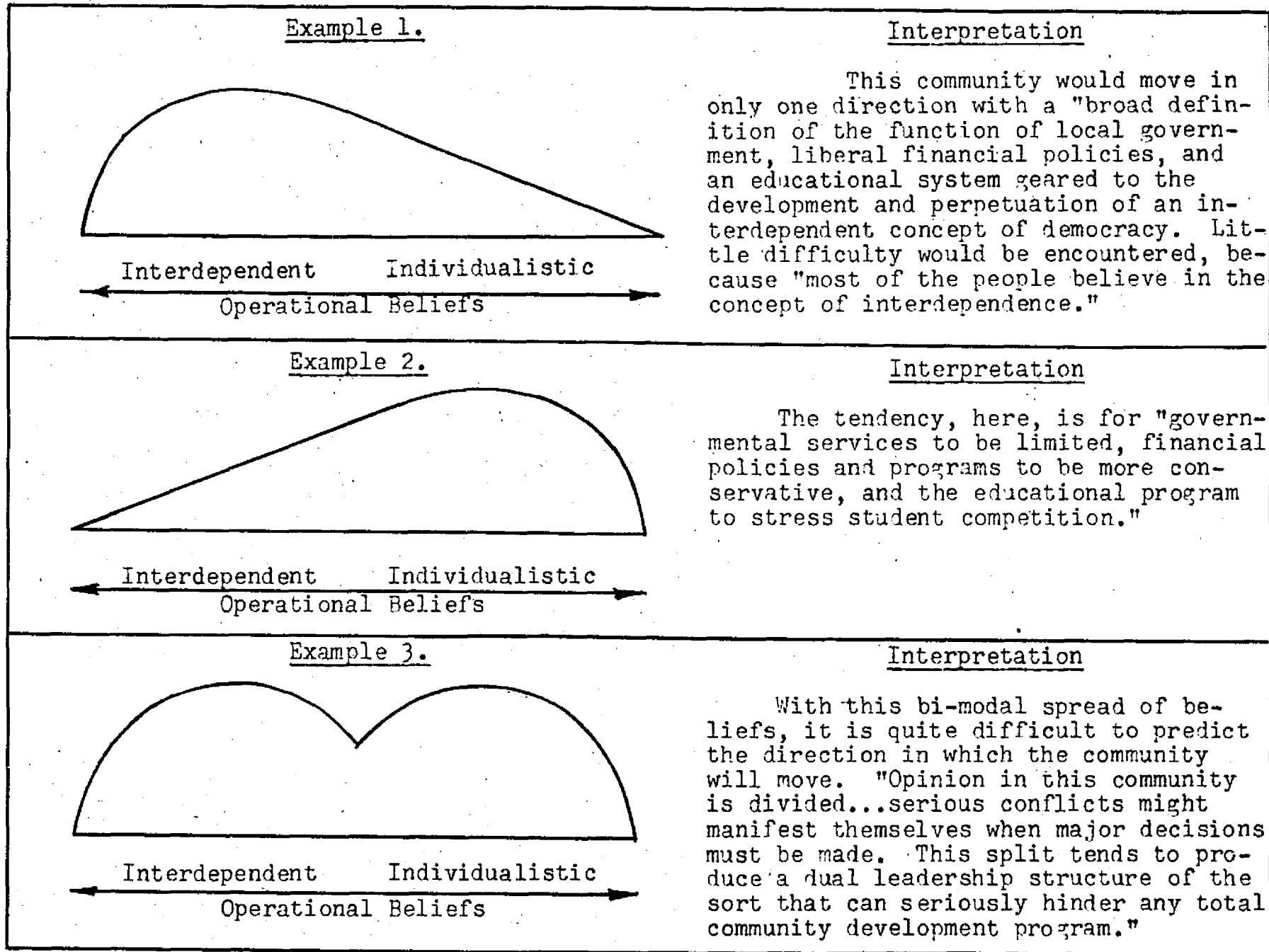
---

<sup>1</sup>Ibid., p. 22.

<sup>2</sup>Ibid., p. 25.

<sup>3</sup>Ibid., p. 29.

FIGURE 2.  
THREE HYPOTHETICAL EXAMPLES OF OPERATIONAL BELIEFS<sup>a</sup>



<sup>a</sup> Pierce, op. cit., pp. 32-33

reason, a paradox is evident: one of America's greatest strengths is its extensive number of diversified groups - it is also its greatest weakness!

There is, nevertheless, a salutary relationship between social cohesion and change, which tends to promote a greater freedom of expression. This fact is brought to light when one considers that:

Cohesion is also associated with another aspect of group activity conducive to change, namely, greater fluidity. When a group develops considerable cohesion, members may function much more freely in a 'trial and error' fashion. Verbal expressions, attitudes manifested, or values exposed under conditions of greater cohesion may be exhibited without fear of retribution or personal criticism.<sup>1</sup>

It may thus be inferred that, to the degree that the opinions of a public are more similar, the greater will be the degree of consensus and homogeneity. Inversely, the more widely divergent the opinions, the less the consensus, and, consequently, the greater the heterogeneity. Perhaps Spencer, in his concept of change, was fairly close to the truth when he defined it as moving from "an indefinite, incoherent homogeneity to a definite coherent heterogeneity."<sup>2</sup>

If it is indeed true that American society is afflicted with constant innovation, with pluralistic aims, and with a striving for more material gain, then there must be a self-conscious awareness of the dangers of petty group interests, of the selfish aims of pressure groups, and of the more subtle drive known as the will to power. Ultimately, since all groups are composed of individuals, it is, in a free society, their responsibility to strengthen such primary institutions as the church, the home, and the community. If, through

---

<sup>1</sup>Coffey and Golden, op. cit., p. 94.

<sup>2</sup>Bossenbrook et al., op. cit., p. 340.



voluntary activity, the citizen does not do an effective job in supporting free, public education, then there is a strong likelihood that the state will assume a more dominant position of control. The very concept of free, public education is a core value with deep, historical roots, but whether local districts can or will continue to support it without asking serious questions regarding methods, curriculum, etc., is very much in doubt. In fact, there may be some justification for those who question the adequacy of local control and support; in view of the pressing demands made upon the individual, they see it as an outmoded principle. More serious, however, is the consideration that:

Our society is becoming more highly articulated into minorities more or less sharply conscious of their cohesion. This is inevitable as our society becomes older and as the division of functions becomes even finer. It is not necessarily bad; this depends on other questions: Does our society become every more fluid: Is equality of opportunity advanced? Do larger loyalties tie us together? Are the members of the minorities responsible? And so on. The point is that the raw materials exist for creating publics of minorities significant in size, in taste, and in influence.<sup>1</sup>

Finally, there is the problem of educational research, itself. Since it has been indicated that opinion leaders may play a decisive role in their views toward the public schools, it is important to know whether these opinions are intelligent and constructive, or whether they shield ulterior motives for unfounded attacks on the school's curriculum, organization, or even personnel. In order to accomplish this objective, the time may be at hand when the researcher must go directly into the community for his data. While the questionnaire has many valuable features, it cannot be the sole research

---

<sup>1</sup>Blakely, op. cit., p. 277.

instrument; it is often too remote and distant from the actual situation.

So very much depends on the theoretical constructs or frameworks that motivate the researcher in doing his particular kind of investigation. Moreover, most studies in and about education "are peculiarly dependent upon public consent and make unusually heavy demands upon public understanding."<sup>1</sup> The theoretical model used for this dissertation has been qualitative to illustrate the many dimensions that opinions can take, and their obvious implications for advisory committees. It may not have the required precision of other theoretical models, but this difficulty may be the chief limitation of research in the area of the social sciences.<sup>2</sup> Despite this quantitative limitation, there are those who urge:

that research dealing with opinions must place greater stress on qualitative measurement. Too much research has been concerned almost exclusively with quantitative measurement despite the recognition which we now give to the fact that opinions of certain individuals and groups are far more influential than those of others. We need enumeration but we need also an insight into the characteristics and leadership potential of the individuals whose opinions we tabulate.<sup>3</sup>

Above all, the researcher must have the intellectual freedom to follow his hunches, and "freedom from concern as to how one's findings will fit into the accepted philosophical thinking of one's

---

<sup>1</sup>Francis S. Chase, "The Status of Research in Education," Applying Research in Educational Administration, edited by William Savage (Chicago: The Midwest Administration Center, University of Chicago, 1954), p. 2.

<sup>2</sup>Ibid., pp. 2-9.

<sup>3</sup>Charles E. Brake et al., "Additional Research which will Help Educational Administration," Applying Research in Educational Administration (Chicago: The Midwest Administration Center, University of Chicago, 1954), p. 32.

colleagues."<sup>1</sup> While it would be highly desirable, through replication, to verify or negate the findings of a researcher, research should proceed on the assumption that "If it works it is development, if it fails it is research."<sup>2</sup>

For the study at hand, it was deemed best to present the material in two general divisions. Those two parts are necessary because they reflect two different approaches. Part I is characterized by the telescopic view from afar, because a heavy reliance is placed on Chapter II: Review of Related Literature. The set of "Critical Aspects" utilized in Chapter III is a direct consequence of this review.

In contrast, Part II may be characterized as the close-up view with a magnifying glass. With the exception of Chapter IV, which utilizes the identical set of "Critical Aspects," the common theme relates to how the writer went directly into the community for data in order to assist a subcommittee concerned with curriculum development.

---

<sup>1</sup>Frank W. Banghart, Editor, First Annual Phi Delta Kappa Symposium on Educational Research (Bloomington: Phi Delta Kappa, Inc., 1960), p. xiii.

<sup>2</sup>Ibid., p. xiii.

## CHAPTER I

### INTRODUCTION

#### General Purposes

America is at the crossroads in education. One may view this generalization with alarm or with relative indifference; it will depend largely on his perception, sense of values, and social position. The fact is that criticism about the curriculum, teaching methods, etc., both verbal and written, has come from all quarters and levels of American life. From the obscure, often confused parent to self-styled crusaders for "Americanism," and to highly competent professional educators, charges have been hurled concerning the nature and purposes of American education. With certainty, and often with reckless abandon of the true facts, the trumpets of mass media communications (including books and journals) have sounded their notes of discordant melodies.

While it is not the purpose of this study to dwell at length concerning this vociferous, collective cry of "Wolf!" this increased concern serves as a point of reference to examine various facets of the parent's role in American education, particularly in the area of curriculum development. What is important, and even encouraging from this author's vantage ground, has been the interest and response engendered by the American public in their concern for the schools.

Since this interest and response has been greatly expressed through the medium of citizens advisory committees, this inquiry has

two general purposes. First, to review the literature critically for the dual purpose of: (1) obtaining critical aspects for a study of citizens advisory committees; and, (2) developing a basic body of organized information that can eventually be used in the preparation of a guide or handbook for lay and professional personnel. Secondly, to appraise citizens advisory committees through: (1) application of the foregoing critical aspects to three recent instances of the work of advisory committees in Connecticut, Detroit, and Bloomfield Hills; and, (2) application of the foregoing critical aspects to the Farmington committee. Furthermore, considerable detail in exposition will be supplied for the case in Farmington by affording new inquiry into the problem of homogeneity versus heterogeneity of: (a) the participation of parents, teachers, and students; and, (b) curricular aspects and content.

#### Significance of the Study

Recent trends indicate an increased participation by citizens through the medium of advisory committees.<sup>1</sup> In fact, within the past ten years, there has been an astounding emergence of advisory committees, on local, regional, and national levels throughout the United States.<sup>2</sup> Apparently, one dominant theme underlying this tremendous growth has been the resurgence of popular interest in the public

---

<sup>1</sup>Henry Toy, Jr., "Citizens Committees: A Report to the People from the N.C.C.P.S." (School Executive, Vol. 71, Jan. 1952). pp.41-43.

<sup>2</sup>Edgar Fuller and Edward M. Tuttle, "Regional and National Groups are Co-operating," Citizen Co-operation for Better Public Schools, Fifty-third Yearbook of the National Society for the Study of Education, Part I, ed. by Nelson B. Henry (Chicago: The University of Chicago Press, 1954), pp. 215-38.

school.<sup>1</sup> Moreover, most educators, themselves, have encouraged and welcomed lay participation. Thus, two major trends may be noted:

The first is the general public's increasing concern about school education. People in all walks of life make something of a fetish of organized book-learning even while they may condemn it for not overcoming many of the weaknesses and evils inherent in the community and in society as a whole.

The second important trend is in the thinking of school people themselves. Educators now generally recognize that lay people may be immensely valuable to their school programs in the role of resource persons, that community groups may serve as important two-way channels of communications between school and community, that education is a community-wide as well as a school function, and that people 'care when they share.'<sup>2</sup>

Citizen interest in advisory committees is high in most middle class communities.<sup>3</sup> Yet, if these committees are assigned the important task of curriculum development, their approaches and procedures should be appraised for possible implications to the educator and the citizen.<sup>4</sup>

It may be observed that while the literature seems to abound with instances of accomplishments claimed for lay committees, very little of it is related to the approaches, procedures, or theoretical frameworks used for curriculum development. However, even seven years

<sup>1</sup>Toy, op. cit., pp. 41-43.

<sup>2</sup>Edward G. Olsen, and Others, School and Community, Second Edition (New York: Prentice Hall, Inc., 1954), pp. 427-428.

<sup>3</sup>Action for Curriculum Improvement (Washington: 1951 Yearbook of the Association for Supervision and Curriculum Development, 1951), pp. 120-221.

<sup>4</sup>Charles E. Brake, et al, "Additional Research which will Help Educational Administration" Applying Research in Educational Administration; A Report of a Conference Held at the University of Chicago, July 19-23, 1954, ed. by William Savage (Chicago: The Midwest Administration Center, University of Chicago, 1954) pp. 32-34.

For another interesting approach given at the same conference, see Samuel M. Brownell, "Unsolved Problems in American Education," pp. 21-31.

ago, a growing tendency for advisory committees to enter this important area was pointed out.<sup>1</sup>

Advisory committees are not new, nor are they restricted to the area of education. J. H. Hull, a pioneer in the study of educational advisory committees, reported that the first such committee was organized in 1919.<sup>2</sup>

Since 1946, interest in them has increased rapidly. Hamlin, in 1952, reported that 1000 system-wide groups were active, most of them school initiated.<sup>3</sup> Indicating the phenomenal growth of these committees, there were, by 1957, 39 state-wide committees, and an estimated 12,000 committees active at the local level.<sup>4</sup>

In view of the trends and the greatly increased participation of citizens through advisory committees, an appraisal needs to be done of their roles in curriculum development.

#### Scope of the Study

The study will be limited to an appraisal of the roles of advisory committees in the area of curriculum development, and in terms

<sup>1</sup>Association for Supervision and Curriculum Development, Forces Affecting American Education, 1953 Yearbook (Washington: The Association, 1953).

<sup>2</sup>J. H. Hull, Lay Advisory Committees to Boards of Education in the United States, a mimeographed summary of a doctoral dissertation (Los Angeles: University of Southern California, 1949), p. 10.

<sup>3</sup>National Education Association, Lay Educational Advisory Committees, Research Memo 1960 - 23 (Washington: Research Division of the National Education Association, August, 1960), p. 2.

<sup>4</sup>Russell T. Gregg, "Administration," Encyclopedia of Educational Research, Rev. Ed. (New York: The Macmillan Co., 1960), p. 23.

of the professional educator in assisting such a committee.<sup>1</sup> As noted above, this appraisal will involve only the work of four committees over a ten year span, from approximately 1950 to 1960.

It should be noted that the concept "advisory committee" is an inclusive term that may involve few or many individuals who work on one or more varied school problems. Although "council, commission, and other terms have been used, the most common term, committee, seems to be the most appropriate general designation."<sup>2</sup> However, in Farmington, the designated term "subcommittee" is a part of a general advisory committee.

There appears to be general agreement that:

'Lay participation' means the constructive involvement of non-school people in school policy and program planning, execution, and evaluation. It is a 'working together with' process, an interaction of professional and lay people in fact-finding and policy recommendations based on objective analysis of needs and resources in the light of chosen purposes. Lay participation may involve one individual acting as a resource person to a school class, or it may include several hundred people organized in a community-wide citizens' advisory council.<sup>3</sup>

At best, the latter definition represents the ideal of lay participation; whether or not it is typical of lay participation in curriculum development, is yet another matter. As in any educational endeavor, there are many considerations and problems associated with advisory committees. However, these considerations and problems are

---

<sup>1</sup>The term "professional educator" is used, in contrast to consultant, because the latter is here regarded as a full-time, specialized service. While the professional educator may indeed perform the role of consultant, it is a function in addition to his regular duties as professor, teacher, principal, etc.

<sup>2</sup>N.E.A. Research Memo, op. cit., p. 1.

<sup>3</sup>Olsen and others, op. cit., p. 426.



given special attention in Appendix A, rather than in the main body of the study.

#### Sources of Data for the Study

The first part of the study will be based largely on an analysis of about one-hundred references relating to the work of advisory committees. Moreover, documents for the aforesaid three, selected committees (i.e., Connecticut, Detroit, and Bloomfield Hills) are analyzed.

In contrast, the second part of the study will utilize first-hand information concerning the work of the Farmington Advisory Committee. This information has been acquired through membership on the subcommittee, interviews, records of the minutes, and special data gathering.

#### Specific Purposes

One of the main purposes of this descriptive, non-hypothecated study has been to cull the literature for information relating to advisory committee's function in curriculum development. Resorting to a thematic inspection of references, it was possible to obtain and formulate various critical aspects relating to committee structure, methods of study, and methods of appraisal. In order to give meat and substance to a body of information that might prove of value to lay and professional personnel, it was decided to apply the foregoing critical aspects as a cross-validation to three select instances of advisory committees.

A second important purpose concerns the appraisal of committees via the critical aspects. These critical aspects were designed to yield

pertinent information regarding such aspects as committee structure, organization, and methods of procedure.

Similar application of the above critical aspects will be made in the case of Farmington. However, special emphasis will be given to the following problems:

1. To ascertain whether parents and teachers in one area will ask more or different questions regarding curriculum than those in another.
2. To identify the various types of problem areas in the curriculum that are of concern to parents, teachers, and students.

#### Research Procedures

Several research techniques were utilized for the purpose of collecting and analyzing data for the two main parts of this study.

Documentary Analysis: Initially, special recourse was made to a documentary, critical review of literature. This review culminated in the selection and synthesis of critical aspects. At the outset, index cards were employed to record pertinent information relating to the efforts of citizens advisory committees. In the search for meaningful clues leading to the formulation of various aspects, a thematic inspection of these references - a total of 104 - revealed three general categories:

1. Lay participation in curriculum planning and general treatments (57 references).
2. Emphasis upon techniques, procedures, and principles of successful lay participation (30 references).
3. The roles and services of the consultant (17 references).

Probing deeply into the references, a fruitful avenue open for investigation concerned:

1. Committee structure and organization.
2. Methods of study employed by a committee.

### 3. Methods of appraisal used by a committee.<sup>1</sup>

After considerable experimentation, a final draft of the set of critical aspects was made. In actuality, this analytical approach consists of statements, and, being ultimately in the form of questions, is applied to each committee. However, it is not enough to simply pose questions; there must be an evaluational counterpart, in the form of an analysis, to parallel the critical aspects. Then, from the application and analysis of these critical aspects, general findings will be extracted. For example, if the statement concerns the methods of initiating advisory committees in curriculum development, then the analysis - upon inspection of the evidence - may state that "this committee was initiated by . . . . ."

#### Statement of Critical Aspects:

##### A. Relating to Committee Structure and Organization:

1. Origin: Who initiated the committee?
2. Membership: What was the method of joining the committee?
3. Membership: What was the average number of members on a committee?
4. Length of Membership: How long did they serve?
5. Representation: Was representation strictly confined to lay personnel?
6. Representation: Was representation cross-sectional in terms of socio-economic status?
7. Representation: Was representation in terms of both parents of school children and citizens who did not have children in school.
8. Representation: Was representation in terms of organizations or agencies which reach a majority of citizens?

##### B. Relating to Methods of Study:

1. Consultants: Were consultants involved?
2. Consultants: If consultants were involved, how did they become involved?
3. Consultants: Were these consultants professors, administrators, teachers, or were they from non-educational fields?
4. Role of the Consultant: In relation to the committee, what was the role of the consultant?

---

<sup>1</sup>The major portion of this work was accomplished from Dec., 1958 to September, 1959.

5. Conditions of Service: Were these consultants paid or did they serve gratuitously?
6. Selection of Topic: In terms of curriculum, how did study groups choose a topic for study (i.e., was it the result of pressures from a certain group or from the community)?
7. Sources: What were the sources of information?
8. Data Collection: What instruments were used for collecting data?
9. Data Collection: Who collected the data?
10. Data Organization and Presentation: Who treated and presented the data?
11. Utilization: How were these data utilized?

C. Relating to Methods of Appraisal:

1. Evaluation: Who evaluated the findings?
2. Evaluation: How were these findings evaluated?
3. Communication: What method was used in distribution of the findings?
4. Utilization of Findings: How were the findings used?
5. Number of Recommendations: If the findings were in the form of recommendations, how many were made?
6. Recommendations: In terms of curriculum development, to which areas did the recommendations pertain?
7. Resultant Action: How long did it take for the final decision making body to put these recommendations into effect?

Application of Critical Aspects:

In order to appraise the roles of the three selected committees previously stated, a pattern is presented through use of the case study method. Moreover, the various approaches taken by these committees may vary in terms of curriculum development. For example, a committee may be established specifically as an "advisory subcommittee on curriculum development" and work directly on problems connected with this area. Conversely, a general advisory committee may indirectly consider curriculum problems as they are related and bear on such matters as the school building program, personnel, etc..

It would seem advisable, in view of the contrasting approaches taken by advisory committees, to develop a pattern for the descriptive analysis of these committees. The most adequate research procedure that appears to achieve this pattern is the case study method. In each

instance, the following pattern shall be utilized:

- I. Background of the Advisory Committee: Background should be construed as something more than the mere educational setting of the committee. Indeed, it will include a brief historical account with particular emphasis on cultural, and socio-economic factors. This background is provided because it should enable one to gain a better understanding of the community setting from which the committee emanated.
- II. Critical Aspects and Analysis of the Advisory Committee: This section is the actual application of the critical aspects. In terms of presentation, the tabular or two-column arrangement will include the critical aspects as the left-hand column, and the analysis as the right-hand column. Furthermore, in order to maintain the continuous treatment of the critical aspects, each point or question will successively be stated of the Connecticut, Detroit, and Bloomfield Hills committees.  
The two-column arrangement is illustrated as follows:

<u>Critical Aspects</u>	<u>Analysis</u>
A. Relating to committee structure and organization: <ol style="list-style-type: none"> <li>1. Origin: Who initiated the committee? <u>In Connecticut</u>  <u>In Detroit</u>  <u>In Bloomfield Hills</u></li> </ol>	(This column is essentially a critique of the outcomes gleaned from the critical aspects.)

- III. General Findings: An analysis of the two-columns listed above should reveal pertinent information regarding the operation of citizens advisory committees in curriculum development. At best, these committees are models of what one could expect to find in a large urban center or a small suburban area. More than anything, these selections demonstrate the feasibility of applying the critical aspects and analysis than the proposition that the findings are typical of all committees.

-----

The more specific aspects of the second part of this study relate to the procedures employed in Farmington. In effect, a story is told of how a professional educator assisted a subcommittee in curriculum development, of the roles assumed by committee members, and of the frustrations, successes, and pitfalls experienced by them as well as by the investigator.

For the most part, the procedures and methods of working on problems was a cooperative venture. There were, however, certain phases of the investigation which were accomplished independently and without the direct help of the subcommittee. These phases included such procedures as sample selection, the arrangement of an interview schedule, the actual interviewing of parents and teachers, and the coding of responses obtained from these interviews. The ultimate purpose of the latter procedures was to provide exploratory data for committee analysis.

Thus, in addition to applying the critical aspects and analysis to the Farmington Committee, and as a contrast in methodology, the approaches and procedures used by the consultant will be developed in considerable detail. It is hoped that the application of critical aspects and the stress on contrasting approaches in Farmington will assist in giving cohesion or fusion to the two main parts of the study.

#### Presentation and Analyses of the Findings

Since the study was conceived and developed as a two-pronged approach to the roles of advisory committees in a specialized area, the findings are consequently of two kinds: general and specific.

From the first part of the study, the general findings will be presented as they are derived from a critical review of the literature, a review which culminated in the selection of critical aspects. There is also the ultimate purpose of using this organization of information as a basis for the preparation of a guide or handbook for lay and professional use.

The general findings from Part I result from the appraisal factor; the application of the critical aspects and analyses to the

three case studies.

Findings from the second part of the study are mainly of a specific nature which concern the approaches used in Farmington. Some of these findings in Part II will ensue from an application of the aforesaid critical aspects and analysis. Other specific findings will result from a detailed analyses of data gathered from participating parents, teachers, and students, especially in terms of their identification of problem areas in the curriculum.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In the quest for information, two questions were uppermost in motivating this investigator:

First, what does the literature suggest in the way of roles, techniques, and procedures of advisory committees?

Second, what evidence is there of criteria or other aspects for the evaluation of the roles of advisory committees in relation to curriculum?

As the search continued, it was quite apparent that, in considering the roles and procedures of advisory committees, the function of the consultant could not or should not be avoided. Although a consideration of his role is not central to this study, some elaboration was thought to be necessary in order to indicate, as it were, where he fits in the overall picture. Thus, information pertaining to the consultant will be considered in Appendix A.

The criterion used for the selection of literature was simply to choose general references dealing with the roles, techniques, and procedures of advisory committees. In this selection process, the narrowing emphasis was to locate information pertaining to committee structure, organization, methods of study, and methods of appraisal used by a committee in the area of curriculum development. For the most part, these references cover an approximate time span of ten years, from 1950 to 1960.

After considerable investigation, it was discovered that the



great bulk of library materials relating to advisory committees are found in the various educational periodicals and journals. These articles are not formalized studies, but are either fragmented reports on what has been accomplished in a given setting, or declarations and advocations of what should be the ideal roles, procedures, etc., for citizens' groups.

For the most part, these articles vary in length, ranging from two to four pages, and are written by educational leaders (i.e., superintendents, principals, etc.), by heads of citizens' groups, and by other prominent laymen. The majority of these articles, reported during the early years of the 1950's, reflect citizen participation for all levels: local, statewide, regional, and national.

The general tone or spirit of these reports is characterized by high enthusiasm, by statements testifying to the success of one plan or another, as if mere participation were the ultimate panacea to most educational problems. Yet, without getting into the problem of literary quality or excellence, some arbitrary classifications had to be made for the sake of brevity, and the avoidance of tautology. Therefore, two terms are used in the classification of related literature: informal and formal.

An informal article may be defined as one that states some salient feature or accomplishment made by a citizens' group. Conversely, a formal treatment is here regarded as a study (or article, report, etc.) that specifically indicates the nature of the problem or purpose, the methodology, and the findings. While the informal article may indeed contain clues to the latter, it is left to the subjective analysis of the reader to decide what problems, what methods, and what findings!

Consider, for example, the following titles of informal articles, because they afford good prototypes of the extensive number that appear in the literature, even though these articles do not bear directly on the main body of this study. (An annotated summary is provided after each title to clearly illustrate the general nature of the article. The underlining in each of the annotated statements is used to indicate the general themes, the diversity of purposes, the efforts to increase the involvement of citizens, and other interesting features.):

"Parents and Staff Cooperate in System-Wide Improvement"<sup>1</sup> (The emphasis here is on effective coordination. The report describes how a school system secured coordination between the curriculum council and the parents' council).

"Tailored to Fit: How Norwood, Ohio, Revised Its School Curriculum to Meet Specific Community Needs."<sup>2</sup> (The story of how a city of 40,000 surveyed itself four ways to determine how better to develop a functional education program. The findings eventually led to school program improvements).

"They Wanted to Work in Their Hometown"<sup>3</sup> (The stress here is on the development of lay leadership in a small rural town. Pulaski, Wisconsin, with a population of 1100, is a trade center for the dairy and diversified farms that surround the community. Due to the fact that the youth of Pulaski were moving to larger cities, a planning committee was formed to invite industries to come to Pulaski).

"Parents Are a Valuable Resource"<sup>4</sup> (She advocates a broader understanding of the curriculum. If curriculum is conceived to

<sup>1</sup>Maurice R. Ahrens, reported in Educational Leadership, 11: pp. 337-342; March 1954.

<sup>2</sup>Harold S. Bates, reported in Progressive Education, 22: pp. 8-10; January, 1945.

<sup>3</sup>Frank X Joswick, reported in the N.E.A. Journal, 38: pp. 660-661; December, 1949.

<sup>4</sup>Mary Norris Lloyd, reported in Educational Leadership, 11: pp. 354-358; March 1954.

be what is done for children under the influence of the school, then parents and other citizens can and should take an important role in developing it).

"A Community Looks at Its Schools"<sup>1</sup> (The unified approach of how lay citizens, students, public school teachers, administrators, and university professors joined to make a cooperative school as a basis for immediate improvement in school practices).

"Citizens Survey Their Schools Needs"<sup>2</sup> (In an effort to improve public understanding about schools, the citizens in three school districts conducted studies of their schools during the year of 1953. The account, presented in a narrative style, makes a case for citizens' surveys, as opposed to those surveys made by teams of experts from outside the district. There is more than just the story of success: the frustrations and temporary failures are also noted).

"Michigan Area Study Act Helps Local Groups Evaluate Local Programs"<sup>3</sup> (The legal aspect is considered: a state legislative act provided machinery for lay and professional groups with which to analyze and evaluate their total educational programs).

"Community Leaders as School Advisors"<sup>4</sup> (Emphasis is given to the study method. It describes the organization and activities of an advisory committee which met monthly for the expressed purpose of "studying educational problems as a means of enlisting community support for a better instructional program.").

"The Program of the National Citizens Commission for the Public Schools"<sup>5</sup> (The general purpose of lay participation is expressed as follows: "The whole program and organization of the Commission

<sup>1</sup>C. C. Loew and M. R. Sumption, reported in Nation's Schools, 46: pp. 40-43; December, 1950.

<sup>2</sup>Millard Z. Pond and Howard Wakefield, School Community Development Study Monograph, No. 1 (Columbus: The Ohio State University Press, 1954).

<sup>3</sup>Robert S. Strolle, reported in the School Executive, 72: pp. 64-66; April, 1953.

<sup>4</sup>Emery Stoops, reported in the School Executive, 67: p. 38; May, 1948.

<sup>5</sup>Henry Toy, Jr., reported in the School Executive, 69: pp. 11-14; February, 1950. It should be noted that the "National Citizens Commission for the Public Schools," organized in May, 1949, was replaced by the "National Citizens Council for Better Schools" in January, 1956.

is aimed at one target - a resurgence of popular interest in the public schools. Just as both educators and laymen must play a part in the creation and maintenance of any good school, so must both educators and laymen take part in encouraging the broad public interest which must precede any large-scale improvement. Therefore, the Commission addresses to both educators and laymen the one key statement which lies at the heart of its plans. The problems of public education concern all of us, and it is time for all of us to do something about them."

It appears that the investigators, in the more formal studies, have resorted chiefly to the normative type of survey in acquiring their data. With considerable reliance on the questionnaire, virtually hundreds of school systems have been asked to submit information regarding the roles and activities of advisory committees. From north to south, and east to west - in fact, every state of the union has been tapped for some kind of information!

The sequence of studies below are not necessarily reported in their order of importance: all will reflect some relevant points. Since J. H. Hull was among the early investigators, it seems appropriate to begin with him.

#### The Hull Study (1949)<sup>1</sup>

The Problem: The problem of this study was to locate and investigate lay committees which are working with boards of education and professional staffs in the United States today and to determine what the current practices in these organizations are and to make some evaluations and recommendations from the data obtained.

The Methodology: By utilizing three hundred fifty-eight letters of direct correspondence, 62 active committees were discovered. Of these committees, 34 returned the questionnaires in time to be included in

---

<sup>1</sup>Hull, op. cit., pp. 3-20.

the study. Committees were located through information received from:

1. Executive Secretaries of State Education Associations.
2. State Superintendents of Public Instruction.
3. A randomly selected list of Professors of Educational Administration in colleges and universities.
4. Field Directors of Phi Delta Kappa.

The Findings: The questionnaires were answered by superintendents of schools and other professional people. These findings are first presented in three major classifications:

- A. Organization and Structure of Lay Educational Advisory Committees.
- B. Methods of Operation of Lay Educational Advisory Committees.
- C. Activities, Functions and Accomplishments of Lay Educational Advisory Committees.<sup>1</sup>

The broad, comprehensive approach taken by Hull affords many valuable insights into the general structure, and organizational procedures employed by advisory committees.<sup>1</sup> His findings were useful for the development of the organizational elements of the critical aspects used in this study, such as membership, and representation, but the evidence pertaining to how committees study a problem is lacking. Of course, the discussion method was cited as being used extensively, but one may ask: discussion of what?

Other researchers have also been intrigued by the problems of organizational procedures. Since Hull reported his research in 1949, it would be interesting to note what the literature suggests ten years later. Two such studies, dealing with organizational patterns, were reported in 1959. Both are similar to Hull in that they employed the normative survey to an extensive number of advisory committees, but in totally different locales.

---

<sup>1</sup>A complete list of the findings reported by J. H. Hull are given in Appendix J.

The Hodge Study (1959)<sup>1</sup>

The Purpose: To study the activities of 30 lay advisory committees in Texas school districts.

The Findings: They may be briefly stated as:

1. All the committees were sponsored by the board of education.
2. They were chosen in the following ways:
  - a. The board of education chose a steering committee which then appointed the members of the full committee.
  - b. The members of the school board selected all the members of the committee.
  - c. Each member of the school board selected a given number of citizens to serve on the committee.
  - d. Each civic club, church, labor union, or organized group in the community selected one or more citizens to serve on the committee.
  - e. The steering committee selected part of the committee. The committee then selected additional members.
3. Any interested citizen who wished to serve was invited to do so.
4. The number of committee members ranged from 15 to 198; usually 40 to 60.
5. Only four committees used consultants.
6. The school plant was studied by 26 committees; finance by 17; curriculum by 13; school-community relations by 10; population and census by 9; extended services by 4; and extracurricular problems by one.
7. The committees made:
  - a. Inventory and appraisal of the present situation.
  - b. Statements of ideal situations.
  - c. Evaluation of differences between present situations and the ideal.
  - d. Recommendations by which the ideal might be reached.
8. All committees had subcommittees for activities such as census surveys and the studying of special laws on school finance.

The above findings from Hodge also contributed to the themes used in the set of Critical Aspects (i.e., origin, membership, representation, etc.). It may be noted that, while appraisals and evaluations were made by committees, no information is provided to

---

<sup>1</sup>Paul D. Hodge, Work of Citizens Advisory Committees in Texas School Districts. (Houston, Texas: Gulf School Research Development Association, 1959. 69 p. Condensed from Texas Outlook, 43: 28; April, 1959. The study above appears in the N.E.A. Research Memo, op. cit., p. 5.

discern who and how these appraisals and evaluations were made.

The McGraw and Gregg Study (1959)<sup>1</sup>

The Purpose: To study the activities in 164 of the 432 school districts in Wisconsin.

The Findings: These were typical:

1. Temporary committees predominated: 71 per cent of the districts reported temporary committees, and 18 per cent reported permanent committees.
2. Most common problems were school buildings, school community relations, improvement of the school curriculum, and taxation and finance.
3. Most committees were initiated by the board of education or by the superintendent with approval of the board.
4. Most commonly the board of education chose the committee members.
5. The number of members ranged from fewer than 4 to more than 100, most commonly 5 to 29 members.
6. The term of service was most often indefinite - only for the time needed to complete the assignment.
7. Most committees met irregularly; those on a regular schedule usually met monthly.
8. Most committees functioned as supporting and advisory groups for the boards of education.
9. Commonly the superintendent served as a liason between the committee and the board of education.
10. A large amount of the committees incurred no expenses.

Thus far, it is readily apparent that the evidence relating to specific procedures of advisory committees in curriculum development is fragmentary and concomitant with the activities cited. It has been observed that: "Most examples of citizen cooperation in the area of curriculum development in a system-wide basis seem to have been between

---

<sup>1</sup>Arthur G. McGraw, Jr. and Russell T. Gregg, "Wisconsin Citizens and Local School Boards," Wisconsin Journal of Education, 91: 9-10; March, 1959. From the N.E.A. Research Memo, p. 6. In the interest of accuracy, although the findings are reported in 1959, the study of these committees covered the period from 1953 to 1955.

school board members and the teaching staff."<sup>1</sup> However, according to Kindred and Allen, there are three types of committee work related to curriculum development.

1. (There is) an attempt to develop a two-way understanding of what schools are trying to accomplish and what citizens would like schools to do. The curriculum committee is appointed as a means for getting at public opinion and for submitting proposed changes to citizens for their reactions.
2. A second type of curriculum work has been the revising of old courses and the building of new ones.
3. The third type of curriculum work is related to the selection of instructional materials.<sup>2</sup>

#### The Kindred and Allen Study (1954)<sup>3</sup>

The Purpose: To discover how individual schools are improving their programs.

The Methodology: Teachers, principals, and superintendents were asked to submit reports of projects undertaken in various parts of the country.

The Findings: In analyzing the data from the reports (sic: twelve were cited as illustrations) these questions were asked by the investigators:

- a. Why was the project undertaken and who was responsible for starting it?
- b. How were members of the co-operating groups selected and what procedures did they follow?
- c. What results were obtained?
- d. What difficulties were experienced?

<sup>1</sup>Alden H. Blankenship "Local School Systems Benefit by Citizen Co-operation," Citizen Co-operation for Better Public Schools, Fifty-third Yearbook of the National Society for the Study of Education, Part I, ed. by Nelson B. Henry (Chicago: The University of Chicago Press, 1954), p. 155.

<sup>2</sup>Leslie W. Kindred and Paul W. Allen, "Co-operation Improves Individual Schools," Citizen Co-operation Improves Individual Schools, Fifty-third Yearbook of the National Society for the Study of Education, Part I, ed. by Nelson B. Henry (Chicago: The University of Chicago Press, 1954), pp. 138-139.

<sup>3</sup>Ibid., pp. 108-147.



- e. What possibilities were suggested for the further development of school and community co-operation?

Answers to these questions were provided as follows:<sup>1</sup>

a. Findings related to the initiation of projects:

1. Trying to interest citizens and taxpayers more directly in the program and problems of the individual school.
2. A conviction on the part of educational leaders that the school must make its program more responsive to the wishes of the people and to the needs of the community.
3. To increase placement opportunities of high-school graduates by working on training programs that would meet the specifications of prospective employers.
4. Parental concern for the 'social conduct and behavior of teen-age children.'
5. Some educational leaders sought to carry out the philosophy that the school should serve as a community center.
6. It seems that the projects were started most frequently by principals and teachers.
7. The number of reported projects initiated by the civic groups and organizations was relatively small.

b. Findings related to the selection of group members and the procedures employed:

1. The selection of pupils, parents, teachers, administrators, and other citizens for work on cooperative projects varied considerably according to the nature of the project and the group responsible for initiating it. These selections were based on:
  - a). Appointments made exclusively by the board.
  - b). Appointments made by the chief administrative officer.
  - c). Creation by the board of three or four advisory committees, membership being 'open to anyone who wished to serve on them.'
  - d). The individual principal exercised a strong influence on the determination of personnel for co-operative projects. He was responsible for selecting the members of study-action groups in several committees, including laymen as well as faculty representatives and pupils.
  - e). An invitational pattern, with the principal asking outside organizations to appoint their own representatives.
  - f). Appointments by outside groups.
  - g). Appointments by the faculty.
  - h). Most project groups were organized rather simply for the work they had to do.

---

<sup>1</sup>Enumeration and lettering supplied.

- i). The extent to which subcommittees were needed usually depended upon the preliminary work that was done in determining the nature and scope of the project. Some planning committees took a year to gather information for this purpose before they defined the limits of the project and were able to decide how the work should be delegated.

Procedures and methods of study included:

- a). Questionnaires.
- b). Hearings.
- c). Interviews
- d). Field trips.
- e). Consultations with specialists.
- f). Examinations of pertinent literature.
- g). Public discussions in the form of panels and forums.
- h). Search of school records.
- i). Informal discussions.
- j). Final action was often expressed through a well-prepared set of recommendations which the superintendent transmitted to the board of education.
- k). Generally, project committees were empowered to act upon their own findings and conclusions and to cooperate with the principal in effecting improvements that did not require administrative approval or changes in board policy.

C. Findings related to the results obtained:

1. A high percentage of the schools report that they now enjoy better relations with the community and with the parent group than they have ever known before.
2. They tell of wholesome changes in parent attitudes and of increased communication between the home and the school.
3. They generally report that criticisms of the educational program have decreased and cite examples of a minimizing of potential attacks on the schools as a result of a growing confidence and support by the public.
4. Community leaders who served in a consulting capacity or who worked with teachers on curriculum problems helped them not only to interpret the needs and desires of the community but also to make significant changes in course outlines, methods of teaching, and instructional materials.
5. A number of reports contained statements to the effect that members of school-plant committees were able to realize objectives (i.e., building construction through bond issues or millage increases; remodeling of old structures, and related changes which contributed to the value of the educational program) which exceeded the most optimistic outlook of school administrators and teachers and that the public was willing to spend money on any plant improvement which made sense and was obviously in the interest of children.

6. In addition to the gains made directly from projects, many significant by-products are just as important as the project achievements and must be included in any consideration of how individual school programs were improved. Some of these by-products or other gains included:

- a). Improvement in community life.
- b). Increased teacher and pupil participation in community affairs.
- c). Better placement of high school graduates in employment.
- d). Faculty understanding of the school as a whole.
- e). Growth in faculty-pupil leadership.
- f). Better ways of working with pupils and parents in school problems.
- g). More services from the school to the community and from the community to the school.
- h). The improvement of social conduct and behavior on the part of teen-age youngsters.

d. Findings related to the difficulties experienced:

1. There were questions that arose over the time, place, and frequency of meetings.
2. Attitudes constituted a serious limitation that ran through a number of reports. They were willing to discuss purposes and values and to share in the formulation of plans but not to gather facts, undertake investigations, or work for the implementation of their own recommendations.
3. Teachers were unwilling to serve on project committees because of the heavy teaching schedules under which they were working.
4. Another limitation pertains to citizen opinion and understanding of projects (i.e., information about the plans of the committee should be kept before the public so that people could have a chance to express their views).

e. Findings related to suggested possibilities for further development:

1. Abundant evidence is supplied in the reports that people are interested in schools. Once they understand educational needs and conditions and gain an appreciation of what administrators and teachers are trying to do, they are usually willing to give generously of their time, energy, patience, and money to accomplish worthy ends.
2. Not infrequently, they (sic: citizens) are more progressive in their thinking than administrators or teachers and have less difficulty in securing public support for the proposals they recommend. Actually,

- the potential for school improvement through citizen participation has scarcely been recognized.
3. The school can provide the leadership needed for interesting others in the welfare of the community and for initiating co-operative action to bring about conditions that are favorable to growth and development.

The study by Kindred and Allen sheds considerable light on the efforts made by individual schools to involve lay personnel in the area of curriculum development. Nevertheless, it is impossible to discern to what extent citizen advisory committees were involved; the mere evidence of lay personnel does not equate or connote an advisory committee. Unfortunately, there is a lack of quantitative data, and, if quantitative measures were employed by the investigators, these are not reported in the study.<sup>1</sup>

Illustrations of the reports submitted - and these provide the "raw" data - emanate from various geographical locations and reflect a diversity of projects. The following are typical of the projects analyzed by Kindred and Allen:<sup>2</sup>

- A. Projects undertaken on the elementary level:
  1. Vancouver, Washington: A school health program.
  2. Richland, New Jersey: A banking project.
  3. Tallahassee, Florida: An activity program through the formation of garden clubs.
  4. Tenafly, New York: Social service and community improvement.
  5. Billings, Montana: Initiating a program of parent-teacher conferences.
- B. Projects undertaken on the secondary level:
  1. Weston, Massachusetts: Two cooperative projects were involved with the marking system, and a follow-up study of

---

<sup>1</sup>This same drawback has been experienced in the majority of reports and studies reviewed.

<sup>2</sup>Ibid., pp. 116-128.

- 219 graduates.<sup>1</sup>
2. Wilmington, Delaware: The improvement of business education.
  3. Exeter, Alabama: The "Resource Use Education" plan designed to orient pupils more closely to their community.

Despite the many methods of study explicitly reported by Kindred and Allen, there is yet a paradox when one considers the findings related to the difficulties experienced. How could so many of the methods (i.e., interviews, questionnaires, etc.) be utilized, when, at the same time, lay personnel were not willing to "gather facts, undertake investigations, or work for the implementation of their own recommendations"? Admittedly, for reasons already stated, this paradox cannot be attributed solely to advisory committees in curriculum development. However, to the degree that they were involved, it is a revealing clue that deserves elaboration in Appendix A, dealing with special problems associated with advisory committees.

Nevertheless, from the procedures and methods of study cited by Kindred and Allen, important clues were gained for the set of Critical Aspects, and these related to such items as the role of the consultant, data collection, and methods of evaluation.

Other investigators have been interested in seeking information regarding citizen participation on a state-wide level. What follows is a description of a study made by the United States Office of Education.

---

<sup>1</sup>Of interest is the fact that Weston is a residential suburb of Boston with a population (as of 1954) of 5,000. Community characteristics include a dominant upper-middle class, rapid growth, and a nostalgia for the retention of its particular rural setting. The above projects were actually initiated by the Weston League of Women Voters.

The Johns and Thurston Study (1954)<sup>1</sup>

The Purpose: To seek information concerning significant instances of citizen co-operation at the state level.

The Methodology: The U.S. Office of Education sent out questionnaires to the chief state school officer and to the executive secretary of the education association in each state.

The Findings: In the replies received from three fourths of the states, some states cited more than one significant example of such co-operation. Few said that they had none to report. Actually, 29 states replied, and because many (sic: committees) have been initiated since World War II, sufficient time has not elapsed to make a thorough evaluation of them. Some pertinent findings from this study are that:

1. State projects in citizen co-operation have been initiated successfully by a number of different state agencies, including state education associations, state congresses of parents and teachers, state departments or state boards of education, state associations of school boards, and state legislatures. Frequently two or more groups have sponsored co-operative projects which were later extended to provide for the participation of additional organizations.
2. State co-operative projects have varied greatly in structure of organization, work procedures, membership, purposes, term of work, and outcomes. These variables make it impossible to identify any one particular type of state co-operation as the best type.
3. Work procedures emphasized the making of studies. Decision-making based upon discussion only has not proved as effective as decision-making after considering the facts.
4. Educators were used in a consulting capacity by decision-making study and study committees.
5. The members of the council or committee were selected in such a manner as to be representative, but they were free to co-operate with each other.

---

<sup>1</sup>R. L. Johns and Lee M. Thurston, "State School Programs are Being Improved Through Co-operation," Citizen Co-operation for Better Public Schools, Fifty-third Yearbook of the National Society for the Study of Education, Part I, ed. by Nelson B. Henry (Chicago: The University of Chicago Press, 1954), pp. 187-214.

6. The group defined its policies of working together, developed its plan of work, and organized to carry out its activities.

While the findings of Johns and Thurston suggested valuable guidelines for the development of the set of Critical Aspects relating to committee origin, membership, etc., they lack the specifics to pinpoint the findings. For example, it would be revealing and helpful to know whether there were regional differences or common ways of organizing, of decision-making, etc.. With this information, one could perhaps probe deeper into the matter of why such conditions exist. Could one refer to "co-operation" in the south in the same manner that he would for the north? Does "involvement" mean the same thing to the southern advisory committee as it does to its northern counterpart? What problems are unique to these regional areas - whether they be north, south, east, or west?

The University of Michigan, in collaboration with the Midwest Center of Cooperative Program in Educational Administration, undertook a longitudinal study of citizens committees in the state of Michigan.<sup>1</sup> By March, 1954, the Midwest Center was devoting considerable attention to:

1. Discovering how genuinely informed and constructively critical public opinion may be developed.
2. Revealing means through which citizens may be able to participate more effectively in educational planning.

This cooperative venture is reported below mainly because two of the findings reiterate common themes of the Critical Aspects found in other studies, namely committee origin and membership. The third

---

<sup>1</sup>Robert E. Sweitzer, "Midwest C.P.E.A.; Informed Responsible Citizens," School Executive, 73: 108-109; March, 1954. Mr. Sweitzer was the executive assistant at the C.P.E.A.'s Midwest Administration Center, University of Chicago.

finding is of interest because it indicates that curriculum improvement is a problem area studied by many committees in Michigan.

The University of Michigan - Midwest Center Project (1954)<sup>1</sup>

The Purpose: To discover factors which influence the effectiveness of operations of citizens committees in Michigan.

The Methodology: The project was divided into three stages. At the time that Sweitzer reported this project, the first stage was completed.<sup>2</sup> The second stage, an intensive study of selected citizens committees, was in progress. Finally, the third stage, a training phase in which the findings of the study would be thoroughly discussed in certain selected communities, was being formulated. The purported aim of the training program was to bring about changes in the effectiveness of these citizens committees, and to help other such committees carry out their functions in a more effective manner.

The Findings: These are some significant findings reported from the first stage of the study:

1. In Michigan, the typical committee is composed of 20 to 29 members.
2. Most committees were initiated by the superintendent or the board and are temporary, disbanding after specific tasks are completed.
3. In the problem areas considered for study, the committees worked:
  - a. Most often on school building problems, followed in order of frequency by:
  - b. School-community relationships.
  - c. Taxation and finance.
  - d. Curriculum improvement.

If for no other reason, the training phase of the third stage

<sup>1</sup>Ibid., pp. 108-109.

<sup>2</sup>The methodology employed for the first stage is not indicated.



signals a major utilitarian effort on the part of the investigators to apply their findings to a given situation. The conscious effort to alter behavioral changes of citizens committees is a radical departure from the typical normative survey, the favored research instrument employed in the study of advisory committees.

One could also observe the rankings given to the problem areas studied by committees. Since the project was begun before the historical launching of Sputnik I, it would be interesting to know whether this rank order of importance still prevails. It could be assumed that the area of curriculum improvement has ascended to a dominant position, and it is of great concern for most advisory committees.

The aforesaid assumption brings one back again to the central problem of obtaining a set of Critical Aspects, the raison d'etre of this critical review. Without the critical aspects, the main recourse is to depend on the general, highly impressionistic findings evident in the literature. By no means does this assertion intend to impugn the sincerity and desire of the able investigators cited in their efforts to acquire accurate information. There is an abundance of information, and some of it suggested the ingredients for the development of various critical aspects. If the informal and formal studies have provided the information relating to what is or has been accomplished, then it may be appropriate to examine what should be in the way of sound principles and guides for action.

In this subjunctive vein, perhaps the most comprehensive

and significant statements are those advanced by Morphet.<sup>1</sup> His scholarly probe and analysis of the meaning of cooperation brings forth extremely vital principles and criteria because "mistakes have occasionally resulted in questions and uncertainties that caused superintendents and school boards to discourage further efforts of this kind."<sup>2</sup> Through these statements, Morphet eloquently epitomizes the hopes and aspirations of those who see great virtue in lay advisory committees.<sup>3</sup> Three general categories, which he believes to be applicable to all committees, are developed by him:

- A. General principles which underlie co-operation.
- B. Criteria for getting projects underway.
- C. Criteria for carrying out all types of co-operative activities.<sup>4</sup>

The contribution of Morphet is akin to an educational manifesto, the ideal morals, or a framework of values aimed at the very heart of the advisory function. His postulations pose a variety of considerations and problems - especially when the attempt is made to bridge, as it were, these postulations with situations as they exist, or, in Northrop's words, the "immediately apprehended."<sup>5</sup>

<sup>1</sup>Edgar L. Morphet, "Co-operative Procedures Should be Based on Sound Principles," Citizen Co-operation for Better Public Schools, Fifty-third Yearbook of the National Society for the Study of Education, Part I, ed. by Nelson B. Henry (Chicago: The University of Chicago Press, 1954), pp. 241-262.

<sup>2</sup>Ibid., p. 241.

<sup>3</sup>For a somewhat comparable approach, see the work of Hand and Hamlin in the same volume, pp. 263-279.

<sup>4</sup>For a complete list of these principles and criteria reported by Morphet, see Appendix K.

<sup>5</sup>F. S. C. Northrop, The Logic of the Sciences and the Humanities, (New York: The Macmillan Co., 1949), pp. 81-82.

## Summary

On the basis of the informal articles and formal studies reviewed, the following findings, conclusions, and recommendations are relevant for the present study.

1. That there is an extremely wide range of roles, purposes, and activities assumed by citizens advisory committees, and, that various efforts, with apparent success, are made to involve and to increase the participation of citizens on local, regional, and state-wide levels (Ahrens,<sup>1</sup> Bates,<sup>2</sup> Johns and Thurston,<sup>3</sup> Joswick,<sup>4</sup> Kindred and Allen,<sup>5</sup> Lloyd,<sup>6</sup> Loew,<sup>7</sup> Pond,<sup>8</sup> Stoops,<sup>9</sup> and Toy<sup>10</sup>).
2. That, with few exceptions, the studies cited in this field have treated curriculum development in only a peripheral manner (Hodge,<sup>11</sup> Hull,<sup>12</sup> McGraw and Gregg,<sup>13</sup>).
3. That the evidence relating to the specific procedures of advisory committees in curriculum development is fragmentary (Kindred and Allen).<sup>5</sup>
4. That there is a marked deficiency in the reporting of quantitative data, and that, with one exception, specific methods of study and appraisal employed by committees are either lacking or are not sharply defined.<sup>5</sup>
5. That professional educators and boards of education have greatly assisted in the initiation of committees, have assisted in problems associated with committee structure and organization, and have assisted in a consulting capacity in study projects undertaken by committees (Hodge,<sup>11</sup> Hull,<sup>12</sup> Johns and Thurston,<sup>3</sup> Kindred and Allen,<sup>5</sup> McGraw and Gregg,<sup>13</sup> and Sweitzer<sup>14</sup>).
6. That lay personnel involved in curriculum development appear to achieve tremendous success in such matters as improved understanding between the school and the community, a decrease in criticism toward the public schools, better placement of high school graduates in employment, etc. (Kindred and Allen<sup>5</sup>).
7. That suggestions have been made relating to the general principles of cooperation, and to criteria for the carrying out of all types of committee projects or activities (Morphet<sup>15</sup>).
8. That, while a few investigators have suggested the need for criteria, the evidence for application of criteria to committees engaged in curriculum development or study is lacking (Hand and Hamlin,<sup>16</sup> and Morphet<sup>15</sup>).

The methodology, involving a set of Critical Aspects developed

<sup>1</sup>Ahrens, loc. cit.    <sup>2</sup>Bates, loc. cit.  
<sup>3</sup>Johns and Thurston, loc. cit.    <sup>4</sup>Joswick, loc. cit.  
<sup>5</sup>Kindred and Allen, loc. cit.    <sup>6</sup>Lloyd, loc. cit.    <sup>7</sup>Loew, loc. cit.  
<sup>8</sup>Pond, loc. cit.    <sup>9</sup>Stoops, loc. cit.    <sup>10</sup>Toy, loc. cit.,  
<sup>11</sup>Hodge, loc. cit.    <sup>12</sup>Hull, loc. cit.    <sup>13</sup>McGraw and Gregg, loc. cit.  
<sup>14</sup>Sweitzer, loc. cit.    <sup>15</sup>Morphet, loc. cit.    <sup>16</sup>Hand and Hamlin, loc. cit.

and modified for the present study, was an outcome of searching for aspects that were suggested or utilized in previous investigations.

These were:

1. Critical aspects relating to committee structure and organization; aspects as origin, membership, and representation (Hand and Hamlin,<sup>1</sup> Hodge,<sup>2</sup> Hull,<sup>3</sup> Johns and Thurston,<sup>4</sup> Kindred and Allen,<sup>5</sup> and McGraw and Gregg<sup>6</sup>).
2. Critical Aspects relating to methods of study; aspects as the role of the consultant, and data collection (Hand and Hamlin,<sup>7</sup> Hull,<sup>3</sup> Johns and Thurston,<sup>4</sup> and Kindred and Allen<sup>5</sup>).
3. Critical Aspects relating to methods of appraisal; aspects as evaluation and utilization of findings (Hand and Hamlin,<sup>7</sup> Hodge,<sup>2</sup> Johns and Thurston,<sup>4</sup> and Kindred and Allen<sup>5</sup>).

It is anticipated that the set of Critical Aspects obtained and integrated from this review of related literature will contribute to the field; these aspects should aid in providing a more comprehensive evaluation of the roles of citizens advisory committees in curriculum development than has previously been attempted. Methodologically, the study should have both broad and local significance in terms of a deeper probe through the systematic application and analyses of Critical Aspects; of a more concerted effort to gather data from participating parents, teachers, and students in a particular community; and in terms of suggesting possible approaches for assisting advisory committees in the area of curriculum development.

---

<sup>1</sup>Hand and Hamlin, loc. cit.      <sup>2</sup>Hodge, loc. cit.,  
<sup>3</sup>Hull, loc. cit.      <sup>4</sup>Johns and Thurston, loc. cit.  
<sup>5</sup>Kindred and Allen, loc. cit.      <sup>6</sup>McGraw and Gregg, loc. cit.  
<sup>7</sup>Hand and Hamlin, loc. cit.

## CHAPTER III

### ANALYSES OF THREE SELECTED COMMITTEES IN TERMS OF CRITICAL ASPECTS

#### Backgrounds of the Committees

The Connecticut Citizens Advisory Committees: The aftermath of World War II found the communities of Connecticut confronted with the problems of shortages - both in material and manpower - but the main problem was connected with an increased birth rate. In a fervent hope to increase the educational opportunities for their children, the citizens of Connecticut did some serious thinking, and decided to accept more responsibility for the progress of education in their respective communities. There was already a precedent for community involvement because, of the 300 citizens' groups organized to study schools throughout the United States, nearly one-third of these were in the state of Connecticut.<sup>1</sup>

Under the leadership of Governor Bowles, impetus was provided when he appointed, in March of 1949, the "Fact-Finding Commission on Education." In essence, there were five commissioners who represented a "cross-section of community interests - labor, business, civic, re-

---

<sup>1</sup>As of 1950. This information, as well as other factual data relating to the Connecticut Study, is based on The Connecticut Report: Do Citizens and Education Mix? by the Governor's Fact-Finding Commission on Education (Norwalk, Connecticut: The O'Brien Suburban Press, 1950), p. 10.

ligious and educational organizations."<sup>1</sup> The main purpose of this Commission was to find out what the people of Connecticut wanted from their educational system:

As one means to this end, the Commission soon became a guidance and liaison center for the use of any Connecticut community that wished its services in organizing and developing a school-community study group.<sup>2</sup>

These liaison services that were offered included field representatives, the service letter, and service conferences.<sup>3</sup>

What makes the Connecticut effort so unique is that it represents a composite report of 85 towns which had organized school-community studies. In this state-coordinated project, the methods employed were obviously "not the same in every town. Nevertheless, there were enough similar sequences to make up a trend."<sup>4</sup> What is given, then, is an average case-history.

While the name of the composite town, "Brookhaven" is fictitious, its characteristics are factual:

Located in Connecticut, it is of moderate size. Its downtown section is like that of some of our smaller cities. A short distance to the Northwest is a larger city called 'Waterville.'

Within the borders of Brookhaven are several smaller communities. On the east side of the township is a rapidly growing residential areas, housing an increasing number of people who work in Waterville, but who prefer to live in the pleasant surroundings of the Brookhaven countryside. Along the western border, Brookhaven is still rural. Truck and dairy farms dot the rolling hillsides.

Once upon a time, our composite town was primarily agriculture. Starting as a small community around which is now termed

<sup>1</sup>Ibid., p. 10.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., pp. 10-11.

<sup>4</sup>Ibid., p. 9.

'the center,' it remained a farming village from its founding before the American Revolution until some time in the 1880's.

Around 1885, a second phase began, when the first factory came to Brookhaven, using Blind Brook as its source of power. In the course of the next thirty years three more manufacturing concerns, none of them large, set up plants along the stream, and the population, which had been stable for many years began to climb. Among the families who moved to Brookhaven were a number of Polish and Italian descent.

After the first World War, manufacturing and farming both suffered reverses in Brookhaven. Many old farms were sold, and one factory closed down - the result of the depression and of competition from the larger companies in Waterville. Although some farms and the three remaining plants continue to carry on today, new residents since the war are mostly people who do not earn their livelihood on the farms or in the factories.

These three sections, agricultural, industrial and the residential, are representative of three distinct stages of Brookhaven's historical development, just as they are in many Connecticut communities. Today, although the town is becoming residential, remnants of the earlier agricultural and industrial stages co-exist with the suburban development.

As for the schools, Brookhaven has had a high school since 1890. In 1926, a new wing was added. The total enrollment is now about two hundred children in grades 9 to 12.

A Junior High School was completed in 1936. It is located near the center, adjacent to the Senior High School, and has an auditorium that doubles for classroom space.

At the elementary level, there are two small district schools, both constructed in the '80's. One is the Pine Avenue Elementary at the Eastern end of town (near the Waterville border) and the other in West Hollow, where most of the farmland is. Both are brim full and on the double-session at the present time.

Across the street from the high and junior high schools stand Brookhaven's latest elementary school, Center elementary. It's almost brand new, having opened its doors for the first time in the Fall of 1948, and it is a source of pride to Brookhaven's citizens with whose taxes it was built.

The people in Brookhaven, like the people in the rest of Connecticut, consider their children their most priceless possession. Parents and non-parents alike are beginning to feel that the world is making greater demands on citizens, and that a function of the schools is to prepare children to meet these demands. The exact nature of the demands, and just how the schools should prepare for them has yet to be defined by all concerned, to be put in words for all to hear - and heed.

This, then, is our composite town. Its features have been borrowed from the 169 actual towns and cities in Connecticut. It is meant to provide a normal setting for the activities of the school-community study group that is about to be organized in town. The people in the group are, in reality, the people of Connecticut. Their names may be unfamiliar, but their voices are yours and your neighbor's - stating with clarity and

and candor the sentiments that concern us all.<sup>1</sup>

The Detroit Citizens Advisory Committee on School Needs: Following World War II, a rapid birth rate and increased cost for schools, salaries, and materials, created many problems for school planners, namely administrators. Prior to 1957, the city of Detroit had supported proposed expansion programs via millage and grants-in-aid from the state. It seemed that, whenever the school board called for help, the community responded with money to support the programs. In 1954, 4.5 mills had been voted for a period of five years, but this rate was due to expire on June 30, 1959.

With considerable foresight, a millage proposal was made in the spring of 1957. The proposal was decisively defeated. In retrospect, some blamed the press, some blamed the Chamber of Commerce, and others pointed to the increased tax program imposed by an antiquated tax law.<sup>2</sup> While there were grains of truth evident in the latter reasons cited, there were more salient factors and conditions that had been accumulating over the years. Immediately following the "McCarthy Era," and given further impetus by world conditions, education was placed in the national spotlight to be critically scrutinized as it had never been done before. Having already elaborated on these charges, they will not be considered here: the point remains, nevertheless, that these charges had their effects on the citizens of Detroit.

Unquestionably, by 1957, the needs of the school were urgent.

---

<sup>1</sup>Ibid., pp. 13-14.

<sup>2</sup>There are times when the power of the press is not as great as it would seem. See Charles A. Beard, America in Midpassage (New York: The Macmillan Co. 1939), pp. 332-35.



Evidently, because of the negative response to the spring proposal of 1957, the board and new superintendent concurred with the idea that the public was not aware of the needs, and that they were not sufficiently involved in the total school program. A more favorable attitude toward understanding and supporting public schools had to be cultivated:

When people react to an issue that has been presented to them, public opinion is either internal or external and it is also actual. Actual public opinion, consequently, indicates that attitudes have been aroused and that they are having some kind of effect upon internal or external behavior. Frequently, however, it is possible to anticipate public opinion before the issue arises, and so the term latent public opinion may be employed to refer to attitudes of people regarding an issue when those attitudes have not yet been crystallized or when they are not being evoked or are not effecting behavior. On the basis of their personality structure, it is likely either that potentially such attitudes can be learned or reinforced or that, being dormant at the moment, they can be aroused when and if the issue arises.<sup>1</sup>

Joining in a movement that was gaining momentum across the country, the Detroit Board of Education established the "Citizens Advisory Committee on School Needs." Significantly enough, its chairman and vice-chairman were two prominent Detroit industrialists. However, 270 citizens from every walk of life were divided into nine committees, eight regional committees and one city-wide committee.<sup>2</sup> It is reported that "Some knew a great deal and some knew very little."<sup>3</sup>

The members of each regional committee and the city-wide committee were divided into five subcommittees, on curriculum (school

---

<sup>1</sup>Leonard W. Doob, Public Opinion and Propaganda, (New York: Henry Holt and Co., 1948), p. 40.

<sup>2</sup>Citizens Advisory Committee on School Needs, Findings and Recommendations, (Detroit: The Board of Education, 1958), p. vi.

<sup>3</sup>Ibid.

program), personnel, school plant, community relations, and finance.

The objectives of these subcommittees were threefold:

1. Determine the actual facts and prepare a report on the Detroit school system or schools in each region.
2. Determine the facts and prepare a report on significant programs in other school systems.
3. Prepare recommendations on Detroit and regional school needs for the next decade.<sup>1</sup>

Hence, the organizational machinery was established and the wheels were set in motion for meetings, study, and a tremendous effort to realize the aforesaid objectives. After 18 months of varied activities, recommendations were made by the committees. Of special and vital concern was the recommendation dealing with finance: the 4.5 present millage rate was to continue with a proposed increase of 3 mills for the next five years (1959-1964). In addition, a bond issue of 90 million dollars was to be raised for the purpose of constructing new schools. Without the proposed millage increase and bond issue, the majority of recommendations would be quite meaningless!

There was, then, a most critical question: would the Detroit population, representing diverse groups and varying attitudes toward public schools, support the program on the decisive day of April 6, 1959? Had not the superintendent initiated involvement by appointing 270 members to various committees? Had not the favorable publicity given by the newspapers and other sources clarified and covered all aspects of the program?<sup>2</sup> Indeed, all these things had been

---

<sup>1</sup>Ibid.

<sup>2</sup>Since the author was involved in a pilot study connected with the millage campaign to "get out the vote," he was present at a luncheon during the closing month of this concerted drive. It was at this luncheon meeting that Superintendent Brownell made the following remark: "I am surprised that so few people are aware of the facts being covered so well in the press."

accomplished. However, a most significant factor was getting people involved on the "grass roots" level.

Now it was well known that parents in the northeast and northwest sections were generally against the proposals, and these were articulate groups who exercised their right to vote. In contrast, within the Boulevard area, where the population was congested, parents were generally for the proposal.<sup>1</sup> These lower income parents, however, do not, as a majority, register or vote for important issues. If a favorable vote for the proposals was to be obtained, a definite action program was direly needed for both those who had negative opinions toward the recommendations and those who simply failed to vote.<sup>2</sup>

Thus, the major innovation to improve the educational program in Detroit was primarily oriented to gaining financial support. This support, however, could be best realized by affording citizens the opportunity to become acquainted with all aspects of the educational program.

---

<sup>1</sup>In fact, there are 10,000 persons (and over) per square mile, with an average of 4.9 persons per dwelling. Data obtained from Population, Housing, and Economic Characteristics of the Detroit Metropolitan Area - 1957 (Detroit: The Promotion and Research Department of The Detroit News, January, 1958), pp. 2-3.

<sup>2</sup>It has recently been reported that "The least critical voter is the parent of a child in public school. The most critical voter is without children or has children in private school. The voter without children is more critical of the traditional areas, especially morality. The voter with children in private school is concerned with fundamentals, but, in addition, is critical of public school performance in the realm of intellectual and emotional development of the pupil. The public school parent is critical only in a few areas, those of occupational and college preparation." See Richard F. Carter, "Voters and Their Schools," Phi Delta Kappan, XLI (December, 1959), pp. 246-247. Mr. Carter is study director of the Institute for Communication Research, Stanford University. His conclusions are drawn from a survey of hundreds of U.S. school districts and thousands of voters.

It was within the latter framework that the committees and sub-committees operated.

The Bloomfield Hills Citizens Advisory Committee: Prior to 1946, six separate school districts, whose boundaries in part were contiguous, but which were completely independent and self-supporting, existed in this area. These six districts were known as Bloomfield Hills, Linton, Tuscarora, Wing Lake, part of Bloomfield Village and Pine Lake. Each covered a relatively limited area, and each had only a small number of students. Each district had its own one or two-room elementary school, except that Bloomfield Hills had, at Vaughan School, a combination elementary and high school, from kindergarten to twelve.

In all of the districts, citizens and boards of education became increasingly aware that none of the small districts could provide the complete educational facilities which should be offered to pupils from kindergarten through high school. None of the districts had sufficient students to warrant a complete educational plant, nor a large enough tax base to pay for it. The State Department of Education had long recognized that this unsatisfactory condition existed throughout the state, and, through every means available, encouraged the formation of larger districts which could support adequate and complete elementary and high schools as needed.<sup>1</sup>

The schools that had at one time been satisfactory for the needs of an agricultural community could no longer cope with or accomodate the growth of population beginning in 1938.<sup>2</sup> Within the Bloomfield

---

<sup>1</sup> Moehlman, op. cit., pp. 175-181.

<sup>2</sup> Service Report: These Are The Facts!; Brochure from the Bloomfield Hills Board of Education, 1953, p. 2.

Hills School District, two schools served the immediate area: Vaughan and Wing Lake. The Vaughan School is fairly recent, having been constructed in 1932, while the Wing Lake school has roots that go back to pre-Civil War days, having been constructed in 1859 (see Appendix C). Nevertheless, the growing pressures and necessity for new schools resulted, by October, 1948, in the consolidation of the aforesaid six, separate school districts into what is now known as Bloomfield Hills School District No. 2.<sup>1</sup>

In terms of physical characteristics:

There appears to be near unanimity of opinion that this school district will continue to be classified as 'rural non-farm' in nature. The district has a total of 19 square miles, or 11,911 acres of net land area (an additional four square miles is lake area) potentially available for residential development. It may be assumed that 60 per cent, or 7,146 acres, may be used for actual home sites, and the balance for roads, commercial buildings, clubs, larger estates, undesirable land and similar deductions.<sup>2</sup>

A greater part of Bloomfield Township is within the school district, but not all of it. Most of the City of Bloomfield Hills, with the exception of a pie-shaped area belonging to Birmingham, is also included. A portion of the City of Troy - a large sub-division from which there are 150 students - and, perhaps, a third or more of West Bloomfield Township accounts for the remaining areas served by the school district (see Appendix C).

The actual school boundaries extend from north of Pontiac, south to 1 1/4 mile in the center part of the district, west to Orchard Lake Road, northeast into Troy, and southeast to Woodward (see Appendix C).

---

<sup>1</sup>Service Report: These are The Facts! op. cit., p. 2.

<sup>2</sup>Service Report: Proposal; Brochure from the Bloomfield Hills Board of Education, May, 1955, p. 2.

A post-war trend, the mass exodus from city to suburban and country living, was becoming abundantly evident. It is evident from the accelerating rate of school enrollments "which started during the school year ending June, 1949, and increased 297 per cent during the six years ended June, 1955."<sup>1</sup> It is evident by the tremendous change in population (315 per cent, from 3,851 in 1950 to 16,000 in 1957) and housing (340 per cent, from 1,067 units in 1950 to 4,700 units in 1957).<sup>2</sup> Lastly, it is evident from all of the problems associated with a growing community: the need for schools, problems of water, sewage, roads, municipal government, fire and police protection.

In this rapidly growing community, composed almost entirely of homes with no industry and only a few small business center, the residents are from the upper-middle and upper socio-economic classes.<sup>3</sup>

It has been stated that:

The personnel of the community is composed largely of men working either directly or indirectly with the motor industry of the Detroit area. Many of them have strong college backgrounds, well-trained, whether technically, or perhaps (with a) general cultural education. The homes are above the average of the nation. Our youngsters are usually above the average in ability . . . Many of our students go to college; in fact, 80 to 85 per cent are now attending college (see Appendix C).

During the past decade, the chief concern of the Bloomfield Hills Board of Education and the citizens in the community has been to provide schools for the great influx of youth. Accordingly, since 1955,

---

<sup>1</sup>Service Report: Proposal, op. cit., p. 2.

<sup>2</sup>Population, Housing and Economic Characteristics of the Detroit Metropolitan Area - 1957, op. cit., p. 4. Of all the cities, villages, or townships cited, Bloomfield Township is second only to Oak Park in its rates of change, both in population and housing.

<sup>3</sup>Ibid. An economic rating of 1 was given to this community.

six schools have been constructed: 4 elementary, 1 junior high, and 1 senior high. The construction of these buildings would not have been possible without the support of the citizens in this community. With only one exception, all proposals have been approved by the voters.

While there has been a tradition of community involvement and parental support for the schools, the advisory committee function has been closely related to gaining financial support, for the expressed purpose of promoting a bond issue (see Appendix C). The advisory function in Bloomfield Hills is what Hull characterizes as "The short-term lay action committees" which "work for one to six month spans, usually about three months." (see Appendix J) Therefore, there is not an advisory committee or sub-committee which works specifically on curriculum development. Yet, despite the absence of a curriculum committee, there is an indirect approach, involving lay personnel, which could have a decided effect on curriculum development (see Appendix C).

The particular setting for this indirect approach involves the concerted efforts of a citizens advisory committee to secure a favorable vote to a proposed building bond issue of \$4,135,000. The work of this committee was done "largely between Thanksgiving of 1960, to January 30, of 1961." (see Appendix C)

Application of Critical Aspects and  
Analyses to the Three Selected Committees

Critical Aspects

Analyses

A. Relating to committee structure and organization:

1. Origin: Who initiated the committee?

1.1 In Connecticut, groups "started spontaneously" or were initiated by individuals who were suggested by the superintendents and the local board.<sup>1</sup> The three most common methods of initiating a committee were:

- a). A member of officer of the Board of Education called together a group of citizens.
- b). The Superintendent of schools called together a group of citizens.
- c). A group of citizens themselves, often members of a former build-committee or study group, got together then approached the Board of Education and/or Superintendent, for cooperation.

1.2 In Detroit, the Board of Education initiated the city-wide committee and the subcommittees for the eight regional areas.<sup>3</sup>

1.1 Although official sanction in this state-wide approach had been given by the governor through his appointment of the "Fact-Finding Commission," the 85 study groups were not initiated as a result of the governor's action. However, the field representative from the Commission played a vital role in assisting the nascent study groups with organizational procedures.

Each of the three methods cited for initiation was used "with approximately the same frequency."<sup>2</sup>

Thus, citizens were not restricted in their attempts to initiate study groups.

1.2 The method of initiating committees in this city-wide approach was confined to the local Board of Education.

In addition to the central, city-wide subcommittees on curriculum, there were also eight other regional subcommittees on curriculum.

<sup>1</sup> The Connecticut Report, op. cit., p. 10.

<sup>2</sup> Ibid., p. 137.

<sup>3</sup> Detroit: Findings and Recommendations, op. cit., p. vi.



The available data do not suggest any other method of initiation.

- 1.3 In Bloomfield Hills, interested citizens initiated the committee. They organized into a citizens advisory committee, calling themselves the "Y.E.S." Committee, Your Educational Security Committees."<sup>1</sup>
2. Membership: What was the method of joining the committee?
- 2.1 In Connecticut, the most common method of recruiting members was to ask town organizations to appoint one or two official representatives to join the group. Five other methods, not mutually exclusive, were also employed.<sup>2</sup>
- a). Subcommittee chairmen and members, at their own discretion, invited members to join.
  - b). Notices of meetings, open to the public, were published in the press.
  - c). Representation was solicited by geographic area.
  - d). Representation was solicited by professional occupation.
  - e). "Direct mail" letters were sent to all box-holders or townspeople.
- 1.3 The actual development, due to the encouragement given by the citizens, was done by the Board of Education, which also gave full approval to the activities of the group.
- 2.1 The invitations to membership were sent by board members, or by the superintendent to small groups. In turn, the educational authorities requested these small groups to assume the responsibility of enlarging the group membership.
- It appears that, through various means, every attempt was made to secure the maximum amount of involvement from citizens.
- Hence, no obvious restrictions were placed on joining a committee.

---

<sup>1</sup>See Appendix C.

<sup>2</sup>The Connecticut Report, op. cit., pp. 138-139.

- 2.2 In Detroit, the board of education "called upon all the principals, teachers, and assistant principals in each district to make recommendations of parents and citizens on a regional and city-wide basis. Literally thousands of names came in from all over the city including the northwest. The board then determined a committee for each of the regions. The board's method in selecting the members was to include parents, officers of parent-teacher organizations, and also people who represent the total community as well; business, labor, church, etc."<sup>1</sup>
- 2.2 One could not really "join" a committee unless he or she had been selected by the board.  
All selections were based solely on the opinions of professional educators and board members.  
Thus, membership to committees was restricted.
- 2.3 In Bloomfield Hills, any interested citizen could join the committee merely by contacting certain key leaders, and P.T.O. officers.<sup>2</sup>
- 2.3 Through school bulletins, newspaper announcements, and parent-teacher meeting announcements, citizens were invited to participate.  
There were no apparent restrictions to membership; all citizens were encouraged to join.
3. Membership: What was the average number of members on a committee?
- 3.1 In Connecticut, the "State-wide Advisory Committee" was composed of representatives from many organizations.<sup>3</sup>
- 3.1 The data do not reveal the average number of members from the 85 towns cited. There is, however, evidence that 75 per cent of the study groups were organized as sub-committees, while 25 per cent operated as a whole committee.<sup>4</sup>

---

<sup>1</sup>See Appendix B.

<sup>2</sup>See Appendix C.

<sup>3</sup>The Connecticut Report, op. cit., pp. 157-159.

<sup>4</sup>Ibid., p. 143.

It is stated that "34 per cent of the study groups appraised curriculum needs in their schools."<sup>1</sup>

3.2 In Detroit, the City-wide Committee included a total of 45 members. Of these, 9 (or 20 per cent) were on the curriculum subcommittee.

The average membership for each of the eighth regional committees was 29.5.<sup>2</sup> Of these, the average membership for the curriculum subcommittee in each region was 6.1 (or 20.8 per cent).<sup>3</sup>

3.2 Since the five major areas under consideration were curriculum, personnel, school - community relations, school plant, and finance, the area of curriculum represents 20 per cent of the total areas; in like manner, the proportion of committee members studying this area is the same.

The proportion of regional subcommittees which studied curriculum is approximately the same as the proportion for the city-wide committee.

In terms of proportional membership, there is only a range of 5.1 per cent between the greatest (i.e., the center Region, 23.3 per cent) and the least (i.e., the Northeast and Northwest Regions, 18.2 per cent).

---

<sup>1</sup>Ibid., p. 146. In another state-wide approach it was reported that, approximately 16 per cent of the 80 committees studied curriculum problems. See Chapter II of this study.

<sup>2</sup>Detroit: Findings and Recommendations, op. cit., pp. 344-348.

<sup>3</sup>Factual Reports - Regional Committees: Citizens Advisory Committee on School Needs (Detroit: Board of Education, April 19, 1958), 118 pages. It should be noted that the pages are not numbered sequentially; there are gaps among the various reports submitted. This fact is true of all documents pertaining to the Detroit effort.

The tabular information given below illustrates how, in Detroit, quotas, on a proportionate basis, were established. Since there were five subcommittees, one of which was the curriculum subcommittee, the proportionate quota for each subcommittee approximated 20 per cent.<sup>1</sup>

SUBCOMMITTEE MEMBERSHIP ON A REGIONAL AND CITY-WIDE BASIS<sup>1</sup>

Region	Total Committee Membership	Curriculum Subcommittee Membership	Proportion (Percentage)
Northwest	33	6	18.2
Northeast	33	6	18.2
South	26	6	23.1
North	32	6	18.8
West	27	6	22.2
Southwest	29	6	20.6
Southeast	26	6	23.1
Center	30	7	23.3
Sub-total	236	49	20.8
City-wide	45	9	20.0
Total	281	58	20.6

3.3 In Bloomfield Hills, the total membership of the citizens advisory committee exceeded 100. However, there were also 7 subcommittees. 1 for each school.<sup>2</sup> The total membership for these subcommittees was 277, or an average of 39.6 per subcommittees.<sup>3</sup>

3.3 Rather than a chairman, each subcommittee had a "precinct captain," for each school area was designated a precinct.

Although membership was voluntary and not proportional, there was a range 16 per cent between the greatest (i.e., 22 per cent in one

<sup>1</sup>Adapted from Detroit: Factual Reports, op. cit., pp. 2-118.

<sup>2</sup>Jackson C. Turnacliff, Chairman, Progress Report to all Members of the Y.E.S. Committee, February 13, 1961, p. 1. One school was not represented.

<sup>3</sup>Ibid.

precinct), and the least (i.e., 6 per cent in another precinct).<sup>1</sup>

4. Length of Membership: How long did they serve?

- 4.1 In Connecticut, it varied from three to nine months. However, this estimate covers the study period during the winter and spring 1949-1950.
- 4.1 The Connecticut Report is an interim report on the work of the study groups as of June, 1950.  
It is noteworthy that "56 per cent of the groups indicated that they did not feel their task was completed and that they intend to continue this year."<sup>4</sup>  
(Hull found that "One year terms were most common," but that the term of membership is not too definite."<sup>5</sup>
- 4.2 In Detroit, "the city-wide committee served approximately eighteen months. The regional committees, twelve to fifteen months."<sup>2</sup>
- 4.2 This length of membership approaches the average given by Hull.
- 4.3 In Bloomfield Hills, the work of the subcommittees was accomplished between Thanksgiving, 1960, and January 30, 1961.<sup>3</sup>
- 4.3 This length of time is typical of the "short-term membership; in this case, it is approximately two and one half months.
5. Representation: Was representation strictly confined to lay personnel?
- 5.1 In Connecticut, every attempt was made to involve citizens from all walks of life.
- 5.1 The very methods used in recruiting committee members insured that representation included more than lay

---

<sup>1</sup>Based on a total membership of 277.

<sup>2</sup>See Appendix B.

<sup>3</sup>See Appendix C.

<sup>4</sup>The Connecticut Report, op. cit., p. 137.

<sup>5</sup>See Chapter II of this study. This indefinite term of membership was also reported by McGraw and Gregg.

- personnel (see 2.1 of the Critical Aspects.)
- 5.2 In Detroit, "the board took the position that teachers are citizens also and appointed on each of the committees some teachers, principals, or supervisors."<sup>1</sup>
- 5.2 While representation was not confined to lay personnel, the extent of representation was determined by the board. (Hull found that 10 to 20 per cent are professional people and 80 per cent or more are lay members).
- 5.3 In Bloomfield Hills, it was primarily lay personnel, although several teachers did volunteer their services.
- 5.3 Representation was confined chiefly to lay personnel.
6. Representation: Was representation cross-sectional in terms of socio-economic status?
- 6.1 In Connecticut, the Fact-Finding Commission consisted of five commissioners representing labor, business, civic, religious and educational organizations.
- 6.1 While the state-wide organizations do show evidence of cross-sectional representation, the data do not indicate the composition of the study groups in the 85 towns.
- Furthermore, an analysis of the 68 organizations that comprised the "State-wide Advisory Committee reveals a cross-sectional representation. The types of organizations ranged from "The Connecticut Farm Bureau" to the Y.W.C.A.
- However, from the patterns set by the state organizations, and from the "all-out" efforts of most local groups to encourage open membership, it may be inferred that cross-sectional representation did exist, although its extent is unknown. (Hull notes that 77 per cent of his respondents claimed representation from the community as a whole, although there was the problem of getting "participation from lower social segments."<sup>2</sup>)

---

<sup>1</sup>See Appendix B.

<sup>2</sup>See Chapter II of this study.

- 6.2 In Detroit, "We had representatives from labor, from industry, from various church groups, and from various socio-economic and ethnic groups as well."<sup>1</sup>
- 6.2 There are least four types of identifiable groups represented, with equal emphasis on "socio-economic groups."
- 6.3 In Bloomfield Hills, it was very representative of the upper-middle class group.
- 6.3 With some exceptions, there is not too great a range in socio-economic status.
7. Representation: Was representation in terms of both parents of school children and citizens who did not have children in school?
- 7.1 In Connecticut, from the number of diverse organizations cited, parents with children in public schools were represented. Since parochial schools were also included, there were representatives who did not have children in public schools.
- 7.1 The data do not suggest precisely the extent of representativeness of those citizens with and without children.
- 7.2 In Detroit, it is interesting to note that, "at the regional level," there were "many more members who were parents on committees as compared to city-wide committees."<sup>1</sup>
- 7.2 There is evidence of representation of citizens who did not have children in school, but parents predominated at the regional levels.
- 7.3 In Bloomfield Hills, the "greater number was parents of school children," but there were several who had an interest in the community, in good schools, who had no children in school, had attended private parochial schools, but were still interested."<sup>2</sup>
- 7.3 Citizens who did not have children in public schools were represented, but parents predominated at the precinct level.
8. Was representation in terms of organizations or agencies which reach a majority of citizens?

---

<sup>1</sup>See Appendix B.

<sup>2</sup>See Appendix C.

- 8.1 In Connecticut, the 68 organizations were far-reaching by way of professional, religious, fraternal, business, and other occupations or interests.
- 8.2 In Detroit, "there were many organizations that were represented, but they were told very specifically that they did not represent those organizations, but, rather, themselves, as individuals."<sup>1</sup>
- 8.3 In Bloomfield Hills, being a "decentralized area," this was not a problem, although, to a certain extent, there was some dependence on the P.T.O..<sup>2</sup>
- 8.1 There is ample evidence that the 85 study groups generally followed the pattern set by the state advisory committee.<sup>4</sup>
- 8.2 The attempt, here, was to avoid group pressures. "The purpose of this understanding was to make sure that they were registering their opinions as citizens of the community, rather than mirroring any ideas which their particular organizations may have held in relation to the problems the committee faced."<sup>1</sup>
- 8.3 It may be noted that many of the citizens who were active on the subcommittee were not active in the P.T.O..

B. Relating to Methods of Study:

1. Consultants: Were consultants involved?
- 1.1 In Connecticut, the field representatives consulted study groups "to keep towns up to date on methods used in other towns."<sup>3</sup>
- In addition to the field representatives, there was a list of 58 volunteer individuals from study groups in various neighborhood towns.<sup>3</sup>
- 1.1 There are least two types of consultant services evident: first, there was the attempt to coordinate the efforts of the 85 study groups through the efforts of the field representatives; second, certain kinds of expertness was provided through the efforts of the volunteer "consultants."

---

<sup>1</sup>See Appendix B.

<sup>2</sup>See Appendix C.

<sup>3</sup>The Connecticut Report, op. cit., p. 10.

<sup>4</sup>Ibid., pp. 155-156.



During their frequent visits, the field representatives suggested these 58 volunteers to study groups in order that they might share "points of organization procedure and research."<sup>1</sup>

While the precise number school districts using professional consultants is unknown, "A few groups persuaded their boards of education to engage professional consultants to assist in finding solutions for problems uncovered by the group." (In their analysis of the most satisfactory characteristics of state-wide projects, Johns and Thurston state that "Educators were used in a consulting capacity by decision-making and study groups").<sup>4</sup>

- 1.2 In Detroit, there were a total of 12 consultants to assist the city-wide and regional committees.

Of these, two consultants assisted the city-wide and regional subcommittees on the school program (curriculum).<sup>2</sup>

- 1.2 Not all consultants stayed the same length of time. Some stayed for only a brief period. For example, there were those who worked on a "specific study, such as the group from the University of Michigan that worked on the intelligence testing program, or the group from Michigan State University that worked on the vocational program."<sup>5</sup>

The consultant services were utilized to coordinate and to provide expertness in certain areas.

- 1.3 In Bloomfield Hills, there were both professional and lay consultants involved. In a continuous, comprehensive study beginning in October, 1954, the Board contracted with the Bureau of Research

- 1.3 The professional research team consisted of 8 members. In addition to the Survey Coordinator, there were consultants in School Administration, Elementary Education, School Plant, Pupil

---

<sup>1</sup>Ibid., p. 10.

<sup>2</sup>Will French and Nolan C. Kearney, "Consultants' Reports to the School Program (Curriculum) Sub-Committee," Consultants' Reports and Highlights of Factual Data: Citizens Advisory Committee on School Needs (Detroit: Board of Education, July, 1958).p. 113.

<sup>3</sup>Ibid., p. 145. <sup>4</sup>See Chapter II of this study.

<sup>5</sup>See Appendix B.

and Service, School of Education, Michigan State College, to "make a comprehensive study of the school district's development, and to make recommendations for its immediate and long-term probable requirements to approximately 1970."<sup>1</sup>

2. Consultants: If consultants were involved, how did they become involved?

- 2.1 In Connecticut, if the field representatives may be designated as consultants, these became involved through their connection with the Fact-Finding Commission.

The 58 individuals who offered their services became involved on a strictly voluntary basis, having been suggested as consultants by the field representatives.

- 2.2 In Detroit, after responding to an invitation by the Board of Education, "the consultants were interviewed and selected by the committee."<sup>2</sup>

Involvement, here, also included these features:

"In the first place, on their arrival, we briefed them carefully and fully as possible as to the nature of their job, and of their particular assignment . . .

Finally, they became involved by visiting schools."<sup>3</sup>

Enrollments, School Finance, and Secondary Education.

The professional consultants were utilized for their expertness in providing long-range planning.

- 2.1 The involvement of field representatives and voluntary citizens follows the trend reported by Johns and Thurston: "The state organization worked with local groups organized to provide opportunities for citizen cooperation. State groups have frequently stimulated the organization of local group and have rendered valuable services in coordinating their activities."<sup>4</sup>

- 2.2 Involvement was primarily effected through a board-committee screening process. Hence, the chief emphasis was to involve consultants with nationally known reputations, a high degree of expertness, or both.

---

<sup>1</sup>Proposal, 1955, op. cit., p. 2.

<sup>2</sup>Presumably, by the City-wide Committee.

<sup>3</sup>See Appendix B.

<sup>4</sup>See Chapter II of this study.

- 2.3 In Bloomfield Hills, whenever major problems arose that required the assistance of "outside" professional help, "we would invite the survey committee or a representative of that committee down to talk this over with the Board of Education, or the citizens' committee, or some of us would to to Lansing to confer with them."<sup>1</sup>
3. Consultants: Were these consultants professors, administrators, teachers, or were they from non-educational fields?
- 3.1 In Connecticut, there is some indication that professors, administrators, and teachers were consultants. However, the list of 58 volunteer consultants seems to predominate with individuals from non-educational fields.
- 3.2 In Detroit, of the 12 consultants who were engaged to assist the city-wide and regional committees, 11 were from educational fields, and 1 was a firm of business consultants. All 11 educators had doctors' degrees. Of these, 7 were professors; 1 was an administrator (assistant superintendent); 2 were directors, and 1 an assistant director of testing services.
- 3.3 In Bloomfield Hills, the 8 consultants from the university were all professors of education. Then, through a number of
- 2.3 The consultant services offered by the university were on a continuous basis with the school system. There is a dependence here on expertness from outstanding men in various fields.
- 3.1 While it is impossible to determine how many there were of each, Berge, et al., reported the tendency for school districts to utilize the services of individuals from non-educational fields, as well as those who were not consultants by occupation.<sup>2</sup>
- 3.2 Nearly all consultants were from educational fields, with high educational status and positions.
- 3.3 While the school district utilized, to good advantage, the professional services, there was also the deliberate attempt to utilize the talents

---

<sup>1</sup>See Appendix C.

<sup>2</sup>See Appendix A.

in-service training programs, lay leaders were consultants to other parents in providing useful information relating to the school program.<sup>1</sup>

of lay personnel from non-educational fields.

4. Role of the consultant: In relation to the committee, what was the role of the consultant?
- 4.1 In Connecticut, the field representatives from the Commission acted in a liaison capacity, coordinating the efforts of the various study groups. The "task force" of volunteers assisted local study groups in organizational procedures and research when they were called upon to do so.<sup>2</sup>
- 4.1 By sharing their experiences and making use of various talents, the consultants were able to assist the local groups. Moreover, there is evidence of five state-wide Service Conferences that were held in Hartford: "four on methods of studying school problems and needs; one on subjects being studied by town groups."<sup>3</sup>
- 4.2 In Detroit, the consultants worked primarily with the city-wide committee, although they "also met with regional committees for briefing sessions, question periods, etc."<sup>4</sup> For the most part, the consultants prepared specific information, as curriculum trends, for the committee, and they also answered questions raised by committee members.
- 4.2 The consultants were impartial and objective in providing curriculum information to the committee. The committees were not bound to accepting any recommendations given by the consultants; "committees might use some of these or might not."<sup>4</sup>
- 4.3 In Bloomfield Hills, the professional consultants "spent many hours in the district and other field locations collecting data and verifying its up-to-date accuracy. Many more hours were required in conference, analysis and correlation of these data, and for
- 4.3 The Board of Education and administrative staff made extensive use of data provided by the professionals. For example, highlights of the formal reports have been used in various brochures and proposals. In turn, lay consultants

---

<sup>1</sup>See Appendix C. <sup>2</sup>The Connecticut Report, op. cit., p. 10.

<sup>3</sup>Ibid., p. 11. <sup>4</sup>See Appendix B.

presentation of findings in a 64-page formal report.<sup>1</sup>

The lay consultants were used primarily as a means of presenting factual data to other citizens.

5. Conditions of Service: Were these consultants paid or did they serve gratuitously?
- 5.1 In Connecticut, the available data do not suggest whether or not the field representatives were paid for their services. For those few districts who obtained the services of professional consultants, it may be inferred that these consultants did receive pay. Apparently, the 58 who served as volunteer consultants did their work as a public service.
- 5.2 In Detroit, all consultants were paid for their services. They also received a per diem rate for certain expenses incurred during their stay in Detroit.<sup>2</sup>
- 5.3 In Bloomfield Hills, the "only cost involved was the expense of their journeys here, and the work of the men in the field who had spent several days down here."<sup>3</sup> (Lay consultants served on a voluntary basis).
6. Selection of Topic: In terms of curriculum, how did study groups choose a topic for study (i.e., was it the result of pressures from a certain group or from the community)?

were well informed with factual data which they could "give another parent . . . . that some of use, who are in the field, (who) might be considered to have a slanted view, could not give."<sup>3</sup>

- 5.1 It is indeed extraordinary that this state-wide effort was able to obtain the services of so many individuals on a voluntary basis. In so many of the state-wide projects reported, one of the chief difficulties is the lack of funds to finance the activities of such state groups.<sup>4</sup> Whether or not Connecticut was hampered by this factor, is unknown.
- 5.2 It was thought that, in securing such highly specialized personnel, and, in "all fairness to the consultants," they should be paid.<sup>2</sup> Funds were available to obtain these services.
- 5.3 The consultants from the university performed their tasks as a public service, a research service offered by the university.

<sup>1</sup>Service Report: Proposal, 1955, p. 2.

<sup>2</sup>See Appendix B.

<sup>3</sup>See Appendix C.

<sup>4</sup>See Appendix A.

6.1 In Connecticut, there is some evidence to indicate that certain groups did exert pressure for the study of certain topics. For example, labor groups were interested in the area of labor-management relations, and even recommended that the high school incorporate such a course in the curriculum.<sup>1</sup>

Farmers, too, exerted their influence to include a course in "vocational agriculture."<sup>2</sup>

However, the choice of a topic for study was generally made as a result of high interest in a particular area. For example, "Questions given primary consideration in the field include: the elementary and high school curriculum, with special emphasis on the relation between the two, and on whether the two together are preparing young people for continued growth, vocationally, academically, and socially."<sup>3</sup>

6.2 In Detroit, the choice of a topic for study was "due to a combination of factors."<sup>4</sup> At the outset of committee work, it was difficult to "have a committee start a topic and follow through on it."<sup>4</sup>

It was stated that, "One person would raise one question or one concern, and another member had another concern . . . . After a certain amount of circuitous discussion, the subcommittee decided in each group that they would develop a number of basic questions . . . . each subcommittee developed some 20 to 40 questions, basic topics, which they thought they should seek answers to."<sup>4</sup>

6.1 With so many diverse groups, it is perhaps inevitable that direct or more subtle types of pressure were constantly exercised. To the extent that these pressures reflected vital needs of the community, the topics selected were accordingly important to the citizens of the study groups. Whether from pressures, sheer interest, or a combination of both, it is known that at least two thirds of the study groups were concerned with, "Whether what is being taught in these buildings is adequately preparing young people to be competent citizens, capable of living useful, happy and intelligent lives."

6.2 Here, again, were diverse interests and viewpoints which had to be reconciled. The unique method of letting each subcommittee pose a certain number of questions ultimately led to the formulation of topics which could be studied. For example, the Northwest Regional Subcommittee developed 12 general topics:

- a). Certain subjects which we think could be dropped from the curriculum.
- b). Those subjects which need more emphasis.
- c). Size of schools and classrooms.

---

<sup>1</sup>The Connecticut Report, op. cit., p. 69.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 141.

<sup>4</sup>See Appendix B.

- d). Ability grouping - elementary and high school - pro and con.
- e). How to challenge the gifted child.
- f). How to help the child who needs a more tangible presentation.
- g). A more realistic program for the slow-learning children.
- h). Distribution on a 6-3-3 or a 4-4-4 basis, instead of 8-4.
- i). Change in counselor activities.
- j). Differing types of diplomas, granted according to accomplishments.
- k). Variations in college requirements for teacher qualification.
- l). Education of parents with regard to their understanding of schools and school problems.<sup>3</sup>

6.3 In Bloomfield Hills, the choice of a topic was the result of "general community interest and certainly not pressure groups."<sup>1</sup>

6.3 The word "topic," here, is not regarded as something to study; rather, it designates a general interest, namely constructing schools.

7. Sources: What were the sources of information:

7.1 In Connecticut, these included:

- a). Other townspeople.
- b). School records.
- c). Town reports.
- d). Town officials and personnel.
- e). State and out-of-state national resources.<sup>2</sup>

7.1 There was a wide-range of sources from which information could be obtained. It appears that these sources were used to great advantage. The extent of initiative taken by local groups to reach these sources is unknown.

---

<sup>1</sup>See Appendix C.

<sup>2</sup>The Connecticut Report, op. cit., p. 144.

<sup>3</sup>Detroit: Factual Reports, op. cit., p. 4.

Within each of the above categories, there were extensive detailed sources listed.

7.2 In Detroit, an initial difficulty was experienced, because "the committee started working before staff. As a result, the needs of the committee were always ahead of us."<sup>1</sup>

The general sources included:

- a). A review of related national literature prepared by the staff. This information was mimeographed, or presented as pamphlets, articles, or books to city-wide and regional subcommittee members.
- b). Visitations made by some subcommittee members to other schools in other cities. For example, subcommittee members of the Northwest Region visited one junior high school and one senior high school in two nearby school districts.<sup>2</sup>
- c). Pertinent materials prepared by the consultants assisting these committees.

7.3 In Bloomfield Hills, one important source was the results of the survey conducted by the professional consultants.

Another source was the monthly curriculum presentations made by teachers to interested citizens and to board of education members.<sup>3</sup> "This particular group was not a curric-

7.2 While these sources of information are excellent and involved considerable effort on the part of the staff and the consultant, they appear to be limited in scope.

With the exception of school visitations, the subcommittees relied heavily on the judgment and direction given by the staff.

7.3 The report of future school needs submitted by the consultants provided estimates of cost in terms of school buildings and recommended site acquisitions.

While the latter information helped to create a better understanding of the needs for the future, the

---

<sup>1</sup>See Appendix B.

<sup>2</sup>Detroit: Factual Reports, op. cit., p. 3.

<sup>3</sup>See Appendix C.



ulum group, but an interested group of parents coming to hear what the teachers were doing in the classroom, and, appreciated this to the point that, after a year and a half, they came to the board and said, 'We like what we heard. We think our best contribution might be in this way: to help you to encourage these folks in what they are doing, because we can see the need for a building program in the very near future. Our job is to encourage these folks by organizing and promoting a building citizens advisory committee, particularly for the expressed purpose of getting additional buildings.'"<sup>1</sup>

method of inviting citizens to see and hear presentations given by teachers is unique.

There was a number of such meetings and attendance varied from 50 to 100 interested patrons.

"After the discussion, questions could be asked by board members, by patrons; reviews were often made; written summaries were available, and often given to the public at large."<sup>1</sup>

8. Data Collection: What instruments were used for collecting data?

8.1 In Connecticut, these methods were used to collect information:

- a). Questionnaires.
- b). Interviews.
- c). Conferences.
- d). Informal Hearings.
- e). Observation Visits and Inspection Trips.
- f). Reading.
- g). House-to-House Surveys, or Canvasses.<sup>2</sup>

8.2 In Detroit, the committee "depended primarily on the studies prepared by various departments within our own school system."<sup>3</sup> These departments were mainly instructional research, and the psychological division.

8.1 Throughout this state-wide effort, there is some evidence to indicate that these instruments were used, but whether they were used extensively by lay groups is open to question.

8.2 While these sources were weighed heavily in favor of the professional staff, with one exception, there is no indication as to the types of instruments used in collecting data.

---

<sup>1</sup>See Appendix C.

<sup>2</sup>The Connecticut Report, op. cit., p. 144.

<sup>3</sup>See Appendix B.

Upon request of the city-wide committee, an "open-ended," unstructured questionnaire was sent to employees of the Detroit School system. These employees were invited to react to the questions which were previously raised by the city-wide subcommittee on curriculum.<sup>1</sup>

However, there are indications that the regional subcommittees were involved in the following:

- a). Observational visits and inspection trips.
- b). Informal interviews with parents and teachers.
- c). Reading pertinent material provided by the staff and consultants.<sup>3</sup>

8.3 In Bloomfield Hills, aside from the formal report submitted by the professional consultants, the questionnaire and interview techniques were used by the building advisory committee to secure data.<sup>2</sup>

8.3 One unique feature was the assistance provided by some citizens who were "outstanding experts in the field of finance, bankers, (and) tycoons of industry."<sup>2</sup>

The questionnaire was used to determine the kind of buildings and educational program desired by the community.

Interviews were conducted most extensively by citizens to inform other citizens with pertinent information relating to a proposed bond issue.

9. Data Collection: Who collected the data?

9.1 In Connecticut, interviews and canvassers, apparently committee members, dispatched by the study group were given

9.1 There was considerable reliance on lay members to collect data, although their extent of participation in

---

<sup>1</sup>According to information obtained from the Coordinator of Research, the regional subcommittees were encouraged to submit their questions and other pertinent information to the city-wide committee and subcommittee on curriculum. The communications between the city-wide committee and regional subcommittees were reciprocal, thus allowing for a "feedback" of information.

<sup>2</sup>See Appendix C.

<sup>3</sup>Detroit: Factual Reports: op. cit., pp. 4-15.

training and instruction first.

Various groups also utilized the service of "high school and junior high students" - either in helping to carry on the study or as sources of information.<sup>1</sup>

this phase of research is unknown. There was also an awareness of the skills required for the techniques involved.

The use of students to assist study groups is unique.

9.2 In Detroit, the more formalized data were collected by the various departments within the school system, especially central staff.

However, via visitations and informal interviews, sub-committee members were able to collect information.

9.2 While lay personnel did collect data, it was more informal than the materials prepared by numerous individuals in the school system.

9.3 In Bloomfield Hills, the data pertaining to the long-range survey were collected by professional consultants.

However, in this particular bond campaign, the citizens collected data.

9.3 There were two aspects to data collection:

First, the actual survey (culminating in a report which is periodically revised) to serve as a guide for predicted citizens' effort to gain a favorable vote in order to achieve the objectives suggested in the report and various brochures.<sup>3</sup>

10. Data organization and presentation: Who treated and presented these data?

10.1 In Connecticut, there is evidence to indicate that many study groups treated and presented data themselves.<sup>2</sup>

10.1 When study groups did organize and present data, the task was performed by only a very small number of committee members. For example, in one instance, it stated that, "The writing team of Macy, Nielson, and Benfield was appointed to draft copy prior to the next meeting when the whole committee

---

<sup>1</sup>The Connecticut Report, *op. cit.*, pp. 144-145.

<sup>2</sup>*Ibid.*, pp. 67-75.

<sup>3</sup>See Appendix C.

would review their efforts before they went to press."<sup>3</sup>

Although it may have occurred in a number of study groups, there is no indication as to the extent of professional assistance in organizing and presenting data.

(Among the many reports analyzed by Kindred and Allen, teachers were "unwilling to serve on project committees because of the heavy teaching schedules under which they were working.")<sup>4</sup>

- 10.2 In Detroit, organization and presentation was done by either the consultant or by the staff to the various committees.<sup>1</sup>
- 10.2 There was a reliance upon the professional educators, because "all very busy people, (and) were not able to give much time to pouring over the details."<sup>1</sup>
- 10.3 In Bloomfield Hills, data relating to the long-range survey were treated by professional consultants. These data were then presented by the board of education and leaders of citizens' committees.
- 10.3 Actual data pertaining to concrete studies were treated by consultants, although there is evidence that others participated in their presentation.
- Other data, in connection with "getting out the vote," were treated by citizens themselves.
- Pertinent information (or "data") was employed by citizens to involve and interest the community in the vital necessity of supporting the campaign drive.
11. Utilization: How were these data used?
- 11.1 In Connecticut, these data were put into the form of a report, and then most groups presented their reports to their boards of education for approval.<sup>2</sup>
- 11.1 There is a recognition on the part of lay groups that the board is the final decision-making body.

---

<sup>1</sup>See Appendix B.

<sup>2</sup>The Connecticut Report, op. cit., p. 145.

<sup>3</sup>Ibid., p. 74.

<sup>4</sup>See Chapter II of this study.

11.2 In Detroit, the city-wide sub-committee on curriculum prepared several fact-finding reports. The main basis for these reports was the responses returned from the open-ended questionnaire sent to all school employees.

These responses from school employees comprised a curriculum report of 129 mimeographed pages.

11.3 In Bloomfield Hills, as already stated, the findings of the consultants were summarized into a report.

It was from this report that a brochure was developed and mailed to every taxpayer in the school district.

11.2 The actual preparation and writing of these reports was shared equally by staff and subcommittee members. In order to insure objectivity, "before the fact-finding reports were presented to the total committee, the subcommittee first agreed that the material included and the interpretation given to the material coincided with the viewpoint of the total group."<sup>2</sup>

11.3 Having been approved by the board, the report became the factual basis for the objectives to be achieved via the bond campaign.

In the study phase, there was considerable reliance on the expertness of professional consultants.

#### C. Relating to Methods of Appraisal:

1. Evaluation: Who evaluated the findings.

1.1 In Connecticut, most study groups evaluated their own findings. However, when a committee did not use the subcommittee formation, but "rather operated as a whole group one or a combination of the following two approaches was generally used:

- a). Individual assignments were handed out to members.
- b). Issues were thrashed out in group discussion, to which organizations, school and town official, students and other sources of information were invited."<sup>1</sup>

1.1 There is evidence that committee members participated in the evaluational function.

---

<sup>1</sup>The Connecticut Report, op. cit., p. 144.

<sup>2</sup>See Appendix B.

- 1.2 In Detroit, each subcommittee made its own evaluation and prepared its own set of recommendations.<sup>1</sup>
- 1.2 There is evidence that committee members participated in the evaluational function.
- 1.3 In Bloomfield Hills, the findings leading up to the bond issue were evaluated through "the cooperative efforts of the leaders, of this citizens' committee of the board of education, the administration, and the key parent-teacher personnel."<sup>2</sup>
- 1.3 In addition to the evaluation made by the citizens committee, there was a concerted effort to involve others.
2. Evaluation: How were these findings evaluated?
- 2.1 In Connecticut, it may be inferred that the reports, compiled by the study groups, were also evaluated by them largely through discussion.
- 2.1 The document for analysis does not reveal precisely how the findings were evaluated.
- 2.2 In Detroit through a number of city-wide meetings, each subcommittee "presented its recommendations, and each recommendation was dissected by the total city-wide membership present."<sup>1</sup>
- 2.2 The findings were evaluated mainly through discussion of the proposed recommendations.  
It took "six or eight meetings before the job was completed."<sup>1</sup>
- 2.3 In Bloomfield Hills, the chief concern relating to evaluation involved a paramount question: Were the findings "consistent with the future needs of the district as presented by staff members, community discussion groups, and the survey committees?"<sup>2</sup>
- 2.3 The findings were evaluated mainly through discussion of the proposed recommendations..
3. Communication: What method was used in distribution of the findings?

---

<sup>1</sup>See Appendix B.

<sup>2</sup>See Appendix C.

- 3.1 In Connecticut, the final reports of most groups were given wide circulation through "clubs and organizations, town and school officials, parents, school staff, the town clerk, stores."<sup>1</sup>
- Moreover, special committees were maintained to "keep local organizations and townspeople up to date on their work, through flyers, personal contact, and speakers . . . All groups made extensive use of the local press and the progress of studies was periodically reported therein."<sup>2</sup>
- 3.2 In Detroit, the findings were eventually published and given rather wide distribution. An abridged form of the Findings and Recommendations was distributed to school personnel, to members of the board of education, to community organizations, and to members of the press.
- Schools were also encouraged "to have staff meetings to discuss the recommendations . . . every new teacher receives one of the abridged copies . . . and attends a meeting where a background of the committee is presented."<sup>3</sup>
- 3.3 In Bloomfield Hills, the brochure was mailed first-class to all taxpayers in the school district.
- The public was also invited to attend open meetings where the main features of the bond proposal was discussed.
- 3.1 Every effort was made in this state-wide approach to insure that the findings would be communicated to as many persons as possible.
- The creation of "special committees" for the expressed purpose of communicating the findings is a unique endeavor.
- 3.2 Aside from the distribution of findings to those connected with the schools and to organizations, the local newspapers, upon receiving the reports of the findings, gave excellent coverage to the findings.
- The staff did its utmost to see that the findings would be widely distributed.
- 3.3 The findings and needs of the school district were given wide circulation through these two methods of first-class mailing, and open meetings.<sup>4</sup>

---

<sup>1</sup>The Connecticut Report, op. cit., p. 145

<sup>2</sup>Ibid.

<sup>3</sup>See Appendix B.

<sup>4</sup>See Appendix C.

4. Utilization of Findings: How were the findings used?

4.1 In Connecticut, local groups were afforded the opportunity to use the Report as a guide to continuing study and action with the expressed purpose of improving public education.

4.2 In Detroit, after each regional subcommittee on curriculum had submitted its preliminary findings, the city-wide committee acted as a "clearing house" to consider the findings of all the subcommittees.

4.3 In Bloomfield Hills, there was one direct purpose: to acquaint the "Y.E.S." committee with the facts, and then let them present and explain these facts to the community at large.

4.1 The individual study groups made their own recommendations, based on their particular findings, which may or may not have been reflected in the total Report.

4.2 The city-wide committee attempted to reach a consensus of opinion, because, "The findings were brought together after they were uniformly agreed upon and eventually published."<sup>3</sup>

4.3 For this action phase, there is almost a complete reliance on the efforts and abilities of citizens to gain a favorable reaction to the bond campaign.

5. Number of Recommendations: If the findings were in the form of recommendations, how many were made?

5.1 In Connecticut, among the study groups which recommended curriculum revision, there emerged four basic recommendations.<sup>1</sup>

5.2 In Detroit, the eight regional committees submitted a total of 285 recommendations to the city-wide committee.<sup>2</sup>

5.1 There is no evidence to determine how many of the study groups in the 85 towns incorporated these four recommendations as their own.

5.2 There were many duplications among the recommendations submitted by the regional committees.

With the assistance of the consultants, and in order to eliminate duplications, the city-wide subcommittee compiled a total

---

<sup>1</sup>The Connecticut Report, op. cit., p. 150.

<sup>2</sup>Citizens Advisory Committee on School Needs: Curriculum Subcommittee - Reports (Detroit: Board of Education, April 1958). The tabular information was adapted from these reports.

<sup>3</sup>See Appendix B.



of 57 basic recommendations.<sup>2</sup>

The tabular information shown below gives the number and distribution, by regional area, of the total 285 preliminary recommendations made by these committees.<sup>1</sup>

NUMBER AND DISTRIBUTION OF PRELIMINARY RECOMMENDATIONS  
MADE BY REGIONAL SUBCOMMITTEES<sup>1</sup>

Region	Number
1. Northwest	21
2. Southeast	21
3. Southwest	25
4. West	38
5. South	37
6. North	73
7. Center	30
8. Northeast	40
Total	285
Average	35.6

5.3 In Bloomfield Hills, there were 6 recommendations made.

5.3 These recommendations were of a general nature concerning the construction of new schools, and the acquisition of sites for future needs.<sup>3</sup>

6. Recommendations: In terms of curriculum development, to which areas did the recommendations pertain?

<sup>1</sup> Citizens Advisory Committee on School Needs: Curriculum Subcommittee - Reports (Detroit: Board of Education, April, 1958). The tabular information was adapted from these reports.

<sup>2</sup> Detroit: Findings and Recommendations, op. cit., pp. 14-25. These 57 basic recommendations are given in Appendix H.

<sup>3</sup> See Appendix C.

6.1 In Connecticut, the areas included:

- a). More attention to and training in the fundamentals of reading, writing, and arithmetic at the elementary level.
- b). More arts, crafts, shop, music, (sic: and) opportunity for creative expression at all levels.
- c). More training in the history of the democracy with particular reference to the individual's role in a democratic community today. More observation trips and visits, as part of the social studies curriculum at all levels.
- d). Conferences between supervisors and faculty of elementary schools - to explore means of providing for students easier transition from elementary to high schools by elementary school students.<sup>1</sup>

6.1 While the total number of study groups among the 85 towns is unknown, it is stated that "34 per cent of the study groups appraised curriculum needs in their schools. Of these:

- a). Fifty-two per cent found need for better preparation through the curriculum for the student's next step (i.e., better preparation for elementary schools for high school).
- b). Forty-eight per cent found need for intensified citizenship training which would help students to get along with others - respect others, know what is going on in the world, etc..
- c). Forty-two per cent found need in the elementary curriculum for more attention to and through grounding in the R's. (It is perhaps significant that in each case, the skills of literacy, at the elementary level, were regarded as basic to the development of the skills of civic participation at the elementary and higher levels).
- d). Sixteen per cent found need in the high school curriculum for more correlation between the curriculum and the demands that would shortly be made on the student as a member of the partic-

---

<sup>1</sup>The Connecticut Report, op. cit., p. 150

ular community served by the school - as earning a living, going to college, and being a citizen."<sup>2</sup>

6.2 In Detroit, the recommendations were placed under two general categories:

I. School Organization for Effective Learning.

II. Long Term Planning.

50 of the basic recommendations were placed under Category I, and further subdivided into four general areas:

- a). Recommendations affecting the total school program
- b). Recommendations affecting the elementary school.
- c). Recommendations affecting the junior high school.
- d). Recommendations affecting the senior high school.<sup>1</sup>

The 7 remaining recommendations were placed under Category II, with no further subdivision.

6.2 Under Category I, the 50 recommendations were distributed among the four areas as follows:

- a). The total school program: 27.
- b). The elementary school: 8.
- c). The junior high: 3.
- d). The senior high: 12.

These recommendations both immediate and "long term", were extremely broad in scope, and, yet, they were specific in describing the desired changes in school curriculum.<sup>3</sup>

It was stated that: "the recommendations reflect the concerns pretty much of the citizens in the community. For instance, they were very much interested to make sure that everything was done to strengthen instruction in the basic subjects. Secondly, they were very much concerned in behalf of a curriculum council, where all good ideas could be pooled to strengthen the entire curriculum. They were very much concerned with the so-called special subjects to determine how these special subjects should be weighed with the very popular three R's."<sup>4</sup>

---

<sup>1</sup>Detroit: Findings and Recommendations, op. cit., pp. 14-25.

<sup>2</sup>The Connecticut Report, op. cit., p. 146.

<sup>3</sup>The recommendations are too numerous to be included here. They are provided in Appendix H.

<sup>4</sup>See Appendix B.

6.3 In Bloomfield Hills, prior to the school district bond issue election, citizens stressed major points to the board of education which proved helpful in determining the kind of educational program desired.<sup>1</sup> For example, citizens presented these suggestions:

- a). Ensure that the proposed buildings will be flexible enough to meet the needs of a changing education.
- b). Ensure that the buildings are constructed in such a way so as to promote the use of machine laboratories and greater use of audio-visual aids.
- c). Ensure that buildings are constructed with non-bearing walls so that they may easily be removed for larger teaching centers.
- d). Ensure that there will be adequate space for "experimental stations" in order to promote and facilitate "a team-teaching approach."
- e). Ensure that proposed schools do not "become obsolete before they are physically worn out."<sup>1</sup>

7. Resultant action: How long did it take for the final decision-making body to put these recommendations into effect?

7.1 In Connecticut, there is no evidence to indicate the length of time necessary to implement the recommendations.

6.3 While the recommendations pertained specifically to the construction of schools, additions, and the acquisition of sites, there was an indirect relationship to curriculum development.

Before actual construction, such factors as flexibility and adequacy of design were incorporated in the architectural plans. It was stated that:

"The citizens gave us a number of developments in that area (i.e., curriculum development), a number of points of interest, in which the board has passed on to our architects. Our architects, in turn, had numerous meetings with our staff members, and have attempted to visit some of the schools that are being built, a so-called flexible school."<sup>2</sup>

7.1 Despite this lack of evidence, it may be inferred that the recommendations required long-range planning, as well as those recommendations that could be immediately implemented. According to Hull,

---

<sup>1</sup>See Appendix C.

<sup>2</sup>See Appendix J.

"significant results are largely long-range school-community relations programs and short-range action programs of a more immediately dynamic nature . . . requiring financing, and program and curriculum development."<sup>3</sup>

7.2 In Detroit, most of the recommendations have now been approved and are in the process of being implemented.<sup>1</sup>

7.2 Despite the fact that the subcommittee had finished its work by April, 1958, the recommendations are still being put into effect.

It is the role and responsibility of the various school divisions to make suggestions to the superintendent as to how each recommendation can be implemented. These recommendations are then carried to the board of education for final approval and action.

Apparently some recommendations will require "further research and clarification before they will finally be recommended to the board of education."<sup>1</sup>

7.3 In Bloomfield Hills, as a result of the successful building bond issue election held on January 30, 1961, funds totaling \$4,135,000 are available for school construction.

Already, construction has begun on 3 buildings, and 2 more will be started during the summer of 1961.<sup>2</sup>

7.3 These buildings will incorporate many of the suggestions made by the lay citizen group, as well as the findings provided by professional consultants through their over-all study program - based on several years of research.

---

<sup>1</sup>See Appendix B.

<sup>2</sup>See Appendix C.

<sup>3</sup>See Appendix J.

## Findings and Interpretation From Three Case Studies

The following information has been derived from an examination of the critical aspects and analyses made of the advisory committees selected from Connecticut, Detroit, and Bloomfield Hills. The most significant findings and their interpretation which resulted from this application and comparison were:

### A. Those Relating to Committee Structure and Organization -

1. Origin: There was no set pattern for the initiation of committees. However, boards of education and school administrators have been instrumental in initiating committees.

The impression given by the data suggests that, while the image of spontaneous generation is maintained, the actual motivation for initiation comes from the board or the administration.

Interested citizens are indeed free to initiate committees as a process of democratic procedure. However, one does not glean from these data a clear concept of "how" this democratic feature can be implemented universally in all committees.

2. Membership (method of joining): Membership to committees was generally effected through the appointive function, either directly by the board, or indirectly by the board asking a group or organization to make the appointment. With the exception of Detroit, extensive efforts were made to encourage citizens to join committees. In the other two cases, it is not clear as to who made the final approval of members.

One reason that, if it were so willed, advantage could have been taken of the democratic procedure to join a committee, because, in Connecticut and in Bloomfield Hills, small groups enlarged their membership; it is extremely difficult to ascertain by what criteria these committees increased their membership. In another light, there is no evidence of the criteria employed by Detroit in restricting the method of joining. It appears that any "interested" person could join, but there is reason to believe that this was not the case.

3. Membership (average number): The average number of members on each committee varied from one committee to another. While the Connecticut state-wide effort did not reveal the

average number on each committee, in the other two instances, the average subcommittee membership was 6.1 (i.e., Detroit), and 39.6 (i.e., Bloomfield Hills). In Detroit, there appeared to be evidence of proportional membership by region.

Since there is evidence of a great variation in the average number of committee members, it would seem that the number would depend on such factors as circumstance (i.e., the purposes and task of the board, professional educators, and lay citizens), locality, complexity of the social environment, number of "interested" persons, availability of funds, and the need to satisfy regional or local quotas.

4. Length of Membership: There was considerable variance in the length of membership from two and a half months to approximately eighteen months.

Time, a dimension of great significance in a highly industrialized, mobile society, seems to be relative to the needs of the particular committee and the kind of work being done. No realistic criteria can or should be established. Any particular function may take a committee two months or two years to accomplish; it all depends on the nature of the task.

5. Representation (extent of lay personnel): Representation was predominately lay personnel, but professional educators were also included.

It would seem that there is general agreement that committees should not be strictly lay personnel. This fact appears logical since, earlier, it was shown that initiation was not exclusively a lay personnel project.

6. Representation (cross-sectional): In terms of socio-economic status, cross-sectional representation was attempted in two cases, but the extent was not given.

While there is an awareness among educators of the importance of cross-sectional representation, it is not at all clear whether this democratic ideal is reached. For example, representation in terms of dominance was not mentioned. It is not known whether the groups were represented equally as to interest, ability, prestige, knowledge, and the ability to communicate.

Cross-sectional representation may be a worthy consideration in the organization of a committee, but its absolute necessity for a workable committee is doubtful.

7. Representation (parents and non-parents): Representation in two cases was mainly from parents with children in school.

If committees were dominated by parents with children in school, it may be assumed that this representation reflected an interest in the problems of the school or the community. Yet, educators have recognized the desirability of having representation on a more inclusive basis.

8. Representation (organizations or agencies): In two cases, organizations and agencies were widely represented. However, in Detroit, committee members were instructed to voice their

own personal opinions rather than the opinions of their organizations.

This type of representation seems to depend on the particular philosophy of the area. In one case, it is observed that the organization rises to a given task; in another, the individual is requested to leave his organizational loyalties "at home" and to come as an individual. It is not mentioned how, for example, members from labor or the chamber of commerce shed their respective ideals and become, as if by magic, individuals again in order to register their opinions as citizens of the community.

Educators may be deeply sensitive to the dangers of a dominant pressure group, but methods of exerting pressure may be quite subtle and not overt; groups and organizations may have ulterior motives - often covert - known only to themselves.

## B. Those Relating to Methods of Study -

1. Consultants (utilization): Consultants were utilized in all three cases.

There does not seem to be a specific method for the utilization of consultants; their numbers and roles vary from area to area.

2. Consultants (involvement): There was no standard method for the involvement of consultants. In one instance, they were carefully screened by the board; in another instance, the board took advantage of those services offered by a state university; and, finally, the state-wide effort evidenced a volunteer effort by many individuals.

It is not clear as to how invitations were made to consultants. Even in Detroit, where the invitation was handled by the board and the selection made by the committee, it is not known how the board arrived at its list of potential consultants, unless the superintendent or other staff members made the suggestions.

It appears that professional help was desired, and that boards and administrators are more assured when consultants are involved.

3. Consultants (status): In two cases, the consultants were definitely professors of education. Even in the third case, there is some indication that the consultants were professors, administrators, or teachers.

In the majority of cases, the consultant, is recruited from the professional ranks, be he professor, administrator or teacher. When the term "consultant" is employed for lay citizens, it is not entirely clear what this designation means. While there may be some justification for classifying lay citizens as consultants, the classification is limited to those who, because of a particular skill at a particular time, makes his services available. As an obvious contrast, the professional educator devotes his life to his occupation, and to the problems confronting education.

4. Role of the Consultant: In all three cases, the consultants assumed the roles of experts, resource personnel, and/or process persons.

Consultants have exercised a variety of roles in assisting advisory committees. While it is obvious that consultants advise, suggest, and regard it as important that groups "decide for themselves," the subtle social settings and interactions between the consultant and the advisory committee are not revealed in the findings. Yet, in such circumstances, the role of the consultant may be crucial if one desires to ascertain whether the committee was indeed a committee, or whether it was merely a sounding board or rubber stamp to approve the ideas of the consultant.

5. Conditions of Service: There was evidence that, in one case, consultants were contracted and paid for their services. On the state-wide level, it may be inferred that those few school districts who engaged professional consultants paid them for their services. In the third case, consultants served gratuitously, as a public service from a state university.

In a society that stresses specialization and rewards those in various occupations, it does not seem just or fair to ask educators to perform additional duties all in the name of service! Educators are notorious for their commitments to worthy causes, and, if the consultant function is to be regarded as a task for the professional, then he should be paid for his services.

6. Selection of Topic: There is some evidence to indicate that the choice of a topic was more than sheer interest. In all three cases, there was evidence of pressures being exerted for some cause. Those pressures reflected either the vital needs of the total community, or the singular need of a particular group.

The selection of a topic can be a difficult procedure, and this difficulty may be due to a combination of forces or circumstances, often closely related to the existence of the citizens' group in the first place.

From the analysis, one gets the impression that the difficulty is magnified by the heterogeneity of the committee. It seems that prior-loyalties are not dropped at the doorstep of a citizens' committee, but are dragged in by the heels! There is, then, a serious problem in attempting to get homogeneity or consensus out of the complex of varying individuals who bring with them a multitude of purposes, values, ideas, traits, habits, and attitudes. Therefore, it may be inferred that the greater the homogeneity of the committee in terms of personality types, socio-economic backgrounds, and purposes, the less the difficulty in selecting a topic for study; conversely, the greater the heterogeneity, the more difficult it will be in selecting a topic.



7. Sources (of information): All three cases revealed a variety of resource material

The sources of information selected seem to indicate a considerable reliance in the judgment and advice of the professional educator. It might have been suspected, on the part of educators, that lay citizens would **flounder in seeking various** sources, and, that lacking good research techniques, citizens needed guided direction and information. With professional help, the dominant techniques included visitations and the use of secondary sources.

8. Data Collection (Use of research instruments): In only one case such research instruments as the questionnaire and the interview were cited as being used.

There is no clear-cut evidence that lay citizens utilized formal research instruments for collecting data. If anything, it is the reports prepared by professionals that seem to dominate.

The brunt of data collection appears to have been done by the professionals, and this task would tend to influence the scope and ultimate results of the committee. It becomes obvious, then, that even with the best of intentions, these citizens' committees lacked the essential research methodology to conduct a curriculum study alone. However, this shortcoming does not exclude the possibility of professionals and lay committees working independently of each other, but the roles, purposes, and procedures of both must be carefully spelled out; it is in this context that the limitations and possibilities of lay committees becomes evident.

9. Data Collection (responsibility): There is evidence that, in all three cases, lay citizens collected "data," but the nature of these data is highly tenuous.

The data collected by lay personnel followed generalized, informal patterns. There is no clear statement as to what members, groups, or officers were responsible for the collection of data; the extent that the professionals influenced the collection of data is also unknown.

It can be inferred that, to the citizens, (and to some educators), the concept "data" means something quite different than it does to the professional, research-oriented educator. While the citizen may indeed collect data through a variety of informal methods, there is always a question of its scientific adequacy, its objective basis, and the very method involved in securing it. Thus, both the quality and the quantity of these data are crucial. Whether lay citizens have met any of the aforesaid qualifications is extremely doubtful.

10. Data Organization and Presentation (responsibility): There is evidence that, in two cases, the professional consultants or staff members organized and presented data.

The fact that either the professional consultants or a small number of people actually organized and presented data is significant. It is significant because such work can usually be

done better by a small group.

If one asks the question "Who?", it is not clear whether there can be any workable criteria for the selection of those to present and organize data. It may be noted that, in one case, a special group was selected to present data; in another, it was not clearly stated precisely who did the work; and, finally, to the third committee, the organization and presentation of "data" was equivalent to "getting out the vote."

11. Utilization (of data): In all three cases, data were compiled into formal reports.

According to the findings, "reports" seem to be the standard order of procedure. However, this fact does not answer the question of how data were utilized; obviously, utilization implies use. It is not known whether these reports actually served as a leverage or catalyst for curriculum changes or whether they confirmed existing knowledge on the part of the educators regarding desirable changes. In either event, the board of education remained as the final decision-making body.

It may be noted that Bloomfield Hills, not organized as a curriculum study group, indicated the greatest utilization of data. Operating under maximum homogeneity, and akin to a Kiwanis or Lion's Club, the groups were not advisory in nature but they served as a "methods" committee. There was no pretense in their main purpose; they wanted money to construct schools. If, through the same informal methods cited by those advisory committees organized to study curriculum, lay citizens in Bloomfield Hills indirectly learned important facts regarding their schools, and if these same citizens utilized these data by informing others, then one important role of any citizens' group may well be that of a methods group. (Here, again, there was a considerable reliance on the professional consultants to provide the information needed for utilization.)

#### C. Those Relating to Methods of Appraisal -

1. Evaluation (responsibility): In all three cases, lay citizens were involved in evaluation of the findings.

Throughout the process of evaluating the findings, it appears that lay citizens were merely giving sanction to the reports prepared by professional consultants. While the democratic procedure was evident, it must be obvious that a group evaluating its "own" work would tend to be charitable in its conclusions. If, however, as it has already been implied, the committees were set up as "sounding boards," then it is not at all certain that lay citizens truly evaluated the findings.

2. Evaluation (methodology): In all three cases, the findings were evaluated through discussion.

Discussion may be useful in comparing ideas or arriving at conclusions. It is not indicated in the critical aspects or the analysis that any written evaluation was actually prepared by lay citizens. If, therefore, discussion becomes the chief role

or means whereby advisory committees evaluate their findings, then the very concept "study" may be equated with discussion. Study of any problem, then, is a function where a committee acts as a "clearing house" to discuss reports, ideas, and proposals, and to arrive at some kind of conclusion.

This particular section on evaluation appears ambiguous, and it is believed that, even if a committee had a concrete purpose at the outset, it might never reach a stage advanced enough for a good evaluation - simply because there seems to have been no adequate design or machinery set up for this vital process.

3. Communication (of findings): In all three cases, the findings were mailed or distributed throughout the school systems and communities. Extensive coverage was also provided by local newspapers.

The methods of communication in the distribution of findings seem to have been better organized than methods of evaluation. If evaluation was so weak and communications so strong, one suspects that a prestige value may have been a dominant factor. If findings were eventually circulated via the press and other means, the very fact that these findings emanated from a committee composed of outstanding business men, leaders, or other influential personnel from the community, would tend to enhance the prestige and greater acceptance of the findings.

4. Utilization of Findings: There was no set pattern in the utilization of findings. For example, the findings were used as a guide for future study, as a means of reaching consensus, and as a method of getting a favorable vote in a bond campaign.

Committees utilized their findings for different purposes. In all cases, these findings are used as a preliminary step for some kind of future action, be it for continued study or a propaganda device to gain favorable reaction at the polls.

5. Number of Recommendations: The number of recommendations vary with each case; they range from 4 to 285.

The number of recommendations made seems to reflect the particular needs, purposes, interests, or pressures of the school system involved. In terms of pure number, it is interesting to note the variation of recommendations made.

However, it would be erroneous to conclude that the 4 basic recommendations developed in Connecticut are more important or valid than the aforesaid 285, or vice versa. In all cases, it seems that the original numbers may have been higher, but, through a process of "secondary" evaluation, they were reduced to what was thought to be a workable number.

6. Recommendations (areas of application): There was considerable emphasis on the "fundamentals" and subject matter in two of the cases, and these recommendations extended from grades K to 12. The case with the indirect approach stressed flexibility in the construction of new buildings.

Most of the recommendations relate to the generally accepted education values as the "3 R's," the basic skills, and citizenship. It seems that the worth of these recommendations have something to do with the process, the articulation, and the voicing of these items in a systematic way with the aura of authority around them. These same items, given expression by individuals outside of a group structure, do not have quite the same meaning or value as when they are voiced by a citizens advisory committee; opinions become transformed into sage remarks, into recommendations that are worthy of attention.

It is not known to what extent recommendations were made in light of a valid learning theory, of the evident research in growth and child development, and of the projected needs of contemporary society. If, through the process of secondary evaluation and reduction, the initial recommendations were altered or eliminated in view of the latter, then advisory committees may have exhibited considerable insight into the process of curriculum development. If, on the other hand, certain dominant pressures were exerted to influence the final nature of the recommendations, with little or no consideration of learning theories, etc., then the very existence of advisory committees in the area of curriculum development may be open to serious question.

7. Resultant Action (upon the recommendations): In two cases, many of the recommendations were of a long-range nature. However, in Detroit, most of the recommendations were approved within two years of their formulation. Since, in one case, the recommendations were used as a guide for future study, there is no evidence pertaining to the resultant action.

Time, being relative, varies according to the practicality of application. This practicality appears to be determined by the board, the superintendent, or both. Application of the findings in portions seems to be the accepted method. Further study also seems to be an important part of the process of application. The idea of further study seems to keep alive important interests, and the committee could be available in case new problems arise. It is also a form of good public relations, and enables the people in the community who "like to belong" to continue in operation.

However, once recommendations are made and are accepted as a matter of policy by the board, it may be encumbered with them. The board, in due time, must honor these recommendations or revoke them, because of a lack of funds, personnel, or inappropriateness due to changing conditions.

In Chapter IV, as in this chapter, an analysis will be made of the Farmington committee in terms of critical aspects.

## CHAPTER IV

### ANALYSIS OF THE FARMINGTON COMMITTEE IN TERMS OF CRITICAL ASPECTS

#### Background of the Committee

##### The Farmington Citizens Advisory Committee on Curriculum Development:

The history of Farmington is rich in tradition, and is one of the older communities in the state of Michigan. In fact, the first settlers arrived in 1824 to clear the dense forest and to build their log cabins.<sup>1</sup> Except for a swampy section in the northwest part of the township, there was a fine, gentle, rolling surface. Such early and energetic families as the Power's, Rush's, Smith's, Webb's, Wixom's, and Hudson's formed the nucleus of a permanent settlement.

Taking advantage of nature's gifts of excellent soil conditions, an adequate water supply, and a favorable, rhythmic climate, these stalwart settlers gave their concerted attention to the art of agriculture. Hundreds of acres were laboriously cleared for the cultivation of corn, rye, oats, wheat, etc.. In turn, the felled trees and various crops led to the construction of several saw and grist mills.

The Village of Farmington was located one and a quarter miles south of the geographic center of the township, and a stream flowed

---

<sup>1</sup>The information given for this early history of Farmington is drawn from Samuel W. Durant, et al., A History of Michigan: Oakland County, 1817-1877 (Philadelphia: L. H. Everts & Co., 1877), pp. 166-174. Michigan Historical Collections of the University of Michigan.

diagonally through the northwest quarter of the village. It was this picturesque stream that powered the Hardenberg, Shackleton, and Loveridge Mills.

During its early history, and due to the influence of Arthur Power and others, the village was known as "Quakertown," an obvious reference to the original settlers who were Quakers. There was, however, an area designated as "Farmington Center," which marked the center of the future village. Again, it was Power, with the assistance of Dr. Ezekiel Webb, who nostalgically wanted the village named after their original homes in Ontario County, New York, rather than Quakertown. Hence, the name Farmington was first applied to the much appreciated postoffice, and then it was adopted by the village; it gradually displaced Quakertown.

By the latter part of the nineteenth century, the village gradually acquired the reputation of being an outstanding agricultural community. If, during these formative years, it slumbered in the passivity of rural life, there were a number of enterprises and occupations developed as a result of persistent farming. As in most agricultural communities, there were blacksmiths, tanneries, shoemakers, coopers, carpenters, potash works, and general stores.

In this quiet setting, there was a note of comfort, a pride and passion for hard work; in brief, the cherishment of rural values. While reflecting and adopting the innovations in more efficient means of communications and transportation, the community never did industrialize, but retained its rural characteristics. Even as late as the 1940's a considerable number of farms were still in operation. However, with the advent of World War II, a drastic change occurred that

affected the very economic structure of the community (See Appendix D). With increased mobility, the property that had once been valuable for farming was now more valuable in terms of housing developments. The high cost of living, the increased cost of farm machinery, high taxes, and a diminished labor supply were important factors in causing the farmer to sell or to subdivide his property which was often to his great advantage.

The local educational system had its roots established in 1826 when Nathan Power, in old Quakertown, taught school in a log cabin situated on the bank near a creek. Being hard pressed for funds, the bounties from killing wolves provided one means of financial support. In due time, the subscription method evolved, and persisted until the general property tax and state-aid program became the important sources of public school support.

By 1944, approximately one hundred years since the origination of the first public school, there were five surrounding one-room school districts in the township area, with the original Farmington public school district which was primarily the city of Farmington. During 1944, there was a reorganization and consolidation of these five districts:

Our district, as it exists today, is roughly 36 square miles, a township area made up of the township of Farmington, and the city of Farmington, and a small portion of West Bloomfield Township. Of course, in this area, we also happen to have a couple of incorporated villages. It's rather a complicated governmental organization (See Appendix D).

Since 1945, there has been a rapid growth in the community. The general population, at the time of consolidation, was approximately 10,000. In 1950, it was 13,325, and in 1955, it was 22,000; by 1960, there were 8,700 enrolled in grades kindergarten through twelve.

Within the past fifteen years, there has been, through rather stringent zoning ordinances, a deliberate attempt to plan a well-organized suburban development. These developments have become evident in such projects as Franklin Knolls and Kendallwood. As a result:

Almost all of the homes that are now being developed in our school district are from \$20,000 (and) up in sales price, which is considerably different from what we had in the early days.

We should also point out that it is almost entirely a residential community. At the present time, about 6 per cent is commercial, leaving 94 per cent residential. Even though we are fortunate in having homes in the \$20,000-\$30,000 price bracket being built, it is very difficult to get enough dollars in taxes from residential property to finance a good educational program. This is a well-known fact to everyone.

With the improvement in the economic housing, the community has brought a different type of resident to the community. The educational background and training of the parents in our community today, would be considerably above the average in terms of years of formal education, as compared to what it was two years ago. Many young executives in the automobile industry, and other industries in the metropolitan area, have found the rolling terrain of the Farmington district a desirable place to live. As a result, we have quite high aspirations for the children of the residents who have moved to our school district. These folks are moving here because we have good schools; they are demanding that our schools continuously become better schools. This, of course, is creating serious problems in terms of the financial burdens upon the taxpayer, but, up to this point, we have had wonderful support and cooperation from our residents. (See Appendix D)

According to a recent estimate, the rate of change (in housing) for the City of Farmington was 122 per cent, a change reckoned on the period of time from the 1950 Census to this present estimate.<sup>1</sup> There is also approximately the same (124 per cent) rate of change in terms of population (from 2,325 in 1950 to 5,200 in 1957) for the City of Farmington. (See Appendix D) Since the school district serves youth

---

<sup>1</sup>Population, Housing and Economic Characteristics of the Detroit Metropolitan Area - 1957, op. cit., p. 4. The rate of change listed for Farmington Township was 91 per cent for housing.



both from the city and township at large, it may be observed that there is a considerable spread in terms of socio-economic status. The contrast is evident when one compares the older section of the city and township to the newer developments. Generally speaking, the older sections are typical of lower-middle to middle socio-economic classes, whereas the rapidly developing subdivisions are predominately upper-middle and upper. However, as is the case with other communities, this latter description is only a convenient approximation to indicate certain socio-economic factors.

While the construction of schools has been one prime goal of the Farmington Board of Education, there are other areas that the board regards as being highly important. One such area has been the encouragement and cultivation of the citizens advisory committee function. The history of this sub-committee dates from October 24, 1957. However, this original committee of eight members was composed solely of professional educators - all administrators. In an attempt to include citizens who were non-educators, an appeal was made, on December 5, 1957, to seven P.T.A. presidents:

This letter is being sent to you to advise that the Farmington Schools Citizens Advisory Committee is now meeting regularly with a citizens Chairman and a citizens Secretary. We are also soliciting more active support from each P.T.A. in the School District.

As you likely know, the sub-committees are working to provide advice to the School Board on the subjects of Sites, Building, Finance, Personnel, and Curriculum. Good progress is being made with regard to Sites and Building. Our Finance and Personnel Sub-Committees have too few active members, while the Curriculum Sub-Committee is strongly represented with professional people. Each of you is being asked to provide an additional working representative to each of

these three committees, Finance - Personnel - Curriculum.<sup>1</sup>

The response to this letter was excellent, and, by January 9, 1958, the sub-committee included twelve members, most of whom were citizens of the Farmington community.<sup>2</sup> At this meeting, the group "presented the following points to stimulate discussion and guide the group's planning":

- A. In what kind of society are we preparing children to live in?
  - 1. The trend in policy making is toward a 'grass roots' approach involving more people.
  - 2. Communities lack the technique for using 'grass roots' approach; therefore this calls for a different kind of education.
  - 3. A trend toward internationalism and a smaller world.
  - 4. Society is changing to a 'do-it-yourself' society.
  - 5. Highly mechanized society.
  
- B. What should children know to live in this society and what kind of behavior pattern should be developed?
  - 1. Citizenship: in a democracy, getting along with people is a necessary skill.
  - 2. Physically and mentally healthy individuals.
  - 3. Appreciation of family living.
  - 4. Vocational competency.
  - 5. Appreciation,
  - 6. Development of democratic discipline.
  - 7. Ability to change.
  - 8. Experiences in many fields.
  
- C. Consideration of what we know about human growth and development.
  - 1. Children develop at different rates.
  - 2. The uniqueness of the individual is the safeguard of our democracy.
  - 3. Concern over the whole child.
  - 4. There are many ways of learning.
  - 5. Psychologists say no child is stupid, but we make him so by the way learning was presented.
  - 6. Principle of involvement.
  - 7. Provide opportunities to know the people with whom we are working.

---

<sup>1</sup>Letter from A. Farley Thomson, Chairman, Citizens Advisory Committee, Farmington, Michigan, as reported in the Minutes of the Farmington Subcommittee, December 5, 1957.

<sup>2</sup>Minutes, op. cit., January 9, 1958.

- D. Consideration of where this knowledge can best be learned.
1. Community.
  2. What kind of staff can handle the type of curriculum you want?<sup>1</sup>

After considerable discussion, the total group reacted by presenting either statements of their personal opinions or topics for future study:

1. Industry feels the high school curriculum is too soft.
2. How can one keep each student working to capacity?
3. We are victims of propaganda when we hear that European schools are superior. In such schools, subject matter is learned. However, in applying this subject matter, Europeans fail, which is the reason for the mess they are in now.
4. The group was intrigued by the idea of one teacher staying with a group at the high school level for a long block of time.
5. What in the present curriculum is just busy work?
6. How to approach the problem of curriculum evaluation:
  - a. Open mindedness.
  - b. Evaluation by parents, staff, and graduates of a few years ago in answering the following:
    - 1). What did schools teach that was useful in the work-a-day world?
    - 2). What should schools have taught to better prepare a person for economic efficiency?<sup>2</sup>

The details of this particular meeting are cited because they reveal the pattern and foundation of the meetings that were to follow. For example, on March 20, 1958, the high school principal and the two counselors were asked to present the main aspects of the high school curriculum.<sup>3</sup> These main points were stressed concerning the Farmington High School curriculum:

1. Curriculum is the entire learning and teaching patterns.
2. A changing society brings about a need for a change in our curriculum.
3. Approximately 35 per cent of Farmington students go to college. An increase is expected this year (to) possibly 45 per cent.

---

<sup>1</sup>Ibid.    <sup>2</sup>Ibid.

<sup>3</sup>Minutes, op. cit., March 20, 1958.

4. Many more than 51 per cent of Farmington students take required courses for college preparatory.
5. All students are required to complete a minimum of 3 years of English, World History, American History, American Government, 2 years of physical education, 1 year of mathematics, 1 year of science, and a total of 17 units of work for graduation from high school.
6. Motivation was stressed as a real need in learning. Our community and society also play a part in motivation. It is believed that lack of motivation, lack of socialization, and lack of importance of education has an affect on dropouts . . . 33 per cent of Farmington students who started as freshmen did not graduate with the class of 1957. The N.E.A. states that 37 per cent of our high school freshmen leave before graduation.<sup>1</sup>

By June 4, 1958, the curriculum subcommittee was concerned with three general interest areas: first, to determine the future role and function of the committee itself; second, to explore the area of remedial reading; and third, to consider the possibilities of conducting a survey of high school drop-outs.<sup>2</sup> At this meeting, the subcommittee decided to do the following for each respective area:

- A. In terms of the future function and role of the committee:
  1. To make recommendations of an over-all curriculum policy.
  2. (To serve as) an agency to publicize curriculum, and
  3. To react to the other subcommittees recommendations to the (total) citizens advisory group.
- B. In terms of remedial reading:
  1. The Joplin plan could be used as an experiment by one building.
  2. Experimentation using new techniques was endorsed.
  3. Further investigation is needed. (It was suggested that one of a number of reading experts could be contacted to serve as a resource person for the subcommittee).
- C. A request for approval for conducting the survey concerning drop-outs, graduates, citizens, and administration will be presented to the board of education.<sup>3</sup>

---

<sup>1</sup> Ibid., Enumeration supplied.

<sup>2</sup> Minutes, op. cit., June 4, 1958.

<sup>3</sup> Ibid.

While there was considerable interest in a "possible follow-up" on the Joplin Plan, the idea was not pursued to its implementation in the schools.<sup>1</sup> However, on August 2, the subcommittee arranged to have the Director of Instruction - an expert in reading - of the county, provide vital information on the problems associated with the process of reading.<sup>2</sup>

Thus far, the role of the subcommittee was confined to drawing up some tentative plans for the future. The subcommittee proceeded by inviting certain key personnel to explain various aspects of the high school curriculum. By September 11, 1958, it was stated that:

There were some questions as to the committee fulfilling its accomplishments; however, it was agreed that this committee's work possibly couldn't be as concise or concrete as other committees might be. There was also a feeling that other committees have worked more directly with board of education.<sup>3</sup>

It may be noted from the above statement that the subcommittee was experiencing some impatience regarding its function and proposed projects. For example, while a rough, tentative draft of a questionnaire dealing with drop-outs had been made, it was never further developed nor mailed out, despite its approval by the superintendent and the board. At one point, it was also proposed that one of the elementary grades "where subjects as" mathematics, science, and possibly art would be taught by specialist teachers in special rooms."<sup>4</sup> Although four

<sup>1</sup>Minutes, op. cit., July 19, 1958.

<sup>2</sup>Minutes, op. cit., August 21, 1958.

<sup>3</sup>Minutes, op. cit., September 11, 1958.

<sup>4</sup>Minutes, op. cit., December 16, 1958. It should be observed that the elementary schools operated with self-contained classrooms; in contrast, the suggested experiment was a contemplated move to the platoon system.

subcommittee members were delegated to "make some inquiries to determine the feasibility of an experiment of the kind proposed," there was no further mention of what happened to this proposal.<sup>1</sup>

Hence, it was at this juncture of committee planning that this writer was asked by the (then) chairman of the subcommittee to assist the committee, and "to handle the technical end of the committee's research."<sup>2</sup> While formal approval for this involvement had been given in a previous meeting with the superintendent and the chairman, this writer was present at the December 16, 1958, meeting, and he was introduced to both the general advisory committee and the curriculum subcommittee.

In the section that follows, critical aspects of the subcommittee's structure and methods of study and appraisal will be presented, as well as the ensuing general findings and their interpretation.

---

<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

Application of Critical Aspects and Analysis  
to the Farmington Subcommittee

Critical Aspects

Analysis

A. Relating to Committee Structure and Organization:

1. Origin: Who initiated the committee?

The general advisory committee was an outgrowth of a few interested citizens who were originally concerned with the financial operation and building program of the schools.<sup>1</sup>

Once organized, five subcommittees were formed, one of which was the curriculum subcommittee.<sup>1</sup>

There is some indication here of spontaneity, and the board recognized the need for community support by giving sanction to the group.

The general committee was initiated by lay citizens, but the subcommittee on curriculum was suggested by the board of education.<sup>1</sup>

2. Membership: What was the method of joining the committee?

The subcommittee was allegedly to have been composed of "authorized representatives of local groups such as service clubs, civic associations, and professional organizations. Each P.T.A. and the teaching and administrative staffs should also be represented."<sup>1</sup>

The membership at the beginning was composed entirely of eight professional educators. However, by January 9, 1958, the membership had increased to eleven, the majority being lay citizens.

At least two groups can be identified: representatives from the P.T.A.'s and from the American Association of University Women.

While membership was originally restricted to authorized members of various groups, apparently, by April 2, 1959, the rule was relaxed, and any citizen could join if he or she were interested.<sup>2</sup>

3. Membership: What was the average number of members on a committee?

---

<sup>1</sup>Board of Education, Farmington, Michigan, Memorandum, October 24, 1957, p. 2.

<sup>2</sup>Minutes, op. cit., April 2, 1959. See also Appendix E.

Based on 20 meetings, covering the period from October 24, 1957, to March 15, 1960, the average membership was 8.8. However, a total of 59 individuals served on the subcommittee at one time or another.

There is much that is hidden in the average membership of 8.8. For example, as Table 1 indicates, there was a total of 59 members during the period of October 24, 1957 to March 15, 1960. Of these 59 members, 52.5 per cent attended no more than two meetings during the time period noted above.

TABLE 1<sup>1</sup>

TOTAL NUMBER OF MEETINGS ATTENDED BY 59 FARMINGTON SUBCOMMITTEE MEMBERS FROM OCTOBER 24, 1957 TO MARCH 15, 1960

Committee Member	Meetings Attended	Committee Member	Meetings Attended	Committee Member	Meetings Attended
1	1	21	1	41	1
2	3	22	1	42	1
3	7	23	4	43	1
4	7	24	3	44	11
5	3	25	1	45	2
6	7	26	8	46	1
7	3	27	20	47	12
8	4	28	8	48	2
9	8	29	2	49	3
10	2	30	13	50	12
11	7	31	1	51	12
12	6	32	1	52	3
13	3	33	1	53	1
14	1	34	4	44	1
15	1	35	1	55	1
16	2	36	1	56	2
17	3	37	2	57	1
18	1	38	2	58	1
19	1	39	17	59	1
20	1	40	6		

<sup>1</sup>Table 1, as well as Tables 2 and 3, were adapted from an analysis of the Farmington subcommittee Minutes, op. cit., October 24, 1957 to March 15, 1960.



4. Length of Membership: How long did they serve?

Since the inception of the subcommittee, terms of membership have varied considerably over a 2-1/2 year period.

The average length of membership for subcommittee members was 5.4 months. However, the range for length of membership varied from 1 to 20 months:

It may be observed from Figure 3 that, during the period from February 25, 1959, there were 11 meetings in 16 months; the chairmanship was held by a professional educator. However, by the twelfth meeting, on March 12, 1959, a lay citizen was elected to the chairmanship, and there were 17 meetings in 13 months.

While Table 2 clearly shows that the average attendance (11.2) is higher for the first period of 11 meetings than it is for the second period (7.2), this fact alone does not reveal the consistency of attendance. Since meetings during the first period were not as frequent as they were during the second period, the average length of membership (5.4 months) does not tell the complete story.

In Table 3, a comparison is made of the frequency of attendance for two different time periods corresponding with a professional educator as chairman (during the first period), and the lay citizen as chairman (during the second period). From this same table, it can also be noted that, during the first period, there were 35 members (81.4 per cent) who attended from 1 to 4 meetings, and 8 members (18.6 per cent) who attended 5 to 10 meetings; none attended more than 10 meetings.



TABLE 2

## NUMBER OF MEETINGS AND ATTENDANCE OF FARMINGTON SUBCOMMITTEE\*

Meeting No.	Date	Attendance	Meeting No.	Date	Attendance
1	Oct. 24, 1957	8	15	May 12, 1959	9
2	Nov. 21, 1957	7	16	June 17, 1959	6
3	Jan. 9, 1958	12	17	July 13, 1959	6
4	Mar. 20, 1958	15	18	Sept. 10, 1959	5
5	May 22, 1958	9	19	Oct. 22, 1959	8
6	June 4, 1958	13	20	Nov. 11, 1959	7
7	July 19, 1958	11	21	Dec. 7, 1959	6
8	Aug. 21, 1958	17	22	Dec. 14, 1959	7
9	Sept. 11, 1958	12	23	Jan. 4, 1960	6
10	Dec. 16, 1958	12	24	Jan. 26, 1960	9
11	Feb. 25, 1959	7	25	Feb. 2, 1960	7
12	Mar. 12, 1959	12	26	Feb. 16, 1960	5
13	April 2, 1959	6	27	Mar. 1, 1960	6
14	April 9, 1959	11	28	Mar. 15, 1960	7

TABLE 3

FREQUENCY OF ATTENDANCE FOR FARMINGTON  
SUBCOMMITTEE MEETINGS FOR TWO  
DIFFERENT PERIODS

Frequency of Meetings	Oct. 24, 1957 to Feb. 25, 1959		Feb. 25, 1959 to Mar. 15, 1960	
	Number	Per cent	Number	Per cent
1 - 2	24	55.8	12	50.0
3 - 4	11	25.6	4	16.6
5 - 6	2	4.7		
7 - 8	5	11.6	1	4.2
9 - 10	1	2.3	2	8.3
11 - 12			3	12.5
13 - 14				
15 - 16			1	4.2
17 - 18			1	4.2
19 - 20				
Total	43	100.0	24*	100.0

\*There is some overlap in attendance, because 8 members of the 59 attended during both time periods, and this fact accounts for the total of 67.

In contrast, during the second period, there were 16 members (66.6 per cent) who attended from 1 to 4 meetings, 3 (12.5 per cent) who attended from 7 to 10 meetings, and 5 (20.9 per cent) who attended 11 to 18 meetings.

5. Representation: Was representation strictly confined to lay personnel?

Professional educators were represented as well as lay citizens.<sup>1</sup>

According to Figure 3, of the 43 members who attended during the first period, 14 (36.6 per cent) were represented by professional educators, while 29 (67.4 per cent) were represented by lay citizens.

In contrast, of the 24 who attended during the second period, 5 (20.8 per cent) were represented by professional educators, while 19 (79.2 per cent) were represented by lay citizens.

6. Representation: Was representation cross-sectional in terms of socio-economic status?

Representation was mainly from the middle and upper-middle groups.

There was not a great range of difference. While representation included such professional people as engineers, accountants, lawyers, or the wives of these men, there was a conspicuous absence of those persons from lower income groups.<sup>2</sup>

7. Representation: Was representation in terms of both parents of school children and citizens who did not have children in school?

---

<sup>1</sup>Minutes, op. cit., October 24, 1959.

<sup>2</sup>See Appendix D.

Only in one instance was there evidence of parents who did not have children in school.

Representation was confined mainly to those citizens who had children in the Farmington Public Schools.

8. Representation: Was representation in terms of organizations or agencies which reach a majority of citizens?

It was stated that "this Advisory Committee should be composed of authorized representatives of local groups such as service clubs, civic associations and professional organizations. Each P.T.A. and the teaching and administrative staffs should also be represented. It is expected that each representative will reflect the thinking and desires of his group rather than his individual opinions."<sup>1</sup>

Apparently, since no attempt was made to deliberately select representatives from labor, industry, church groups, etc., the only identifiable groups represented were the American Association of University Women and the P.T.A..

B. Relating to Methods of Study:

1. Consultants: Were consultants involved?

Only one was involved.

The consultant assisted the committee from December 16, 1958 to March 15, 1960.

2. If consultants were involved, how did they become involved.

The consultant became involved in connection with his post-graduate studies at Wayne State University. In effect, the (then) chairman of the subcommittee asked this student if he would like to assist the subcommittee, and he assented.

Although it was quite by chance that this student became involved, it was stated that the subcommittee reached a point where they needed help.<sup>2</sup>

3. Consultants: Were these consultants professors, administrators, teachers or were they

---

<sup>1</sup>Memorandum, op. cit., October 24, 1957.

<sup>2</sup>See Appendix E.

from non educational fields?

During the time of his service, the consultant was a supervising (i.e. "critic") teacher.

The consultant was a professional educator.

4. Role of the Consultant: In relation to the committee, what was the role of the consultant?

It was primarily a task of obtaining pertinent data for the subcommittee. Once having obtained these data, the consultant involved the subcommittee through actual study of the information acquired through interviewing parents and teachers.

The consultant also provided resource materials (i.e., books, reports, and articles) for study and analysis by the subcommittee.

A visitation was also arranged by the consultant for subcommittee members to attend a class at Wayne State University.

The consultant attempted to implement the basic functions of the "status leader" described by Miel. (See Appendix A of this study).

If "expertness" was evident, it was in the effort of the consultant to strive for objective research methodology.

5. Conditions of Service: Were these consultants paid or did they serve gratuitously?

The consultant did not receive remuneration for his services, nor was it expected.

Motivating factors included sheer interest, fascination with the idea of advisory committees, and the desire to serve a particular community.

6. Selection of Topic: In terms of curriculum, how did study groups choose a topic for study (i.e., was it the result of pressures from a certain group or from the community)?

While there is some evidence of pressure exerted from one group in the community, the extent is not known.

Consideration for a study of the high school curriculum was

It is interesting to note that the selection of a topic was originally formulated largely by educators, who, at one time, dominated committee membership.

begun by the subcommittee on October 24, 1957.

As the meetings progressed, this interest became very pronounced. It emanated from the desire "that the purpose of this committee was not to delve into methods, but rather concentrate on a curriculum that provides for goals of high citizenship."<sup>1</sup>

As time progressed, there was a considerable shift in interest from "high citizenship" to include various aspects of subject matter, organizational patterns, and teaching methods.

7. Sources: What were the sources of information?

The main body of information was provided by the consultant via the interview method.

Another source, developed during a later phase of the study, was the questionnaire.

In addition to these, an examination of school records, and the study of various books, reports, etc., were also important sources of information.

Opinions, provided by parents and teachers in the community, comprised the exploratory data for subcommittee analysis.

The questions obtained from the aforesaid persons involved in the proportionate random sample provided the nucleus and mainspring for the Farmington study.

8. Data Collection: What instruments were used for collecting data?

Essentially, the two most important instruments were the interview method and the questionnaire.

While the interview provided exploratory data, the questionnaire was an outgrowth of the questions obtained.

9. Data Collection: Who collected the data?

The primary task of collecting data was the sole responsibility of the consultant.

The subcommittee was not involved in the collection of data.

10. Data organization and presentation: Who treated and presented these data?

The consultant, with the exception of content analysis of data derived from the questions (obtained from interviews) and the

There is no question that these data could have been organized and presented with-out the aid of the subcom-

---

<sup>1</sup>Minutes, op. cit., October 24, 1957.

unstructured responses of the questionnaire, did the majority of the work.

mittee, but one very important purpose of the consultant was to involve the subcommittee in certain phases of the study. It was hoped that, through this involvement, the subcommittee could gain a better understanding of the many ramifications of curriculum.

11. Utilization: How were these data utilized?

The questions obtained from the interviews were first typed on 3 x 5 index cards. Then, after a tentative classification into categories, these cards were submitted to the subcommittee for their inspection and analysis.<sup>1</sup> At a later date, the subcommittee, acting as a panel jury, evaluated the questions as a basis and prelude to the development of a questionnaire.<sup>2</sup>

Data from the questionnaires, particularly the unstructured responses, were analyzed by the subcommittee in terms of content analysis of various themes and categories.

It was the purpose of the consultant to acquire objective information that could be easily manipulated and analyzed by the subcommittee. In a very real sense, the consultant hoped to bridge sample opinions of the community with the opinions of the subcommittee relating to what should be the high school curriculum.

The consultant prepared a number of different "data sheets" that were utilized by subcommittee members during their process of content analysis.

C. Relating to Methods of Appraisal:

1. Evaluation: Who evaluated the findings?

During each phase of the study, both the consultant and the subcommittee jointly evaluated the findings.

Even though the evaluation process was a cooperative effort, the ultimate decision to accept or reject any findings rested with the subcommittee, the general advisory committee, and, finally, the board of education.

---

<sup>1</sup>Minutes, op. cit., February 25, 1959.

<sup>2</sup>Minutes, op. cit., April 2, 1959.



2. How were these findings evaluated?

Independently, the consultant employed the Chi square statistic to compare responses of parents, teachers, and high school graduates.

When percentage tables were developed from an analysis of the returned questionnaires, these were presented to the subcommittee.

The information compiled from the data sheets was also presented to the subcommittee, but these were the same data sheets used by the subcommittee during their work on content analysis.

In order to complete their work on content analysis, the subcommittee took six meetings, from September 10, 1959 to January 4, 1960, to complete this phase of the study.<sup>3</sup>

A quick inspection of Figure 3 will reveal that subcommittee membership was considerably sustained between the 18th and 23rd meetings, and this period of time coincides with the work that was done on content analysis.

By January 26, 1960, "work was begun on discussing each question (of the questionnaire) and its analyzed response for the purpose of making recommendations to the board of education - if such recommendations were warranted."<sup>4</sup>

3. Communication: What method was used in distribution of the findings?

After the subcommittee had summarized its preliminary findings, an oral progress report was given to the general advisory committee.<sup>1</sup>

At a later date, the chairman of the subcommittee on curriculum development "presented the report and recommendations of (the) Farmington High School curriculum for the approval of the general committee."<sup>2</sup>

All of the findings compiled by the consultant and the subcommittee were mimeographed and circulated among the committee members.

While both the consultant and the subcommittee chairman were involved in the distribution of the findings, knowledge of these findings was restricted to the subcommittee and the general

---

<sup>1</sup>Minutes, op. cit., February 11, 1960.

<sup>2</sup>Minutes, op. cit., April 7, 1960.

<sup>3</sup>Minutes, op. cit., January 4, 1960.

<sup>4</sup>Minutes, op. cit., January 26, 1960.

advisory committee. It had been stated that: "There shall be no official release of publicity regarding a report until the Advisory Committee as a whole has had at least 30 days to consider such a report and to approve it by a majority of the Advisory Committee as a whole."<sup>2</sup>

4. Utilization of Findings: How were the findings used?

Primarily, the findings were used to give the subcommittee an objective basis "to find out what the schools are doing, how these things are being done, and what are the facilities in Farmington in order to make practical recommendations."<sup>1</sup>

The subcommittee, "after extensive analyses of all available data, formulated their recommendations." In this process, they were extremely careful not "to pass judgment on whether conditions are 'good' or 'bad' or to assess blame or praise for what it finds."<sup>3</sup>

In Farmington, recommendations were made between January 26, 1960, and March 15, 1960, or between the 24th and the 28th meetings. As Figure 3 clearly indicates, during this period, there were only 3 citizens who made one appearance each; the professional educator was a teacher representative who was requested to be present for this meeting. Apparently, the 2 lay citizens were requested to attend by the subcommittee chairman.

5. Number of Recommendations: If the findings were in the form of recommendations, how many were made?

---

<sup>1</sup>Ibid., p. 3.

<sup>2</sup>Memorandum, op. cit., p. 3.

<sup>3</sup>Ibid., p. 3.

There were 17 major recommendations, but most of these recommendations were subdivided and supplemented with specific suggestions.

The recommendations were outlined and presented in mimeographed form. All members of the subcommittee, the general advisory committee, and the board of education received copies of these recommendations.<sup>3</sup>

6. Recommendations: In terms of curriculum development, to which areas did the recommendations pertain?

The 17 major recommendations were placed under five general categories:

- I. Relating to General Education, Academic and Non-academic.
- II. Relating to Counseling and Guidance.
- III. Relating to Citizenship.
- IV. Relating to Discipline.
- V. Relating to Teacher's Background and Methods.

There was considerable emphasis on subject matter, on content, but the recommendations also included other areas related to curriculum development.

7. Resultant Action: How long did it take for the final decision making body to put these recommendations into effect?

The recommendations were approved by the general citizens advisory committee, and they were then forwarded to the Farmington Board of Education.<sup>1</sup>

While the board has not officially acted on the recommendations, it is giving considerable study to the need of their implementation.<sup>2</sup>

After receiving and studying the recommendations submitted by the subcommittee, the board held a joint dinner meeting with the committee, with staff members from the senior high school, and with administrative personnel from the central office.<sup>2</sup>

The recommendations were not regarded as an advocacy for drastic changes, because it was stated that:

---

<sup>1</sup>Minutes, op. cit., May 12, 1960.

<sup>2</sup>See Appendix D.

<sup>3</sup>Minutes, op. cit., April 7, 1960. See, also, Appendix E.

"These recommendations confirmed some things that we already knew needed attention. There are many of these things; some of them had already been put into operation in the interim period, between the time the questionnaire went out and the recommendations were made."<sup>1</sup>

---

<sup>1</sup>See Appendix D.

## Findings and Interpretation From the Case Study in Farmington

It should be noted that the following information relating to the Farmington subcommittee has been derived from an examination of exactly the same critical aspects or method as was used in the previous three selected committees. The most significant findings and their interpretation which resulted from this application and comparison were:

### A. Those Relating to Committee Structure and Organization -

1. Origin: The general committee was initiated by the spontaneous efforts of lay citizens, but the subcommittee on curriculum was suggested by the board.

Apparently, the Farmington Board of Education desired and sought the opinions of lay citizens regarding curriculum matters, because this subcommittee was not initiated by citizens.

2. Membership (method of joining): Membership was ultimately open to any lay citizen.

During the early stages of the subcommittee, the board had specified that only "authorized representatives of local groups" would be eligible for membership. It seems that, because these representatives were not forthcoming, the above restriction was relaxed. However, as time progressed, it was mainly through the discretion of the subcommittee chairman that members were selected. Therefore, the role of the chairman was crucial in determining the number and types of members desired. While it is true that any interested citizen was free to join, the fact remains that very few volunteered. Hence, efforts to maintain or increase membership was left largely to the chairman, and, to a lesser extent, other subcommittee members.

3. Membership (average number): The average membership, from October 24, 1957 to March 15, 1960, was 8.8.

The average does not describe the consistency of members in attending meetings. The number of meetings attended by members may have been affected by such factors as degree of interest, available time, and priority of other commitments.

4. Membership (length of membership): Length of membership averaged 5.4 months.

The length of membership was greatly influenced by the chairman. Under the chairmanship of the lay citizen, there is evidence of a greater proportion of committee members who attended more meetings than members did during the first period; consequently, the length of membership is also proportionately greater during the second period. It is suspected that this greater holding power was due to a combination of factors namely, an increased interest in the work of the committee, and more concrete purposes.

5. Representation (extent of lay personnel): Representation included professional educators as well as lay citizens.

It is interesting to contrast the shift in representation; during the early stages, many professional educators were represented, but, under the leadership of the lay chairman, more lay citizens were represented during the second stage. The decrease in attendance, as well as fewer educators being present during the second period, may be attributed to the desire of the subcommittee to limit the membership for study purposes. Again, the influence of the chairman may be noted by the increase in the number of meetings held during the second period, and by the inverse relationship indicated between the first and second periods of representation.

6. Representation (cross-sectional): This type of representation, in terms of socio-economic status is not evident.

From its inception, the board and the superintendent desired and recognized the need for representation on a cross-sectional basis, but, nevertheless, it was the middle and upper-middle income groups that dominated committee membership.

7. Representation (parents and non-parents): Representation was confined mainly to those citizens who had children in the Farmington Public Schools.

It seems that parents with children in the Farmington public schools exhibited the greatest interest in school and community problems.

8. Representation (organizations or agencies): Organizations and agencies were not widely represented.

The policy of the Farmington Board of Education was to have subcommittee members "reflect the thinking and desires of his group rather than his individual opinions." Since the most dominant group represented was the American Association of University Women, one could assume that many of the opinions expressed by subcommittee members were also the opinions of the above association. However, such an assumption could be grossly misleading. While this group may, indeed, have definite opinions regarding various problems and issues in American Education, it is impossible to determine whether their members, within the setting of an advisory committee,

are expressing opinions of the association or whether they are merely expressing their own personal opinions.

Thus, it seems more realistic for boards of education to ask that committee members speak as individuals rather than representatives of groups. Undoubtedly, to a greater or lesser extent, the opinions of a group may influence the opinions of an individual and vice versa, but the manner in which the influence operates is a complex procedure. This influence cannot be "wished away" simply by instructing committee members to speak in one manner or another.

B. Those Relating to Methods of Study -

1. Consultants (utilization): A consultant was utilized to assist the subcommittee.

The initiative to secure a consultant was taken by the subcommittee chairman, and not the board or the superintendent.

2. Consultants (involvement): The consultant became involved by an invitation from the subcommittee chairman.

The close relationship between the citizens' advisory committee and the final decision-making body is illustrated by the fact that formal approval of the consultant was granted by the superintendent and the board.

3. Consultants (status): The consultant was a professional educator.

As noted in the majority of cases, the consultant was recruited from the professional ranks.

4. Role of the Consultant: The primary role of the consultant was to obtain data and to establish methods for the analysis of these data, both by the subcommittee and the consultant.

The major function of the consultant was to obtain data for the subcommittee.

5. Conditions of Service: The consultant assisted the subcommittee gratuitously.

It appears that one method of securing consultants or professional help gratuitously is for boards or superintendents to arrange for post-graduate students to assist committees as a part of a particular study.

6. Selection of Topic: The selection of a topic was originally formulated by the professional educators who were, at one time, committee members.

Evidently, the professional educators were aware of problems prior to their consideration and approval by other members of the subcommittee who were lay citizens.

7. Sources (of information): Via the interview method, the main source of information originated from a proportionate sample of the community.

Other lay citizens and educators in the community were also afforded the opportunity to articulate their personal opinions. These personal opinions were the main source of information for the consideration of the consultant and the subcommittee.

8. Data Collection (use of research instruments): Instruments for the collection data included the interview method and the questionnaire.

At one early stage of subcommittee history, there was evidence of a tentative plan to send out a questionnaire to Farmington High School graduates and dropouts. This plan never materialized. The consultant first employed the interview method, and the questionnaire was an outgrowth of the interview. Hence, the consultant provided the impetus for data collection in Farmington.

9. Data Collection (responsibility): Only the consultant was involved in the collection of data.

One of the chief concerns of the superintendent and the board was to ensure that every effort would be utilized on the part of the consultant to achieve objectivity, and, during the progress of the study, to avoid strife or dissension with members of the school staff, with citizens in the community, and with members of the subcommittee.

10. Data Organization and Presentation (responsibility): While it was incumbent upon the consultant to organize and present data, there is evidence to indicate that the subcommittee shared in this process.

If the consultant would have elected to organize and present data completely independent of the subcommittee, without allowing the subcommittee members to share in some phases of this process, the very worth of the committee - as a bona fide study group - would have been in serious doubt.

11. Utilization (of data): Data were utilized as a means of involving the subcommittee.

As a panel jury, the subcommittee evaluated the questions obtained by the consultant. In another situation, subcommittee members utilized data during the process of content analysis. The creation of such situations whereby a committee may utilize data for purposes of study looms as an important function for the consultant.

#### C. Those Relating to Methods of Appraisal -

1. Evaluation (responsibility): The subcommittee and the consultant jointly evaluated the findings.

Aside from the progress reports given by the consultant to the subcommittee relating to his research, no effort was made by him to prepare a written report of the findings. Anyone assisting a committee of this nature must constantly be alert to the pitfall of projecting his own educational



values upon others. Admittedly, even in the choice of his particular research methodology, the consultant, ipso facto, was conceivably guilty of this value projection. Perhaps it is impossible to reach an ideal state of pure objectivity, but, when others share in the evaluation of findings, there is less chance of subjectivism or distortion; even this qualification does not insure objectivity.

2. Evaluation (methodology): In evaluation of the findings, there was a chief reliance on content analysis and certain statistical measures, as Chi square and percentage tables.

If the consultant carefully makes the necessary preparations, a subcommittee can be of great help in the evaluation of findings. For example, if data are obtained in the form of questions, it can be the role of the subcommittee to judge their relative worth. Moreover, if a committee wishes to gain an insight into some of the dominant opinions held by other lay citizens in the community, it can group these opinions into themes and categories - in short, it can assist in the process of content analysis.

It is also suspected that a concomitant value is derived by creating a definite purpose and interest for subcommittee members.

Another concomitant value that may have been evident was the fact that, through this very process of analysis, committee members may have modified their opinions toward the curriculum. While there is some evidence that this change, indeed, occurred, its extent is unknown.

3. Communication (of findings): Findings were mimeographed and circulated among the subcommittee and general advisory committee members. This method was supplemented by oral progress reports.

The findings were initially confined to the subcommittee and the general advisory committee because of a restriction by the board. It seems wise for local boards to impose such restrictions, because it allows time for those concerned to deliberate before making their decision.

4. Utilization of Findings: The findings were used as a basis for making recommendations.

In formulating the recommendations, there was a chief reliance on the analysis of the questions obtained from interviews rather than the extremely tenuous results obtained from the questionnaires.

During this phase of subcommittee work, especially where membership is open to all, there is a danger that, citizens, never having attended previous meetings, suddenly appear for the first time to voice their opinions. Such opinions could conceivably influence the nature of the recommendations, especially if they are influential members of the community.

5. Number of Recommendations: There were a total of 17 major recommendations.

As noted above, the subcommittee spent considerable time mulling over each recommendation made. In many of these recommendations, there is evidence of these themes: "continue the good work," "continue to expand" a particular program, and "provide orientation for a certain course or program." Hence, these recommendations were not negative, but were made with constructive purposes in mind.

6. Recommendations (areas of application): The recommendations pertained to five areas which included academic and non-academic subjects, counseling and guidance, citizenship, discipline, and the background and methods of teachers.

While there was some emphasis on curriculum content, the recommendations were fairly inclusive. In fact, those relating to counseling and guidance were second only to those pertaining to content.

It should be noted that, while the consultant had prepared a lengthy introduction relating to such aspects as learning theory, the nature of the study, etc., the majority of this information was deleted on the grounds that such material would be interesting only to educators. Yet, all the recommendations were stated, revised, and written by the subcommittee. The main task of the consultant during this phase was to suggest the five general categories upon which the findings were originally based.

7. Resultant Action (upon the recommendations): While having been approved by the general citizens' advisory committee, the board has not officially acted on the recommendations.

Despite the fact that the subcommittee and the general advisory committee approved the recommendations in toto, the board wisely refrained from immediately accepting or rejecting them. Interestingly enough, during the course of subcommittee study, the board and superintendent had initiated some of the very changes recommended by the subcommittee. Whether these changes would have occurred without the aid of the subcommittee, is purely conjectural. One could also reason that the subcommittee anticipated the changes during the interim period, or that it was mere coincidence, but these, too, are matters of speculation.

## CHAPTER V

### SOME INVESTIGATORY PROCEDURES USED FOR COLLECTING DATA IN FARMINGTON

It should be observed that, in assisting the subcommittee, this writer employed special procedures for data gathering which warrant separate elaboration and explanation. Although these tools of inquiry were handled independently of the subcommittee, the assignment and role of the subcommittee in relation to the consultant was of a reciprocal nature; accordingly, this duality in roles and procedures is summarized later in this chapter.

The procedures which follow are given in the sequential order of their occurrence.

#### Proportionate Random Sampling

During November of 1958, this investigator was asked to assist the Farmington subcommittee. At that time, after discussing the proposed, exploratory interview method with the superintendent and the subcommittee, it was agreed that the interview method offered a good possibility of obtaining parental and teacher opinions. Accordingly, full permission to proceed was then granted by the latter authorities.

Since time was an important factor, it was decided that by adhering to the principles of random selection and geographic representation, a small sample would suffice. At this point, however, several difficulties should be noted.

It is indeed possible to divide a population into subgroups or various strata "each of which is relatively homogeneous in regard to the trait under consideration," and thus "reducing the error variance by sampling randomly within groups instead of from the population at large."<sup>1</sup> However, the crucial question arises: how relatively homogeneous are the groups? As Walker and Lev have stated, "A difficulty in the mathematical theory of stratified random sampling is that often the variability of the trait varies from stratum to stratum."<sup>2</sup> Yet, despite this limitation of small sample theory, the method is extensively employed in opinion polling.<sup>3</sup>

Another consideration in determining the content of a sample is geographic area. If one is to achieve a relatively unbiased sample in terms of socio-economic factors, then great care must be exercised to ensure that all sections of a community are proportionately represented. Those who are aware of this vital consideration have come to realize that:

This relatively new method of designing samples of human populations has been effectively used by government agencies in studies of unemployment, cost of living, agricultural problems and the like. It is basic to the recent construction of the Master Sample of Agriculture. The essential idea is that

---

<sup>1</sup>Helen M. Walker and Joseph Lev, "Statistical Inference" Encyclopedia of Educational Research, Rev. Ed. (New York: The Macmillan Co., 1950), p. 1288.

<sup>2</sup>Ibid.

<sup>3</sup>Doob, op. cit. For a general treatment of opinion polling, see Chapter 6, "Sampling Public Opinion." He cautions that: "The composition of a population which is being polled in the United States is not easily obtained. All reliable sources of statistical knowledge must be consulted such as the United States Census, census-like material collected by other federal and by local authorities, special studies made for research or polling purposes, etc.. Frequently reliable data of this kind are elusive or expensive. The information is lacking for a specific locality, as is often true of income data."

the entire area to be studied is divided into small sections each of which is a basic sampling unit, and certain of these area units are drawn at random to constitute a sample. Dwellings or smaller area units may be selected at random within each selected basic unit. Every individual person living in those dwellings or those areas who meets the sample specifications is then to be included in the sample of individuals.<sup>1</sup>

In order to facilitate the use of proportionate random sampling by area, a number of steps were taken.

First, during a meeting with an administrator of Farmington High School, a technique was devised for dividing the school district into quadrants.<sup>2</sup> An inspection of a Farmington map revealed a school district with boundaries that were square in shape. On this map, the unique system of indicating the geographic location of each high school pupil was accomplished by using ball-head pins of varying colors. Now the school boundaries for Farmington extended from Eight Mile Road (the south limit) to Fourteen Mile Road (the north limit), and from Inkster Road (the east limit) to Haggerty Road (the west limit).<sup>3</sup>

Second, in order to determine the areas, an analysis and actual count of the pins was made from the map.<sup>4</sup> It was discovered that the largest cluster of students resided in an area north of Ten Mile Road

<sup>1</sup>Walker and Lev, op. cit., p. 1288.

<sup>2</sup>Interview with Harold Humble, Assistant Principal, Farmington High School, December 17, 1958.

<sup>3</sup>Information from Gerald Harrison, Superintendent of Farmington Schools. A map supplied by Thompson Brown Co., land developers, of 19426 Grand River, Detroit, Mich., was indispensable.

<sup>4</sup>As of December 17, 1958, the high school enrollment was 853.

and east of Farmington Road.<sup>1</sup> This northeast quadrant was designated as Area 1, with a total of 302 pupils. The least number of pupils lived north of Ten Mile and west of Farmington Road; this northwest quadrant, having 142 pupils, was termed Area 2. It should be evident that Farmington Road served as the east-west dividing line, but, it "jogs" south of the Ten Mile Road; from this point south to Eight Mile Road, Powers Road is the dividing line. Thus, Area 3 was south of Ten Mile and west of Powers Road (213 pupils), while Area 4 was south of Ten Mile and east of Powers Road (196 pupils). In this manner, the four quadrants were established. Figure 4 gives a graphic illustration of the proportionate random sample by areas. It can readily be noted that 52.05 per cent of the high school students live north of the Ten Mile Road, while 47.95 per cent live south of this point.

Third, since it was decided to interview the parents of 30 unit dwellings, it was necessary to determine where these units were located.<sup>2</sup> The unit dwellings ultimately selected are shown in Figure 5. The names and addresses of these students were compiled by the school administrative staff. According to their addresses, these names

---

<sup>1</sup>Generally, the homes north of Ten Mile are relatively new, having been constructed within the last ten years. The northeast quadrant borders on the community of Franklin Hills, while the northwest quadrant is composed of the Kendallwood Subdivisions. Conversely, those homes south of Ten Mile Road represent the "older" Farmington, and includes the city itself, as distinct from Farmington Township.

<sup>2</sup>These 30 unit dwellings should be regarded strictly as a pilot study. The author was aware of the fact that there are ways of acquiring scientific data; however, this was not the problem. More important were the problems associated with the lack of time, lack of staff, and lack of money. Most important was the problem of "moving the committee along" in their efforts to study the curriculum. Nevertheless, the "N" or sample size needs further investigation.

FIGURE 4  
 PROPORTIONATE RANDOM SAMPLING  
 AND DISTRIBUTION OF STUDENTS BY  
 AREA

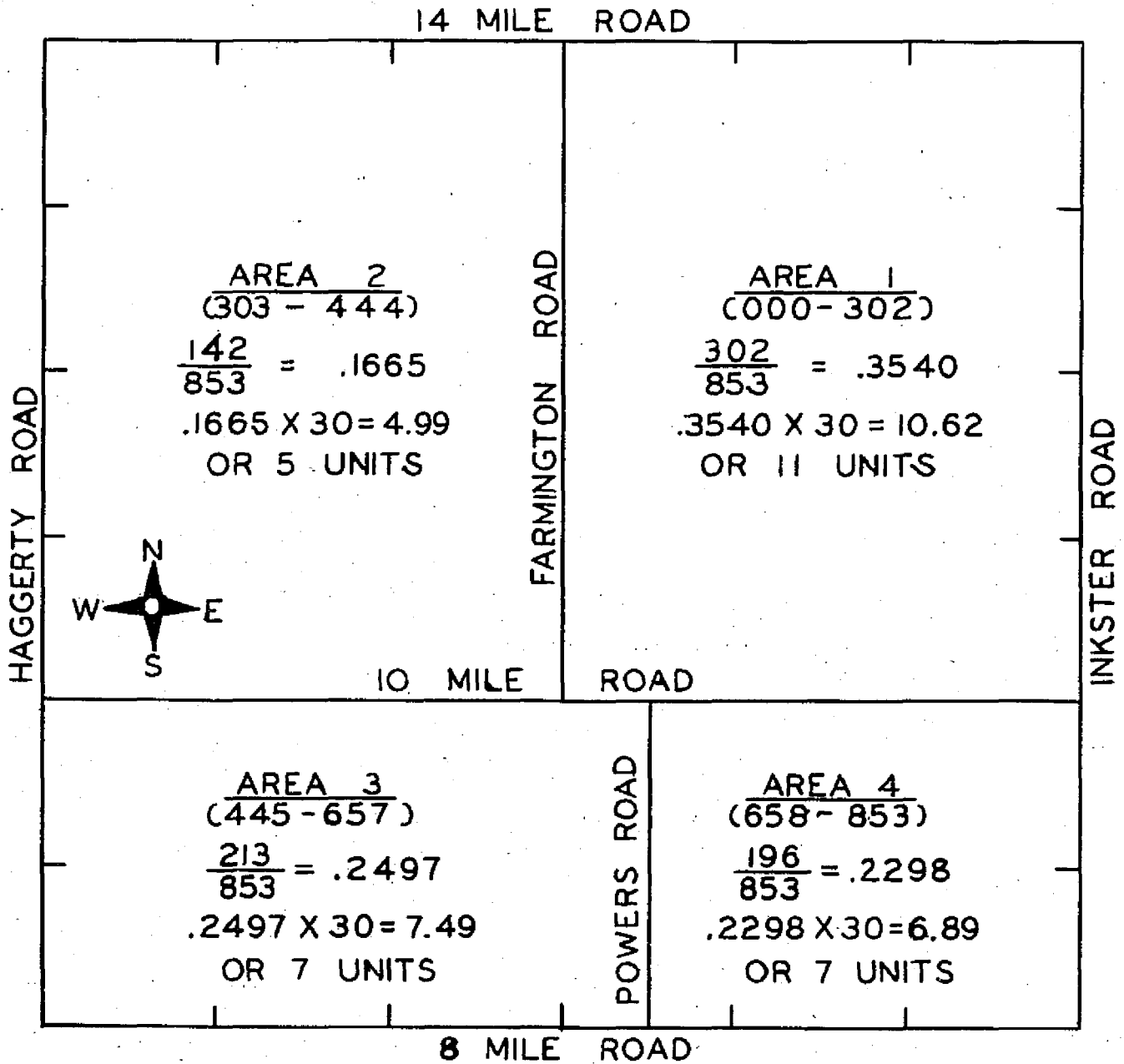
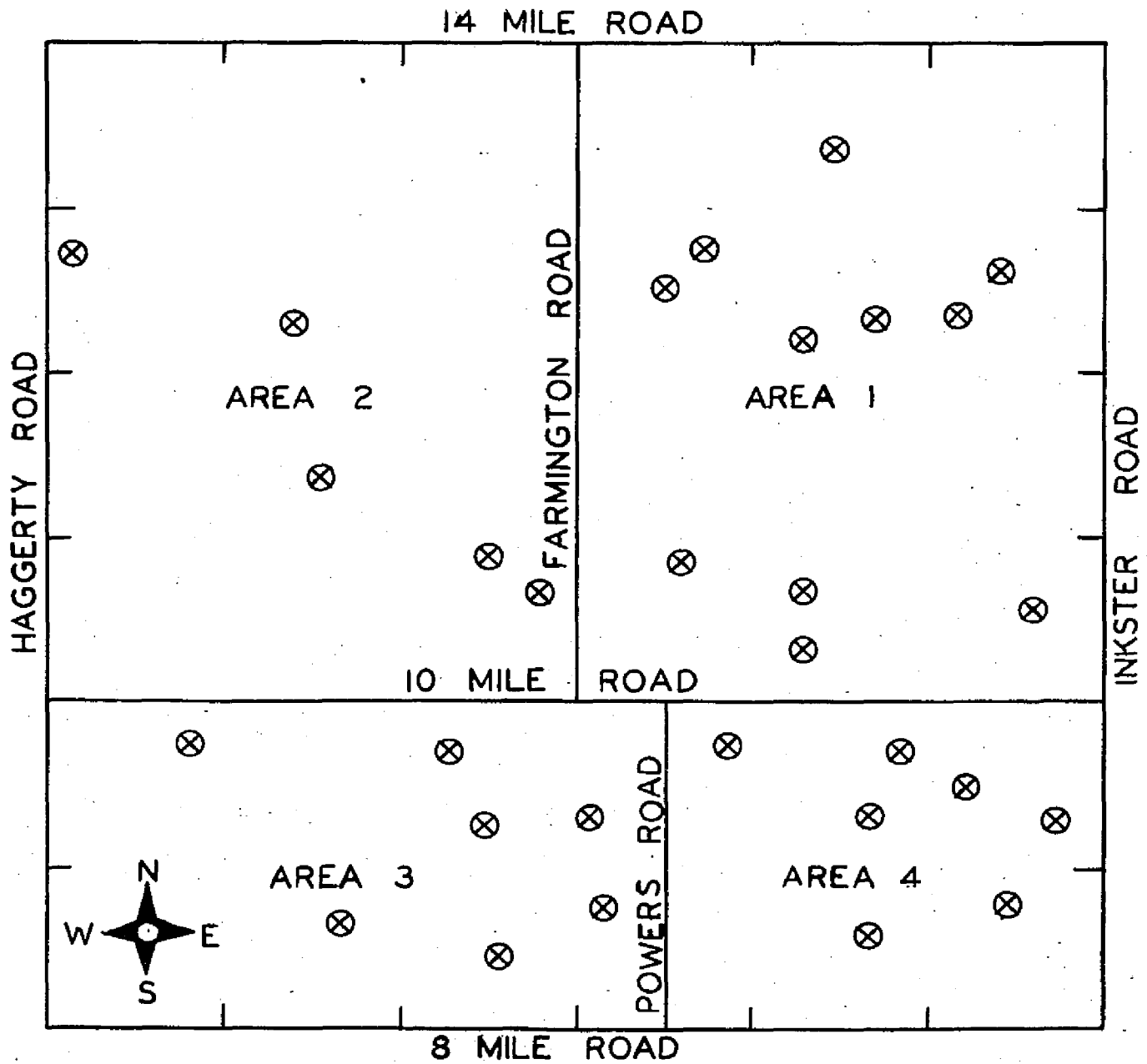


FIGURE 5

ACTUAL GEOGRAPHIC DISTRIBUTION  
OF UNIT DWELLINGS VIA  
PROPORTIONATE RANDOM SAMPLING



THE CIRCLED X MARKS THE LOCATION. SCALE: 1" = 1 MILE.



were sorted into the previously established geographic areas. Random numbers were then assigned to the names in each appropriate area:<sup>1</sup>

Area 1 - 000 to 302	(302 students)
Area 2 - 303 to 444	(142 students)
Area 3 - 445 to 657	(213 students)
Area 4 - 658 to 853	(196 students)
	(853 total students)

Fourth, in order to determine the sample size of each area from the total of 30 dwelling units to be interviewed, the method of ratio and proportion was utilized. If, for example, there were 302 students included in Area 1, this number would be expressed as the fraction 302 over 853, or .3540 of the total 853. The proportion .3540 of 30 equals 10.62 and rounding off to ones, it is found, therefore, that 11 units were needed. This same procedure was employed to find the units needed for Areas 2, 3, and 4.

Finally, in order to determine which parents would be interviewed, a relatively pure-chance method was utilized for selecting the random numbers assigned to students. In effect, the numbers 1, 2, 3, 4, 5, 6, 6, 7, 8, 9 and 0 were written on a slip of paper, folded, and then dropped into a bowl. It was decided that, whatever number was drawn, this number would be the standard for selecting the necessary 30 random numbers. After considerable shuffling of these numbers, one was picked - the number 3. However, the place value of this 3 was unknown, so, after writing one, tens, and hundreds on three slips of paper, the latter process was repeated. Since the "one's slip" was drawn, those random numbers that had a 3 in the one's place would be eligible for selection. Reference was made to the list of random numbers for the

---

<sup>1</sup>Wilfred J. Dixon and Frank J. Massey, Introduction to Statistical Analysis (New York: McGraw-Hill Book Co., Inc., 1957), pp. 452-461.

purpose of selection. For example, in Area 1, it had been determined that 11 units would be needed; therefore, the first 11 random numbers that had a 3 in one's place were selected. The same procedure was used for the other areas. For the purpose of illustration, some of these numbers are presented in tabular form below (note that each boxed number represents a selection):

Area 1 (000-302)	Area 2 (303-444)	Area 3 (445-657)	Area 4 (658-853)
005	369	<u>483</u>	692
195	346	657	809
186	<u>333</u>	601	797
116	374	529	740
226	390	509	690
190	<u>413</u>	507	697
079	340	572	<u>733</u>
201	398	499	811
050	361	631	844
<u>243</u>	419	588	790
...	...	...	...
...	...	...	...
etc.	etc.	etc.	etc.
to	to	to	to
11 units	5 units	7 units	7 units

As an additional feature of the pilot study, the selection of five teachers to be interviewed was handled in a somewhat different manner. With the suggestions of the subcommittee and the high school administration, teachers were selected on the basis of their areas of concentration, and years of teaching experience. It was believed that these selections would reflect a cross-representation of the high school staff, as well as a considerable range in terms of teaching

experience.<sup>1</sup> The details of these selections are indicated below.

Area of Concentration	Years of Teaching Experience	Sex
1. Home Economics	1	Female
2. English and Foreign Language	3	Female
3. Mathematics	5	Male
4. Counseling	11	Male
5. Social Studies	14	Male

#### Arrangement of the Interview Schedule

Having determined the selection of unit dwellings and teachers to be interviewed, preparations were made for the actual home interviews. In order to give some kind of advance notice to the community, and thus pave the way for an understanding of the purpose involved, the chairman of the subcommittee wrote a letter to the local newspaper. These excerpts illustrate the nature of the published article entitled "Seek Opinions on Curriculum":

A special survey of the Farmington School District will be started shortly in an effort to obtain a wider representation of opinions from Farmington citizens and parents on the courses of study offered at Farmington High School . . . The survey is being made in conjunction with a long-range project undertaken by the curriculum subcommittee of the School Citizens Advisory Committee over a year ago . . .

Farrah will contact both parents of students attending Farmington High and other groups of citizens from all areas of the district in order to obtain a representative sample of opinions on courses being taught at the high school level here, an official release from the subcommittee disclosed.

'It is the sincere hope of the subcommittee that parents and citizens who are approached by Mr. Farrah will help him in every manner possible to complete his study as quickly and efficiently as possible,' the release continued..<sup>2</sup>

<sup>1</sup>Letter from Harold Humble, Assistant Principal, Farmington High School, December 19, 1958.

<sup>2</sup>Published in the Farmington Enterprise, December 11, 1958, p. 1.

The preliminary contacts with the parents and teachers to be interviewed were made by telephone. Interview appointments were made by using the following introductory remarks:

Hello! My name is George Farrah. I am the person who is conducting a survey for the Citizens Advisory Committee of Farmington, Michigan.

This study was announced in the "Farmington Enterprise"; perhaps you saw it.

Your name was picked by chance, and, in order to improve the high school curriculum, it is important that you give your opinions.

Anyway, I should like to arrange for a short interview with you. There is nothing to answer. As a matter of fact, I would like you to think of some questions that should be asked in a survey of the high school program. You may ask any questions that you think are important.

When would be the most convenient time for an interview?

It is both amusing and worthy to note some of the reactions given by parents upon being contacted by phone. One remarked, "Are you sure this isn't some kind of gimmick to get me to buy books?" Another exclaimed, "Do you mean to say that I'll really have the opportunity to give my opinions about the school?" A few were completely negative and refused to be interviewed.<sup>1</sup> There was, inherent in many of the comments, the general suspicion one would expect to find when another receives a telephone call from a virtual stranger. Moreover, it was difficult for most of these parents to believe that someone was going to interview them free of charge, with nothing to sell, and with absolutely no strings attached!

On the other hand, the five teachers had been previously asked by their assistant principal whether they would be willing to be

---

<sup>1</sup> Of the original 30 selected, 5 refused in Area 1, 4 refused in Area 3, and 2 refused in Area 4. Therefore, 11 more had to be selected from each of the latter areas according to the method elaborated upon earlier (see page 119 of this study).

interviewed, and had assented prior to being telephoned. Thus, when they were called, it was simply a matter of arranging for a convenient time, rather than attempting to break down resistance to the idea of being interviewed.

The interview schedule given below provides some pertinent information concerning the actual 30 parents and 5 teachers interviewed in the pilot study from December 21, 1958, to March 28, 1959.

Area Code No. or Teacher	Date Interviewed	Area Code No. or Teacher	Date Interviewed
Teacher 1	December 21, 1958	Teacher 5	March 17, 1959
Teacher 2	December 28, 1958	783	March 17, 1959
Teacher 3	December 28, 1958	333	March 21, 1959
Teacher 4	December 28, 1958	743	March 21, 1959
513	February 14, 1959	183	March 22, 1959
613	February 14, 1959	833	March 23, 1959
023	February 14, 1959	703	March 23, 1959
483	February 14, 1959	223	March 23, 1959
413	March 7, 1959	033	March 24, 1959
423	March 7, 1959	133	March 25, 1959
563	March 9, 1959	173	March 25, 1959
643	March 9, 1959	243	March 25, 1959
063	March 9, 1959	573	March 28, 1959
343	March 14, 1959	763	March 28, 1959
363	March 14, 1959	463	March 28, 1959
683	March 14, 1959	293	March 28, 1959
803	March 14, 1959	283	March 28, 1959
143	March 14, 1959		

#### The Interview Method

The essential features of the interview method was that it was unstructured and "open-ended." Parents were not required to "answer" anything, such as a prepared form or questionnaire; in fact, communications from them were entirely oral. The aim and hope of this type of interview was that, being in their own homes, parents would feel relaxed, and more prone to express their opinions than in a formalized situation. There may be some novelty in the idea of an educator interviewing

parents in their own homes, especially when he is not a member of the school staff; moreover, when educators do make home visits, it is usually for the purpose of guidance. Nevertheless, a significant cue was gained from an analysis of the "Unmet Needs" method:

The heart of the whole project is to be found in the discussion groups. Here groups of ten or twelve laymen and staff members meet under a trained and competent leader. The chairman makes sure that each person writes on his 5 x 8 card what he wants to talk about and then has the opportunity to talk about the problems in the school system that bother him.<sup>1</sup>

With some modification, a variation of the "Unmet Needs" method was employed. The idea was quite simple: all that parents had to do was to think up questions - and then ask them! Obviously, before actually visiting a home for the interview, some communication had already occurred via telephone. Once in the privacy of the home, and subsequent to the usual cordial greetings, the interviewer would ask: "What important questions would you ask about the high school curriculum?".

As each question was asked, the investigator wrote the response, verbatim, on a data sheet. If a long silence ensued - as it often did - and the interview lagged, impetus was afforded by shifting the question to: "In general, if you were the superintendent in Farmington, what questions would you ask about the high school curriculum?" Whether or not parents could actually "project themselves" into the role of superintendent was not the point; rather, and more important to the inquiry was that, through indirection, the yield of questions could be increased.

Perhaps, in some minds, the latter interview method does not

---

<sup>1</sup>Public Action for Powerful Schools, Metropolitan School Study Council, Research Studies, No. 3. (New York: Bureau of Publications, Teachers College, Columbia University, 1949) P. 35. The underlining in the last sentence does not appear in the original; it is used here for emphasis.

represent the highest type of scientific interview technique, but it did provide an atmosphere for the expression of parental opinion framed in the form of questions - often denied on the grounds of ignorance! Since objectivity was a prime goal, the unstructured nature of the interview limited greatly the chances of the investigator to interject his own personal opinions.

The 35 interviews, begun on December 21, 1958, were completed by March 28, 1959 - a span of just over 3 months. There was, during the latter period, considerable pressure put on the investigator to "come up with his findings." In order to allay any feelings of anxiety concerned with this exploratory phase of the investigation, a progress report was given to the subcommittee on February 25, 1959. According to a record of the minutes, it was stated that:

Mr. Farrah was then asked to report on his survey of parents' and teachers' opinions regarding the type of questions which should be asked in the coming months of extended survey of opinions regarding the Farmington School curriculum. Mr. Farrah will continue his preparatory survey. So far, he has found that the questions originally proposed for the final survey seem to be echoed in the questions that his sampling of teachers and parents have asked.<sup>1</sup>

Shortly after this progress report, another news release kept the community informed that:

At a recent meeting the Subcommittee on Curriculum of the Citizens Advisory Committee of the Farmington School District heard a progress report from George Farrah concerning his interviews with parents and teachers regarding curriculum in the Farmington Public School System.

It was learned that his interview schedule is approximately half completed. Adverse weather conditions have hampered his efforts . . .

Farrah told the subcommittee of the 'fine community spirit and splendid cooperation' that he experienced during the course

---

<sup>1</sup>Minutes of the Farmington Subcommittee on Curriculum Development, February 25, 1959.

of his interviews. The idea of this kind of survey was enthusiastically received by those interviewed, he said . . .

During the next two weeks the remaining parents on the interview schedule will be contacted.<sup>1</sup>

#### Recording and Coding the Responses Obtained Through Interviews

Upon completion of the interviews, the task began of converting the raw data (i.e., namely, the questions submitted by parents and teachers) into a manageable form for analysis. Of the 241 questions obtained, 192 were asked by parents and 49 by teachers.

Each question was typed on an individual 3" x 5" index card, making the obvious total of 241 cards which now could be easily manipulated. After considerable scanning, shuffling, and content analysis, six general themes emerged of questions that pertained to:

1. General Education; Academic and Non-Academic
2. Guidance and Counseling Relating to Subject Matter and Problem Areas
3. Training for Citizenship
4. Discipline
5. Teachers
6. Administrative Practices

The cards were then divided into these six categories. Each pack was carefully scrutinized, and further subdivided. It was now possible to formulate appropriate themes and categories, each coded for future analysis. This method of coding themes and categories is given below.

---

<sup>1</sup>Excerpts from an article, "Area Curriculum Survey to Be Completed Soon," The Farmington Enterprise, March 12, 1959.



## Method of Coding Categories

Themes	Category Code
General Education, Academic and Non-academic: . . . . .	A
Reading Efficiency and Study Skills . . . . .	A 1
Math, Foreign Language, Science, Social Studies, and English . . . . .	A 2
Commercial and Vocational Education . . . . .	A 3
Health and Physical Education . . . . .	A 4
Guidance and Counseling Related to Subject Matter and Problem Areas: . . . . .	B
Related to Individual Differences . . . . .	B 1
Related to Measurement and Evaluation . . . . .	B 2
Related to Ability Grouping . . . . .	B 3
Training for Citizenship. . . . .	C
Discipline. . . . .	D
Concerning Teachers: . . . . .	E
Qualifications and Experience . . . . .	E 1
Methods . . . . .	E 2
Administrative Practices: . . . . .	F
With Teachers . . . . .	F 1
With Parents. . . . .	F 2
With Students . . . . .	F 3

It is interesting to compare the basis of the above themes with those developed by Dr. James B. Conant in his study of the comprehensive<sup>1</sup> high school. The basis for his "criteria" is stated as follows:

After visiting a number of schools, with the assistance of my staff I drew up a tentative list of criteria which would be useful in passing judgment on whether or not a given school was performing satisfactorily the three main functions of a comprehensive high school. In addition, I noted several features of school organization, the absence or presence of which seemed to me significant. A tentative list thus prepared was subjected to scrutiny by a number of experienced public school administrators, who made certain suggestions for improvement.<sup>2</sup>

While there was a remarkable parallel of the categories which emerged from the interview data and that developed by Dr. Conant, the point of departure concerns the ultimate use of his criteria. For Dr. Conant, it was to pass judgment; in the Farmington study, the investi-

---

<sup>1</sup>James Bryant Conant, The American High School Today (New York: McGraw - Hill Book Co., Inc., 1959), pp. 18-19.

<sup>2</sup>Ibid.

gator employed the list as an operational tool, but definitely not to pass judgment. As a matter of fact, this list provided a useful modus operandi throughout all phases of the investigation - with and without the aid of the subcommittee.

Therefore, this list served as a coding system for the questions obtained from the interviews. On the reverse of each 3" x 5" index card, such information as the random number (this gave the area source), whether it was a parent or teacher asking the question, and the category to which the question, (appearing on the front side) belonged. It was thus possible to sort by areas, by parents or teachers, and by categories. (This method of coding is shown below).

243	P or T
(the area source)	(parent or teacher)
(the card number)	(the category)
16	A

#### The Assignment and Role of the Subcommittee in Relation to the Consultant

In the pages preceding this section, considerable detail has been given to indicate, as it were, how the investigator "set the stage" for the study in Farmington. It should be apparent that there was a certain duality in the approaches taken by the subcommittee and the consultant.

It is important to observe that both of the latter were

involved in the general phases that follow:

1. Securing data; the exploratory phase.
2. Interpreting data; the exploratory phase.
3. Constructing and administering the questionnaire; the intermediate phase.
4. Interpreting and evaluating the results of the questionnaire; the intermediate phase.
5. An appraisal of the findings; the final phase.

The procedures listed below illustrate the coordinated, complementary roles of the subcommittee and the consultant from the initial to the final phase:

1. Securing data: the exploratory phase (December, 1958, to March, 1959).

The Consultant

- Method of selecting the proportionate random sample.
- Arrangement of the interview schedule.
- Conducting the interviews with parents and teachers.

The Subcommittee

- Making arrangements with the school for name lists; and providing suggestions for the selection of teachers to be interviewed.
- Obtaining approval for conducting the interviews. Providing publicity through the local newspaper in order to introduce the method.
- Providing publicity through the local newspaper in order to keep the community informed of the progress made.

\* \* \* \* \*

2. Interpreting data; the exploratory phase (March, 1959, to April, 1959).

- Method of transferring questions from interview data sheets to 3" x 5" cards.
- Simple scan interpretation of questions.
- A search for general themes and the establishment of appropriate categories.

- General analysis and discussion of the 241 cards submitted by the consultant.
- Analysis of the themes, categories, and coding submitted by the consultant; the addition, deletion, and modification of categories.

-Method of coding the 3" x 5" cards.

-Short written interpretation of the data.

-The establishment of various themes for the aforesaid categories.

-Presentation of the latter steps to the subcommittee.

-Making a progress report to the general advisory committee.

-Planning for the next phase of the investigation.

\* \* \* \* \*

3. Constructing and administering the questionnaire; the intermediate phase (April, 1959, to July, 1959).

-The establishment of quotas for selection of questions to be used in the questionnaire.

-Decision made to employ the questions obtained via interviews as a basis for the construction of a questionnaire.

-The presentation of questions to the subcommittee.

-As a "panel jury", the subcommittee appraised and selected questions to be used as a basis for the construction of a questionnaire.

-Subsequent to the selection of questions by the subcommittee, an initial draft was made.

-Evaluation of the initial draft.

-This questionnaire was then presented to the subcommittee for re-evaluation.

-Re-evaluation and further suggestions made of the revised questionnaire.

-After re-evaluation, the questionnaire was re-edited and again submitted to the subcommittee.

-Presentation of the final draft to the general advisory committee for approval and request that:

-1000 of these questionnaires be printed and mailed to former Farmington graduates, teachers, a sampling of parents, and dropouts.

Funds be provided by the board of education for the

printing and distribution  
of the questionnaires.

-With eventual approval by the  
general advisory committee,  
the superintendent, and the  
board of education, the sub-  
committee:

-Arranged for the printing  
of 1,000 questionnaires.

-Developed a mailing list  
from the school records.

-Addressed the envelopes.

-Coded the questionnaires.

-Wrote and mimeographed  
letters to accompany the  
questionnaires.

-Mailed the questionnaires.

\* \* \* \* \*

4. Interpreting and evaluating the results of the questionnaire; the  
intermediate phase (September, 1959, to January, 1960).

-Compilation of the raw data of  
structured questions into per-  
centage tables.

-The typing of unstructured re-  
sponses for the purpose of  
subsequent consideration by  
the subcommittee.

-Presentation of the latter  
steps to the subcommittee.

-Review and discussion of the  
percentage tables.

-The categorizing, by thematic  
analysis, of unstructured  
responses.

-Comparisons, via ratio and  
proportion, of the themes  
inherent in responses of un-  
structured questions.

\* \* \* \* \*

5. An appraisal of the findings; the final phase (January, 1960, to  
August, 1960).

-Coding responses of the last  
question of the questionnaire.

-A direct comparison of the  
last question of the question-  
naire sent to students was

-Based on interviews, ques-  
tionnaires, and other mater-  
ials, recommendations were  
made.

-Invited the consultant to  
present a final report to the  
general advisory committee

made with the responses of parents and teachers obtained during interviewing. This comparison could be significant because the question, itself, was of the same type asked of parents and teachers, and the responses of students were coded in exactly the same manner. Since these data are non-parametric in nature, the Chi square statistic was employed to test the homogeneity and possible differences in the yield of questions provided by the three sources. The assumption, of course, is that the yield will be of sufficient proportion so as not to violate the theoretical frequencies necessary within the framework of Chi square.

- The presentation of resource materials to aid in curriculum trend studies.
- Inviting subcommittee personnel to class at Wayne State University as members of a panel discussion.
- Presentation of the findings to the subcommittee and general advisory committee.
- Arranged a taped interview at an informal picnic with the subcommittee acting as a panel for a final evaluation.
- Arranged a taped interview with the superintendent for his reactions to the work of the subcommittee.

regarding the purposes, methodology, etc., of the study.

- Forwarded their recommendations for approval to the general advisory committee.
- Met with the Board of Education and the Superintendent at an informal dinner gathering in order to discuss the recommendations.
- The subcommittee met at an informal picnic for the purpose of a final evaluation.

## CHAPTER VI

### PRESENTATION AND ANALYSES OF DATA OBTAINED IN FARMINGTON

#### Presentation of Data

The data collected in Farmington originated from three major sources: First, data were obtained from the interviews of parents and teachers. Second, data were obtained from the subcommittee in their role as a "Panel Jury," which was a necessary prelude to the development of the questionnaire. Third, data were obtained from former Farmington High School graduates and dropouts via the aforesaid questionnaire. Accordingly, in the pages that follow, these data, from each of the three sources, are presented in the sequence of their occurrence. Statistical procedures are then employed to test their significance.

Data Obtained From the Interviews of Parents and Teachers: A tabulation of the number of questions obtained from parents and teachers reveals a total of 241. Of these 241 questions, 192 (79.7 per cent) were given by parents selected in the proportionate random sample of 30 dwelling units; the remaining 49 (20.3 per cent) questions were given by the 5 teachers selected by the administrative staff of Farmington High School.

Both Tables 4 and 5 provide information regarding the distribution of these 241 questions obtained from parents and teachers. In Table 4, reference is made to the individual yield from each of the

four geographic areas, which accounts for the total of 192 questions obtained from parents. In Table 5, the distribution of the combined total of 241 questions from both parents and teachers, with coded categories, is indicated.

TABLE 4

DISTRIBUTION OF 192 QUESTIONS BY INDIVIDUAL  
YIELD ACCORDING TO GEOGRAPHIC AREA

	Area 1		Area 2		Area 3		Area 4	
	Source	Yield	Source	Yield	Source	Yield	Source	Yield
	023	7	333	8	463	3	683	8
	033	12	343	6	483	9	703	9
	063	7	363	7	513	6	743	4
	133	3	413	5	563	8	763	4
	143	8	423	4	573	8	783	7
	173	1			613	4	803	8
	183	7			643	4	833	5
	223	3						
	243	13						
	283	6						
	293	7						
Total Yield		75		30		42		45
Average Yield Per Area		6.8		6.0		6.0		6.4
Range Per Area		1-13		4-8		3-9		4-9
Average For All Areas		6.4						



TABLE 5

## DISTRIBUTION OF 241 QUESTIONS OBTAINED FROM PARENTS AND TEACHERS

Code	Categories	Parents		Teachers		Combined Total Number
		Number	Per <sup>1</sup> Cent	Number	Per <sup>2</sup> Cent	
A	General Education, Academic and Non- Academic					
A 1	Reading Efficiency and Study Skills	22		1		23
A 2	Math, Foreign Languages Science, Social Studies, and English	17		2		19
A 3	Commercial and Vocational Education	21		0		21
A 4	Health and Physical Education	13		2		15
	Sub-total	73	38.0	5	10.2	78
B	Guidance and Counseling Related to Subject Matter and Problem Areas	20		1		21
B 1	Related to Individual Differences	8		5		13
B 2	Related to Measurement and Evaluation	13		5		18
B 3	Related to Ability Grouping	6		0		6
	Sub-total	47	24.5	11	22.4	58
C	Training for Citizenship	12	6.3	9	18.4	21
D	Discipline	19	9.9	4	8.2	23
E	Concerning Teachers:					
E 1	Qualifications and Experience	5		1		6
E 2	Methods	18		2		20
	Sub-total	23	11.9	3	6.1	26
F	Administrative Practices:					
F 1	With Teachers	4		11		15
F 2	With Parents	7		6		13
F 3	With Students	7		0		7
	Sub-total	18	9.4	17	34.7	35
	Total	192	100.0	49	100.0	241

<sup>1</sup>Based on 192.    <sup>2</sup>Based on 49.

The actual questions, under each appropriate category, are presented below; also included are the random numbers (i.e., the area source), and whether the question was asked by a parent (i.e., "P") or a teacher (i.e., "T"). In each instance, the question is presented verbatim, precisely as it was given by the parent or the teacher.

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
<u>Category A Questions: General Education, Academic and Non-Academic -</u>			
Al	1. What can be done to teach the student to study more effectively at the high school level?	T	2 <sup>1</sup>
Al	2. What can the schools do to help students do research and work on their own?	P	783
Al	3. How much time do students study in school?	P	703
Al	4. How can they provide more time for students to study in school?	P	703
Al	5. Are they providing enough homework?	P	833
Al	6. When are students doing their studying?	P	833
Al	7. Is it taken for granted that youngsters coming into the high school are good readers?	P	513
Al	8. How can the high school develop a reading program for the average reader?	P	513
Al	9. Why don't they put more emphasis on reading for all?	P	463
Al	10. Do youngsters in high school realize the need and importance of reading?	P	513
Al	11. If youngsters have problems in reading, are they aware of the fact?	P	513
Al	12. Should proper study habits be developed at the beginning of high school?	P	413

<sup>1</sup>Since five teachers were involved, the number denotes the particular teacher, rather than a random number.

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
A1	13. Why can't teachers plan homework so that the students won't be loaded down (especially so for the average student)?	P	423
A1	14. Are students applying themselves in school in terms of study methods?	P	363
A1	15. Do they teach students how to study?	P	343
A1	16. Are they stressing proper study habits?	P	363
A1	17. Are the study hall hours as effective as they were designed to be?	P	243
A1	18. Why can't a reading class be provided for those who need it?	P	033
A1	19. Why can't more teachers give directed home study (i.e., specific questions to answer)?	P	683
A1	20. How can you give help to the poorer readers?	P	783
A1	21. Should there be more homework?	P	783
A1	22. Are they putting enough emphasis on reading?	P	743
A1	23. How can we teach them to read better?	P	803
<u>Category A2 Questions: Reading Efficiency and Study Skills -</u>			
A2	1. Is it a well-rounded curriculum?	T	4
A2	2. Are we placing too much emphasis on science?	T	2
A2	3. Why can't spelling be stressed on the high school level?	P	803
A2	4. Do they spend enough energy and time on math, spelling, history, and geography?	P	703
A2	5. Are youngsters given enough of the fundamentals of higher math to enable them to succeed later in college?	P	613
A2	6. Is there enough emphasis put on foreign languages?	P	413

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
A2	7. Should there be more emphasis on grammatical structure and composition in English in preparation for business practice?	P	363
A2	8. Why can't they stress conversation in the teaching of languages?	P	363
A2	9. Should more emphasis be placed on science education?	P	363
A2	10. Why aren't foreign languages started in the sixth grade?	P	333
A2	11. Why must all students go to art when they don't have the same common interest or ability?	P	333
A2	12. Why isn't more math required?	P	333
A2	13. Are children given enough of foreign languages?	P	023
A2	14. Why can't the higher mathematics courses follow one another (i.e., one must wait a year after taking algebra to take higher algebra)?	P	223
A2	15. How much value is there in making a child take a course in preparation for a more difficult course (i.e., taking math before algebra, and English before Spanish)?	P	063
A2	16. Are the required courses sufficient to enable the student to meet the demands after graduation?	P	243
A2	17. Is there any way to provide background for a child who misses any part of a particular course?	P	143
A2	18. Why isn't there more emphasis on science and chemistry?	P	173
A2	19. How much emphasis do they put on handwriting?	P	133

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
<u>Category A3 Questions: Commercial and Vocational Education -</u>			
A3	1. Why aren't students given more practical experiences in auto mechanic courses (i.e., too much emphasis on oral work)?	P	763
A3	2. Why don't they have a course in auto mechanics?	P	833
A3	3. How worthwhile are the shop courses?	P	683
A3	4. What makes a good class size in wood-making?	P	763
A3	5. Why isn't a student taught to handle small pieces of wood in woodmaking?	P	763
A3	6. Why aren't the home economics courses more challenging on an advanced level (i.e., beginning at the eleventh grade)?	P	483
A3	7. Why are not trades taught (i.e., everyone does not go to college)?	P	573
A3	8. How valuable or worthwhile are the auto mechanics courses?	P	413
A3	9. Is the training in mechanics adequate in preparation for college engineering?	P	343
A3	10. How thorough are the courses dealing in mechanics (i.e., mechanical drawing)?	P	343
A3	11. The driver-training course is excellent; however, are they placing too much stress in terms of time on the course?	P	343
A3	12. Why do they give one-half hour credit for the driver-training course?	P	343
A3	13. To what extent should vocational education be supported (i.e., how much good is auto mechanics course)?	P	063
A3	14. Why isn't there more emphasis put on technical courses?	P	133
A3	15. As long as subjects such as shop are being taught, why can't a girl take this course?	P	283

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
A3	16. Why should a student take subjects that he'll have no use for later (i.e., motor mechanics and foreign languages)?	P	183
A3	17. What is the value of home economics?	P	063
A3	18. Is the effort in high school sufficient to channel our youth into trades?	P	023
A3	19. What courses are offered to help children in their life interests (i.e., vocational)?	P	023
A3	20. Are the commercial textbooks being used up-to-date to keep abreast of the business world?	P	024
A3	21. If a student leaves school before graduation, how well prepared is he to go to work?	P	223

Category A4 Questions: Health and Physical Education -

A4	1. Does the school reap as much benefit from a varsity athletic program as it would from an intermural program?	T	5
A4	2. Is the athletic program adequate for the student mediocre in sports?	T	2
A4	3. Are they putting too much emphasis on physical rather than academic education?	P	703
A4	4. Why can't a full-time nurse be maintained?	P	483
A4	5. Why can't a more extensive program in health be taught?	P	483
A4	6. Why can't a swimming pool be part of athletic program?	P	803
A4	7. Why is it necessary to spend so much time in gym?	P	333
A4	8. Should there be grades in physical education?	P	143

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
A4	9. To what extent should physical education be supported?	P	063
A4	10. Could some of the courses now being taught in physical education be eliminated at a saving (i.e., wrestling)?	P	063
A4	11. Why don't they have intermural sports for girls?	P	283
A4	12. Will there be better athletic facilities?	P	223
A4	13. Are they putting too much emphasis on gym?	P	033
A4	14. Is there true learning (i.e., good posture, etc., rather than roughhousing) in the gym class?	P	293
A4	15. How is the gymnasium class organized?	P	293

Category B Questions: Guidance and Counseling Related to Subject Matter and Problem Areas -

B	1. Are we doing too much, or not enough for our youngsters?	T	2
B	2. Why isn't there more counseling service in terms of academic subjects?	P	803
B	3. Why don't teachers talk over problems with students before they are expelled?	P	683
B	4. Why isn't a teacher able to send problem students to a counselor?	P	683
B	5. Why can't students be encouraged or motivated to take a broader curriculum (i.e., more English, math, and general reading material)?	P	563
B	6. Why aren't there more advisors (i.e., more counselors)?	P	563
B	7. When a student comes into school from another system, why isn't more guidance given?	P	643

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
B	8. Why should the guidance program be limited to one counselor each for boys and girls?	P	483
B	9. Do youngsters project themselves into the role of what they would like to become (i.e., "Will I be like Dad"?)?	P	513
B	10. Why is there not more counseling available for children to prepare them for their futures?	P	573
B	11. What are they preparing pupils for?	P	573
B	12. Fear of a lower grade affects the student's choice in taking a difficult course (when the student is quite capable); how can more guidance help the youngster in making choices?	P	483
B	13. Should guidance begin at a lower grade level (i.e., seventh grade and earlier)?	P	483
B	14. Do teachers appreciate parents coming to school to discuss their child's problems?	P	643
B	15. Should more attention be paid to guidance of curriculum matters rather than problem areas?	P	413
B	16. Are they giving adequate counseling service for those who plan college careers?	P	363
B	17. Do teachers have the opportunity to investigate problem areas?	P	143
B	18. How can the teacher help the student strengthen her weak area.	P	283
B	19. Why can't the counseling service begin in the ninth grade?	P	033
B	20. What is done to guide the child who comes into the school system at mid-term?	P	143
B	21. Is the counseling service sufficient to give each youngster necessary guidance?	P	243



<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
<u>Category B1 Questions: Related to Individual Differences -</u>			
B1	1. What is being done in Farmington regarding the slower student?	T	5
B1	2. Has there been any study in the elementary school regarding the block system?	T	5
B1	3. Is anything being done for the retarded or gifted child?	T	3
B1	4. Does it (guidance) meet the needs of all the pupils (i.e., college prep or vocational)?	T	4
B1	5. Is the curriculum broad enough to include interests of varying degrees?	T	3
B1	6. Why don't they provide more help for those with less ability?	P	803
B1	7. Why aren't students given adequate help (i.e., classroom)?	P	743
B1	8. Should the schools place emphasis on the better learners (i.e., "B" students and above)?	P	483
B1	9. How does the marking system affect children individually?	P	483
B1	10. Should high school students be permitted to graduate with a "C" average (i.e., especially when they are going to college)?	P	283
B1	11. If a student is preparing for college and then graduates with less than a "B" average, shouldn't there be the opportunity to go on to college?	P	283
B1	12. What guidance is given to high school youth who have "C" or "D" grades?	P	023
B1	13. What is being done to qualify (help) the lower students (i.e., less academic ability)?	P	023

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
<u>Category B2 Questions: Related to Measurement and Evaluation -</u>			
B2	1. When my child receives a diploma, what does it mean?	T	3
B2	2. Is my child being prepared for life (i.e., for college, for the business world)?	T	3
B2	3. What does the school teach that could be carried on to adulthood?	T	2
B2	4. Can we create situations now that will be typical when they are adults?	T	2
B2	5. Are we planning college preparatory work for too many?	T	2
B2	6. Why do they give more attention to the athlete than the good student (i.e., more recognition to the scholar)?	P	833
B2	7. Is a student passed according to achievement, or according to age?	P	763
B2	8. Why is there so much emphasis put on final examinations?	P	563
B2	9. Why don't they give aptitude tests in the ninth grade and then give guidance?	P	643
B2	10. Why are there so many standards in grading pupils (i.e., some say 'there is no such mark as an "A"')?	P	573
B2	11. Why aren't students marked on a straight average rather than a class average?	P	333
B2	12. How can a teacher make certain that a student has a firm educational foundation?	P	283
B2	13. Why is so much emphasis put on the honor roll?	P	033
B2	14. Why isn't more recognition given to scholarship in comparison to athletic achievement?	P	033
B2	15. Do the timed tests really show ability?	P	243

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
B2	16. Are the aptitude tests now being involved enough to get accurate results?	P	243
B2	17. How can they identify talents and abilities?	P	183
B2	18. Should aptitude tests be given in the tenth grade?	P	243
<u>Category B3 Questions: Related to Ability Grouping -</u>			
B3	1. Is there enough variability to justify grouping by ability?	P	343
B3	2. Is it a good idea to group youngsters according to ability?	P	033
B3	3. Should there be groupings according to ability (i.e., dominant, recessive, etc.)?	P	063
B3	4. Are youngsters being reached on their ability level?	P	703
B3	5. Are they grouped according to ability?	P	613
B3	6. Should students be grouped according to their abilities?	P	563
<u>Category C Questions: Training for Citizenship -</u>			
C	1. Are the qualities of good citizenship being brought about by the high school program?	T	1
C	2. What programs or techniques are carried throughout the year to promote good citizenship?	T	1
C	3. Does the student have enough moral character to withstand the pressures of negative group behavior?	T	3
C	4. If there is a falling (i.e., fights) in citizenship, what procedures will be used to correct the matter?	T	1

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
C	5. Does the student have enough self-integrity to rise above cheating?	T	3
C	6. What do other schools think of our schools in terms of citizenship	T	1
C	7. What is done to train for the future citizenship of children?	T	4
C	8. What is the general citizenship level of the schools throughout the system (i.e., appearance of students, general behavior, and attitudes toward each other)?	T	1
C	9. Why can't youngsters be marked in citizenship?	P	803
C	10. Are youngsters aware of the difference in character in others? In themselves?	P	513
C	11. Do they have a character training program in high school?	P	613
C	12. Are parents doing their part in giving children training in such things as etiquette?	P	023
C	13. How can students be taught responsibility, respect, and realistic aspects of life?	P	683
C	14. What is the program in the high school that teaches respect for others?	P	243
C	15. Why aren't children taught respect for others?	P	243
C	16. What is the responsibility of the school in citizenship training and character building?	P	063
C	17. Are moral values taught directly?	P	243
C	18. Why is it that children no longer have the same patriotic feelings they once had?	P	183
C	19. Are schools failing in teaching manners and good behavior?	P	023

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
C	20. What are the schools doing to teach citizenship (i.e., current events, voting rights, and government)?	P	183
C	21. Does my child have respect for the rules and laws set down by the teacher, school, and the community?	T	3

Category D Questions: Discipline -

D	1. Does my child have respect for teachers?	T	3
D	2. Does the child have respect for the rules set down by the teacher and the school?	T	3
D	3. Does the student have respect for the teachers, self-respect, respect for others, and respect for materials?	T	3
D	4. Is there any carry-over from one class to the next?	T	3
D	5. Is the instructor in control of the class at all times for instructional purposes?	P	293
D	6. Are the teachers too lax in matters of discipline?	P	243
D	7. Why aren't teachers given a freer hand in discipline?	P	033
D	8. Are the rules too strict in terms of parking and smoking?	P	293
D	9. What do teachers do to earn the respect of students?	P	143
D	10. Should the teacher have a freer hand in discipline?	P	063
D	11. Is there respect for the authority of the teacher?	P	143
D	12. Should teachers waste their time on students who show no interest in subject matter?	P	183

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
D	13. Should students have the unlimited freedom they now have (i.e., little discipline)?	P	183
D	14. Why is it necessary to drive a car to school when bus transportation is furnished?	P	333
D	15. Why should students be embarrassed when gaining permission to leave the room?	P	423
D	16. Why do parents allow their children to drive to school?	P	333
D	17. Why don't they do away with cigarette or vending machines near school?	P	333
D	18. Is the discipline policy on a fair basis (i.e., parking cars near school, etc.)?	P	563
D	19. How can more respect for teachers be encouraged?	P	803
D	20. Why is there not more discipline in school regarding smoking?	P	573
D	21. Is there enough discipline in the school?	P	703
D	22. How can the schools enforce a stricter discipline policy?	P	783
D	23. How can more respect be shown for teachers?	P	783

Category E Questions: Concerning Teachers; Qualifications and Experience -

E1	1. Would a substitute be as deeply interested in the outcome of a lesson as a regular teacher would be?	T	1
E1	2. Are methods of teaching up-to-date?	P	023
E1	3. Is anything being done about the teachers who are proven to be grossly inadequate?	P	293

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
E1	4. Are teachers prepared to teach a particular subject in terms of his or her training?	P	363
E1	5. Are teachers qualified in subject matter?	P	573
E1	6. Why can't the administration hire teachers whose majors are in the subjects they are teaching?	P	483
<u>Category E2 Questions: Methods -</u>			
E2	1. Are we teaching them problem solving?	T	2
E2	2. Are we teaching them independence (i.e., carrying out a step-by-step procedure)?	T	2
E2	3. When a student shows interest and ability in a certain subject (i.e., science), why don't they give him more opportunity to study that subject?	P	463
E2	4. When students are asked questions, why doesn't the teacher give the youngsters a chance to react?	P	463
E2	5. Why are teachers allowed to expound on their political beliefs to students?	P	573
E2	6. Why don't teachers stick to their subject matter?	P	573
E2	7. Why do children sit in homeroom sections during assemblies?	P	563
E2	8. Why don't they have more assemblies for open discussion.	P	563
E2	9. Why isn't there more discussion?	P	833
E2	10. Do they do enough of critical thinking?	P	703
E2	11. How can students be stimulated to do their best?	P	783

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
E2	12. Why can't there be more assemblies (i.e., related to certain educational topics, as science, ocean life, etc.)?	P	683
E2	13. How can courses be made more interesting?	P	683
E2	14. How do you get the monotony out of courses (i.e., students do not get the chance to react)?	P	683
E2	15. How can you provide for more class discussion?	P	783
E2	16. Shouldn't the younger teachers be more formal in their approach to students?	P	423
E2	17. How do you create the desire to learn in students?	P	423
E2	18. What can be done to make an academic class more interesting?	P	033
E2	19. Is the teacher responsible for an interesting class?	P	033
E2	20. How can teachers give more motivation?	P	033

Category F Questions: Administrative Practices with Teachers -

F1	1. Is the quality of teaching the best that could be had for the amount of money now being paid?	T	3
F1	2. What should be the rules or policy of conduct set up by the board and carried out by the administration and teachers (i.e., conduct, assemblies, passing in halls, and general behavior stressed)?	T	1
F1	3. How do teachers' salaries compare with other systems (i.e., Livonia, Grosse Pointe, etc.)?	T	5
F1	4. Is there a way of appraising the usefulness of a course (i.e., courses are often dropped)?	T	1
F1	5. Do we have a satisfactory procedure to initiate new courses for the curriculum?	T	1



<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
F1	6. Are there any over-all goals of the total curriculum?	T	3
F1	7. Is correcting the child the responsibility of the administration, teacher, or entire staff?	T	1
F1	8. If a new course is going to be taught, who is going to teach it (i.e., is the teacher qualified)?	T	1
F1	9. Why isn't there teacher tenure?	T	5
F1	10. How can the teacher be given more status and more salary - even if it means more taxes?	P	803
F1	11. How can we give the superior teacher more money?	P	703
F1	12. Why isn't there more personal contact between parents and teachers?	P	143
F1	13. Why don't they pay teachers more money for the amount of time spent in learning their profession?	P	133
F1	14. Should I teach other skills (i.e., math) other than my own field when the need arises?	T	3
F1	15. For those particular areas where there are no courses (i.e., philosophy), should the teacher be allowed to take the time to depart from her subject matter to discuss these ideas?	T	3

Category F2 Questions: Administrative Practices with Parents -

F2	1. Will the course (i.e., new) be satisfactory to the community?	T	1
F2	2. What courses does the high school have that would benefit my children?	T	1
F2	3. Could my children receive the same education with less expense?	T	3

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
F2	4. How well does the community (i.e., business and industry included) work with the schools?	T	3
F2	5. Does it (i.e., the school) have the physical plant, qualified staff, and financial remuneration to meet the needs of the youth?	T	4
F2	6. Is the tax dollar well spent in terms of courses offered?	T	1
F2	7. What does the P.T.A. do?	P	743
F2	8. Is the thinking of educators beyond that of the system they have set up (i.e., the language of educators is different than that of the community)?	P	703
F2	9. At times, parents are told not to help their children because "We will do the teaching"; when they need help, where can students turn?	P	743
F2	10. How can parents be made to become more active in P.T.A. affairs?	P	243
F2	11. Have you had experiences with Farmington High School authorities indicating to you that they do not welcome questions regarding changes in curriculum and teaching methods?	P	293
F2	12. Does the administration permit extra-curricula activities that demand inordinate costs, which, therefore, automatically operate to exclude those who cannot afford it?	P	293
F2	13. Why should parents have to buy books?	P	143

Category F3 Questions: Administrative Practices with Students -

F3	1. What is done about those students who are truant?	P	243
F3	2. Are the schools too lax in attendance?	P	243

<u>Code</u>	<u>Questions</u>	<u>Parent or Teacher</u>	<u>Source</u>
F3	3. Why are children who have no interest in school required to attend when they are so disturbing to other students?	P	033
F3	4. What is the reason for giving "E" in tardiness when it is not the fault of the student?	P	563
F3	5. Is it possible to have an orchestra in the high school?	P	613
F3	6. What are some of the reasons for expelling students?	P	643
F3	7. Why isn't there some form of drapery or shade to protect children from excessive light?	P	423

Data Obtained From the Subcommittee in Their Role as a "Panel Jury":

On April 2, 1959, six members of the Farmington Subcommittee met for the purpose of evaluating the 241 questions obtained by the investigator.

As a panel jury, they were requested to heed the following:

1. First, they were to scan the cards within each category and choose those questions considered to be most relevant as a basis for constructing a questionnaire.
2. Second, as near as possible, each member was to place those cards picked into three piles, in rank order so that the most important card would appear first, then the next most important, etc..
3. Third, having made his or her selections, the committee member was requested to indicate these choices on a sheet divided into three columns: highly desirable, desirable, and least desirable.
4. Fourth, they were requested not to look at the back of any of the cards.

Certain of these cards would ultimately become the basis of the questionnaire to be used for high school graduates. Now, in order to

ensure that the questionnaire would not become too unwieldy, the committee had agreed to limit it to 24 basic questions. Accordingly, a method was utilized which established a proportionate quota of questions to be selected from each category. For example, within Category A, there was a sub-total of 78 questions, or 32.3 per cent of the total 241 questions. In this particular instance, .323 of the desired 24 questions equals 7.752 or 8. Therefore, it was determined that 8 questions were required for Category A. Table 6 gives the complete data for this method of establishing quotas.

TABLE 6

METHOD OF ESTABLISHING QUOTAS OF QUESTIONS FOR EACH CATEGORY  
TO BE USED IN THE CONSTRUCTION OF A QUESTIONNAIRE

Categories	Number of Questions	Per Cent of 241	Proportion of 24 Questions	Quotas
A1	23			2
A2	19		7.752	2
A3	21		or	2
A4	15		8	2
Subtotals	78	32.3		8
B	21			2
B1	13		5.784	1
B2	18		or	2
B3	6		6	1
Subtotals	58	24.1		6
C	20	8.3	1.992	2
			or	
			2	
D	24	10.0	2.400	2
			or	
			2	

TABLE 6--(Continued)

Categories	Number of Questions	Per Cent of 241	Proportion of 24 Questions	Quotas
E1	6			1
E2	22			2
Subtotals	28	11.6	2.784 or 3	3
F1	13			1
F2	13			1
F3	7			1
Subtotals	33	13.7	3.288 or 3	3
Totals	241	100.0	24	24

Following the aforesaid procedure, and after approximately five hours of deliberation, the subcommittee completed its task of appraising the 241 questions.<sup>1</sup> It was now possible for the investigator to draw, from each appropriate category, and from the column labeled "Highly Desirable," the necessary quota of questions. These 24 questions, which served as a guide for the construction of the questionnaire, are presented below.

<u>Code</u>	<u>Questions</u>	<u>Card Number</u>	<u>Parent or Teacher</u>	<u>Source</u>
A1	1. What can be done to teach the student to study more effectively at the high school level?	1	T	2

<sup>1</sup>For a complete record and summary of votes cast by the subcommittee, see Appendix F. It should be observed that the investigator did not participate in the actual appraisal. The other five members present at this particular meeting included a board member, a university professor, an engineer, and two housewives.

<u>Code</u>	<u>Questions</u>	<u>Card Number</u>	<u>Parent or Teacher</u>	<u>Source</u>
A2	2. Are the study hall hours as effective as they were designed to be?	17	T	2
A3	3. Is there enough emphasis put on foreign languages?	6	P	413
A2	4. Are the required courses sufficient to enable the students to meet the demands after graduation?	16	P	243
A3	5. Why aren't the home economics courses more challenging on an advanced level (i.e., beginning at the eleventh grade)?	6	P	483
A3	6. Are the commercial textbooks being used up-to-date to keep abreast of the business world?	20	P	243
A4	7. Is there true learning (i.e., good posture, etc., rather than rough-housing) in the gym class?	14	P	293
A4	8. Is the athletic program adequate for the student mediocre in sports?	2	T	2
B	9. Do teachers appreciate parents coming to school to discuss their child's problems?	14	P	643
B	10. Why is there not more counseling available for children to prepare them for their futures?	10	P	573
B1	11. What guidance is given to high school youth who have "C" or "D" grades?	12	P	023
B2	12. Why isn't more recognition given to scholarship in comparison to athletic achievement?	14	P	033
B2	13. Why aren't students marked on a straight average rather than a class average?	11	P	333
B3	14. Should students be grouped according to their abilities?	6	P	563

<u>Code</u>	<u>Questions</u>	<u>Card Number</u>	<u>Parent or Teacher</u>	<u>Source</u>
C	15. What are the schools doing to teach citizenship (i.e., current events, voting rights, and government)?	20	P	183
C	16. What programs or techniques are carried throughout the year to promote good citizenship?	2	T	1
D	17. Does the student have respect for the teacher, self-respect, respect for others, and respect for materials?	3	T	3
D	18. Is there enough discipline in the school?	21	P	703
E1	19. Is anything being done about the teachers who are proven to be grossly inadequate?	3	P	293
E2	20. Do they do enough of critical thinking?	10	P	703
E2	21. How can you provide for more class discussion?	15	P	783
F1	22. Why isn't there teacher tenure?	9	T	5
F2	23. Does the administration permit extra-curricula activities that demand inordinate costs, which, therefore, automatically operate to exclude those who cannot afford it?	12	P	293
F3	24. Why are children who have no interest in school required to attend when they are so disturbing to other students?	3	P	033

In the next section of this chapter, statistical procedures are employed to test, according to the judgment of the panel jury, whether by geographic areas there are differences in the total numbers rated highly desirable, desirable, and least desirable. From this qualitative aspect, one may ascertain how the Farmington subcommittee judged

the questions submitted by their fellow citizens.

Data Obtained From Questionnaires to Farmington High School Graduates and Dropouts: On July 13, 1959, the investigator, with the help of the subcommittee, mailed out 737 questionnaires to Farmington High School graduates and dropouts of the years 1956 and 1959, inclusive. Since 1,000 of these questionnaires had been printed, the subcommittee decided to utilize the remaining ones; accordingly, they were also mailed to the parents of the 1959 graduating class, and to all high school staff members, the administration included.

Accompanying each questionnaire was a mimeographed letter prepared by the chairman of the subcommittee, and a "business reply" envelope addressed to the investigator. This letter briefly stated the purpose of the questionnaire as well as the importance of returning it. For the purpose of identification and later evaluation, a code number was written on the top right hand corner of each questionnaire.

By the latter part of July, only 184 of the questionnaires had been returned. Nor was the follow-up attempt successful, because, by mid-August, the yield had increased to the meager amount of 12, making a final total of 196. Table 7 gives the distribution and return of these questionnaires.

Unfortunately, the results obtained from a scant return of 24.6 per cent could not be used as a reliable index to evaluate curricular opinions of former students of Farmington High School. Nevertheless, despite the deep disappointment, percentage tables were made of all structured responses with the hope that these responses would afford



TABLE 7

DISTRIBUTION AND RETURN OF QUESTIONNAIRES MAILED ON JULY 13, 1959

Year	Code Number	Number Mailed	Number Returned	Per Cent Returned	Mailed; Not Received	Corrected Per Cent Returned
1959	1	221	62	28.1	7	29.0
1958	2	181	50	27.6	5	28.4
1957	3	154	37	24.0	8	25.3
1956	4	48*	11	23.0	4	25.0
Drop-outs	5	133*	12	9.0	15	10.2
Totals		737	172	23.3	39	24.6

## Graduates, Dropouts, Parents, and Teachers

1959	1	221	62	28.1	7	29.0
1958	2	181	50	27.6	5	28.4
1957	3	154	37	24.0	8	25.3
1956	4	48	11	23.0	4	25.0
Drop-outs	5	133	12	9.0	15	10.2
Parents	6	220**	12	5.5	5	5.6
Teachers	7	43	12	28.0	1	28.6
Totals		1,000	196	20.5	45	20.5

\*Sample of the whole; other figures include all high school graduates for those years indicated.

\*\*Only parents of the 1959 graduating class.

some clues for analysis of the curriculum by the subcommittee.<sup>1</sup>

If anything, the questionnaire was extremely comprehensive, and the majority of those former students who did return their questionnaires were very thorough in answering the questions - especially the open-ended ones. The mere recording of the qualified and open-ended responses required 87 typewritten sheets, all single-spaced! These were the responses that engrossed the subcommittee for weeks in their attempt to discover important themes via content analysis.

Of special significance was question number 36 which asked, "In general, if you were the superintendent in Farmington, what would you do to improve the F.H.S. program for students like yourself?" This was, in a very real sense, a hidden question which paralleled the quest for opinions conducted by the investigator in his interviews with parents and teachers. Utilizing the same category code that was used in classifying the 241 questions submitted by parents and teachers, it was possible to classify the responses of students in the same manner. For example, if a particular response referred to the need for better study skills, it was marked A; if a response related to guidance, it was marked B, etc..

When all of these responses had been inspected and classified, a tabulation was made of each general category code. Of the 172 returns, 138 or 80 per cent had answered question 36. A frequency count of the themes (coded for appropriate categories) that appeared, repeatedly, in the responses made by these 138 revealed a total of 214. The distribution of these coded 214 frequency counts is given in Table 8.

---

<sup>1</sup> These tabulations are available and are on hand, but they are not in duplicated form. The same observation may be made of the 87 typewritten sheets.

TABLE 8

DISTRIBUTION OF 214 CODED FREQUENCIES VIA CONTENT  
ANALYSIS OF STUDENTS' RESPONSES

Code	Number	Per Cent
A	53	24.8
B	67	31.3
C	7	3.3
D	14	6.5
E	25	11.7
F	48	22.4
Total	214	100.0

These 214 frequencies, along with the responses obtained from parents and teachers, will be treated statistically in the next section of this chapter.

Statistical Procedures for Analyses of Data Obtained  
from Parents, Teachers, Students,  
and the Panel Jury

It may be noted that the study in Farmington involved special emphasis on two main problems:

1. First to ascertain whether, strictly by geographic area, there is a difference (in emphasis) in the number of questions submitted by parents. In addition to this quantitative aspect, a qualitative consideration, according to the judgment of the panel jury, is also given.
2. Second, having identified the various types of problem areas in the curriculum that are of concern to parents, teachers, and former high school students, to ascertain whether there are differences among the groups in the problem areas so identified.

In regards to the analyses of these problems, the Chi square statistic is utilized.<sup>1</sup> The computation of this statistic for the first problem requires the following information and steps:

1. Since the proportion of units interviewed had been predetermined for each of the 4 geographic areas, the proportionate ratio for the parents in each area was established.
2. The productive yield of questions for each respective area is noted, and the observed frequency ( $f_o$ ) is obtained.
3. The theoretical frequency ( $f_e$ ) for each respective area is obtained by taking the established proportionate ratio for each area and multiplying it by the total (192) questions.
4. Having determined the necessary  $f_o$ 's and  $f_e$ 's, the  $X^2$  statistic is computed.

Pertinent information relating to the above steps are summarized

---

<sup>1</sup>The statistical procedures used in this section are based on the text by Dixon and Massey, op. cit., pp. 221-226, and Table A 6a, p. 385.

in the tabular arrangement below.

Description	Area 1	Area 2	Area 3	Area 4	Total
1. Proportion-ate Ratio	$\frac{302}{853} = .3540$	$\frac{142}{853} = .1665$	$\frac{213}{853} = .2497$	$\frac{196}{853} = .2298$	1.0000
2. Value for $f_o$	75	30	42	45	192
3. Value for $f_e$	68	32	48	44	192
4. Value for $X^2$	.72	.12	.75	.02	1.61

5. A decision is made to reject or not reject the null hypothesis relating to the number of questions submitted by parents in each respective area:

- A. Since there are 4 categories,  $4-1 = 3$  degrees of freedom.
- B. For 3 degrees of freedom,  $X^2 .95 = 7.81$ . Since the obtained value (1.61) is less than 7.81, the null hypothesis is not rejected. Therefore, strictly by geographic area, there does not appear to be a significant difference in the number of questions submitted by parents.

The next consideration involves the qualitative selections made by the panel jury in their evaluation of questions obtained through interviews by this investigator.<sup>1</sup> This analysis should reveal the proportion of highly desirable, etc. questions that emanated from the four geographic areas, and whether, as to the worth of these questions, there are significant differences among these four areas.

Utilizing the same statistic for the totals on all three columns, and repeating the aforesaid steps, each column is considered in the following tabular arrangement:

---

<sup>1</sup>Only the questions submitted by parents are included in this analysis.

## Questions Rated "Highly Desirable"

Description	Area 1	Area 2	Area 3	Area 4	Total
1. Proportion-ate Ratio	.3540	.1665	.2497	.2298	1.0000
2. Value for $f_o$	45	16	26	21	108
3. Value for $f_e$	38	18	27	25	108
4. Value for $\chi^2$	.78	.22	.04	.64	1.68

5. A decision is made to reject or not reject the null hypothesis relating to those questions rated as "Highly Desirable":
- Since there are four categories,  $4 - 1 = 3$  degrees of freedom.
  - For 3 degrees of freedom,  $\chi^2 .95 = 7.81$ . Since the obtained value (1.68) is less than 7.81, the null hypothesis is not rejected. Therefore, strictly by geographic area, there does not appear to be a significant difference in those questions rated as "Highly Desirable."

## Questions Rated "Desirable"

Description	Area 1	Area 2	Area 3	Area 4	Total
1. Proportion-ate Ratio	.3540	.1665	.2497	.2298	1.0000
2. Value for $f_o$	46	14	23	24	107
3. Value for $f_e$	38	18	27	24	107
4. Value for $\chi^2$	1.68	.89	.59	.00	3.16

5. A decision is made to reject or not reject the null hypothesis relating to those questions rated as "Desirable":
- Since there are four categories,  $4 - 1 = 3$  degrees of freedom.
  - For 3 degrees of freedom,  $\chi^2 .95 = 7.81$ . Since the obtained value (3.16) is less than 7.81, the null hypothesis is not rejected. Therefore, strictly by geographic area, there

does not appear to be a significant difference in those questions rated as "Desirable."

Questions Rated "Least Desirable"

Description	Area 1	Area 2	Area 3	Area 4	Total
1. Proportionate Ratio	.3540	.1665	.2497	.2298	1.0000
2. Value for $f_o$	28	12	17	20	77
3. Value for $f_e$	27	13	19	18	77
4. Value for $\chi^2$	.04	.08	.21	.22	.55

5. A decision is made to reject or not reject the null hypothesis relating to those questions rated as "Least Desirable."
- A. Since there are four categories,  $4 - 1 = 3$  degrees of freedom.
  - B. For 3 degrees of freedom  $\chi^2 .95 = 7.81$ . Since the obtained value (.55) is less than 7.81, the null hypothesis is not rejected. Therefore, strictly by geographic area, there does not appear to be a significant difference in those questions rated as "Least Desirable."

Finally, the statistical procedure used to analyze the second problem of special emphasis involved data obtained from the three aforesaid sources, namely, parents, teachers, and former high school students. After coding and classifying the 241 questions submitted by parents and teachers, and after applying the identical code to the unstructured responses given by former students, it was possible to arrange these distributions into a composite form, as shown below in Table 9.

TABLE 9

## COMPOSITE DISTRIBUTION OF THREE SOURCES OF DATA

Parents			Teachers			Former Students		
Code	Number	Per Cent	Code	Number	Per Cent	Code	Number	Per Cent
A	73	38.0	A	5	10.2	A	53	24.8
B	47	24.5	B	11	22.4	B	67	31.3
C	12	6.3	C	9	18.4	C	7	3.3
D	19	9.9	D	4	8.2	D	14	6.5
E	23	11.9	E	3	6.1	E	25	11.7
F	18	9.4	F	17	34.7	F	48	22.4
Total	192	100.0	Total	49	100.0	Total	214	100.0

In order to ascertain whether there are significant differences among the three groups (shown in Table 9) in their responses within various coded categories, the Chi square statistic is again utilized.

This test is made in order to determine whether the sources of information are independent of the types of questions submitted. This procedure involves the following steps:

1. The number of actual observations are recorded, and the marginal sums, both in rows and columns, are computed as indicated below in Table 10.
2. The theoretical frequencies are computed by using the marginal totals (i.e.,  $\frac{131 \times 192}{455}$ ,  $\frac{125 \times 192}{455}$ , etc.) These theoretical frequencies are shown in Table 10.
3. Having determined all of these theoretical frequencies, the Chi square statistic is computed, and the obtained values are indicated in Table 10.



TABLE 10

 $\chi^2$  VALUES DERIVED FROM THREE SOURCES OF DATA

Coded Categories	Sources of Data									Total of fo
	Parents			Teachers			Former Students			
	fo	fe	$\chi^2$	fo	fe	$\chi^2$	fo	fe	$\chi^2$	
A	73	55.3	5.67	5	14.3	6.05	53	61.4	1.15	131
B	47	52.7	.62	11	13.5	.46	67	58.8	1.14	125
C	12	11.8	.00	9	3.0	12.00	7	13.2	2.91	28
D	19	15.6	.74	4	4.0	.00	14	17.4	.66	37
E	23	21.5	.10	3	5.5	1.14	25	24.0	.04	51
F	18	35.1	8.33	17	8.7	7.92	48	39.2	1.98	83
Total	192	192.0	15.46	49	49.0	27.57	214	214.0	7.88	455

$$\chi^2 = 50.91 \quad (\text{i.e., } 15.46 + 27.57 + 7.88)$$

4. A decision is made to reject or not reject the null hypothesis of independence:

For 10 degrees of freedom,  $\chi^2_{.95} = 18.31$ . Since the obtained value (50.91) is greater than 18.31, the null hypothesis of independence is rejected at the 5 per cent level of significance. Hence, the number of questions, or responses submitted for a given category is dependent on sources of information. In other words, teachers, parents, and former students placed drastically differential emphasis on the kinds of questions submitted.

In summarization, and as an aid to gaining a comprehensive view of the statistical procedures already employed, the following summary table of Chi square tests is provided:

TABLE 11

## SUMMARY OF CHI SQUARE TESTS

Sources of Information	Degrees of Freedom	Total of $\chi^2$	$\chi^2 .95$	Null Hypothesis
1. <u>Parents</u> ( <u>Quantitative</u> ; by Geographic Area)	3	1.61	7.81	Not Rejected
2. <u>Fanel Jury</u> ( <u>Qualitative</u> ; by Geographic Area). <u>ques-</u> <u>tions Rated:</u>				
a. <u>Highly De-</u> <u>sirable</u>	3	1.68	7.81	Not Rejected
b. <u>Desirable</u>	3	3.16	7.81	Not Rejected
c. <u>Least De-</u> <u>sirable</u>	3	.55	7.81	Not Rejected
3. <u>Combined Data</u> <u>from Parents,</u> <u>Teachers and</u> <u>Former Students</u> ( <u>Quantitative</u> ; by Problem Area: Test of Indend- ence)	10	50.91	18.31	Rejected

Since the Chi square statistic is essentially a test for goodness of fit between observed and exnected frequencies, some possible explanations are presented in the next section dealing with findings and interpretation.

Findings and Interpretation from Three Sources  
of Data in Farmington

The most significant findings and their interpretation resulting from the application of statistical procedures are:

1. That, strictly by geographic area, there is no significant difference in the productive yield of questions submitted by parents.

If there was no significant difference in the productive yield of questions submitted by parents, then it may be inferred that there was considerable homogeneity among the four areas. For example, the best fits (between the observed and expected frequencies) occurred in geographic Areas 4 ( $f_o = 45$  v.s.  $f_e = 44$ ), and 2 ( $f_o = 30$  v.s.  $f_e = 32$ ), while the poorest fits occurred in Areas 3 ( $f_o = 42$  v.s.  $f_e = 48$ ), and 1 ( $f_o = 75$  v.s.  $f_e = 68$ ).

It is interesting to note that, while the average productive yield was 6.4 questions per individual for the 192 total questions obtained, the range of questions is somewhat varied within each of the four geographic areas. However, if the yield of one individual was greater than another, it cannot be concluded that the individual with the greatest productive yield was necessarily the most articulate! The sheer number of questions asked by any one individual may indicate the extent of interest, satisfaction or dissatisfaction, that the individual parent displayed toward his particular school at this given time; accordingly, the productive yield could vary. For example, in addition to the above, the productive yield could vary with the length of interview time. It could vary with the manner and personality of the interviewer. It could vary with the particular time of day that the interviews are conducted; for these and perhaps other reasons, the productive yield could vary.

It is impossible to ascertain whether the average (6.4) number of questions submitted by parents is a high, medium, or low yield, because there is really no basis for comparison with similar data from other studies.

Nevertheless, the productive yield obtained in Farmington points to the obvious and salient fact that, given the opportunity, parents can and do articulate their opinions. Equally important, however - at least in Farmington - there does not appear to be the danger that any particular geographic sector was dominant in the productive yield of questions.

2. That, strictly by geographic area, and according to the judgment of the subcommittee, there is no significant difference in the worth of questions submitted by parents.

If there was no significant difference in the worth of questions rated by the subcommittee, then it may be inferred that there was considerable homogeneity among the four areas. It may be observed that, for those questions rated "Highly Desirable," the best fit occurred in Area 3 (fo = 26 v.s. fe = 27), while the poorest fit occurred in Area 1 (fo = 45 v.s. fe = 38).

For those questions rated "Desirable," the best fit occurred in Area 4 (fo = 24 v.s. fe = 24), while the poorest fit occurred in Area 1 (fo = 46 v.s. fe = 38).

For those questions rated "Least Desirable," all four Areas reveal good fits; there is only a difference of 1 to 2 frequencies between the observed and the expected.

Admittedly, the subcommittee was the determinate factor for all of the results obtained in the aforesaid ratings. It is very possible that another group in Farmington, participating as a subcommittee or panel jury, could rate these same questions quite differently. What is quite remarkable, however, is the similarity of Chi square values obtained from the productive yield of questions (1.61), and those questions rated "Highly Desirable" (1.68); these values are almost identical!

Nevertheless, the subcommittee had been instructed to judge the worth of the questions according to their relevancy as the basis for the construction of a questionnaire. Now, it is entirely likely that, in this judgmental process, it was impossible for them to note any real differences, or to discriminate among those questions which emanated from the four Areas.

Finally, the reasons for the worth of any question rated are known only to the individual making the rating! His purposes, values, ideas, and deeply seated attitudes are ultimately influential in the judgmental process, and consequently, in the selections made. Certainly it cannot be claimed that the subcommittee noted a difference in the worth of questions obtained from the older, well-established residential units (Areas 3 and 4) as compared to the newer, more richly endowed residential units (Areas 1 and 2).

3. That, in respect to the number of questions or responses for a given category, there is a dependence on sources of information. Thus, there is a difference, in emphasis, in the kinds of questions or responses submitted by parents, teachers, and former students. It may be observed that certain curriculum and school problems are unique to each of these groups.

A. In respect to parents, the poorest fits are in categories A (i.e., General Education; Academic and Non-academic: fo = 73 v.s. fe = 55.3) and F (i.e., Administrative Practices: fo = 18 v.s. fe = 35.1). It seems that parents would be more curious in the subject

matter field, and apparently they are either satisfied or indifferent to administrative practices. On the other hand, the best fits are in categories C (i.e., Training for Citizenship: fo = 12 v.s. fe = 11.8) and E (Concerning Teachers: fo = 23 v.s. fe = 21.5); again, satisfaction or indifference may be the case.

From the total number of categories identified, parents showed a surprising range of problem areas. Curriculum, to them, tends to be more than subject matter; witness the number of questions asked in relation to guidance and counseling (here, again, the fit in category B is close; fo = 47 v.s. fe = 52.7).

However, what is completely unknown are the effects of public opinion, of current trends to emphasize science, mathematics, foreign languages, and study skills. Moreover, in submitting questions, parents may have been thinking in terms of their own high school experiences, rather than the experiences of their children.

- B. In respect to teachers, the poorest fits occur in categories A (i.e., General Education; Academic and Non-academic: fo = 5 v.s. fe = 14.3) and F (i.e., Administrative Practices: fo = 17 v.s. fe = 8.7). Here, teachers, unlike parents, are less concerned with subject matter than they are with their administration. This does not imply that teachers of Farmington High School are more dissatisfied with administrative practices; it may indicate their willingness to offer constructive suggestions in order to improve their school.

The best fit occurs in category D (Discipline: fo = 4 v.s. fe = 4), but the fe value is spurious. Categories B (Guidance: fo = 11 v.s. fe = 13.5) and E (Concerning Teachers: fo = 3 v.s. fe = 5.5) are close; apparently the need for a better guidance program for students is of concern to teachers. It may also be observed that teachers asked the fewest questions about themselves.

- C. In respect to students, three of the categories are quite close in being the poorest fits: these are categories F (Administrative Practices: fo = 48 v.s. fe = 39.2), A (General Education; Academic and Non-academic: fo = 53 v.s. fe = 61.4), and B (Guidance: fo = 67 v.s. fe = 58.8). It may be observed that, in both categories B and F, the observed exceeds the expected frequencies, in fact, category B contains the highest total of observed responses. This would seem to suggest that the matter of guidance was of prime concern to former students of Farmington High School. Also of considerable concern to former students was administrative practices.

Conversely, the best fit is in category E (Concerning Teachers: fo = 25 v.s. fe = 24). Within

this category, the dominant theme is dissatisfaction; there is dissatisfaction with the system of grading or giving marks, dissatisfaction with certain methods of teaching, etc..

As one would expect, the next best fit is category D (Discipline:  $f_o = 14$  v.s.  $f_e = 17.4$ ), because students would tend to minimize their own actions, especially when these actions are contrary to the mores of school. Another possible interpretation is that discipline was of such a nature that it did not cause particular concern to former students. (There may be some verification to this fact because the observed frequencies for both parents and teachers in respect to discipline tend to be low).

In terms of category C (Citizenship:  $f_o = 7$  v.s.  $f_e = 13.2$ ), the same aforesaid interpretation would seem to apply.

4. In the final analysis, the above findings and interpretation can only be accepted with extreme caution, and in the light of certain qualifying reservations:

First, and despite the attempts to utilize the observed and expected frequencies for the various comparisons indicated, the actual direction of Chi square remains quite nebulous. Hence, any of these interpretations should be regarded as an approximation to the causative aspect.

Lastly, all of the findings are based on data obtained from a small pilot study of participating parents, teachers, and former students. At best, the initial data from parents were drawn from a proportionate random sample, and, that, for the purpose of this descriptive study, these data provided a means or catalyst for further study by the sub-committee and the consultant. At worst, the findings are tenuous, and are certainly not indicative of what may be the case in communities outside of Farmington, Michigan.

## CHAPTER VII

### SUMMARY

#### Synopsis of the Study

This non-hypothecated, descriptive study of the roles of citizens advisory committees in the area of curriculum development was divided into two main divisions: Part I and Part II.

In Part I, general purposes included 1). A critical review of the literature in order to obtain a). critical aspects relating to committee structure, methods of study, and methods of appraisal; b). Developing a basic body of information that can be used as a guide for lay and professional personnel, and 2). An appraisal of these committees through application of the foregoing critical aspects to three recent instances of advisory committees in Connecticut, Detroit, and Bloomfield Hills. Sources of data included documents for the three selected committees and recorded interviews with key personnel. Via the set of critical aspects, these committees were analyzed, and three case studies were made.

In part II, a case study was also made of the Farmington Committee through use of the same, aforesaid set of critical aspects. In Farmington, there was also an inquiry into the problem of homogeneity versus heterogeneity of 1). Participating parents, teachers, and students, and 2). Curricular aspects and content. Information was acquired through membership on the subcommittee, records of the minutes, and

special data gathering techniques which included proportional random sampling, interviews, content analysis, and questionnaires.

### Conclusions and Findings

Within the limitations of this study, these conclusions and findings, extracted and condensed from Parts I and II, appear to be most pertinent:

1. Although the literature has suggested criteria for the evaluation of advisory committees, there is no tangible proof that such criteria have been applied.
2. The set of Critical Aspects that was developed from the literature and applied to the committees in Connecticut, Detroit, Bloomfield Hills, and Farmington reveals varying patterns of committee structure, methods of study, and methods of appraisal. The unique purposes and characteristics of these committees are such that the application of any standard remains in serious doubt. However, these salient features, relating to committee structure and organization, may be noted:
  - A. The committees in Connecticut exerted great effort to increase their membership and to ensure representation of all types.
  - B. While membership was limited in Detroit, proportional membership by region was evident.
  - C. Even though it was not organized as a specific study group, the committee in Bloomfield Hills encouraged membership and representation of lay personnel to promote public support of their schools. Indirectly, and through the process of involvement, lay citizens were afforded the opportunity to express their opinions in terms of curricular objectives.
  - D. A major discrepancy in membership was noted in the Farmington subcommittee. The average membership did not reveal the great range of members, nor their consistency in attendance, over a long period of time. In regards to membership, the influence of the chairman was highly significant.
3. The dominance of the professional educator seems apparent. There is little evidence that citizens alone, and in a strictly objective way, evaluated data pertaining to the curriculum. Consultants, working independently or with the committee, provided the methodology, the data, or the impetus for curricular study.
4. There is considerable evidence that, in the name of the



advisory committee, recommendations relating to "What should be" in curriculum are made. Ultimately, however, the final decision to accept or reject any or all of these recommendations rests with the local board of education.

5. Even when there is evidence that recommendations are approved by a local board, it is not certain that they will become established practices in the school system. This fact is especially poignant when the proposed innovation proves to be costly, or when there is great resistance to change by those who are closely connected with the educational situation. Hence, there is considerable doubt that an advisory committee, per se, makes significant changes in the curriculum.
6. All cases reveal that these committees appear to be good "sounding boards" for new ideas, a source of information about popular opinions, an indirect way of gaining local financial support, and, through the process of involvement, a way to enhance public understanding about the schools. Hence, these committees serve many useful purposes.
 

In a democracy, where popular will is a basic principle, the advisory committee in curriculum development fits in as one valuable means of gaining support for the public schools.
7. The methodology employed in the case of Farmington, provided a foundation for studying the way that citizens in a particular community express opinions regarding their high school. The productive yield of questions submitted by parents was, by geographic area, homogeneous; in the number of questions submitted, no geographic area was predominant. However, when the questions and responses of parents, teachers, and students were considered, it was found that each group tends to place drastically different emphasis on the kinds of questions and responses submitted. Thus, in evaluating these combined data, heterogeneity was found.
8. In Farmington, homogeneity was so pronounced that, even with the aforesaid inconsistencies in committee structure and organization, the expression of personal opinions through membership or representation was not crucial. However, in larger, more complex urban centers, it is suspected that heterogeneity is far greater; consequently, membership and representation loom as extremely important considerations.

### Limitations and Possibilities

Having gained the advantage of experience and hindsight, certain suggestions, both in retrospect and prospect, now seem apropos:

1. As already noted, and even with the use of the case study method, it is quite impossible to determine what constitutes a good committee in curriculum development. It is suspected that the range of heterogeneity among American communities is too great to warrant the application of any rigid standard. Many roles are assumed by lay citizens - with apparent success and satisfaction. Therefore, the question of criteria (i.e., as a rigid standard) becomes purely academic, and not related to the extremely mobile individuals or groups, constantly in motion, from which advisory committees are drawn. Yet, the use of critical aspects and analyses of three selected committees, as well as Farmington, did yield some vital information to substantiate the assertion that there are no uniform patterns for committees engaged in curriculum study.
2. The prime justification for the method used in Farmington was that it provided the raw data which could be shared with and utilized by the subcommittee. There is ample evidence from Farmington that both the subcommittee and the consultant made extensive use of these data.
3. If the study design for Farmington were to be replicated, certain changes could, perhaps, lead to a more sophisticated investigation. For example:
  - A. The proportionate random sample size could be further investigated to provide for a more scientific study.
  - B. In order to resist pressures from the committee or other sources, there is the serious question of whether, indeed, the consultant or investigator should be a committee member. During the crucial phase of data gathering, it may prove better for the investigator to work completely independent of the committee, and, at an appropriate time, then share his findings. Along this same line, if both the subcommittee and the investigator elect to work independently during all of the study phases, then each may prepare and submit its findings to the board of education. Thus divorced from the influence of the educator, the findings, whatever they may be, will be truly those of a lay committee.
  - C. Utilize the same technique of coding the questions, but, in addition, develop a modification of the "Q Sort" and then test this method with various groups, including students (i.e., present as well as former).
  - D. At the risk of usurping the democratic function of the committee, more leadership and responsibility could have been requested by the consultant in the vital execution and follow-up phase of the questionnaires

mailed to former students, parents, and teachers. The committee's decision to mail out the questionnaires during the summer vacation was both unwise and unfortunate; it was a poorly-timed maneuver. In all fairness to the committee, the administration was extremely sensitive to having the questionnaire distributed or mailed during the school year; this concern had considerable effect on the committee's decision.

4. A study of the roles of advisory committees in curriculum development does not loom as a promising field for those who are inspired to pursue doctoral dissertations. If any merit can be claimed for the method used in Farmington, a basis may be provided for the sampling of public opinions held by lay citizens toward their school.

Another possibility exists in "before and after" studies of committee members in their approaches to school problems. Through carefully controlled experiments, it may be possible to ascertain if membership on a committee alters the behavior of the individual in his opinions regarding the curriculum. Indeed, what modifications take place in the individual as a result of his committee experiences?

There could also be a probe into the theory of committee structure and organization; for example, precisely what is membership? What is representation?, etc..

Again, whether such studies would qualify as doctoral research is a mute question, and is certainly beyond the scope and judgment of this investigator.

Further consideration dealing with the professional educator, the community, and the projected utility of advisory committees are presented in Appendix A.

APPENDIX A

Some Further Considerations of  
the Professional Educator, the  
Community, and the Projected Utility  
of Advisory Committees

The Professional Educator as Innovator:  
His Limitations and Possibilities

The implications for advisory committee functions, as set forth in this dissertation, leads one to consider in what ways the professional educator fits into the complex of American society. Assuredly, his role is not made any easier by the heterogeneous nature of the American Way of Life, or even by a rather stable political unit that looks favorably upon the needs of education.

The classic image of the professional educator seems to confuse the picture, as well as the image of conflicting loyalties, which pertains not only to educators, but also to citizens of an advisory committee. Similar to the lay citizen, the educator may find it extremely difficult to shed some of his deeper convictions, his values, his old allegiances, all in favor of a new role.

It is necessary, then, to examine the question of "leadership," since the very establishment of an advisory committee sets into motion many forces which may or may not be moving in the same direction.

Foremost, and indirectly, the professional educator in free public education is an agent of the state. Since, as it has already been indicated, the state delegates power to the local board, all "line" administrators, supervisory personnel, teachers, consultants, etc., become direct agents of the local board. They are thus subject to all its policies and regulations, and they are responsible in seeing that these are carried out.

Therefore, the local board becomes not only an instrument within a power structure, but it also fosters a power structure and an administrative hierarchy of its own. It becomes apparent that the

larger the school district, the more complex and structured is the educational organization.<sup>1</sup>

In most cases, the superintendent is appointed by the board, and is delegated with the power of carrying out board policy, which, in theory, at least, is the collective will of the community. The superintendent, thus, reflects either a more or less "conservative" or "progressive" board. Eventually, policy finds its way down to the echelon of the teacher. Lines of communication are extremely effective and rapid from the "top-down," but, not so effective and very slow from the "bottom-up."

If sanction or approval is to be given for a plan of action originating from the lower echelons, various formalized steps must be taken before the plan reaches the necessary executive level for consideration. Even then, it is extremely doubtful that the superintendent even sees the plan, unless his immediate subordinates deem it worthwhile enough to call it to his attention. Incidentally, a "plan of action" as used in the latter, refers to action originating within and confined to the educational power structure, and not outside of it. This does not exclude the possibility that a teacher may engage in social action outside of the profession, as a private citizen. Indeed, even that kind of action begun within the school framework invariably involves many aspects of community life.

Most, but not all plans of action in education are oriented toward curriculum matters. In the majority of cases, these plans are usually made on the higher administrative level - the level of district

---

<sup>1</sup>  
Moehlman, op. cit., p. 211.

administrator or assistant superintendent - and stem from either community pressure, or from experimental programs advocated by the superintendent and sanctioned by the board. At this point, an important distinction should be made between a broadly conceived and limited plan of action: the former may advocate an immediate involvement of all schools, while the latter may confine itself to the staff of one school. A teacher, for example, via the chain-of-authority, may attempt to "sell" his idea to those in influential positions, but the chances of his idea, as good as it may be, of being accepted and put into practice are practically nil. On the other hand, providing it does not violate school policy, he may have an excellent chance of having his idea accepted by his own school.

However, real change in school practice, leading to a change in the experiences which children have in school, are generally made as a result of a change in beliefs or philosophy of those involved - parents, teachers, administrators, and the board - in curriculum change. If this latter assumption is accepted, then the educator, within the narrow limits of his own power structure, and, depending on his status and prestige, may innovate action toward a desired change. Yet, there are three most important considerations for the initiation of action:

1. Who is the initiator?
2. What is his relationship to the community and the possible acceptance of his idea?
3. To what extent is the idea of proposed action compatible with existing conceptions of 'community welfare'? <sup>1</sup>

---

1

Christopher Gower et al., Community Involvement: The Webs of Formal and Informal Ties That Make For Action (Glencoe, Ill.: The Free Press, 1957), p. 64.

Within recent years, the hue and cry of the profession has been somewhat along the line of "Let's have more leadership!" While the ideal is excellent, it brings forth many perplexing questions as: First, what does the concept of leadership mean to educators themselves? Second, what does educational leadership mean to those who are not educators? Lastly, where and in what areas is the leadership to be exercised?

Leadership is commensurate with the particular kind of job one performs in education. The superintendent, for example, is expected to exercise the most leadership, because he holds the dominant status position, and because he is in a position to exercise the most influence. By the same token, because he is in the forefront, he is most vulnerable to all sorts of pressures and outright attacks - just or unjust. In this connection, he is quite expendable. While he is in the unique position of being able to view the total educational picture, any attempt to radically change the scene brings with it a consequent resistance to change, and the fear of upsetting the comfortable status quo. Educators on the lower planes of the pyramidal structure may view innovation with alarm, even though powerful forces in the community may applaud the superintendent's plans for change. As one steps down the educational ladder, the practical application of leadership diminishes proportionately. The principal is highly regarded as a leader, but beyond this position, the concept of leadership becomes extremely

---

1

In fact, one of the major objectives of the (3.5 millions Kellogg sponsored reseach project) "Cooperative Program in Educational Administration" was to find ways of increasing the leadership role of the superintendent.



tenuous.

In a society that tends to be over-organized in the way of groups, it is not uncommon to find an educator belonging to many groups. With only so many hours in his day, the educator must somehow divide his time and his allegiance between personal and professional commitments. Since the majority of educators are teachers, it is highly dubious that they can expend the same energy in meeting personal and professional obligations.

The social role and status of teachers has undergone considerable change during the twentieth century.<sup>1</sup> Before this change, the stereotype of teachers as meek and traditional in their acceptance of subservience to authority,<sup>2</sup> was widespread. Women, for example, were not permitted to marry without penalty. Teachers were denied the right to belong (or not to belong) to various teachers' organizations.<sup>3</sup> They were often the pliable victims of dictatorial administrators who did little to cultivate good human relations and group participation. In a vivid description:

The teacher stereotype in its usual form is a sort of caricature of the teacher personality. It represents the teacher as a cranky, irritable despot ruling over the small concerns of children; it makes him a creature hardly fit to live in society and at the same time endows him with attributes of purity and high-mindedness far beyond those of

---

<sup>1</sup> R. Freeman Butts, A Cultural History of Education (New York: McGraw-Hill Publishing Co., 1947), p. 632.

<sup>2</sup> Commission on Educational Reconstruction, Organizing the Teaching Profession (Glencoe, Ill.: The Free Press, 1955), p. 255.

<sup>3</sup> Ibid., p. 254.

ordinary mortals. <sup>1</sup>

Until recently, the leadership role of the teacher was conceived and confined to the four walls of the classroom. In the minds of the public, there was a ritual that went with this highly patterned form of leadership. After all, had not this very public experienced this ritual themselves? Perhaps, because of poignant memories, the word "leadership" is a misnomer. This definition is preferred both in and out of the classroom, but it is realized that the concept of leadership implies guidance and direction - not a particular kind of domination. In fact, regardless of the educator's role (i.e., superintendent, principal, teacher, etc.), leadership implies many unique traits and special skills:

The highest expressions of this motive of leadership are services that help individuals, groups, and total communities make their own decisions with respect to aims, plans, and use of resources. Leadership of this kind calls for special motivation, special understanding of people, and special skill in human relations . . . A leader's highest motivation is to work with others to stimulate this growth and creative development. <sup>2</sup>

Unfortunately, it is quite true that domination has left, for many a bad taste that cannot easily be rinsed or washed away.

Thus, outside of the classroom, the teacher was rarely ever thought of as a leader in other social roles. The lowly standing of teachers, in comparison with other professions, is due to a number of

---

<sup>1</sup>

Joseph S. Roucek and Associates, Sociological Foundations of Education (New York: Thomas Y. Crowell Co., 1942), p. 205. Another excellent treatment of the teacher stereotype is given in The Sociology of Teaching, by Willard Waller (New York: John Wiley and Sons, 1932).

<sup>2</sup>

Pierce et al., op. cit., p. 262.

factors that can also help, somewhat, to explain a paradox: education is highly valued in America, and, yet, the profession of teaching has a relatively inferior standing in comparison to other professions:

Perhaps one of the reasons is the persistence of the frontier and rural attitude toward teaching as a vocation hardly befitting the ideal 'he man' type. Earlier such work was taken over by men who could not perform other kinds. Later, as public education spread to the masses, school teaching fell largely to women who were at that time beginning in ever greater numbers to leave their homes to enter the wage-earning classes. Then, as money-making in business became increasingly the ideal of young men everywhere, there was a further shift out of teaching. For example, today, in contrast to forty years ago, there are relatively few men in the elementary field, and there appears to be a decline in the proportion of men in secondary education. <sup>1</sup>

Another reason may be cited for teachers failing to assume more dominant leadership roles. There seems to be a very real fear that, in movements of political and economic significance, the involved teacher would then introduce "radical" ideas into his instruction. Even as a subjunctive thought, the idea of a teacher in this role type would be extremely disturbing to the "solid citizen," and the entrenched classes of the community. Even the politically-minded teacher, having no intention of propagandizing his students, often hesitates to become involved in political action for fear that he is "sticking his neck out." <sup>2</sup>

---

<sup>1</sup>  
Kimball Young, Personality and Problems of Adjustment (New York: F.S. Crofts and Co., 1940), pp. 463-464. In 1958-59, of the 1.3 million classroom teachers throughout the nation, it was estimated that "at least 26.4 per cent were men." From the Research Bulletin of the N.E.A. Vol. 38, No. 4, December, 1960, p. 99. Moreover, the influence of rural thinking is still a very important aspect of American life, especially in terms of political power. See Gordon E. Baker, Rural Versus Urban Political Power (Garden City, N.Y.: Doubleday and Co., Inc., 1955).

<sup>2</sup>  
A.S.C.D., 1952 Yearbook, op. cit., pp. 33-52.

When an educator attempts innovation, there may be censure and criticism from other educators to the effect that the innovator is "too aggressive," "not professional," or even "emotionally unstable." Those who censure in the latter manner would prefer the image of the more "conservative," "well-adjusted" innovator; in the same breath, those are the educators who lament the evils of conformity, and plead the cause for more leadership! What, then, is this paranoiac tendency regarding leadership? Why is it that educators will stress the need to recognize a wide range of individual differences among children, but then tend to overlook the wide variations among adults? What perceptions are held toward the rare individual in whom there is little gap between the idea and the act? The psychologist may refer to this unique type as the "integrated personality," and the educator greatly desires this type; nevertheless, both would be quick to label whomever they found possessing it as "fanatic!" Obviously, this represents an extreme position, but there seems every likelihood that situations arise where this type of personality is encountered.

Even in more limited roles of leadership, teachers exhibit fear in dealing with innovation or change. In one study, it was reported that:

Although teachers were prone, on occasion, to agree that conditions were not satisfactory, they hesitated to raise questions and suggest drastic changes. Their fear of change seemed to be related to two factors: lack of training in the scientific method, and the notion that criticism of the school would be construed as personal disloyalty.<sup>1</sup>

---

1

Arnold R. Meir, Florence D. Cleary, and Alice M. Davis, A Curriculum for Citizenship (Detroit: Wayne University Press, 1952), p. 58.

It is indeed unforunate and tragic that teachers have not been encouraged in the ways of co-operative action, even though they teach and expect them from others. Those who are realistic about the nature of social action will be cognizant of and convinced that their best chances are within the framework of group action, rather than the individual effort toward innovation. Unfortunately, it has taken teachers a long time to come to this stark realization.

In addition to the aforesaid factors of fear and lack of training, a great part of their lethargy stems from the very social background that they represent. As a rule, although there has been some modification in recent years, teachers have been recruited from the agricultural and lower middle-classes in American society. Consequently, their value systems are generally oriented toward middle and upper middle-class values.<sup>1</sup> These values become evident especially in the classroom, where the teacher extols the virtues of "neatness," of "honesty," and of "nice" clothes. He who does not exhibit these qualities is not regarded in the same manner as he who does. A lower-class boy, for example, does not have the same status, especially if his family is known to be "worthless."

There may be some justification to the fact that one's own upbringing and needs affect how and what one teaches, as well as the kind of roles he will play outside of the classroom.<sup>2</sup> In a study of

---

<sup>1</sup> Lloyd W. Warner, Robert J. Havighurst, and Martin B. Loeb, Who Shall Be Educated? (New York: Harper & Brothers, 1944), p. 101.

<sup>2</sup> For an interesting analysis of teachers' values compared with those of other cultures, see Margaret Mead, The School in American Culture (Cambridge: Harvard University Press, 1951).

the occupations of parents of 1,080 women students in fifteen teachers' colleges, it was found that farming represented 45.2 per cent, and business (proprietary) 42.1 per cent. Those coming from homes of unskilled labor were a meager 4 per cent.<sup>1</sup>

The teacher's social role, therefore, involved a definite expression of middle-class values. Interestingly enough, it is the dominant middle-class that cherishes the fondest of American dreams, namely, that all the major problems can be solved through education, as though education and change existed in a one-to-one relationship. There is also prevalent the somewhat naive ideal of unlimited material progress for society, and that upward mobility will be rewarded to those who are industrious and ambitious.

In their upward mobility, teachers strongly covet higher salaries and this, in effect, so teachers believe, helps to raise the social estimation of teaching. However, and as it has been shown, there is the paradox that teachers have not possessed the background of organized labor. Within recent years, the situation has changed rapidly, and this change has been due to the emergence of powerful teachers' organizations. In all fairness, it would be erroneous to conclude that the aims (and attempts to innovate) of these organizations have been to increase salaries and status; their objectives and

---

1

Warner et al., p. 102. Quite obviously, there may have been considerable occupational shifting during the post-war years; consequently, these figures should also be expected to change.

programs for action are far more extensive. 1

Recognizing that there is power in numbers - a kind of latent force - the educators' attempts to innovate have been represented by two dominant groups: the National Education Association and the American Federation of Teachers. While both groups are fairly close in terms of their general objectives or purposes, they vary considerably in terms of approach and methodology concerning issues. Both are, unquestionably, pressure groups, boasting large memberships. The public, and other pressure groups, recognize them as the legitimate spokesmen for the majority of teachers.

As pressure groups, both groups operate extensively on a local, state, and national level. In Washington, D.C., the N.E.A. has its own lobby, while the A.F.T. works jointly with the A.F.L. - C.I.O.. Similar to other groups:

Social classes and occupational groups are not localized, and since representation is not based on such interest groups, they must make their influence on National Government felt in other ways, principal among which is lobbying. 2

General programs, ranging from "Federal Aid to Education" to "Dissegregation in the South" are pursued by the national lobbyists of both groups. In essence, the latter programs tend to be more generalized than the state or local lobbies. For example, programs for securing tenure are quite specific in terms of a particular locale, because

1

Lloyd Allen Cook, Community Backgrounds of Education (New York: McGraw-Hill Book Co., Inc., 1938).

2

William F. Ogburn and Meyer F. Nimkoff, Sociology (New York: Houghton Mifflin Co., 1940), p. 638.

tenure laws (or their absence) vary from state to state.

In view of the numerous groups that represent education, it may be suggested that, strength in organization, rather than majority representation, determines the effectiveness of innovation on a national, state, or local level. If, then, through strong organizations, educators should increase their influence or programs, there is a possible (though unlikely) danger for the people to turn the complete control of the education of their children to the teaching profession. Similar to any collection of human beings, teachers have distinctly personal as well as professional interests to advance.<sup>1</sup>

The people appear to understand the importance of freedom in educational control much more than the professional educator would care to admit. It would appear that one of the fundamental problems of the teaching profession in the United States is to return to closer relations with the people, and to keep themselves in tune with the more pressing tasks and problems of their environment.

It has been indicated that the most propitious opportunities for innovation occur through the strength of groups. It has also been suspected that individual leadership, leading to dynamic and perceptible change in curriculum, is largely a myth. However, these realities do not at once dismiss or exclude the many roles that an educator may assume in leadership, as limited in meaning as it may seem. What becomes important is not so much the emphasis that one ascribes to leadership, as much as the direction that it must take.

---

<sup>1</sup>

The American Medical Association is a case in point.



The roles and functions described below are not new by any means, but they are provided to illustrate the idea of "direction."

According to Miel and others, there are four basic functions that the "democratic status leader" can perform:

1. Improving human relations with the group.
2. Furnishing expertness along certain lines.
3. Generating leadership in others. 1
4. Coordinating the efforts of other participants.

The area where educators have manifested this type of leadership has been in roles as consultants. <sup>2</sup> Although a distinction was made earlier in this study (see p.5) between the professional educator and the consultant, there is a more precise definition for the latter in that he is "a professional staff member of a state department of education who offers face-to-face service or counsel to school administrators with local schools." <sup>3</sup> Furthermore, the consultant has not been restricted to state departments of education; he has been utilized on the county and local school district level in such diversified areas as reading, science, finance, child accounting, etc..

<sup>1</sup>  
Alice Miel, Changing the Curriculum (New York: Appleton-Century Co., 1946), p. 159. There are many variations to these functions; see, for example, Action for Curriculum Improvement (Washington: 1951 Yearbook of the Association for Supervision and Curriculum Development, 1951), p. 246, and Marcella R. Lawler, Curriculum Consultant at Work: Factors Affecting Their Success, (New York: Teachers College, Columbia University, 1958).

<sup>2</sup>  
There has been extensive research concerning the role types and functions of consultants. Since this area is not the main focus of this study, the treatment here will be necessarily brief.

<sup>3</sup>  
Lynn M. Hilton, Consultant Services Offered by Three State Departments of Education to School Administrators, Unpublished Ph. D. dissertation, Dept. of Education, University of Chicago, 1952, p. 222.

These educators are the specialists whose main task is one of "refin-<sup>1</sup>  
ing objectives and seeking abilities in specific and related areas."  
Moreover, the consultant may also be characterized as a "generalist",  
who, in addition to being an expert in one particular area, "has a  
broad background of experience."<sup>2</sup> His main task should be to "give con-<sup>3</sup>  
cern and attention to the development of leadership in others."

Considerable effort has been expended by investigators to dis-  
cover the relative success of various role types assumed by consultants.  
Ferneau, for example, employed the role theory of Parsons and Shills in  
terms of role expectations between consultants and administrators.<sup>4</sup>  
After analyzing 192 case studies, he suggested that there were three  
basic types of consultants: the resource person, the expert, and the  
process person.<sup>5</sup> According to Ferneau, there was no significant differ-  
ence among these types; "one type appeared to have been as successful  
as the other."<sup>6</sup>

Another comprehensive evaluation of consultant services was  
made by Savage of 923 school systems in eight states during 1952.<sup>7</sup>

1

A.S.C.D., 1951 Yearbook, op. cit., pp. 174-175.

2

Ibid., pp. 174-175.

3

Ibid.

4

Elmer F. Ferneau, "Which Consultant?" Administrator's Notebook  
II (Chicago: Midwest Administration Center, C.F.E.A., April, 1954),  
pp. 1-4.

5

Ibid., pp. 1-4.

6

Ibid.

7

William W. Savage, Consultant to Local School Systems  
(Chicago: Midwest Administration Center, C.F.E.A., 1959), p. 55.

He found that, in the areas of curriculum and instruction, the response indicated a great emphasis on expertness.<sup>1</sup> However, it is significant to note that, in rating services as "high, medium, or low," the "process approach" was rated high and was given most frequently in Michigan.<sup>2</sup>

Utilizing the "critical-incident" method, Albright and Hopkins studied the effectiveness and ineffectiveness of state consultants in actual work situations.<sup>3</sup> Apparently, these situations involved contact with the schools and the public in all areas of activities dealing with instruction, buildings, etc.. An analysis of the incidents revealed eight abilities that "make the difference" between success and failure:

1. Ability to effect cooperative pre-planning involving both the state department and the local unit.
2. Ability to use methods and techniques by which problems may be expressed and thereby identified.
3. Ability to assist in determining purposes and setting goals.
4. Ability to recognize and to perform the role expected by the local unit.
5. Ability to accept others and in turn to be accepted as a person by them.
6. Specialized ability in collecting, organizing, and interpreting information.

---

<sup>1</sup>  
Ibid., p. 55.

<sup>2</sup>  
Ibid., p. 56. The reason given for this exception was that "administrators and state department staff members in that state probably were more accustomed to such procedures than were the individuals in other states." (p. 56). One could add the implication that the concept of "expertness" has different connotations to various individuals.

<sup>3</sup>  
A. D. Albright and George W. Hopkins, "What About Services of State Departments of Education?" Bulletin of the Bureau of School Service, XXVII, Southern States C.P.E.A.: College of Education, University of Kentucky, June, 1955, pp. 1-55.

7. Ability to help individuals and groups move toward making decisions based on the best available facts.
8. Ability to assist in appraising progress as inferred by purposes and goals.<sup>1</sup>

Aside from the specialized, full-time consultant services provided by the state, county, and local school district departments or boards of education, college and university professors, as consultants, have been used "more than any other single group."<sup>2</sup> While this reliance on expertness is understandable, it has, ipso facto, limited the field to the consultant by occupation, or to those who have high educational status. Nevertheless, there has been a tendency to involve more educators:

One of the interesting revelations was the extensive use made of local members as consultants and resource people. While many of the local people so used were supervisory and central office personnel, there was some tendency to use members of the teaching staff in this capacity. This indicates an awareness of the contributions which can be made by members of the local staff and undoubtedly helps to create an atmosphere of mutual respect and support. Extensive use was also made of resource people coming from publishing houses, from other schools, and from the community itself. Less use was made of consultants from regional study groups and from national educational organizations. This may indicate that these school systems feel that better assistance can be provided by people who are relatively close to the situation in which they will be working.<sup>3</sup>

---

1

Ibid., pp. 17-25. These abilities would seem to be apropos for all consultants, regardless of level or area.

2

Marvin L. Berge, Russell E. Harris, and Charles B. Walden, "In-service Education Programs of Local School Systems", In-Service Education, The Fifty-sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1957), p. 207.

3

Ibid.

Perhaps this broadened concept of the consultant will give new meaning to those who seek new direction in leadership.<sup>1</sup> The dedicated educator may be extremely desirous of offering his time and talents, but he must be wanted, he must be asked, and he cannot be slighted for want of a superior expert! Nor can he, as the sign-walker, parade before others with the pertinent message: "If you give me the chance, I'll prove better than you think!"

Obviously, all educators will not have the inclination nor the special abilities required to pursue this expanded role of the consultant. Anyway, this is not the main problem: the problem is to find new directions and areas where the dedicated educator can realize his potential for growth and leadership.

While in college, and as a student-teacher, the educator was instilled with the importance of school-community relations; in fact, his efforts in this area were carefully evaluated. The university, in stressing this important service-leadership function, does what it can to provide a rich background of first-hand community experiences, but, perhaps, even with the course work aimed toward community understanding and leadership, it is not enough. What may be needed is the establishment of a separate research center where both educators in training and those in the field may learn and apply their skills - especially those research skills needed for community analysis. It is extremely doubtful that professors and instructors, with their present enervating

---

1

Most recently, local chapters of Phi Delta Kappa have seriously considered ways of utilizing its membership in such roles as consultants, resource persons, speakers, etc.. Providing such leadership to those who desire it is a worthwhile ideal, but getting this project underway has proved enormously difficult.

work loads and commitments, can or should provide the energy and time necessary for the aforesaid training venture.

Yet, aside from the more formal training aspects of this proposed research center, there remains the more informal situations that could be fostered through a mutual sharing and exchange of successes and failures. Here, the inexperienced would meet the experienced, the rebel would confront the dreamer, and from this unique assortment of individuals may come the imagination and drive so desperately needed in a society that underscores new horizons and frontiers. Just how this plan could be realized in terms of the present university structure of requirements, scheduling, and extremely limited finances is a mute question. At worst, such a proposal may be inharmonious with the very philosophy of the purpose of a university, and, whether, indeed, the university should extend its program to include such service-related functions is another important question. It could be argued that this proposed center would duplicate many of the services now being offered. Nevertheless, at best, and somewhat in the manner of Montieth College, the center would be staffed by a team of unique professors who would encourage their proteges to surpass them in skill - if they could! Without fear or trepidation, this pursuit of excellence would be reminiscent of the days when the skilled artisan carefully guided the work of the hopeful apprentice, tolerated the blunders, and encouraged him to the ultimate goal of journeyman.

It is the Zeitgeist that the community beckons and provides rewarding challenges for those who really care and believe in those more realistic aspects of leadership, and for those who can be tempted to leave the comforting passivity of the ivory tower.

Whatever the mode of leadership or research, it becomes necessary to examine some important problems that confront the educator in his relationships with the community, as well as the very purpose of the school.

#### Professional Educator - Community Relations

If one were to take a random sample and examine the highly critical literature regarding school practices, at least two dominant themes would emerge:

1. That the type of "progressive," modern curricula allegedly common in American schools is actually not so in fact.
2. That the major concern of the critic relates to the amount and quality of achievement of the learner in general.

Now if it is true, in respect to the former, first point, that it takes a generation - plus to achieve major innovations in the public schools, then the "modern" school may truly be in the minority. Under the intelligent leadership of Dewey, Kilpatrick, Bode, Rugg, and a host of others, postulations were made, but their dynamic transformation<sup>1</sup> into actual practice by the majority of schools is highly dubious.

Although there may be a grain of truth in the critics' charge relating to the factor of achievement, the salient point remains, as any farmer knows, that it takes many grains to produce a fruitful crop. Achievement never stands in the field alone; it must be cultivated and nurtured in terms of social relationships, interests, aptitudes, and health. Unless the learner in general is understood in this latter context, an understanding of achievement becomes a matter of personal

---

<sup>1</sup> Butts, op. cit., p. 646.

opinion.

In any given community, the educator may be, depending on the nature and degree of community articulation, exposed to a number of challenges:

1. The first challenge to our present school program seems to rest in the area of curriculum.
2. A second challenge has been directed at our classroom methods of teaching children.
3. A third challenge has related to administration policies and procedures. To some extent, this is an area of great change in our society. We have come to expect the evident, possible participation of concerned citizens in planning campaigns for financial support of education; yet we have been quite uneasy in according to parents the right to participate in the planning of the educational program for their children.
4. Finally, some practical-minded folks have said that all controversies in the last resort lead back to the question of money (sic: the challenge of financial support).<sup>1</sup>

It is the educator's response and reaction to a challenge that is of prime concern. He may feel irritated and show considerable anxiety when unfair charges, without basis in fact, are leveled at him. His reactions to pressures and conflicts in the community - those specifically regarding the school - may be of a negative or a positive nature. It may be a negative response when the educator, as the ostrich with his head buried in the sand, simply ignores the problem:

Some educators use inaction to counterbalance all these pressures. They feel that since so many people have ideas about what the schools should or should not do, it is best just to ignore all of them and run the schools as they have been run for

---

1

Benjamin C. Willis, "Using the Criticisms of Public Schools for Constructive Purposes," Applying Research in Educational Administration (Chicago: The Midwest Administration Center, University of Chicago, 1954), pp. 10-11.



years. This certainly is not the way that leads to progress in education. 1

In contrast to those who willingly forfeit their responsibility in gaining intelligent community understanding, there are educators who deliberately make every attempt to involve citizens in all aspects of the school program. These are the educators who constantly give new meaning and vitality to what they regard as the best of all possible schools - the community school. These are the educators who have a genuine love for people, an insight into human motivation, the keen perception to grasp the meaning of a problem, and the inner security of trusting others in seeking solutions. These are the educators who know that:

Since it is natural for citizens to be interested in the education of their children, it is important for each school system to have a positive program for discovering, analyzing, and channeling those interests. Unless they are used constructively to strengthen and enrich a developing curriculum, they may become destructive forces that impair the efforts of teachers. Citizens whose energies and abilities are directed against certain aspects of the school program, with the proper encouragement and direction, may in time become constructive critics and effective champions of the public schools. 2

Pierce believes unequivocally that the real test and "measure of community understanding is closely related to the quality of

---

1

American Association of School Administrators, American School Curriculum, Thirty-first Yearbook (Washington, D.C.: The Association, a department of the National Education Association, 1953), p. 551.

2

Ibid., p. 245.

education in the community." 1 Unfortunately, there are those laymen who restrict the concept of "quality" to reading, writing, and arithmetic; they believe that it is the chief function of the school to teach those subjects, with very little else added. This, to them, without "frills," is the curriculum. 2 However, there are, fortunately, an increasing number of enlightened citizens who have a broader view toward the function of education. They recognize:

that modern education is training for citizenship in today's world, while transmitting at the same time those values, habits, and skills which are important parts of our cultural heritage. For persons who subscribe to this philosophy of education, lay participation becomes an important factor in educational planning. 3

Therefore, thinking of schools merely in terms of achievement, or any other simple function, is, indeed, a narrow interpretation. It would be more correct to think of the school as a "special environment," and education as a social function. 4 The school does not, however, exist in isolation, nor does it permit chance environments. Adults consciously (and deliberately) control the quantity and quality of education which the immature receive by controlling the environment in which children think, act, and feel. Thus, the design of this environment is of critical importance, and, in terms of a total program, makes a great

1  
Pierce, op. cit., p. 165.

2  
It would be interesting to know how laymen distinguish between "frills" and "fundamentals."

3  
American Association of School Administrators, op. cit., p. 551.

4  
John Dewey, Democracy and Education (New York: The Macmillan Co., 1916), p. 22.

difference, despite the fact that most education occurs indirectly - not directly.

Unless each generation is to start from scratch in its social functioning, there must be an orderly transmission of social experience. In its simplest and most rudimentary forms, education consists in training the immature in the nature of cultural patterns, and their subsequent acceptance in individual and social practice.

Another extremely important function or need for education arises from the problems involved in the very continuity of society. The influence of invention and discovery modifies (slowly and almost imperceptibly) "old" curriculum practices - and adds "new" ones. Now if the theory of social evolution is accepted, education has a more important function than the mere transmission of the cultural heritage. One may be biased in his opinion that education can also perform the function of enhancement or improvement of culture. While the sociologist might be prone to accept this point of view, the biologist or the anthropologist would, true enough, admit "change" but both would question (or reject outright) the assumption of social evolution in so far as the change may connote improvement.<sup>1</sup>

That very eminent scholar, John Dewey, has eloquently stated three modes of association that schools have with society:

1. First, a complex civilization is too complex to be assimilated in toto. It has to be broken up into portions, as it were, and assimilated piecemeal, in a gradual and graded way.

---

<sup>1</sup>  
The contributions of scholars (in other fields), in working with educators, is given by Nolan C. Kearney. See his account in Elementary School Objectives (New York: Russell Sage Foundation, 1953).

2. In the second place, it is the business of the school environment to eliminate, as far as possible, the unworthy features of the existing environment from influence upon mental habitudes . . . As a society becomes more enlightened, it realizes that it is responsible not to transmit and conserve the whole of its existing achievements, but only such as made for a better future society. The school is its chief agency for the accomplishment of this end.
3. In the third place, it is the office of the school environment to balance the various elements in the social environment, and to see that each individual gets an opportunity to escape from the limitations of the social group in which he was born. 1

It is becoming increasingly apparent that many of the larger cities in America are faced with the very crucial problem of helping the child in Dewey's words - "to escape from the limitations of the social group in which he was born." At the present, the educators in fourteen major cities are so concerned with these youth whom they regard as being extremely limited in background that experimental programs have been launched in an attempt to improve the quality of their educational experiences. <sup>2</sup> Of prime interest to this study is the fact that one of the prime objectives of the experiment is to effect closer ties between the school and the community. Indeed, it is hoped that ultimately, through all sorts of meaningful and protracted activities,

---

1

Dewey, op. cit., pp. 23-24.

2

These programs, in a coordinated effort, have been designated as the "Great Cities Schools Improvement Program." According to a recent estimate, one-sixth of all children (of school age) live in these fourteen great cities, and it was also estimated that one-third of the one-sixth are "culturally deprived." While the latter concept was employed with all good intentions, it would be more appropriate to refer to these children as being "different" in terms of rural versus urban characteristics. In Detroit, the South and East Districts are actively engaged in this experimental program.

citizens will regard their schools as an important part and center of community life. However, in their encouraging efforts to give greater meaning and vitality to the idea of the community school, there are serious limitations and problems that face these educators.

First, in view of the great teacher shortage, educators must do the best that they can with their present staffs, despite the salutary additions of full-time community coordinators, visiting teachers, and specialized consultants. Intensive efforts are being made to afford teachers a better understanding of the community through workshops, lectures, visitations, and informal meetings. Through these in-service devices, it is hoped that educators will change some of their rigid perceptions held toward lower socio-economic communities, and to also expand their professional competencies. Moreover, this emphasis toward professionalization is excellent to the extent that it raises the educational sights, creates enthusiasm, and inspires that wonderful togetherness of esprit de corps - but professionalization, with good intentions, should never isolate:

Ways need to be found to help people, on both pre-service and in-service levels, to understand the concept that the professionalization of education need not isolate schools from the people but rather that the utilization of a community's resources for education can be achieved only when a partnership relation exists between the professional staff and lay citizens. This indicates the need for more effective training of educators in the functions of community agencies, the nature of community organization, and the techniques of competent leadership.<sup>1</sup>

---

1

Truman M. Pierce, "The Growing Trend Toward Lay Participation in Education," Peabody Journal of Education, November, 1950, p. 165.

Second, while concentrated and varied methods have been employed to "bring" parents into the school, these parents have not been encouraged in the past to express their opinions on school matters. Since it is alleged that many of these poorer citizens are extremely mobile and are characterized by the patterns of rural living, they do not remain long enough to establish firm community roots and strong school ties. Nevertheless, the irony of the problem is that these are the very people who need educational opportunities the most, and, yet, at the same time, they are the least inclined to regard participation as important. Their disinclination to play a vital part in school affairs may be due to their fears of school, their manners of dress, their speech patterns, and to perhaps the very reluctance on the part of some educators to "condescend" for fear that "standards would be lowered."

Lastly, there is the important problem of communications. The very language used among educators in describing their daily tasks is certainly and obviously not the language that means the same thing to the lay public. For example, what do such terms as "reading readiness," "language arts," "the whole child," and "the core curriculum" mean to the average parent, especially in lower socio-economic groups? While the sincere educator may be doing his utmost to "enlighten" the parent, the use of educational "trade talk" or "jargon" may actually cause confusion and set up barriers of misunderstanding and antagonism between the educator and the parent. However, this is not to say that parents should be denied the opportunity to learn what dynamics these concepts entail; rather, it is highly unlikely that desultory discussions, without sustained involvement, enhance their ideas of what the curriculum

is or should be. In many communities, the school is the only true neighborhood institution. Here, the child may experience those activities which help to offset the chaos and misery associated with separation, desertion, or the inability of his parents to provide him with the basic necessities of life. The very survival of these families, then, is dependent on such agencies as the Welfare and Aid for Dependent Children. Under these trying circumstances, they do the best that they can. With few exceptions, they are most co-operative in their dealings with the school. Contrary to general opinion, these parents have great pride, and deeply resent their social plight. They are very sensitive to and quite suspicious of those educators who set themselves up on pedestals, who are smug and complacent, and who extol the virtues of self-righteous morality. This problem, itself, is not novel by any means. Charles Dickens, that great social analyst disguised as a novelist, engagingly illustrates, in Nicholas Nickleby, the rather rigid expectations of some educators. Dickens refers to the educator "Mr. Squeers," who speaks thusly:

If a parent asks a question in the classical, commercial, or mathematical line, says I gravely, 'Why Sir, in the first place, are you a philosopher?' 'No, Mr. Squeers,' he says, 'I a'n't.' 'Then, Sir,' says I, 'I am sorry for you, for I sha'n't be able to explain it.' Naturally, the parent goes away and wishes he was a philosopher, and equally naturally, thinks I'm one.<sup>1</sup>

If there is pathos, there is also great hope. There remains the challenges, but the most perplexing and fertile area for investigation and development are those communities whose educational mores

---

<sup>1</sup> quoted by Willis, op. cit., p. 17.

have not had the tradition of lay involvement. Even in those communities which evidence greater material assets, there will always be those, more or less, who are on the lower end of the socio-economic scale, and their participation should be encouraged. It is recognized that:

The educational level of the adults, ethnic background, level of income, occupational orientation, family life pattern, age and sex distribution, and social status in the community will be different in each section. This is not to suggest that all persons in any given area are alike, but that in general, there tends to be more similarity in social characteristics among people within any one area than there is among people from different areas. 1

Again, it is the advisory committee that provides one useful means of channeling and utilizing the interests and efforts of citizens. If they are to make judgments on such important matters as curriculum, then it is a crucial requisite that the educator keeps them informed of vital issues, and vice versa. Even though goals and needs may vary:

To laymen who pass judgment on the public schools one cannot repeat too often: education is a social process, our schools and colleges neither operate in space nor serve identical communities. Before you judge a school, analyze the families from which it draws its students and the opportunities presented to its graduates. What may be a satisfactory curriculum for one group of students may be highly unsuitable for another. And the difference is often not due to discrepancies in the intellectual capacities of the students but to the social situation in which the boys and girls are placed. 2

---

1

Sloan R. Wayland, Edmund S. de Brunner, and Wilbur C. Hallenbeck, Aids to Community Analysis for the School Administrator (New York: Bureau of Publications, Columbia University, 1956), p. 10.

2

James Bryant Conant, "Education as a Social Process," Education and the Social Order, Ed. by Blaine C. Mercer and Edwin R. Carr (New York: Rinehart and Co., 1957), p. 256.



In the section that follows, some aspects relating to the utility of advisory committees will be considered.

#### The Projected Utility of Advisory Committees

There may be great value to the axiom that one should proceed from simple to more complex matters. Regardless of what is studied by committees, it seems logical that they should begin "by studying the more non-controversial" and "easily understandable areas and that, after meeting success there, they could proceed to more difficult problems."<sup>1</sup> Since the area of curriculum is broadly conceived and not merely restricted to subject matter, there really is nothing so sacrosanct that "it can't be studied by a citizens committee which is genuinely working for the welfare of the children and economy."<sup>2</sup>

In referring to opinion and decision-making groups, one often hears, quite euphemistically, that supreme courts "deliberate," that corporation boards "confer," but that citizens' committees "bicker"! It is doubtful that this allegation truly describes what citizens do when they meet in such groups, but it is, nevertheless, indicative of the image and low status that these committees have in the minds of many. Educators, themselves, are not quite certain about what the roles or intent of lay participation should be, although they generally agree to the principles inherent in the operation of such committees.<sup>3</sup> For

---

<sup>1</sup> National Citizens Commission for the Public Schools, How Can We Help Get Better Schools? (New York: The Commission, 1951), pp. 18-19.

<sup>2</sup> Ibid.

<sup>3</sup> M. L. Story, "What Part Should Parents Play in School Administration?", School Executive, 70: pp. 52-53; 1951.

example, a few years ago, Story conducted a nation-wide survey of 1,817 educators (i.e, 921 teachers and 896 administrators) to determine "ex-<sup>1</sup>actly how democratic schools are." When the participants were asked to list the "strongly democratic" practices in their school system, it was discovered that "Virtually every response to this query placed the presence of an active citizens' group high on the list."<sup>2</sup> After analyzing the responses, Story concluded that "a large number did not think their system was sufficiently democratic" concerning the participation of lay citizens.<sup>3</sup>

It was also stated that, while "over half the educators believe that direct participation of citizens is desirable in certain areas of school planning," there was a "wide variation between the participants' opinions and the ideas prevailing in their school."<sup>4</sup>

While it is not quite certain what Story means by "administrative planning," there does appear to be a variance between the educator's personal opinion and the group opinion of the school regarding lay participation in certain areas. Whether these "areas" include advisory committees, is unknown.

The point, however, becomes obscure and is lost completely if lay participation is regarded as an "either-or" proposition. Rather, the important question is: what are the promising areas, roles, or procedures that lay committees can participate in joint efforts with

<sup>1</sup>  
Ibid., p. 52.

<sup>2</sup>  
Ibid.

<sup>3</sup>  
Ibid.

<sup>4</sup>  
Ibid., p. 53.

professional educators? The assumption, here, is that both are needed, and that neither can do an effective job alone:

Lay citizens have the power to make school policies, but they cannot make policies which are good for themselves and their children without professional advice and they cannot execute policies except through the medium of school personnel. <sup>1</sup>

To the extent that lay citizens are board members, they establish school policies, but a committee on curriculum development, per se, does not "make school policies." This distinction is important because there may be uncertainty and confusion on the part of committee members unless their roles are made crystal clear. As an important link between the community and the board, they may indeed, indirectly influence school policy. These committees may plan, study, interpret, decide, evaluate, and recommend; however, in the last analysis, it is the board which takes the final action, because it is entrusted with the legal responsibility.

If a board, through suggestions from its superintendent or members of the community, deems that a citizens committee to study curriculum problems may be helpful, the utility and scope of this lay group may be confined to narrow limits or it may be encouraged to explore as it sees fit. In either event, there are numerous possibilities for such a committee.

First, and perhaps of most importance, they can reveal and provide insight to the purposes and objectives of the curricula. As

---

1

Hand and Hamlin, op. cit., p. 263.

Menge, Faunce, and many others have suggested, citizens can give vital meaning to "what" schools should or should not do.<sup>1</sup> Obviously, it is this very "what" that becomes so controversial, the "hot potato" in American education. Therefore, the nature of objectives is no idle matter; it requires the best that citizens can offer in terms of the time, effort, and dedication that they can contribute.

A second possibility concerns the study of conditions that have a great bearing on the curriculum, namely the condition of the school and community. For example, are classes overcrowded? Are there such specialists as speech and reading consultants to handle individual differences? Does the community provide wholesome outlets for recreational and creative activities? Through such study, citizens should gain a better understanding of the problems and handicaps facing their board:

Citizen groups in towns and cities can get together easily and frequently. They can get the facts, study them along with educators, arrive at reasonable plans of action and then work to convince others to favor the action program. The result has been approval of school building bond issues and increased salary schedules in thousands of communities. School curricula have been modified to reflect community needs and interests. Citizens have come to understand better what the schools are doing, are trying to do, and what they need. 2

A third possibility is that after having studied school and

1

J. A. Menge and Roland C. Faunce, Working Together for Better Schools (New York: American Book Co., 1953).

2

Samuel M. Brownell, "Unsolved Problems in American Education," Applying Research in Educational Administration (Chicago: The Midwest Administration Center, University of Chicago, 1954), p. 28.

community problems, citizens can make recommendations to their board of education. If they were truly active in all phases of the study, there is a strong possibility that citizens would lend their support to the realization of those recommendations approved by their legal agency - the board.

As an extension of the aforesaid general possibilities, there are many special types of problems that a committee concerned with curriculum development could pursue. These special efforts would not necessarily be confined to subject matter, but would extend into broader areas of living. A study and analysis of these more specialized problems would thus make more meaningful the relationship of the curriculum to the community. The following illustrates what is meant by special problems:

1. A school which is close to the community it serves should be in a unique position to deal with some of the problems arising out of social tensions.
2. Many adults are turning to schools for help in dealing with the problem of juvenile delinquency.
3. The public is asking the schools to do a better job in their health programs, many of which are sadly in need of improvement.
4. The accident rate in the nation has reached alarming proportions.
5. The public is looking to the schools to do a better job in vocational guidance and preparation for vocations.
6. There is a growing demand for programs that will provide youth with a better sense of moral and spiritual values. <sup>1</sup>

Whatever the task or problem, the effort cannot be sporadic

---

<sup>1</sup>

Kindred and Allen, op. cit., pp. 109-110.

or dominated by only a minority of the committee. The very nature of the problem may require only a matter of weeks or it may be years in duration. During the short or long-range study period, much confusion will be avoided if the committee retains its role of determining the "what", while leaving the "how" it is to be accomplished to the professional educator.<sup>1</sup> If there is any one thing that antagonizes the educator, it is his feeling that parents are trying to usurp the function he knows best - carrying out the educational program. Conversely, if there is any one thing that irritates the parent, it is his feeling that educators are denying him a responsibility inherent in free, public education - the right to participate. This conflict in roles need not be. If a spirit of understanding, of mutual trust, and the willingness to cooperate prevail, all concerned can work for the common good of all children.

Yet there are those who, on philosophical or other grounds, do not foresee the consequences of unilateral, indifferent action to problems that require effort and sacrifice from all. Surprisingly enough, in times of crisis, the community manages to muster enough strength to cope with a problem situation, even though the solution may be temporary. For example, the case is cited where an urban community (i.e.,

---

1

When consultants and other educators are involved in any particular study, several arrangements may prove to be satisfactory. Aside from working with a committee, they may also work independently; much depends on the nature of the problem, the time involved, the committee itself, or the assignment of the board.

Arlington, Virginia) of 124,000 decided to eliminate the "anachronistic, overcrowded and inadequate program of education for the citizen and youth of the community."<sup>1</sup> Here was an aroused community that was left out of the vital school program, and the lay citizen was not informed of the desperate needs of the school.<sup>2</sup> While this example is not typical of how lay leadership develops, it does pose a serious question: "is it necessary in such situations to wait for spontaneous action" from the lay public?<sup>3</sup> The mere presence of an advisory committee would not have guaranteed community support, but, at least, the lines of communication between the school and the community could have been kept open with an active committee. Thus, the chances for better understanding and support would have been that much greater.

Whatever it may mean to the lay citizen, curriculum is one of his prime concerns. In this connection, a most recent study conducted in the Detroit Metropolitan Area revealed an interesting contrast to the study by Sweitzer (see Chapter II). It may be noted that Sweitzer had ranked the important problem areas considered by advisory committees. In a similar manner, Allen made a "Rank of Problem Categories by Districts With and Without Advisory Councils."<sup>4</sup> In Table 12, one may

<sup>1</sup> A.S.C.D., 1951 Yearbook, op. cit., p. 246.

<sup>2</sup> Ibid. <sup>3</sup> Ibid.

<sup>4</sup>

This material, via a questionnaire sent to the superintendents of 43 school districts, was developed by Archie E. Allen in collaboration with the Metropolitan Detroit Bureau of Cooperative School Studies, 60 Farnsworth, Detroit 2, Michigan. The above information is also a part of Allen's doctoral dissertation, currently in progress at Wayne State University.

compare the findings of Sweitzer to those of Allen:

TABLE 12

## RANKINGS OF IMPORTANT PROBLEM AREAS

Sweitzer (1954) <sup>a</sup>	Allen (1958) <sup>b</sup>	
Districts With Advisory Committees	Districts With Advisory Committees	Districts Without Advisory Committees
1. Construction of Schools	1. Curriculum Develop- ment	1. Curriculum Develop- ment
2. School-Community Relations	2. Finance: Building and Site	2. Finance: General
3. Taxation and Finance	3. Finance: Operation	3. Finance: Building and Site
4. Curriculum Improvement	4. School-Community Communications	4. School-Community Communications

<sup>a</sup>

Sweitzer's data were obtained from various sources throughout the state of Michigan, and include only these four problem areas. Apparently, he did not study districts without advisory committees.

<sup>b</sup>

Allen's data were obtained from school districts within the Detroit Metropolitan Area, and his complete list of "problem categories" totals 37.

It can be reasonably claimed that advisory committees are chiefly concerned with curriculum development. This realization may cause considerable concern for those who are already doubting Thomases. Unquestionably, there are, currently, various signs and "straws in the wind" that the educational pendulum may now be swinging in the other direction - the urging that "all educational problems are professional in nature and must be solved by professionals alone."<sup>1</sup> Yet, there are

<sup>1</sup>

Paul Woodring, Review of The Future of Public Education, by Myron Lieberman, Phi Delta Kappan, XLI (December, 1959), p. 124. It is Lieberman who takes this position, not Woodring. In fact, Woodring challenges the statement that "non-professionals don't have, or shouldn't have, much to say about the goals, procedures, or management of the schools." (p. 124).



others who would also retard this tragic swing of the pendulum, others who see present educational needs in an entirely different light:

The conclusions of this study do not present an encouraging picture . . . Aside from parents, schools have little immediate support and, as their children grow, parents too become disaffected . . .

What, then, are the answers? What does this investigation show that points a way out of this sluggish eddy of dissatisfaction?

Those who would answer such questions should begin by recognizing their greatest asset: Education is too important an undertaking for the public to neglect it completely . . . What is needed is not just more informational programs, uni-directional and blind. Specific targets must be established on the basis of factual data, two-way communications must be fostered. . . The need is for productive participation in school affairs. The schools can help, but it is the voters who must finally accept responsibility and meet the challenge of commitment. 1

Without further pursuing these variations on a theme of "either-or," this leitmotif of "Educators' Schizophrenia," something must be said regarding the process and efficiency of advisory committees in curriculum development. The matter of how a committee organizes, collects data, and, most important, how it studies problems, should be of real concern to educators and lay citizens alike. It is quite certain that:

not all arrangements of citizen co-operation have proved to be helpful. The time has come for careful studies of various arrangements which will result in the improvement of the best and the elimination of the worst. Much more research by local, state, and national groups might well be directed toward determining the effects on the schools of citizen participation in school affairs and of the many different arrangements for providing it." 2

---

1  
Carter, op. cit., pp. 248-49.

2  
Hand, op. cit., p. 272.

In conclusion, the future and utility of advisory committees in the area of curriculum development offers great possibilities for the continued support of free, public schools in American society. Neither the educator nor the lay citizen can afford to stand alone. Through great effort, creative imagination, and mutual trust, the roles of both may be enhanced.

APPENDIX B

Transcript of an  
Interview with Dr. Drachler and Dr. LeAnderson Regarding  
Citizens Advisory Committees, Detroit, Michigan  
(March 16, 1961)

Transcript of an  
Interview with Dr. Drachler and Dr. LeAnderson Regarding  
Citizens Advisory Committees, Detroit, Michigan  
(March 16, 1961)

Interviewer: Good afternoon, Dr. Drachler.

Dr. Drachler: Good to see you, George.

Interviewer: I have here some critical aspects relating to the evaluation of Citizens Advisory Committees and the first category relates to committee structure and organization. I wonder if I could ask you these questions and perhaps get your response to them. Number one, as you see, has to do with origin. Who initiated the committee? (Relating to curriculum development).

Dr. Drachler: In Detroit, the board of education initiated the committee and appointed the members. When the committee met, the board suggested, at its first orientation meetings, that some general sub-divisions for the committee to consider, and a study of the total educational program might be curriculum, finance, school-community relations, plant and personnel. Thus, within each one of the nine committees, the city-wide, and the eight regional, there was a subcommittee for each of these five areas.

Interviewer: In terms of membership: What was the method of joining the committee? Now, I'm referring to perhaps the subcommittee in the northwest region.

Dr. Drachler: The board of education called upon all the principals, teachers, assistant principals, in each district to make recommendations of parents and citizens on a regional and city wide basis. Literally, thousands of names came in from all over the city, including the northwest. The board then determined a committee for each of the regions. The board's method in selecting the members, was to include parents, officers of parent-teacher organizations, and also people who represent the total community as well, business, labor, church, etc..

Interviewer: Now, in terms of membership: What was the average number of members on a committee?

Dr. Drachler: Approximately, 35.

Interviewer: The length of membership: How long did they serve?

Dr. Drachler: The city-wide committees served approximately 18 months. The regional committees, 12 to 15 months.

Interviewer: Representation: Was representation strictly confined to lay personnel?

Dr. Drachler: No, the board took the position that teachers are citizens also, and appointed on each of the committees, some teachers, principals or supervisors.

Interviewer: Representation: Was representation cross-sectional in terms of socio-economic status?

Dr. Drachler: Yes, it definitely was. We had representation from labor, from industry, from various church groups, and from various socio-economic and ethnic groups as well.

Interviewer: Does representation include both parents of school children and citizens who did not have children in school?

Dr. Drachler: That's right. Although it is interesting to note that, at the regional level, we had many more members who were parents on committees as compared with city-wide committees.

Interviewer: Dr. LeAnderson, I wonder if you could answer number eight, again relating to representation: Was representation in terms of organizations or agencies which reach a majority of citizens?

Dr. LeAnderson: I think there were many organizations that were represented, but they were told very specifically that they did not represent those organizations, but rather themselves, as individual citizens. The purpose of this understanding was to make sure that they were registering their opinions as citizens of the community, rather than mirroring any ideas which their particular organizations may have held in relation to the problems the committee faced.

Interviewer: The second category relates to Methods of Study. Consultants: Were consultants involved?

Dr. Drachler: Yes, we had a number of consultants, some staying for a very brief period of time or for a specific study, such as the group from the University of Michigan that worked on the intelligence testing program or the group from Michigan State University that worked on the vocational program. Now there are such men as Dr. French, Dr. McClusky, and Dr. Karney, who stayed for a longer period of time. Their reports were published in each instance. The consultants were interviewed and

selected by the committee proper.

Interviewer: Might I ask, Norm, did they work independently, or with groups? For example, the northwest region; were there consultants with these study groups?

Dr. Drachler: These consultants worked primarily with the city-wide committee, although they also met with regional committees for briefing sessions, questions periods, etc.. The consultants did two types of jobs. In one instance, they prepared for the committee, some specific information. For instance: "What are the trends in curriculum today?" French prepared this report and we made it available to all the members. However, when the consultants made their recommendations, it was with the understanding that they would make their own recommendations. Citizens committees might use some of these or might not, but the report of the consultants would be presented to the board as each consultant had prepared it.

Dr. LeAnderson: I think one of the interesting things they also did, was to go out in the various areas and consult with the various committees in the different parts of the city. I remember distinctly, for instance, being at a meeting at Cooley High School one evening with the northwest committee, and among the group was Dr. Karney, who stayed for the entire evening and participated vigorously in the discussions that were being held.

Interviewer: If consultants were involved, how did they become involved?

Dr. LeAnderson: I think they became involved in a number of ways. In the first place, on their arrival, we briefed them carefully and fully as possible as to the nature of the job and of their particular assignment. They knew the job, as they, the individuals, had to do, and they did a good deal of writing in an independent way. Secondly, they became involved by sitting in actual committee meetings. They spent a great deal of time with the city-wide committee and as we mentioned earlier, moved out into the areas, particularly, in several meetings with the district administrators. Finally, they became involved by visiting schools. They visited a great many. For instance, I remember them sitting down with the teachers at one of our high schools. It was the High School of Commerce meeting with our faculty, for the purpose of becoming better acquainted with the machinery of the Detroit Public Schools.

- Dr. Drachler: I might add in conjunction with the curriculum committee, that the consultants also met with members of the Division of Instruction.
- Interviewer: Consultants: Were these consultants professors, administrators, teachers, or were they from non-educational fields?
- Dr. Drachler: I would say that we had some of all of these. For instance, Dr. McClusky, who is widely known throughout the Midwest (a staff member of the University of Michigan); the group from Michigan State was on the college of education staff. Dr. Karney, however, was an assistant superintendent of schools, and therefore, would be classed as an administrator, although he, too, taught classes at the University of Minnesota. So we had both professors and administrators at the same time who were teachers themselves.
- Interviewer: You touched on this already, but I wonder if you would elaborate; in relation to the committee, what was the actual role of the consultant?
- Dr. Drachler: I think the committee wanted the consultant primarily, for several reasons. One, they looked to the consultant to obtain an impartial or objective over-view on various aspects of the curriculum, organization, content, etc.. For instance, let us take the matter of the self-contained classroom. Detroit had one plan, the committee members were concerned with having a modified Detroit plan. There, they turned to Mr. Karney and Mr. French, and would ask them for opinions on that matter. They wanted to know whether we should have promotion annually or semi-annually. Again, they turned to these men and asked them for their opinions about national trends. They also asked these men to visit schools, and to give their opinions regarding them. Hence, consultants were used in a variety of ways.
- Interviewer: Were these consultants paid, or did they serve gratuitously?
- Dr. LeAnderson: It was our feeling that in fairness to the consultant, they should be paid. Therefore, before actual arrangements were completed, they were offered, in writing, a financial proposal which seemed to be reasonable, and, in all cases, was accepted. They received, not only a certain amount of money, in most cases, but also a rate, if they were living, during the life of the study, in the City of Detroit.

Interviewer:

Selection of Topic: In terms of curriculum, how did study groups choose a topic for study (i.e., was it the result of pressures from a certain group or from the community)?

Dr. Drachler:

I'd say it was a combination of factors. One of the difficult things at the very beginning was to have a committee start a topic and follow through on it. One person would raise one question, or one concern, and another member had another concern. Finally, after several sessions and after a certain amount of circuitous discussion, the subcommittee decided, in each group, that they would develop a number of basic questions on each of the areas. Each subcommittee developed some 20 to 40 questions, basic topics, which they thought they should seek answers to. As a result of the development and agreement that these were main issues, they began to gather data and, from the data, later on developed these recommendations. In most instances, they would turn to staff within the C.A.C., or to Central Staff for information, and they would receive the data in either case, and use it for their deliberation.

Interviewer:

Sources: What were the sources of information?

Dr. Drachler:

Well, we used a few materials with the committee. One of the difficulties we ran into, was the fact that the committee started working before Staff. As a result, the needs of the committee were always ahead of us. Yet, we did various things. For instance, the committee wanted to go into the question of: "What are the goals of American education?" Well, Staff then combed the national literature, brought in some of the materials that we considered most representative and presented it to the committees. Some of this was done in mimeograph fashion, other materials were presented as either pamphlets, articles, or even books. This was one way in which material was prepared for the committee. We also purchased a considerable amount of items which the committee requested. Sometimes, members visited other cities and came across items which they felt Staff should obtain for them and this we did.

Interviewer:

Data Collection: What instruments were used for collecting data?

Dr. Drachler:

Well, now, if you are referring to curriculum, the committee depended primarily on the studies prepared by various departments within our own school system, such as instructional research, the testing program, the psychological division (i.e., their testing



program), the administrative research department on promotions, and so on. These were the basic materials the committee used.

Interviewer: Data Collection: Who collected the data? (I think you partly answered that, because it was inherent in the question before. In other words, these same agencies within the system collected the data?).

Dr. Drachler: Right.

Interviewer: I might ask, Norm, were there any attempts to send out questionnaires as a research instrument to parents in order to obtain their opinions?

Dr. Drachler: No, only in one instance was there an attempt to send out a questionnaire, but, this was primarily done by an individual. The committee upon reviewing the questionnaire, felt that it required much more objectivity and thought before this was to be done. This was not achieved, although the questions were sent out by the committee, to teachers and organizations asking them for replies. I would say there were also quite a few studies initiated by the committee, studies which the board of education formerly had not done. Questions arose: the committee, for instance, wanted to know, "Do all the schools in the city of Detroit have libraries? Do they have science rooms in every elementary school?" And so on. As a result of the questionnaire that the committee developed, the board of education followed through with the study. Bob, I think the only study that the committee actually gathered itself, was in the case of the plant, where using a national manual, the committee organized some two to three thousand citizens and teachers who went in and rated each school building. Now, in relation to this rating, one of the aspects included was how flexible and functional these buildings are in terms of modern curriculum needs.

Interviewer: Data Collection: Who treated and presented these data?

Dr. LeAnderson: I would say that once the data were obtained, the presentation to the various committees was done either by the consultant or by the staff. Most of the studies that were brought together were finalized in terms of these recommendations with highlights going to members of the committee. This had to be done because they were all very busy people, were not able to give much time to pouring over the details, so it was the function of the staff to boil such material down and

and make it quickly readable to the members who came to the meetings.

Interviewer: Utilization: How were these data utilized?

Dr. Drachler: The committee actually prepared several reports. First of all, by December of 1957, the committee had prepared a fact-finding report. A great deal of this report was written by Staff, and a great deal, by various committee members. Before the fact-finding was presented to the total committee, the subcommittee first agreed that the material included, and the interpretation given to the material, coincided with the viewpoint of the total group. After the first factual report was prepared, the committee prepared a second factual report, updating certain information and also adding materials which members of other subcommittees requested when these were presented at the December meeting. It was out of these two fact-finding reports, the consultants' reports, (also various interviews) and the questionnaires, that the committee began to develop its proposals.

Interviewer: Evaluation: Who evaluated the findings?

Dr. Drachler: When a subcommittee prepared its recommendations, which were based on their evaluation of the discussions and the fact-finding reports, Mr. Romney arranged for a city-wide meeting of the city-wide and the regional committees. Each subcommittee, at this city-wide meeting, presented its recommendations, and each recommendation was dissected by the total city-wide membership present. I want to say that this was not a quick job. The committee originally had planned to meet, I believe, two days for four hours, and to complete the task. We ended up taking six to eight meetings before the job was completed.

Interviewer: Evaluation: I think you've touched on the second point, pertaining to how these findings were evaluated. Now in terms of: Communication: What method was used in the distribution of the findings?

Dr. LeAnderson: The findings were brought together after they were uniformly agreed upon and eventually published and given rather wide distribution. The reports, at the present time, are available, and have been bound. They have been widely distributed among the members of the school family and are available, of course, in all the administration offices, in addition to the members of the board of education, the press, and the community organizations.

Dr. Drachler: I just want to add, that every school was encouraged to have staff meetings to discuss the recommendations made by citizens, and since the report has come out, every new teacher that is hired, receives one of the abridged copies of the C.A.C. and attends a meeting where a background of the committee is presented, and, at the same time, we feel that this is one of the best introductory books that we can give to a new teacher which explains the Detroit system and its needs.

Interviewer: I see that you are anticipating my questions. That also answers the utilizations of findings: How were the findings used? Unless you'd like to add something to that, I think you've covered it. Is there anything you'd like to add to that?

Dr. Drachler: No.

Interviewer: Number of recommendations: If the findings were in the form of recommendations, how many were made in terms of curriculum development?

Dr. LeAnderson: As we remember, in the city-wide committee, the curriculum committee recommended 57 basic suggestions or recommendations. On the other hand, if we were to take the total number of recommendations for curriculum, of all of the areas in the entire city, we would probably run into the neighborhood of perhaps 200 or 250, although in this number, there would be some duplication.

Interviewer: In other words, Bob, this number 57 is a compilation. It would be quite impossible then, to take any one region and say that they came out with any unique recommendations?

Dr. Drachler: Oh yes, you can, because each of the regions, although they were present and approving the city-wide recommendations, they did also present a list of recommendations singularly their own. For instance, you will find that one of the regions, the northwest, did not go along with the other 8 regions on the questions of a 6-3-3 organization plan. They preferred K-8, and 9-12. There were other aspects of various regions where some individual recommendations were made that were not included in the total. Mr. Romney, tried, in reaching the recommendations, to get through those recommendations upon which there was general unanimity. He encouraged the committee not to present a minority report in the city-wide recommendations. In the regional, you will find some recommendations that differ. The District Administrators, I will say, in turn, in each region, followed up with each of

their regional committees to discuss these recommendations and to evaluate what recommendation is unique to this region: "Does its implementation require central aid or can it be done within the local area?"

Dr. LeAnderson: I think there was some heterogeneity, but, in the main, there was general consensus. I think it is true that in some areas of the city, the needs are different. For instance, there was a strong feeling, I remember, in the northeast region area of the city, that there should be a trade school to serve youth in that area. If my memory serves me correctly, this is the only area which felt this unique need. This would not exist in another area where most of the students were college-bound. Hence, there were some differences in various sections of the city.

Dr. Drachler: I would like to add to that, and say that sometimes a recommendation that was different, also depended on the organization existing within the area. For instance, in the center of the city, there are junior high schools, so the 6-3-3 plan was not a new plan, or a change. In the northwest, they had K-8, they had that experience, and some of them wished to maintain that kind of organization, or if possible, seek 6-4-4 or some other organization which they preferred. Sometimes, I think, a recommendation that came in was also due to the particular interest of an individual. I recall, in one of the regions, that one person felt very strongly that children of the elementary level should be taught to swim; that it is too late to wait until high school. Therefore, that recommendation entered there.

Interviewer: Recommendations: In terms of curriculum development, to which areas did the recommendations pertain? Norm just talked about the 6-3-3 plan etc., would you like to add to that?

Dr. LeAnderson: I think the recommendations reflect the concerns, pretty much, of the citizens of the community. For instance, they were very much interested to make sure that everything was done to strengthen instruction in the basic subjects. Secondly, they were very much concerned in behalf of a curriculum council, where all good ideas could be pooled to strengthen the entire curriculum. They were very much concerned with the so-called special subjects to determine how these special subjects should be weighted with the very popular three R's. They were very much concerned that every teacher who had good ideas would have some means by which they could be channeled where they would do the most good. They were very much concerned with the

fact that, in Detroit, we ought to have a technical kind of training which would help our young people, both men and women, to prepare themselves for saleable skills and for the world of work.

Interviewer: Resultant Action: How long did it take for the final decision making body to put these recommendations into effect?

Dr. LeAnderson: I suppose, in a sense, this is the pay-off question. It seems to us that while the committee finished its work about two years ago, the recommendations are still being put into effect. They have not all been approved by the board of education. It's the role and responsibility of the various divisions to make recommendations to the superintendent as to how each recommendation can be implemented. These recommendations are then carried to the board of education for final approval and action. Most of the recommendations have now been approved and are being implemented. There are some however, that will need further research and clarification before they will finally be recommended to the board of education by the superintendent. Let me give you one specific instance: There is a recommendation in the personnel section that a compulsory examination be given to every teacher every three years. There is a great deal of study going into this recommendation. It is not yet come to the stage where it has been finalized and approved, by the board of education. I would say, however, that within a period of six months, that all recommendations will have been acted upon and will be in the stage of implementation.

Interviewer: Bob, when you say examination, do you mean, physical examination?

Dr. LeAnderson: Yes, you remember the recommendation suggested that every teacher have a physical examination once every three years and this is very debatable, and there are many facts on both sides of the coin.

Interviewer: Thank you, Bob, and Norm, very, very, much. You have been most gracious.

APPENDIX C

Transcript of an Interview with Mr. Eugene Johnson,  
Superintendent of Schools, Bloomfield Hills School District #2,  
Bloomfield Hills, Michigan  
(April 7, 1961)

Transcript of an Interview with Mr. Eugene Johnson,  
Superintendent of Schools, Bloomfield Hills School District #2,  
Bloomfield Hills, Michigan  
(April 7, 1961)

Interviewer: Good afternoon, Gene, it's good to see you.

Mr. Johnson: Thanks, it's good to see you.

Interviewer: I wonder, if as a background, we could talk about the socio-economic factors in the community, in terms of its growth within recent years - we can agree that it has been rapid - is that a good start for you?

Mr. Johnson: I think so, George, and I appreciate this opportunity to talk with you about this. Our Bloomfield Hills community, of course, is a unique community in many ways. It is a fast growing community, composed of homes, almost strictly homes, no business, no industry at all; just a few small business centers. The personnel of the community is composed largely of men working either directly or indirectly with the motor industry of the Detroit area. Many of them have strong college backgrounds, are well-trained, either technically, or perhaps, they possess a general cultural education. The homes are above the average of the nation. Our youngsters are usually above the average in ability. The community, of course, is changing somewhat. It is a fast growing area. Yet, the community as a whole remains considerably above the average (economically speaking), and I'm sure, in many other areas it is. Many of our students go to college; in fact, 80 to 85 per cent are now attending college. Thus, our school system is based primarily upon a college prep program with rich cultural additions in the field of music, and art, and other related areas. Our strong suit is preparation for college. We have the students qualified to do college work. Now, George, I don't know, maybe I'm being too general; if I get too general you direct me back to specific points.

Interviewer: Here's a specific point: it relates to school enrollment and census data. This covers a period from 1953 to the present; I'm amazed - in 1953, the enrollment figure is 794, and then it jumps, by 1960, to approximately 3600.

Mr. Johnson: Yes, and our best surveys, or by surveys made, a very conservative estimate is that we're due to grow about 2000 students in the next four years. You see, percentage-wise, that is a very rapid growth. Perhaps, that brings us into an area that you may be hoping that we can discuss further. In any fast growing area, there are demands upon the patrons for building buildings to take care of this rapid growing school population, or rapidly

growing district. In that connection, of course, there have been several problems which center upon curriculum, adult evening classes, and the general school program. With this rapid growth, even though we have just recently approved a building program of some \$4,000,000, we believe that it should take care of our growth for the next four or five years. Beyond that, we don't know. Some estimates state that by 1971, we will have close to 10,000 students. In other words, ten years from now, we're likely to have as many as 10,000 students. I rather think that that's a slight exaggeration. I think it's only a matter of time until, perhaps, we'll have that many students.

Interviewer: What, precisely, does the school district encompass? What communities do you serve, as it were?

Mr. Johnson: George, we have the greater part of Bloomfield Township in our school district, but not all of it. We have almost all of the city of Bloomfield Hills, but there is a pie-wedged shaped area that belongs to Birmingham. It's a small area, but nevertheless, an important area. We have a portion of the City of Troy in our school district, a large sub-division from which there are 150 students. We also have, perhaps, a third or more of West Bloomfield Township. Thus, in all, we have about a 28 square mile school district, running north from Pontiac; south to 14 mile in the center part of the district; running west to Orchard Lake Road; running northeast at least into Troy; and southeast into Woodward, where we run into the Birmingham school district.

Interviewer: It certainly is fragmented, isn't it?

Mr. Johnson: Yes, it is a rather irregular shaped school district composed of some 28 square miles, of which only about half of the area has been built upon. In other words, we're probably a little under 50 per cent saturation. So you see the potential for growth is there.

Interviewer: Yes, I might add that you came here as superintendent in 1953. The location then, for the superintendent's office was over on Vaughan Road, was it not?

Mr. Johnson: Yes, at Vaughan School.

Interviewer: How many schools were there when you first came?

Mr. Johnson: When I came, there were two: Vaughan was the school for kindergarten through twelve. It housed the elementary, the junior high, and the senior high. Then there was little Wing Lake School - I say little, because it was little, then - that took care of several students in that area. Since then, we have built two additions on to the



Wing Lake School.

Interviewer: Wing Lake School has a history of its own which dates back 100 years, doesn't it, Gene?

Mr. Johnson: Yes, they just celebrated their 100th anniversary. There was a big celebration which the parents of the school promoted with the aid of Mrs. Forslund, the principal, and her fine staff. They had a very fine centennial, and interestingly enough, the old stone room that was the original Wing Lake School still stands, George, and is now a very modern, attractive library for the school.

Interviewer: Yes, I know, my boy uses it.

Mr. Johnson: I'm sure he enjoys it.

Interviewer: When was Vaughan School built? Do you have any idea of its construction date?

Mr. Johnson: Vaughan School goes back to, I believe, about 1925; I'm not sure without looking it up.

Interviewer: Well, then, with the exception of Vaughan School, we could say that the only school that they had in the district was Wing Lake School. The district was relatively unchanged from the time just approximately before the Civil War. Is that correct?

Mr. Johnson: Yes, there's a lot of truth to that. Two schools, you might say, Vaughan School and the Wing Lake School, composed our school district less than ten years ago.

Interviewer: Would you say then, that the great population movement, the great mobility, excepting the residents who were long established in the area, occurred just about 1953? What date would you give that would be the approximate time when this great population and building surge began?

Mr. Johnson: It was beginning to show up in 1953. When I first came here, there was a demand for a new high school and some felt we were a little previous in developing this high school. They just couldn't conceive that we would grow as fast as we have. It was a difficult thing to sell because we were largely a rural area, then. From that time on, we started growing, George, at the rate of 2-3 hundred, 3-4 hundred, and for the last four years, we've grown at the rate of slightly in excess of 400 pupils per year. When you consider that percentage-wise, it's a tremendous growth. The conservative estimates predict that we will continue to grow at that rate, or maybe even a little higher rate for the next four or five years.

Interviewer: Of course, this presents problems, doesn't it? I know that you have always stressed, from the very day you came, strong community participation. This has been a byword with you. What have been some of the problems that were associated with the roles of parents? You know that my area is the area of citizens advisory committees; what have been some of the problems that have been associated with the involvement of parents?

Mr. Johnson: Some of the problems have dealt with the many diverse viewpoints that any community will have in the development of an educational program; how fast we're going to grow, how fast we're going to need those things, and then, of course, selling the people on a building program based on curriculum needs and giving them the evidence that we will do our best to maintain and continue an outstanding school program. However, in spite of all these problems, which every community has, this community has responded very favorably, and in a very commendable manner. We would like to continue giving them the kind of educational program they want. George, there have been several problems that have been unique. We have already stated that we have a very attractive community, a community of fine homes, outstanding economic-social groups; I think that we all agree that that is true. Yet, this same community has had many problems to contend with due to its fast growth. Along with the need for schools, there have been problems of water, sewage, roads, municipal government, fire protection, police protection; all of these have been pertinent right along with the school problem. It just wasn't a school problem; it was a total community growth problem, which in turn made it more difficult. Some people felt they were besieged on every hand for additional tax money, for fire protection, police protection, schools, water, sewage; yet in spite of that, they have responded wonderfully well as our community continues to develop. Those are some general comments. Perhaps, more specifically, you'd like to deal in some of these specifics.

Interviewer: Yes. What are some of the roles that parents have played as a general prelude to the application of some critical aspects that you see before you? You mentioned, I think, that the adult education group has been quite active; remember I served on one of the committees. This has been an excellent educating influence in the community; isn't this something that parents originated?

Mr. Johnson: Yes, due to our fast growth, and a number of other factors, we had a group of patrons who asked for the privilege originally of looking into the community's need of an adult evening program. We first called it "Adult Educational Program", but, interestingly enough, we

changed it to "Adult Evening Program" because we worked on the premise that we were building these schools, that people were paying for, and that they should have use of them. You perhaps, know, George, that one of our very popular classes is a training program for dogs. The parents bring their dogs out here to the gym and they are trained in dog obedience. Some people scoff at that and say, "The idea of a school promoting such!" We're not promoting it; we're just offering the facilities and somebody else promotes it. It's a service we can offer our patrons, or at least it offers a facility, their facilities for this program. Along with that, we'll have bridge classes, George, with someone - - (sic: someone teaching it). Yet, we have some very fine classes in Conversational French, Spanish, and some outstanding music work. Those are some of the evening classes. Now, to get back to your point, though, the parents asked to look into this and the board approved a committee study. This committee of parents met several times. It was a new committee each year or a partially new committee each year. They recommended to the board and they sent out questionnaires on several occasions: "What type of evening courses would you like to see presented at the senior high school?" Practically every course that was requested was listed and if some ten to a dozen wanted that program, we saw to it that a course was started and a teacher was found for that program. Now, many of them, of course, did not materialize. On the other hand, every year, for the last six years, we've had anywhere from 8-10 to 15-20 adult evening classes going on. A group for the fall term, a group for the winter and spring term. Practically two or three evenings a week, we have adult evening classes.

Interviewer: I know that this would be related to the adult evening classes; do you notice any effect as to their opinions toward the general curriculum for their youngsters as a result of being in these classes? Do you notice any changes in opinions toward the school?

Mr. Johnson: We feel it has been quite helpful. Whenever you get a person into an institution, when he sees the institution and what's going on, he feels more a part of it. The work that they have had here, has given them a better insight of the total program. Thus, they are likely to be more favorable. It has been quite helpful, and quite worthwhile. We believe that, perhaps we have a more positive viewpoint than ever before, although we can't complain about the viewpoint in general at all, at any particular time. The viewpoint, the attitude - if I may use that word - is seemingly improved as a result of these evening classes. There are other factors, of course.

Interviewer: I think this is excellent. This gives a general background, perhaps, for more specific treatment of the critical aspects. You know from my particular study, I cited Bloomfield Hills as an indirect approach, because both of us know that there are many communities that do not have advisory committees on curriculum development. Now, could we talk about one specific area, within one specific time span, where such involvement occurred, even though you do not have a formal citizens advisory committee?

Mr. Johnson: George, I think I would like to briefly tell you of a few incidents that I think have been quite helpful to us involving citizens indirectly, shall we say. About three years ago, the board of education conceived the idea that they would like to hear from the teachers directly on what they were doing in the classroom, about the school curriculum; in other words, what their plans for the future were, and how all of us could help. Accordingly, George, they publicized these meetings and invited interested patrons to attend. We had a number of such meetings and attendance varied from perhaps fifty to a hundred of which a goodly number were interested patrons. After the discussion, questions could be asked by board members, by patrons, reviews were often made, written summaries were available, and often given to the public at large. This particular group was not a curriculum group, but a interested group of parents coming to hear what the teachers were doing in the classroom and appreciated this to the point that, after a year and a half, they came to the board and said, "We like what you did. We like what we heard. We think our best contribution might be in this way: to help you to encourage these folks in what they are doing, because we can see the need for a building program in the very near future. Our job is to encourage these folks by organizing and promoting a building citizens advisory committee, particularly for the express purpose of getting additional buildings." That was a very unusual approach to the problem and, as a result, George, in encouraging the teachers to proceed, we now have many interesting experiments going on in curriculum. In our senior high school, for example, we have college prep English, college prep math, college prep science. We have some experimental work going on in the junior high school, in reading, in science, and some experimental work in team teaching. Some of these so-called modern teaching devices we're not so sure of: all this has come about due to encouragement of the board of education and this citizens committee that says, "Here is where we can help."

Interviewer: Do you have a general advisory committee?

Mr. Johnson: We have an advisory committee on each bond issue for the express purpose of promoting a bond issue, but it is not a general advisory committee on curriculum alone. It is a citizens advisory committee to assist in a capacity needed. Their point was, "Let's concentrate in this area, because here is our greatest need." (meaning the building area). Citizens Advisory Committee; yes - curriculum; not as such.

Interviewer: The work that a building committee would do as a citizens advisory function would affect curriculum development, would it not, Gene?

Mr. Johnson: Yes, because on several occasions, at board meetings, which were open to the public, there has been a representative group of citizens present to discuss the type of building we need for our particular type of curriculum. Or the type of building program that can be flexible so we meet the changing needs of education. Citizens have encouraged that kind of thing with comments to the board, comments to the staff, comments in letters to both the staff, administration, and the board of education.

Interviewer: If we were to take the last millage campaign: would that be a good example of how citizens work indirectly toward curriculum development?

Mr. Johnson: That's a good example of a well-organized citizens advisory committee in that particular field.

Interviewer: When was the date of that campaign?

Mr. Johnson: January 30, 1961 was the voting date. The citizens advisory committee's work was done largely between Thanksgiving of 1960 to January 30, of 1961.

Interviewer: If we can approach the critical aspects: in terms of origin for this general citizens advisory committee, who initiated the committee?

Mr. Johnson: I believe, George, that you might say, over the long haul, interested citizens initiated the committee. The actual development, however, due to encouragement of these citizens, was done by the board of education. However, it was not a specific group; they merely called in some interested citizens and said, "Can you carry the ball for us and will you get this organized?" So they organized into a citizens advisory committee. They called themselves the "Y.E.S. COMMITTEE", Your Educational Security Committee. They worked on that basis. It was a voluntary group of citizens and parents interested in maintaining and achieving good education in Bloomfield Hills.

- Interviewer: Actually, the board sanctioned this group.
- Mr. Johnson: Yes. It was with the full approval of the board of education, a cooperative enterprise.
- Interviewer: Membership: What was the method of joining the committee?
- Mr. Johnson: An interested citizen was invited to contact certain key leaders, or certain P.T.O. officers. Actually, to get the ball rolling, they called a large group of citizens together: "Here is our problem, can you organize?" Then they said: "In any area that you would like to help, will you sign your name and let us know."
- Interviewer: You advertised this through your news letters?
- Mr. Johnson: Yes, school bulletins, the newspaper and through parent teacher meeting announcements.
- Interviewer: Membership: What was the average number of members on the committee?
- Mr. Johnson: The citizens advisory committee probably exceeded 100, George, when it came down to the group for action.
- Interviewer: Were there any subcommittees?
- Mr. Johnson: There were many subcommittees.
- Interviewer: Could you identify some of these subcommittees?
- Mr. Johnson: Yes, Mr. \_\_\_\_\_ was named chairman of the Y.E.S. Committee, due to his experience in the previous election, and due to his experience of having worked with P.T.O.'s and having teamed with John \_\_\_\_\_. He was unanimously appointed as campaign chairman. Mr. \_\_\_\_\_, with others, organized this in considerable detail, and had a number of meetings. For example, they divided the school district into precincts, almost like a political campaign. They set up a precinct captain, some lieutenants, poll checkers, community workers, doorbell ringers, neighborhood leaders, and then, as they drew near to the election, they even planned telephone calls and poll checking to get out the vote and publicize the vote. So, all in all, there were well over a hundred participating. I believe that, due to this fine organization, the leaders were able to predict within a few votes, of how the election would turn out.
- Interviewer: Then the subcommittees are really these precincts organized into committee groups?

Mr. Johnson: Yes, in fact, it broke it down, George, to the point where for every ten homes they had a precinct or neighborhood worker that would contact these people.

Interviewer: How many parents were on the precinct subcommittee?

Mr. Johnson: The majority of them were on the precinct level.

Interviewer: If you could break that down, would you have any way of knowing how many for each precinct?

Mr. Johnson: Let's see: there were seven precincts, with a precinct captain for each one. There were also some 4 to 5 poll checkers in each precinct, there were zone lieutenants - from 4 to 6 - there was a committee for telephone follow-ups, that varied from 4 to 8; then there was a large group of neighborhood leaders. They were the crux of the total program. They did the campaigning, the doorbell ringing, and I expect, in each precinct, there were as many as 25. Some 20 to 30 were doing the leg work, shall we say.

Interviewer: Length of membership: How long did they serve?

Mr. Johnson: This campaign was started last fall with general meetings of this general group and the board of education. As the citizens committee got organized, they carried the ball and the campaign actually took place between Thanksgiving and January 30, which was about a two and one half month period.

Interviewer: Representation: Was representation confined to lay personnel?

Mr. Johnson: There were several teachers who volunteered, but it was primarily lay personnel activity.

Interviewer: Representation: Was representation cross sectional in terms of socio-economic status?

Mr. Johnson: We feel it was. Very much so.

Interviewer: You did have seven precincts that were divided geographically in the school community?

Mr. Johnson: Anyone interested in promoting our school program was encouraged to participate.

Interviewer: Representation: Was representation in terms of both parents of school children and citizens who do not have children in school?

Mr. Johnson: Naturally, the greater number was parents of school children, but we had several folks working who just had an interest in the community, in good schools, who had no children in school, had attended private or parochial schools, but were still interested. We had several very key people in that area, as well as parents of our children.

Interviewer: Representation: Was representation in terms of organizations or agencies which reach a majority of citizens?

Mr. Johnson: Not so much that, because of the fact that we are a decentralized area. We did prevail upon our P.T.O.'s to help considerably. However, many of these folks on the citizens committee were active on the citizens committee, but not active in the P.T.O.. It was primarily a lay group, but we did not draw on any particular group, unless perhaps, to a certain extent, on the P.T.O..

Interviewer: Methods of study: Were consultants involved?

Mr. Johnson: Yes, consultants were involved in that we appointed a few key citizens via the board of education. Primarily, George, the basis for this bond issue was formed when, several years ago, we invited several universities to consider a study of our community and its educational needs. Due to a number of situations, it developed that Michigan State University, Bureau of School Services, was chosen to conduct this survey. We have records of that survey from five years ago, and each year, they have brought it up to date. They take another look at their survey, so we have a rather comprehensive study from this agency who has shown us what is likely to happen in this community over the years, due to a very careful study. They were available for consultation, and they were used frequently. Their survey was used to the extent that they were used.

Interviewer: I see, then it was a longitudinal study which is constantly brought up-to-date. You have never terminated their services?

Interviewer: Consultants: If they were involved, how did they become involved?

Mr. Johnson: For instance, if there was any major problem that we felt should be considered and studied by someone outside of the community, we would rather invite the survey committee or a representative of that committee down to talk this over with the board of education or, the citizens committee, or some of us would go to Lansing, to confer with them. Fortunately, due to the good groundwork that they had laid over the years, this was not a serious



problem. Thus, the material was available to check on. The board of education has been briefed on many occasions. Our staff has been briefed. From time to time, due to the fact that we have had a number of bond issues, there were key citizens, carried over from previous bond issues, that knew the picture, and they were also consulted.

Interviewer: Consultants: Were these consultants professors, administrators, teachers, or were they from non-educational fields?

Mr. Johnson: Naturally, administrators and teachers were also consulted. Some of these professors at the university who had formerly been in school administration were on this survey committee. Thus, we got the contact through them, to a certain extent.

Interviewer: How about the ones you mentioned being consultants in the precincts? This intrigues me: Do you mean the parents were consultants? If so, in what way?

Mr. Johnson: That's a good question, George. I believe I can answer it in this way: A number of in-service training programs were developed by the lay leaders. They would invite these parents who were going to ring doorbells to bring their questions to this meeting, and, at this meeting, ask the questions that had been asked them. In other words, they briefed them on the likely questions that would be asked, the honest-to-goodness answers that would give them an insight to the program. So an in-service training program for the workers was conducted largely by the leaders of the citizens advisory committee, plus the board of education, and to some extent, the school administration.

Interviewer: You bring to mind a very interesting fact: Berge, et. al., in a recent book published by the "National Society for the Study of Education," brings to light the fact that many parents are acting as consultants. What you just related verified this very trend.

Mr. Johnson: Yes.

Interviewer: Consultants are no longer regarded as a specialized occupational field, where you have experts working in a certain area, although these were, indeed, utilized, but this is a broadening concept of the consultant service.

Mr. Johnson: Sometimes a consultant, a parent, even though a layman, can give another parent an answer that some of us, who are in the field, might be considered to have a slanted view, could not give. Thus, they get the picture, an understanding picture, from this lay consultant that is

very valuable.

- Interviewer: You have already elaborated on the role of the consultant. The question asks: In relation to the committee, what was the role of the consultant? I think you've explained quite well what it was in terms of the lay consultant. In terms of the professional consultant: - I'm referring now, to the Michigan State Services - they did, then, give you professional advice about the school needs for this longitudinal study?
- Mr. Johnson: Yes, indeed they did, and their survey would verify that.
- Interviewer: Conditions of service: Were these consultants paid, or did they serve gratuitously?
- Mr. Johnson: Let's put it this way: the only cost that was involved was the expenses of their journeys here, and the work of the men in the field who had spent several days down here. The expense money of staying overnight, the expense money of meals, mileage, and that's about all it covered.
- Interviewer: Is that right? In other words, you were able to secure the services of these professional consultants free of charge. . . .
- Mr. Johnson: Let's say the total cost was a very few hundred dollars. This covered their expenses.
- Interviewer: And only expenses; this is part of their job. Is that correct?
- Mr. Johnson: They feel that it is. They say that this is the service that Michigan State University or any other great university ought to offer to its people.
- Interviewer: Selection of topic: In terms of curriculum, how did study groups chose a topic for study (i.e., was it the result of pressures from a certain group or from the community as a whole)?
- Mr. Johnson: Let's say it was general community interest and certainly not pressure groups.
- Interviewer: This would be borne out in terms of what the precinct workers did in the millage program. This would also be borne out in what you said previously in terms of the general interest areas, for bridge, for dog training, . .
- Mr. Johnson: It was a very general thing. They said: "We believe we are on the right track here, but the basic needs are the kind of buildings that will be able to handle this program, to give us the kind of program we want. Therefore,

we are moving along in the right direction in every facet: curriculum-wise, building-wise, flexibility of buildings, etc..

Interviewer: Ultimately, they have to support the program.

Mr. Johnson: Yes, and I think it's fine, George, whenever we can get a group of citizens interested to support a program because, after all, the schools are the citizens' schools, it's their money we are spending, it's their children that we are educating.

Interviewer: Sources: What were the sources of information?

Mr. Johnson: It was a result of very careful planning and organization on the part of lay citizens. They spent hours studying the information, the honest information that citizens should have to get a picture of the needs. Again, after summarizing, studying, discussing this with faculty members, the board of education, with other citizens, they came back to this so-called in-service training program of the doorbell ringers and gave them the information that they secured through this procedure.

Interviewer: In other words, they had a major source: you mentioned the nightly meetings where the teachers presented their programs to the board; that was one, and you also had consultants' reports from Michigan State University, which is available to everyone. Those were two major sources weren't they? This very active kind of participation, where citizens actually dug into all bits of information, and were able to convey this to parents in their campaign.

Mr. Johnson: Yes, plus a fairly well publicized curriculum study that has been going on for a number of years here, and it's getting results in ways that I mentioned; the college prep program, etc..

Interviewer: Data collection: What instruments were used for collecting data?

Mr. Johnson: From the financial picture, we were fortunate in having a number of outstanding experts in the field of finance, bankers, tycoons of industry, leaders in the field of business and industry, came to our rescue, and they reviewed and surveyed all the possibilities of the financial picture. As a result of some very fine work on their part, we were able to present a rather heavy bond issue, with a very minimum increase in taxes, by spreading it over a reasonable number of years, by careful study of the bond market, and by a careful study of our building needs. By the way, these same citizens were

quite frank to say that: "If this is a matter of deciding, we want classrooms rather than auditoriums and swimming pools." And we have gone along again with the citizens advisory committee. Some day, perhaps we'll get these things, but as of now, good classrooms are so important, that that's the number one item.

Interviewer: You mentioned something about a questionnaire that was sent out: this would be a good instrument . . .

Mr. Johnson: Yes, very good. The questionnaire was checked on (I've forgotten just how many questions were included, but there were quite a large number) sent out, returned, and the answers were tabulated. The results were checked with consultants, with the staff, with the board again, and thus, they came up with some very fair answers, very good answers.

Interviewer: You have also the interview technique which parents themselves used, not only in interviewing other parents, but key personnel in the schools.

Mr. Johnson: Yes.

Interviewer: Data collection: Who collected the data?

Mr. Johnson: Frankly, on this particular bond issue, the citizens committee collected the data. Previously, staff members had collected data, the survey committee had collected data, which was available to them, but, the summarizing, the boiling down, was done by the citizens committee.

Interviewer: Who presented the data?

Mr. Johnson: The board of education, and leaders of citizens committees, namely Mr. \_\_\_\_, Mr. \_\_\_\_, and others.

Interviewer: Utilization: How were these data utilized?

Mr. Johnson: The material was used in a brochure, which the board of education felt was a responsibility that they should accept, by mailing a well-planned brochure to every patron in our district who was on our mailing list. We believe, George, our mailing list is rather up-to-date, and complete, because, whenever a person registers to vote, in the township or in the city or any governmental unit, we get a card and immediately place that card or that name on our mailing list. Thus, not only patrons get this school brochure, and our school bulletins, but, any taxpayer who lives in our community who is a registered voter, is on our mailing list.

Interviewer: Evaluation: Who evaluated the findings?

Mr. Johnson: The findings leading up to the bond issue? I would sum it up in this way: the cooperative efforts of the leaders, of this citizens committee, of the board of education, the administration, and the key parent teacher personnel.

Interviewer: How were these findings evaluated?

Mr. Johnson: They were evaluated or checked in this way: was this consistent with the future needs of the district as presented by staff members, community discussion groups, and the survey committee?

Interviewer: Communication: What method was used in the distribution of the findings?

Mr. Johnson: We feel that we did a good job there, George, in that this brochure was mailed - first-class mailing - to all patrons of our district. We held open meetings, held public meetings, at which we invited the public, and not only school patrons, but any interested taxpayer.

Interviewer: You anticipated the question: Utilization of findings; how were these findings utilized? I didn't mean to interrupt you, but you're talking about this question now.

Mr. Johnson: Newspaper publicity, F.T.O. meetings, a speakers group, which was composed of school personnel, board members, and interested citizens.

Interviewer: Number of recommendations: If the findings were in the form of recommendations, how many were made?

Mr. Johnson: The recommendations were rather general, but specific to point out our building needs. Mainly, an addition to the present high school building to accommodate an additional 500 students. A new junior high school built for 600 pupils, expandable to at least another 150 or a total of 750. Three additions to the elementary schools to house a minimum of 150 students each in the three additions. In addition to that, the recommendations included kindergarten rooms, libraries for elementary schools. A completely new two-unit elementary school to take care of the fast growing area south of Maple. A recommendation that we secure additional sites now, while sites were available at a fairly reasonable price. That just about sums up the recommendations. And that's the bond issue that we presented.

Interviewer: Recommendations: In terms of curriculum development, to which areas did the recommendations pertain?

Mr. Johnson: That's an interesting point, George. The citizens in our community are, no doubt, well-read, and well informed. For example, in the curriculum area, as pertained to this bond issue, they stressed a few things which were helpful to our board of education. A few of these points that they stressed, dealt with: "Is your building program going to be a flexible building that will meet the needs of a changing education?" A little more specific, yet generally, they asked about: "Are you going to construct, or see that these buildings are constructed, so that machines will serve a greater purpose in education, and that machines can be used to promote education?" Machine laboratories, for example, greater use of audio-visual aids. They even suggested, and the board followed through, in many instances, of construction of buildings so that non-bearing walls are planned so that they may easily be removed for larger teaching centers, if the demand arose, or the need arose, rather. They also stressed the fact that: "Are you going to have experimental stations?" "Are we building schools that will meet the needs of tomorrow, and are we watching to see that the schools do not become obsolete before they are physically worn out?" The citizens gave us a number of developments in that area, a number of points of interest, in which the board has passed on to our architects. Our architects, in turn, had numerous meetings with our staff members and have even attempted to visit some of the schools that are being built, a so-called flexible school, to meet a flexible school program. Incorporated in our new buildings, will be non-bearing walls, teaching centers that are more fluid, provision for greater use of laboratories, greater use of machine teaching, also plans for facilitating a team-teaching approach, if this thing proves itself to be worth-while.

Interviewer: Resultant action: How long did it take for the final decision-making body to put these recommendations into effect?

Mr. Johnson: George, I'm very happy to answer that question. Due to a long range planning program, an overall study program based on several years, meeting with architects, meeting with lay citizens, and special studies on the part of the board of education, results are now in. Our buildings are on their way now. Incorporated in these buildings will be many of these fine ideas that have been suggested by this lay citizen group. I say the buildings are on their way. We have three buildings started. We have two more that will start this summer. The program is under way and it is based on all of these findings, to the extent that money is available for these purposes and the results should be evident

in our new buildings. So we were able to move fast, thanks to some good organization, good pre-planning.

Interviewer: We're finished with these critical aspects, but I would just like to ask: What difficulties did you experience with advisory committees?

Mr. Johnson: Frankly, in this indirect approach, I can't find any fault. It has been excellent in our case. It is a situation that has relieved the pressure from the professional staff, school administration, and the board of education. Not that we feel that we have neglected things or lain down on the job; but, the citizens committee has been so helpful in developing this program, and proving a cooperative team, that I can't criticize it in one way. It has been a very successful project and I think it's something that we've all profited greatly from, not only in this successful bond issue, but in the ability to work with people.

Interviewer: I think so much of this comes down to your own philosophy, and the philosophy of the school. If you indeed believe in the partnership concept, this shows what can be done when such a partnership is effected.

Mr. Johnson: It certainly worked in our case, George.

Interviewer: Gene, I want to thank you again, for being so kind with your time, and for your most excellent comments and points that you brought out for this indirect approach.

Mr. Johnson: It's been a pleasure; I hope I've been helpful.

APPENDIX D

Transcript of an Interview with Mr. Gerald Harrison,  
Superintendent of Schools, Farmington, Michigan  
(December 30, 1960)



Transcript of an Interview with Mr. Gerald Harrison,  
Superintendent of Schools, Farmington, Michigan  
(December 30, 1960)

Interviewer: Gerry, you just heard some of the reactions to my interview with the subcommittee on curriculum development, here in Farmington. I might ask your reactions, not only to the taped interview you just heard, but your estimate of the subcommittee's efforts.

Mr. Harrison: Well, this has been most interesting, George, to hear the committee's reactions to their involvement in curriculum study and I think that it bears out our feelings as professional people that when citizens do become involved, really involved, in understanding, in the study of curriculum matters, they have some changes in attitudes toward the size of the problem from what they had before this involvement. I think perhaps this is one of the most significant things that can come out of citizen committee work in curriculum. There is the development of attitudes on the part of the citizens themselves. I don't think I have anything more there, George.

Interviewer: Thanks for those comments. I just brought you up-to-date on my progress as far as the study is concerned, and I wonder if you could give me some information pertaining to the background of the community, that is, pertaining to enrollment figures, and these might reflect various changes in socio-economic status, from your experiences here. How long have you been here, Gerry?

Mr. Harrison: I've been in Farmington 15 years now. I came the first of July, 1946. I think, George, it might be interesting to go back and realize that Farmington is one of the real old communities in the state of Michigan. As a matter of fact, I think that there are written governmental records going back before Michigan became a state in 1837, and the old town hall which is located on the corner of Grand River and Farmington Road is quite a historical monument built in the latter part of the 19th century. I can't tell you the exact date, but Farmington is an old community with a lot of tradition. I think the first public school was someplace in the 1840's. We recently have been doing some checking on deeds and so on on some of our old property and we have deeds going in the 1860's on some of our school properties. The school district as it now is, was developed in 1944. At that time there was a reorganization and consolidation of five surrounding one-room school districts with the original Farmington public school district which was primarily the City of Farmington. Our district, as it exists today, is roughly 36 square miles, a township area made up of the Township of Farmington, and the City of Farmington, and

a small portion of West Bloomfield Township. Of course, in this area, we also happen to have a couple of incorporated villages. It's rather a complicated governmental organization.

From 1945 on, from the consolidation, there has been quite a rapid growth in the community. I have a few figures that might be of interest to you, George. The population, the general population, adult and student, at the time of the consolidation, was someplace in the neighborhood of 10,000. It grew rather slowly. In 1950, it was 13,325, and in 1955, it was roughly, 22,000. Our last figures with the federal census in 1960, is about 32,500, which shows what has happened in this period of approximately 15 years since the consolidation.

The student population has increased even more rapidly than that, as we know the changes in birth rates affect us, as well as the influx of new people into the community. There were about 1500 students at the time of the consolidation. In 1950, this had gone up to 2000, in 1955, there were about 4500 in our schools, and this year, we have about 8700, enrolled kindergarten through 12th grade.

There have been some changes in the economic structure of the community, too. If we were to go back to the early history of Farmington, it was largely a rural community, with a shopping center at the corner of Farmington Road and Grand River serving this same rough area that this school district now is. There were a considerable number of farms still in operation even in the '40's, up until the time of the consolidation in 1945. Today, there is very, very, little actual farming going on within our school district. The property has become too valuable in terms of housing developments, and of course, taxes have gone up so that it's pretty difficult for a farmer to exist in this kind of situation.

There have been tremendous improvements in terms of overall planning for the community. The early history of the area was one of disorganized and unplanned development, with very little in the way of zoning. You would have beautiful homes being built next to undesirable shacks. Since the late '40's, there has been a definite trend toward improving the zoning, and the results of this have been that the homes that have been built in the community, in the '50's, and up to the present time, are of above average valuation. I would say that almost all of the homes that are now being developed in our school district, are from \$20,000 up in sale price, which is considerably different from what we had in the early days. We should also point out that it is almost

entirely a residential community. At the present time, about 6 per cent is commercial, leaving 88 per cent residential. Even though we are fortunate in having homes in the "20,000 - \$30,000 price bracket being built, it is very difficult to get enough dollars in taxes from residential property to finance a good educational program. This is a well known fact to everyone.

With the improvement in the economic housing, the community has brought a different type of resident to the community. The educational background and training of the parents in our community today, would be considerably above the average in terms of years of formal education, as compared to what it was ten years ago. Many young executives in the automobile industry, and other industries, in the metropolitan area, have found the rolling terrain of the Farmington district a desirable place to live. As a result, we have quite high aspirations for the children of the residents who have moved to our school district. These folks are moving here because we have good schools, they are demanding our schools continuously become better schools. This, of course, is creating serious problems in terms of the financial burdens upon the taxpayer, but up to this point, we have had wonderful support and cooperation from our residents.

We give much credit to the support of the school program to the work of our citizens advisory committee in terms of helping us plan the kind of schools we build, helping us buy land and locate sites where we will build our schools. In the matter of personnel policies, we have a subcommittee on this. We also have a subcommittee on curriculum, the thing that you are working directly with. Of all areas for citizen involvement, George, this problem of curriculum involvement is decidedly the most difficult because it has so many ramifications.

Interviewer:

Thank you very, very, much for the enlightening information, Gerry. I wonder if I could pose two or three questions to you. You have answered most of the things I wanted to know. I'm very interested in the problem of homogeneity versus heterogeneity. In terms of the improved economic conditions that you cited, do you find that over your fifteen-year span, that recently there has been a change in, let's say, opinions or attitudes toward the curriculum? Is this change something that you would say, is fragmented, being heterogeneous, or would you say that the community, as a whole, feels about particular curriculum matters in a different way?

Mr. Harrison: I think that there has been a change, George. I believe that, unfortunately, we in the public schools, have failed in our efforts to have good relationships with folks in the lower economic brackets. They, somehow, feel insecure in their relationships with school people. They are hesitant to even come into the schools to discuss problems of their children. As a result, I'm sure that they would hesitate very much to become involved in the discussion of curriculum matters. It has been very, very, difficult for the Board of Education to get involvement in the Citizens Advisory Committee of all parts of the community. Real efforts have been made in this direction. If I would be perfectly honest about it, I would have to admit that most of the people who participate would come from the upper economic groups in our community. I think all of us bend over backwards trying to understand and appreciate the problems of trying to provide equal educational opportunities for every child in the community, but, unfortunately, haven't become smart enough to get real involvement by folks who live in the lower priced homes and feel insecure in their relationships with the school.

Interviewer: Gerry, I think you know some recommendations were made by the subcommittee at the conclusion of our work. I was wondering: what was the reaction of the Board of Education when they saw these recommendations? What did they think of the work of the subcommittee? Could you comment on that?

Mr. Harrison: The board has been most appreciative for the contributions of all of the subcommittees. After receiving and studying the written report from the curriculum committee, they did hold a joint dinner meeting with this committee at which some staff members from the senior high school were present, in addition to some of the administrative people from the central office. I think we spent some three or three and a half hours in discussing the report and the ramifications of it. I realized that there have not been any tremendous, earth-shaking, changes in our program as a result of these recommendations. However, I'm sure that all of us, high school teachers, administrators, and the central office administrative staff, have gotten many ideas. These recommendations confirmed some things that we already knew needed attention. There are many of these things; some of them had already been put into operation in the interim period, between the time the questionnaire went out and the recommendations were made.

Interviewer: I see that you have company, so we should terminate this interview. Thanks again, for your very gracious interview.

APPENDIX E

Transcript of an  
Interview with the Citizens Advisory Subcommittee  
on Curriculum Development of Farmington, Michigan  
(August 8, 1960)

Transcript of an  
Interview with the Citizens Advisory Subcommittee  
on Curriculum Development of Farmington, Michigan

Interviewer: It was very kind of our subcommittee chairman to invite us here today to discuss some of our activities as a subcommittee. Most of us have been working together for over a year. As your consultant, I have prepared some questions to serve as a guide for this panel. However, do not feel restricted by these questions, but feel free to discuss anything that may be of interest to you. Shall we begin; and I should add, there are five members here beside myself. Who initiated the committee?

Mrs. M.: The board of education. They formed a Citizens Advisory Committee which divided into subcommittees, of which the Curriculum Subcommittee is one of them.

Interviewer: Any other reactions to the initiation of the subcommittee? . . . You're saying then, that it was a formal body appointed (interruption)...

Mrs. M.: The membership was on a voluntary basis. Initially, they tried to get representatives from every group in the community, as the J.C.'s, A.A.U.W., P.T.A.'s, and any interested citizen could come.

Interviewer: How did one become a member of the subcommittee, then?

Mrs. A.: Just by interest and going to the meetings.

Interviewer: Was this in any way known to the entire community? Was it published in any way?

Mrs. A.: There was a lot of newspaper publicity.

Mrs. H.: Letters sent to the service clubs.

Interviewer: Initially what were the purposes of this group?

Mrs. M.: You mean the subcommittee?

Interviewer: Yes, of the subcommittee.

Mrs. M.: To advise the entire committee on curriculum matters. They in turn, would advise the school board.

Mrs. A.: We wanted to know what could be done about curriculum matters. Some things we were satisfied with, some we didn't really know about, and this was a good way to find out, whether the program was adequate, or whether it needed changes or improvements.

Interviewer: Any other reactions to that question?

Mrs. H.: I think Dr. \_\_\_\_\_ was very instrumental in this. I guess the first subcommittee I attended, he discussed it and Mr. Harrison was there from the administration and Mr. C. was there also. They thought it was it was a good idea to find out just what the community thought of the high school curriculum.

Mr. H.: Wasn't this also a starting point because we had no idea about whether or not the needs of the students were being met?

Mr. O.: One thing that has always been puzzling to me is: Where is the emphasis that was given to this committee? Did it come because the superintendent of schools or the school board, or because of the citizens of the community?

Mr. H.: The citizens and the subcommittee, Dr. \_\_\_\_\_ being one of them, thought it would be a good idea if we could make a study, and perhaps through the university, someone would come out and help do this on a scientific basis.

Mr. O.: But this did not get under way by the initiative of the school board or the superintendent of schools?

Mr. H.: Not directly.

Mrs. M.: Not this particular project. I assume that's what you're talking about.

Interviewer: Any other reactions?

Mr. H.: A member of the school board was on this committee.

Interviewer: What you are saying then, is that the superintendent did not necessarily appoint the committee to study the high school curriculum, and, that your efforts were strictly voluntary.

All: Yes, that's right.

Interviewer: If you remember, I obtained questions by interviewing parents and teachers, and these questions were turned over for review and appraisal. How did you react to these questions?

Mrs. H.: It was so long ago that I can hardly remember them. I remember being very interested with the scope of them; how they got into every area of curriculum, counseling and guidance, academic and non-academic, etc..

- Mr. H.: The only concern I did have was the length of the questionnaire, and whether students would answer them. The questions were very adequate, but I wondered about the returns.
- Interviewer: What do you mean returned? Do you mean the final questionnaire?
- Mr. H.: Yes.
- Interviewer: You're a step ahead of us.
- Mr. M.: So many people got bogged down, they wouldn't bother to answer them.
- Interviewer: I might ask: After months of careful work and planning, a questionnaire was developed and mailed out as a result of the questions obtained through the initial interviews with parents and teachers. The low number of responses was somewhat of a disappointment. As citizens of this community, how do you account for this poor response?
- Mrs. A.: I think some people didn't realize what was in back of it. There was a little explanatory letter with the questionnaire, but to those who had been in on the planning . . .
- Mrs. M.: In other words, the public hadn't been educated enough to respond. There wasn't enough interest created ahead of time.
- Mr. H.: There isn't much difference between this, and the millage participation at election time.
- Mr. O.: Yes, I was going to say you can get only 10 per cent out for a school board election and that doesn't require much writing and the questionnaire took time to read and fill out. We really had a very good response from the public.
- Interviewer: Are you talking about the millage vote?
- Mr. O.: No, I'm talking about the school board members. Our school board was increased from 5 to 7 members and we had about a 10 per cent vote from this area. I understand this is not too unreasonable for this kind of thing.
- Mr. O.: Aside from the ideology behind the school board election, you can say that the citizens evaluated their taxes knowing that most of it goes for schools and yet, only 10 per cent of the people are interested enough to vote from this area. It is partially indicative as to why we had a poor return on our questionnaires from students.



- Mr. H.: There is probably also some relationship to the fact that about 50 per cent of the graduating class at the present time, have completed four years in our school system. This would make many people feel they weren't adequate and didn't have enough background to complete the questionnaire.
- Interviewer: There is that much mobility in the community?
- Mr. H.: Last year, it was about 60 per cent that completed four years.
- Mrs. M.: Well, of course, a lot of people to whom the questionnaire was mailed never received it, no doubt.
- Mr. H.: No, but I'm saying that if they had felt that they could verify it from four years through; around 60 per cent of them, would have completed the questionnaire.
- Mr. O.: Was there a greater return from those students who had gone on to a higher level of education?
- Interviewer: Yes, I think there was.
- Mrs. A.: That might indicate that they could tell what they needed or didn't need rather than those who got their education in high school only, and did not get to college.
- Mrs. M.: They're interested in the whole educative process. I can see some value coming out of the questionnaire.
- Mrs. A.: I don't remember, for sure, but, of the questionnaires that were answered, were there very many skipped questions, or were they answered completely - those that took time to answer, and return them?
- Interviewer: For the most part, those that did take the time to return them, were very thorough in filling out the questionnaires. It was a comprehensive analysis on their part. These did answer nearly all the questions, especially question 36. That was the question that asked: "What would you do if you were the superintendent of Farmington?" They did react to this. (Laughter) Getting back to this business of elections, etc., you brought this up a little earlier and I'm intrigued. I think I remember reading in a recent millage election, there was a very low response. Wasn't that figure something like 22 or 23 per cent in terms of response?

- Mrs. A.: I don't think it was quite that high. Of course, the day that we had the school board election, it rained, and we heard this excuse; that the weather was bad and people would use any excuse for not coming out. We have not had in this area, a very good voter turn out for any of the school board elections.
- Mrs. M.: Well, isn't this typical? Aren't most communities that way?
- Mr. O.: I would say that most of them are that way, but, there are exceptions. You have to analyze why, in certain communities, there are greater responses.
- Mrs. M.: Well, wasn't this a question of communications between the school and the community? The questionnaire pointed out right down the line the need for communications.
- Interviewer: When I first joined the committee, and in reviewing the minutes, was not a questionnaire in formulation?
- Mrs. M.: No, I think they were in the process of developing this one. They just started it. Before I came in, . . .
- Interviewer: But you're still talking about our study. Yet, before I came to the committee, there was already a questionnaire developed by Dr. \_\_\_\_.
- Mr. H.: Yes, Dr. \_\_\_\_ had one to two sheets made out.
- Interviewer: I was wondering if any of you have any knowledge as to why this questionnaire did not go out?
- Mrs. A.: I don't know, and I have the minutes of all the meetings of the subcommittee and I noticed in the minutes, that a questionnaire was considered, but there was never anything in it about what happened to it.
- Interviewer: I see.
- Mr. H.: We needed help. We wanted help from someone who knew more than we did about the methods of questioning.
- Mrs. M.: Well, we needed the impetus from you, in other words.
- Interviewer: There was publicity, was there not? Before we sent this questionnaire out; did not the Farmington Enterprise publish a letter that you submitted?
- Mrs. M.: There were two or three articles about you making your initial interviews, to prepare the way for it. But aside from that, I don't think there was much publicity.

Interviewer: Was there a follow-up letter that you included to the Enterprise after the questionnaires were sent out?

Mrs. M.: I don't think so. Maybe we didn't do enough of public relations.

Interviewer: Oh! There was one follow-up letter that you did include to the Enterprise after the questionnaire was sent out.

Mrs. M.: Yes, but it wasn't enough; we slipped, there.

Interviewer: Let's move on, then. As a result of your work, that is, going through the questionnaires, and doing the content analysis, what were some of the difficulties that you feel you encountered in any phase of subcommittee work, in terms of method, getting people together, etc..

Mrs. M.: As far as getting people together, I think that was pretty successful. We didn't want too many at one time working on it. You can do a better job in a small group and the groups always averaged 7 or so people, which is a good number. There wasn't always the same personnel, but there was always enough to have a feel for what you were doing.

Mrs. A.: Yes, we had a turnover. Maybe we'd have a person that would come for two or three meetings, then, for two or three meetings there would be a different person and they overflowed. Altogether, there was a group of about 12.

Mrs. M.: As far as method is concerned, I think it was very good to do it the way we did it, instead of going down and getting I.B.M. cards and coding on them, because it gave all of us much more of a feel of what we were getting into and of the problems concerned. It was certainly enlightening to me. We would have missed a lot of that if we had just turned it over to Wayne University and to the I.B.M. machines.

Interviewer: Any other reactions to that?

Mrs. O.: Well, speaking for myself, I don't know which would help the most. I certainly got an insight of the curriculum of the high school, instead of making statements about why don't they do this or that. I realize there are more problems than just deciding a change should be made. There's more to it than that.

Mrs. M.: I think we all felt that way.

Mrs. O.: I didn't realize that instead of there being one answer to a problem, there could be a dozen answers just as good as any one.

- Mrs. M.: We also had a feeling of the immensity of the job in trying to educate everybody, in giving everybody a good education. That's not an easy thing to do.
- Interviewer: In other words, trying to develop a comprehensive program.
- Mrs. M.: I was very impressed with how good a job they were doing, especially with limited funds.
- Interviewer: In terms of your experience, what do you think the role of the subcommittee on curriculum development should be, then?
- Mr. O.: It has always been my philosophy that you hire a superintendent and if you're not satisfied with the system that has been installed, or the results of the school system, then you hire a new superintendent and get rid of the old one. Therefore, the main emphasis is how to evaluate the school system. Now, this is possibly where we should have teams from the university, from the educational colleges of the large universities who would make periodic inspections, for making recommendations as to the content and the job done by a particular school system. If they need assistance, that therefore, the subcommittee, or the citizens advisory committee would be in a position to provide assistance. They are certainly not in a position to lead the way or guide the way. I think it is wrong when we have too many people who are not familiar enough with the content or the subject matter making recommendations to the people who supposedly are the experts who are to run the show. It is easy for all of us to sit back and criticize the system, but we are really criticizing them on what basis?
- Interviewer: Mrs. A., what is your reaction?
- Mrs. A.: I go along with that. I think it's pretty hard for someone on the outside to make recommendations when they don't know the problems that go on in making the system work, and trying to bring a general education to as many children as possible.
- Interviewer: Did you ever feel that your consultant did that? That he was making recommendations from what he had learned in school, and without much basis of experience in the community?
- Mrs. O.: I can't answer that one very well, because I wasn't in on enough of these meetings. No, I wouldn't think so.
- Interviewer: What do you think, Mrs. O.?

- Mrs. O.: No, and I'd like to add, and it's been said before, I started out by thinking why didn't they do such and such. After working with the subcommittee, I changed my mind when I got into seeing a little of the workings and I realized that I couldn't be an outsider and walk in and say, "Why don't you do this?" I realized how wrong this was because I didn't know what I was talking about.
- Mrs. M.: I feel that our consultant did a very good job of consultation, of letting the committee tackle these problems.
- Mrs. O.: We couldn't have done it without him.
- Mrs. M.: No, but he didn't impose his opinions. I think one of the real values of this kind of subcommittee is that self-educating goes on within the group. They do become cognizant of all the problems, and can, as citizens, from their point of view, tackle these problems in a constructive way. I think it should be of great value to the administration to have this informed, lay opinion . . . taking up issues and working on them, and maybe helping to improve the curriculum.
- Mrs. O.: I think the consultant is necessary to help guide that . . .
- Mrs. A.: Yes . . .
- Mrs. O.: In the right channels.
- Mrs. A.: We, as parents, of course, see it one way and administrators see it another way, and to me, the consultant kind of brings the two together. It's a middle course. You have to have them.
- Interviewer: Mr. H., what is your reaction?
- Mr. H.: The questionnaire helps us to re-evaluate what we are doing and it's one more source of information. We are able to keep up-to-date with college requirements and our contacts with college students are quite good. We have some difficulty in keeping contact with those who do not go on. This type of questionnaire certainly helps in this type of work in the subcommittee and I think we appreciate it. It helps us to keep up with our own particular needs in this community.
- Interviewer: As a school administrator, do you think there was a validity to the questionnaire?
- Mr. H.: Yes, I think there was some, but I would question its complete validity. I appreciate this; I think we learned something from it.

- Interviewer: Suppose the questionnaire hadn't gone out: Do you think you could have made any conclusions from the questions I obtained from interviews?
- Mr. M.: Oh, yes, because if you just went on the basis of interviews, you would come out pretty nearly where you came out with the questionnaires.
- Interviewer: Why do you say that, Mrs. M.?
- Mrs. M.: The correlation between the questions and the responses from the questionnaires was very high, wasn't it?
- Interviewer: Yes, it was. If by correlation, you mean that, through our content analysis of the last question of the questionnaire, the rankings of categories were highly correlated with those categories established from the interviews. Is this what you mean by correlation?
- Mrs. M.: Yes.
- Interviewer: Yes, then there was a high degree of relationship.
- Mrs. M.: I don't think the interviews alone would have been enough, for you had no way of confirming them. The questionnaire did that, or more accurately, the last question did.
- Interviewer: Any other questions? Well, thank you very much.

APPENDIX F

Summary and Distribution of Votes Cast by  
the Farmington Subcommittee in Their  
Appraisal of 241 Questions

Summary of Votes Cast by the Farmington Subcommittee  
 (Note: "P" and "T" denotes parents and teachers respectively)

Least Desirable				Desirable				Highly Desirable			
Card No.	Source	P or T	Votes	Card No.	Source	P or T	Votes	Card No.	Source	P or T	Votes
Category A1											
19	683	P	6	2	783	P	3	1	2	T	6
22	703	P	3	3	703	P	2	17	243	P	5
4	703	P	2	5	833	P	2	2	783	P	4
6	833	P	2	9	463	P	2	23	803	P	4
14	363	P	2	13	423	P	2	5	833	P	3
5	833	P	1	17	243	P	2	18	033	P	2
8	513	P	1	4	703	P	1	20	783	P	2
11	513	P	1	6	833	P	1	9	463	P	1
12	413	P	1	8	513	P	1	12	413	P	1
13	423	P	1	11	513	P	1	14	363	P	1
15	343	P	1	12	413	P	1				
16	363	P	1	18	033	P	1				
20	783	P	1	23	803	P	1				

## Category A 2

15	063	P	3	7	363	P	4	6	413	P	5
9	363	P	2	5	613	P	3	16	243	P	4
2	2	T	1	14	223	P	3	14	223	P	3
3	803	P	1	17	143	P	3	17	143	P	3
5	613	P	1	4	703	P	2	12	333	P	2
12	333	P	1	9	363	P	2	9	363	P	2
14	223	P	1	2	2	T	1	8	363	P	2
16	243	P	1	3	803	P	1	7	363	P	2
				6	413	P	1	4	703	P	1
				8	363	P	1	5	613	P	1
				16	243	P	1	2	2	T	1
								3	803	P	1

## Category A 3

18	023	P	4	10	343	P	5	6	483	P	5
14	133	P	3	13	063	P	4	20	243	P	5
16	183	P	3	1	763	P	2	1	763	P	3
3	683	P	1	4	763	P	2	2	343	P	3
13	063	P	1	11	343	P	2	16	183	P	3
1	763	P	1	14	133	P	2	21	223	P	2
4	763	P	1	9	343	P	1	9	343	P	1
6	483	P	1	18	023	P	1	10	343	P	1



Least Desirable				Desirable				Highly Desirable			
Card No.	Source	P or T	Votes	Card No.	Source	P or T	Votes	Card No.	Source	P or T	Votes

## Category A 3--(Continued)

9	343	P	1	20	243	P	1	14	133	P	1
17	063	P	1	21	223	P	1	18	023	P	1

## Category A 4

8	143	P	2	4	483	P	4	14	293	P	5
10	063	P	2	10	063	P	4	2	2	T	5
5	483	P	2	11	283	P	3	1	5	T	3
3	703	P	1	5	483	P	2	8	143	P	2
11	283	P	1	8	143	P	2	12	223	P	2
13	033	P	1	2	2	T	1	5	483	P	2
4	483	P	1	12	223	P	1	3	703	P	2
				14	293	P	1	13	033	P	2
								11	283	P	2

## Category B

18	283	P	2	18	283	P	3	14	643	P	4
8	483	P	1	4	683	P	3	10	573	P	3
10	573	P	1	12	483	P	3	12	483	P	3
				15	413	P	2	6	563	P	3
				14	643	P	2	16	363	P	3
				2	803	P	2	7	643	P	2
				16	363	P	2	5	563	P	2
				7	643	P	2	13	483	P	2
				13	483	P	1	4	683	P	2
				6	563	P	1	15	413	P	1
				10	573	P	1	8	483	P	1
				5	563	P	1	18	283	P	1

## Category B 1

7	743	P	2	2	5	T	2	12	023	P	3
				4	4	T	2	7	743	P	2
				9	483	P	2	1	5	T	2
				12	023	P	2	10	283	P	2

Least Desirable				Desirable				Highly Desirable			
Card No.	Source	P or T	Votes	Card No.	Source	P or T	Votes	Card No.	Source	P or T	Votes

## Category B 1--(Continued)

	1	5	T	1		3	3	T	1
	3	3	T	1		8	483	P	1
	6	803	P	1		9	483	P	1
	7	743	P	1		4	4	T	1
	10	283	P	1		6	803	P	1

## Category B 2

7	763	P	5	8	563	P	4	14	033	P	5
15	243	P	3	16	243	P	4	11	333	P	3
11	333	P	2	10	573	P	4	9	643	P	2
6	833	P	1	17	183	P	3	8	563	P	2
10	573	P	1	18	243	P	1	15	243	P	2
18	243	P	1	13	033	P	1	10	573	P	1
				7	763	P	1	13	033	P	1
				15	243	P	1	17	183	P	1
								6	833	P	1
								4	2	T	1

## Category B 3

3	063	P	3	4	703	P	2	6	563	P	5
				3	063	P	2	4	703	P	4
				1	343	P	1	1	343	P	2

## Category C

5	3	T	5	13	683	P	5	20	183	P	5
9	803	P	3	17	243	P	4	2	1	T	4
10	513	P	3	8	1	T	3	3	3	T	2
11	613	P	3	2	1	T	1	16	063	P	2
19	023	P	3	5	3	T	1	11	613	P	2
14	183	P	2	11	613	P	1	19	023	P	2
18	183	P	2	14	183	P	1	17	243	P	2
8	1	T	2	16	063	P	1	8	1	T	1

Least Desirable				Desirable				Highly Desirable			
Card No.	Source	P or T	Votes	Card No.	Source	P or T	Votes	Card No.	Source	P or T	Votes

## Category C--(Continued)

1	1	T	1	18	183	P	1	13	683	P	1
15	243	P	1	19	023	P	1				
				20	183	P	1				

## Category D

23	783	P	3	11	063	P	4	3	3	T	5
16	423	P	3	9	293	P	4	21	703	P	3
11	063	P	2	6	293	P	3	12	143	P	2
5	3	T	2	13	183	P	3	10	143	P	2
6	293	P	2	20	803	P	2	1	3	T	2
9	293	P	1	22	703	P	2	8	033	P	2
12	143	P	1	7	243	P	2	13	183	P	1
13	183	P	1	2	3	T	1	9	293	P	1
19	563	P	1	5	3	T	1	19	563	P	1
20	803	P	1	21	573	P	1	22	573	P	1
21	573	P	1	1	3	T	1	23	783	P	1
22	703	P	1	10	143	P	1	7	243	P	1
				4	3	T	1	6	293	P	1
				8	033	P	1	11	063	P	1

## Category E 1

1	1	T	1	2	023	P	4	3	293	P	5
				1	1	T	1	4	363	P	3
				3	293	P	1	5	573	P	3
								2	023	P	2

## Category E 2

14	683	P	2	4	3	T	3	10	703	P	5
9	563	P	2	5	463	P	3	15	783	P	5
5	463	P	2	18	423	P	2	1	3	T	3
1	3	T	1	2	2	T	1	22	033	P	3
10	563	P	1	8	573	P	1	13	783	P	2
18	423	P	1	10	563	P	1	5	463	P	1

Least Desirable				Desirable				Highly Desirable			
Card No.	Source	P or T	Votes	Card No.	Source	P or T	Votes	Card No.	Source	P or T	Votes
Category E 2--(Continued)											
				7	573	P	1	8	463	P	1
				12	703	P	1	7	573	P	1
				13	783	P	1				
				17	783	P	1				
Category F 1											
2	1	T	3	12	143	P	4	9	5	T	4
8	1	T	2	7	1	T	4	5	1	T	4
10	803	P	2	5	1	T	1	1	3	T	4
1	3	T	2	9	5	T	1	11	703	P	3
13	133	P	1	10	803	P	1	13	133	P	1
4	1	T	1	13	133	P	1	4	1	T	1
5	1	T	1	2	1	T	1	8	1	T	1
12	143	P	1	4	1	T	1	12	143	P	1
9	5	T	1					2	1	T	1
Category F 2											
1	1	T	5	8	703	P	5	12	293	P	6
8	703	P	1	4	4	T	3	11	293	P	3
13	143	P	1	13	143	P	3	4	4	T	3
				11	203	P	3	6	1	T	2
				6	1	T	1	13	143	P	2
				9	743	P	1	9	743	P	1
				1	1	T	1				
Category F 3											
7	423	P	4	2	243	P	3	3	033	P	4
4	563	P	1	3	033	P	2	2	243	P	3
				1	243	P	2	1	243	P	1
				4	563	P	2	4	563	P	1
				7	423	P	1	7	423	P	1

Distribution by Geographic Area of Questions  
Rated Highly Desirable by the Panel Jury

Categories	Area 1 (000-302)	Area 2 (303-444)	Area 3 (445-657)	Area 4 (658-853)
	Number	Number	Number	Number
A 1	2	2	1	4
A 2	3	5	1	2
A 3	5	3	1	1
A 4	5	0	1	1
<b>Subtotals</b>	<b>15</b>	<b>10</b>	<b>4</b>	<b>8</b>
B	1	2	8	1
B 1	2	0	2	2
B 2	4	1	3	1
B 3	0	1	1	1
<b>Subtotals</b>	<b>7</b>	<b>4</b>	<b>14</b>	<b>5</b>
C	4	0	1	1
D	8	0	2	2
E 1	2	1	1	0
E 2	1	0	3	3
<b>Subtotals</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>3</b>
F 1	2	0	0	1
F 2	3	0	0	1
F 3	3	1	1	0
<b>Subtotals</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Number Rated Highly Desirable</b>	<b>45</b>	<b>16</b>	<b>26</b>	<b>21</b>
<b>Number of Questions Obtained from Interviews</b>	<b>75</b>	<b>30</b>	<b>42</b>	<b>45</b>

Distribution by Geographic Area of Questions  
Rated Desirable by the Panel Jury

Categories	Area 1 (000-302)	Area 2 (303-444)	Area 3 (445-657)	Area 4 (648-853)
	Number	Number	Number	Number
A 1	2	2	3	6
A 2	3	4	1	2
A 3	5	3	0	1
A 4	5	0	2	0
Subtotals	15	9	6	9
B	1	2	7	2
B 1	2	0	1	2
B 2	5	0	2	1
B 3	1	1	0	1
Subtotals	9	3	10	6
C	6	0	1	1
D	7	0	1	2
E 1	2	0	0	0
E 2	0	1	4	3
Subtotals	2	1	4	3
F 1	2	0	0	1
F 2	2	0	0	2
F 3	3	1	1	2
Subtotals	7	1	1	5
Number Rated Desirable	46	14	23	24
Number of Questions Obtained from Interviews	75	30	42	45

Distribution by Geographic Area of Questions  
Rated Least Desirable by the Panel Jury

Categories	Area 1 (000-302)	Area 2 (303-444)	Area 3 (445-657)	Area 4 (658-853)
	Number	Number	Number	Number
A 1	0	5	2	6
A 2	3	2	1	1
A 3	5	1	1	3
A 4	4	0	2	1
<b>Subtotals</b>	<b>12</b>	<b>8</b>	<b>6</b>	<b>11</b>
B	1	0	2	0
B 1	0	0	0	1
B 2	2	1	1	2
B 3	1	0	0	0
<b>Subtotals</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>
C	4	0	2	1
D	5	1	2	2
E 1	0	0	0	0
E 2	0	1	3	1
<b>Subtotals</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>
F 1	2	0	0	1
F 2	1	0	0	1
F 3	0	1	1	0
<b>Subtotals</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Number Rated Least Desirable</b>	<b>28</b>	<b>12</b>	<b>17</b>	<b>20</b>
<b>Number of Questions Obtained from Interviews</b>	<b>75</b>	<b>30</b>	<b>42</b>	<b>45</b>

APPENDIX G

The Questionnaire Developed and  
Employed for Former Students  
of Farmington, Michigan





Which subject(s) helped since leaving H.S.?  
I checked the most

Did not help at all

Did not help at all

(4) What is your opinion of this statement: All students should study some foreign language.

- 1) Strongly agree
- 2) Tend to agree
- 3) Tend to disagree
- 4) Strongly disagree

(5) What about homework?

- 1) Too much
- 2) Just right
- 3) Not enough

(6) How much help did you receive from the teacher?

- 1) A great deal
- 2) Some
- 3) A little
- 4) Did not receive any
- 5) Other, please specify

(7) If you are employed, do you feel that any of your previous courses were H.S. inadequately prepared you for your employment?

- 1) Yes
- 2) No

If you checked the following key and wrote in the boxes what applies and from this course listed below, please write:

- a. It helped me
- b. The course covered the area
- c. The textbooks were up-to-date

What subject(s) helped in the classroom?

- 1) English
- 2) Math
- 3) Science
- 4) History
- 5) Art
- 6) Music
- 7) Physical Education
- 8) Foreign Language
- 9) Other (please list)

Which of the above courses helped the most?

Helped to some degree

Did not help at all

(8) Did your teachers encourage class discussion?

- 1) Almost all the time
- 2) Some of the time
- 3) Few of the time
- 4) None of the time

(9) Did you benefit from class discussion?

- 1) Yes
- 2) No

List your reasons

(10) Have you found that your K-12/Community classes have (please check):

- 1) Improved your general health
- 2) Helped you to participate in sports
- 3) Helped you in finding a good sport
- 4) Helped you gain knowledge of sports that might be useful in your life



- 26) What are the reasons for the discipline system at F.H.S.?
- 1) To help and guide the student
  - 2) To help the student learn to be responsible for others
  - 3) The value of participating in community
  - 4) The responsibility of voting
  - 5) Other (please list)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(27) In your opinion, what do you think should be added to the F.H.S. citizenship program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(28) What is your opinion regarding discipline at F.H.S. (Please be specific)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(29) In regard to general discipline policies or practices, do you think the rules are

- 1) In the building
  - 2) Outside the building
- Not strict enough
- 1) In the building
  - 2) Outside the building

Which rules do you think were good?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which rules do you think were bad?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(30) Whenever you disagree with a teacher

- All teachers should be required to take self-improvement from time to time to improve themselves
- 1) Strongly agree
- 2) Tend to agree
- 3) Tend to disagree
- 4) Strongly disagree

If the salaries were higher, better teachers could be attracted

- 1) Strongly agree
- 2) Tend to agree
- 3) Tend to disagree
- 4) Strongly disagree

There should be more contact between parents and teachers

- 1) Strongly agree
- 2) Tend to agree
- 3) Tend to disagree
- 4) Strongly disagree

(31) Do you think that assemblies for the whole school are useful for discussing some matters?

- 1) Yes
- 2) No

What matters might usefully be discussed for the whole school?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(32) Which of the following would make for better instruction at F.H.S.?

More planning by the teachers when starting new courses

- 1) Strongly agree
- 2) Tend to agree
- 3) Tend to disagree
- 4) Strongly disagree

Give the teachers tenure so they won't worry about losing their jobs

- 1) Strongly agree
- 2) Tend to agree
- 3) Tend to disagree
- 4) Strongly disagree

Give only the best teachers more money

- 1) Strongly agree
- 2) Tend to agree
- 3) Tend to disagree
- 4) Strongly disagree

(33) Do you have any FHS from experience or in  
your mind?

(34) What should be the school policy w/ FHS for  
those students who have no interest, stay out  
of school and are generally disturbing to others?

(35) Have you had any experiences with FHS (as  
thoughts) (ie. school board members, superin-  
tendent, principal and teachers) indicating to  
you that they do not welcome changes in school  
and teaching methods?  
 1) Yes  
 2) No  
 3) No experience

(36) In general, if you were the superintendent in  
Birmingham what would you do to improve the  
FHS program for students like yourself (men-  
tion some things that you feel strongly about)

APPENDIX H

List of Recommendations Made by the  
Detroit Citizens Advisory Committee  
on School Needs

27 Recommendations Affecting the Total School Program<sup>1</sup>

1. Continue the present experiment for the decentralization of administrative services with a constant and continued evaluation of its advantages and disadvantages.
2. Accept the principle of maturity grouping, with chronological age as an important consideration, using the 6-3-3 plan of school organization.
3. Intensify the present programs in reading, writing, spelling, mathematics and science in all grades to make sure that all pupils have the best possible foundation in the basic subjects of the school curriculum.
4. Reduce class size in all schools to an average of 30 pupils.
5. Promote pupils on an annual rather than on a semi-annual basis.
6. Give careful study to the present promotion policy in order that a clear city-wide policy be established with respect to marking, failing and promoting.
7. Adopt a cumulative record system which will follow a child from the kindergarten through his school career. Such records should be easily accessible to teachers and the administrative staff.
8. Establish a procedure for parent-teacher conferences in each school throughout the city.
9. Survey the extra activities required of school staff and students because of drives and campaigns. Continue only those which have inherent learning values.
10. Extend the present summer school program to increase the utilization of shops, libraries, gymnasiums and laboratory facilities for children and adults.
11. Expand the present program for in-service education to insure greater professional competence among teaching, supervisory and administrative personnel.
12. Provide and coordinate useful information and research data on the school program.
13. Give increased attention and support to the total program of special education.

---

<sup>1</sup>Detroit: Findings and Recommendations, op. cit., pp. 4-25.  
All recommendations listed in this appendix are from the same source.

14. Facilitate the improvement of curriculum through the creation of a curriculum council on a city-wide basis to which would be referred all matters of curriculum development prior to their submission to the superintendent for his consideration and approval.
15. Establish regional and city-wide citizen advisory committees to contribute to the future improvement of the curriculum of the Detroit public schools.
16. Provide for textbook selection under the general supervision of the curriculum council.
17. Following agreement by the curriculum council and approval by the superintendent on the objectives of secondary schools in Detroit, conduct an evaluation by a committee in each junior and senior high school of the effectiveness in achieving these goals in each school and recommend modifications.
18. Establish a clear definition of the function of supervisors in the school system.
19. Equalize educational opportunity relating to adequate equipment, service and curriculum.
20. Create some classes in all curricula with students of equal abilities. Set appropriate standards of work for each group.
21. Identify the more able students as early as possible and make provision for advanced work.
22. Conduct experimental work with reference to the use of sound films, educational television and other modern teaching aids.
23. Expand the foreign language teaching in both elementary and secondary schools.
24. Improve the plan for a sequential program of economic understanding throughout the school system which will orient students to the economy of this nation.
25. Continue the improvement of the present testing program as it is now being carried out in the schools.
26. Make more use of community resources for teaching at all grade levels.
27. Encourage institutions offering teacher training services to give proper balance to the liberal arts and professional education training.



23 Recommendations Affecting the Elementary  
Junior, and Senior High Schools

A. Pertaining to the Elementary School:

1. Place the first and second grades - and the third grades where it is deemed advisable - in self-contained rooms. In grades beyond, progressively adopt a modified self-contained plan using the services of special teachers of health and physical education, science, art and music. Complete the adoption of self-contained rooms in the lower two grades by September, 1960.
2. Permit entrance into kindergarten and first grade only in September.
3. Adopt a plan whereby teachers stay with students for at least a whole year.
4. In view of recommendation 28, place social studies with the language arts in the homeroom. Assign arithmetic to a specially qualified teacher, preferably to a science teacher.
5. Expand library resources in the elementary schools. Eliminate the school library as a classroom, freeing the librarian for service as a consultant.
6. Study the objectives of the auditorium program in order to determine its present effectiveness in contributing to the goals of education in Detroit. As part of this study the possibility of using auditorium space by other teachers should be considered.
7. Coordinate, expand and improve the counseling and guidance services.
8. Increase the number of visiting teachers and the visiting teacher service throughout the school.

B. Pertaining to the Junior High School:

9. Give increased attention to reading, speaking, writing and spelling and stress command of the fundamental processes of arithmetic.
10. Increase counseling services in the junior high school in order to reduce the number of students per counselor.
11. Provide adequate courses in guidance and vocational counseling in the junior high school grades.

C. Pertaining to the Senior High School:

12. Establish the comprehensive high school as the type to be approved in the future planning of programs of secondary

education in Detroit. Continue the specialized type of high schools for advanced technical programs and for other highly specialized types of vocational education not covered by the comprehensive type school.

13. Increase the number of counselors in order to reduce the number of students per counselor. Relieve counselors of clerical duties. Improve the quality of the present counseling service.
14. Assign pupils to a teacher to whom they can turn for assistance.
15. Establish full day sessions of at least six clock hours.
16. Specify more fully the functions to be served by the four curricula - college preparatory, vocational, general and business education. Increase the number of required subjects in each curriculum, reduce the number of elective subjects.
17. Require certain refresher courses of 11th and 12th grade students who, upon examination, are not able to perform up to reasonable standards.
18. Require one-half unit of occupational information of all students in senior high school.
19. Require one-half unit of study in contemporary affairs in addition to regularly required units in world history, American history, civics and economics.
20. Include on the high school diploma the school from which the student has graduated and the curriculum completed. Schools should offer also a proficiency certificate as an award to those who have made an outstanding record in advanced courses in any department.
21. Expand the cooperative work-training programs in the high school grades to include all possible opportunities for relating classroom instruction to work experience in the community.
22. Make available to students certain electives known as "specialized" and "enriched."
23. Adopt new policies governing homework in all high schools.

## 7 Recommendations Affecting Long Term Planning

1. Utilize the best available resources for the improvement of the mental health of all pupils and staff.
2. Give increased emphasis to the present program of human relations in the public schools by placing responsibility on the principal and district administrator for an active program in each school. Continue the present city-wide organization to coordinate the overall activities and to give leadership to teachers and other members of the staff.
3. Plan for a continuous program of educational research, experimentation and evaluation relating to curriculum problems.
4. Make a constant effort to build an overall climate conducive to respect for learning and for those who learn.
5. Develop an educational blueprint for the future which would permit school officials to move forward in an orderly and logical way to certain established goals.
6. Study 12-month utilization of the school plant in terms of its educational values, its acceptability and comparative costs.
7. Study all aspects of the need in Detroit for advanced general, technical and highly specialized education after high school graduation.

APPENDIX I

Farmington High School Curriculum Report and Recommendations to  
the Citizens Advisory Committee and to the Farmington, Michigan  
Board of Education, from the Subcommittee on Curriculum

Farmington High School Curriculum Report and Recommendations to the Citizens Advisory Committee and to the Farmington, Michigan Board of Education, from the Subcommittee on Curriculum

The recommendations that follow are the result of an intensive scientific investigation which utilized as its basis of inquiry the combined judgement of parents, teachers, high school graduates over a four year period, and a field committee. This subcommittee has spent many hours over a year and a half period in sorting, coding, and interpreting data and research material pertaining to the study of the Farmington High School Curriculum. Its efforts have been guided and pointed to the content rather than the methods of curriculum matters.

In the formulation and presentation of these recommendations, the subcommittee at no point deviated from what the data supported. The opinions of the committee are expressed only in the "Suggestions" which are, again, based on the data. The committee was impressed with the fact that the data revealed that in many areas the Farmington School system is much more than adequately meeting the students needs. The best of school systems in a constantly changing world and in keeping with the demands of the community it serves must always remain open for review and improvement. With this in mind, the subcommittee on Curriculum respectfully submits the following recommendations.

I. Relating to General Education, academic and non-academic

Interviews with parents and teachers and the questionnaire reveal the desire for a high scholarship standard and individual recognition for scholarship achievement.

- A. English and Math.--It is important to continue emphasis on English and Math. Both college and non-college students stress the need for a good foundation in these subjects regardless of future activities.

Suggestion: 1) Require 4 years of English for all students. (Slow students can repeat the third year with variations if they are capable of nothing more.)  
2) Provide more composition in English classes. To this end, investigate the possibility of obtaining qualified lay leaders.

- B. Foreign Language--A great majority of students recognize a need for foreign language training. Continue to expand the foreign language program.

- C. Efforts should be made toward relating vocational courses to the needs of industry in a space age.

Suggestion: 1) Consult Industry as to requirements for jobs and gear vocational program to its recommendations.

- 2) Explore the possibilities of the electronic field in terms of interest areas, abilities, and facilities.
- D. Study Hall--Students are asking that some provisions be made for more adequate arrangement of study hall space and time to promote an atmosphere conducive to study for those interested in using their time efficiently.

Suggestion: 1) A concerted effort should be made to maintain order and quiet in study halls.  
 2) Provide an additional "quiet" study hall for serious students.  
 3) Investigate the possibility of rescheduling the program of those students who do not profit from study halls.

- E. Home work--A criterion should be established among teachers as to what is effective homework in order that it be more purposeful and more equally distributed.
- F. Class Discussion--Students consider class discussions helpful and worthwhile. Teachers who allow little time for class discussion should be made aware of this student need.
- G. Gym Program--Objectives of the gym program should be made clear to the students. Interest is expressed in a more varied gym program.

## II. Relating to Counseling and Guidance

- A. There should be an orientation program to help students better understand the nature and purpose of the counseling and guidance program.

Suggestion: 1) Use of assembly for this purpose with panel discussions and/or speakers.  
 2) Utilize those learning experiences which broaden the insight and understanding of the student in terms of his own behavior and the behavior of others, i.e., coordinated visits to institutions, both public and private, such as Hawthorne Center, Boy's Republic, the Courts in action, Detroit Edison Public Relations service, etc.

- B. There should be an orientation program to help parents understand the nature and purpose of the guidance and counseling program.

Suggestion: 1) A brochure should be distributed to parents stating some promising practices.

of school programs and special services in relation to:

- a. the philosophy behind the Farmington Public School System
  - b. the entire counseling and guidance program
  - c. discipline policies
  - d. methods whereby communications can be enhanced between the community, parents and teachers.
- 2) School or PTA sponsored programs aimed at informing parents of school facilities.

C. There is need for comprehensive planning in the area of counseling and guidance to promote the best use of present facilities and to allow for growth into an extensive and purposeful program.

1. Each teacher should be reminded of his worth in the counseling and guidance field. To this end in-service training in counseling and guidance should be offered periodically to teachers.
2. The present number of trained counselors is inadequate. One fulltime counselor for every 300 students should be a minimum goal.
3. Some provision should be made for increased space insuring privacy for trained counselors.
4. A guidance testing program at 8th or 9th grade level should be based on a broad profile analysis with many indices and with involvement of counselors, parents, and students.
5. The guidance and counseling program should include facilities for the treatment of behavior problems (potential dropouts).

Suggestion: Special teachers for special classes with community involvement.

### III. Relating to Citizenship

Interviews with parents and teachers and the questionnaire reveal satisfaction with present citizenship training. Continue the excellent citizenship program.

### IV. Relating to Discipline

Interviews with parents and teachers and the questionnaire indicate that the rules and regulations in and out of the High School building are adequate. Continue the good work.

## V. Relating to Teachers background and methods.

- A. There is need for an evaluation of the grading system aiming toward a consistent standard of grading. The questionnaire reveals that students want the following criteria considered: ability, class participation, homework, tests (oral and written), attitude, and effort. Policy in regard to method (class average or curve system, etc.) should be uniform.
- B. All sources of data indicate that teachers should be required to take additional study from time to time to improve their professional proficiency.

Suggestion: 1) Some kind of Community Scholarship Fund.  
2) Public recognition of scholastic achievement.

- C. All sources of data reflect the opinion that higher salaries would attract better teachers.
- D. All sources of data indicate support of tenure to promote job security.
- E. All sources of data indicate that teachers should do more planning for new courses. There should be integrated departmental planning in subject matter in order that uniform objectives be stated and obtained when possible.

## COMMENT.

Throughout the interviews and the questionnaire a strong need is expressed for better communication between parents, teachers, and students.

There should be more contact between parents and teachers, both social and informative, especially in those areas promoting better understanding of the school program.

A PTA or PTSA is indicated.



APPENDIX J

Findings Reported by  
J. H. Hull

Findings Reported by J. H. Hull<sup>1</sup>

The findings for classification "A": (Organization and Structure)

1. All types of communities in 21 different states scattered across the nation from coast to coast varying in size from 1,000 to 600,000 were found to have lay advisory committees.
2. School organization varied somewhat, spreading from kindergarten through junior college in the school districts participating, but most of them were K-12 and 1-12 organizations.
3. Seventy per cent of the participating groups have been organized during 1946, and 1948, but 11 per cent are over ten years old and the oldest that has been found is thirty years old, having been organized in 1919.
4. There is a significant 10 year gap in the dates of organization between 1925 and 1935.
5. The 10 year gap corresponds exactly with a ten year gap in the data of publication of the literature on this subject.
6. Most of the advisory committees studied which work with superintendents and boards of education have performed rather general functions even though their titles sometimes indicate specifically narrow functions.
7. The terminology most used in practice includes the words 'Educational Advisory Committees,' though the word 'council' appears twenty times in the terminology, the word 'committee' appears twenty times and the word 'advisory' appears nineteen times and the word 'education' or 'educational' appears fifteen times.
8. About 89 per cent of the committees have continued to exist continuously since their original organization and the membership varies from 5 to 1,210 in number, but 61 per cent of the committees have less than 40 members and 75 per cent report attendance of 10 or less, usually about 15 to 25 in number.
9. Small informal discussion groups are the rule.
10. Seventy-five per cent report that they are served by officers, while 16 per cent report none.
11. As a rule, not over 10 or 20 per cent of the members are professional people and 80 per cent or more of the members are lay members.

---

<sup>1</sup>

Hull, op. cit., pp. 3-20.

12. Community-wide participation is attempted in most cases and 72 per cent of the committees report that they achieve it.
13. About half the school districts let the organization represented select their own members, and about one-fourth of the school districts appoint the membership by some member or members of the official family.
14. Most committees (68 per cent) are organized to answer a specific need, desire or problem.
15. Most of the problems bringing about the organization of the committees are based on a need to improve school community relations, augment the program, change the curriculum, or build and finance buildings or to change the boundaries, or select sites.
16. Over 60 per cent of the respondents indicated that they had unique problems and 30 per cent said they did not have unique problems when organizing.
17. The underlying reason for the establishment of lay advisory committees seems to be the development of new public attitudes, to overcome old apathies, or to meet new situations or both, so that action programs can follow.
18. It developed that the 30 per cent who said there was no unique situation or personality involved in the establishment were working on the long range planning and improvement of public relations with this technique for working with the community in democratic administration.
19. The technique has value for short time immediate development and for long range planning of the educational program.

The findings for classification "B" (Methods of Operation):

1. Professional leadership and lay leadership is thought to be about on a 50-33 per cent ratio by those reporting in advisory committees.
2. Parent organizations select the members of the lay committees more often than any other agency. The official school family appoints in 14 per cent of the cases.
3. Most of the groups studied meet monthly or bi-monthly (49 per cent); about one-fifth meet on call and a fifth meet two to five times a year.
4. The average meeting is two hours in length, varying one-half hour each way.

5. The secretary, superintendent or principal provides notices of meetings in about two-thirds of the cases.
6. Nearly 90 per cent use mail notices and three-fourths of these augment mail notices with telephone or newspaper announcement of both.
7. Evening meetings are most common - 84 per cent use them.
8. Fifty-three per cent attempt to publicize meetings, while one-fourth do not.
9. Sixth-seven newspapers serve the area and most of the respondents report full and favorable coverage when they want it.
10. Half of the respondents reported that the membership makes reports back to parent organizations regularly.
11. Three-fifths of the organizations have no fixed term of membership and 32 per cent reported fixed terms. One year terms were most common. Term of membership is not too definite.
12. The president or chairman presides in 80 per cent of the cases.
13. Ninety per cent use an agenda prepared for the meeting.
14. The agenda is prepared by one person half the time and two or more the rest of the time (36 per cent).
15. Ninety-one per cent report that minutes are kept for records, continuity, reference and reports.
16. The officers are elected by the members present 70 per cent of the time.
17. Most committees (48 per cent) have three officers.
18. The presiding officer is called president or chairman 84 per cent of the time.
19. Any regular member may hold office and any lay member may vote.
20. Thirty-one written documents were reported by 20 of the 44 committees.
21. There seems to be some evidence that older, longer established committees have more written documents.
22. Forty-three per cent of the committees follow unwritten policies, while one-fourth of them do not.

23. Written policies seem to be concerned with the democratic ideal, concerned with purposes and responsibilities, methods of operation and techniques and a few protective or restrictive policies.

The findings for classification "C" (Activities, functions, and accomplishments):

1. The advisory function is the most prominent function listed for advisory committees and the informational function is checked nearly 50 per cent of the time, also.
2. Public relations and attitude developing functions are more frequently reported than others and building financing and curriculum programs are reported as activities an equal number of times by nearly 30 per cent of the participants. In general, "understanding," buildings, and curriculum are all three receiving about equal attention.
3. In spite of the generalized nature of activities and functions reported, 73 per cent of the respondents reported that the committees do perform specialized functions.
4. Attitudes and informational functions are listed by 68 per cent of the respondents, with promotion of specific programs listed by about 18 per cent.
5. Development of attitudes upon which action programs can be established seems to be part of the underlying reason for the formation and functioning of advisory committees.
6. The opinions of the respondents with respect to their most significant results are largely long-range school-community relations programs and short-range action programs of a more immediately dynamic nature.
7. The short-term lay action committees are dealing usually with action programs requiring financing, and program and curriculum development.
8. The short-term lay action committee is not advisory, it is for action.
9. The short-term action committees work for one to six month spans, usually about three months.
10. The results of the short-term plan are about 75 per cent effective and worthwhile according to the respondents, many of whom presented objective evidence such as successful accomplishments of the purpose.
11. The accomplishments claimed for both types of organizations are many and far reaching, and very significant.

(Hull concluded his analysis with an evaluation "based upon the opinions and attitudes of the respondents in response to questions that had direct or indirect evaluative significance with respect to democratic procedures and the assumptions of this study."<sup>1</sup>)

These evaluative findings are:

1. Forty-three per cent of the respondents have had requests from within the community for membership indicating there is community interest in the committee.
2. Ninety-three per cent of the respondents believe that the advisory committees are successful and beneficial to children. This general agreement from all parts of the country is considered to be significant.
3. Sixty-six per cent of the respondents report that the community is enthusiastic about the organization.
4. Seventy-five per cent of the respondents report that the board of education is enthusiastic about the advisory committees.
5. Sixty-six per cent of the boards of education actually sponsor the lay committees and five more cooperate and support making 77 per cent reported as lending strong aid to them.
6. Seventy-seven per cent of the respondents report that the organization is representative of the community as a whole. The problem is to get participation from large social segments.
7. The advisory committees keep active upon the basis of:
  - (a) Natural community and parent interest in schools and children.
  - (b) The desire of people to help solve problems.
  - (c) Good leadership.
8. Forty-one per cent indicate that the community uses the channels provided to settle issues.
9. Seventy-two per cent of the committees set themselves problems to solve that benefit children.
10. Ninety-one per cent say the community has reacted favorably to the organization supported by fifty-seven items of objective and subjective data.

---

<sup>1</sup>

Hull, op. cit., p. 15.

11. Sixty-eight per cent do not use up meeting time with special speakers and programs.
12. Ninety-three per cent encourage lay originated questions.
13. Ninety-eight per cent provide opportunity for discussion from the floor.
14. Eighty-one per cent use 50 to 100 per cent of the meeting time for discussion.
15. Seventy-five per cent of the committees report regular attendance by most of the members.
16. The parent organization keeps vacancies in the membership filled in most cases. (41 per cent).
17. Seventy-three per cent report that the community uses the committee even when there is a hot issue.
18. Forty-three per cent say sometimes a given segment of the community will take a more direct route of their own choosing.
19. The attitude of the respondents are heavily balanced in favor of the use of lay advisory committees in school administration.
20. Eighty-six per cent of the people who have worked with these organizations in the capacity of school administrators believe the lay committee to be worth the effort in terms of benefits to children.
21. For all the eighteen items considered under the chapter on evaluation the average percentage of results favorable to use of lay advisory committees by boards of education is 83 per cent.
22. The matter of selection of leadership is approached from two different points of view and a compromise.
  - (a) One seems to emphasize administrative and board control of the selections.
  - (b) The second seems to emphasize democratic procedure through obtaining and maintaining membership through selections by the parent organizations.
  - (c) The compromise viewpoint reserves a few selections for the board and assigns the majority to the community, usually through representative organizations.
23. Informality of atmosphere and setting of meetings prevails in general.

24. The problem of programs and methods of keeping active agendas and problems of significance before the committee and the community are major considerations for advisory committees.
25. There is the usual over-eagerness in these matters to be overcome according to some of the respondents.



AFFENDIX K

General Principles and Criteria  
Underlying Cooperation  
Reported by  
Edgar L. Morphet

General Principles and Criteria Underlying Cooperation  
Reported by Edgar L. Morphet<sup>1</sup>

A. General principles underlying cooperation:

1. In this country the basic policies relating to public education should be decided by the people.
2. The people should delegate to their legally selected representatives the responsibility for final decision on specific policies relating to public education.
3. The board of education should keep the citizens informed regarding educational needs and enlist their aid in the development of a satisfactory public school program.
4. Both educators and lay citizens have responsibilities to meet and contributions to make to the development of the public school program.
5. The development of a sound educational program requires the best cooperative efforts of both educators and lay citizens.
6. Educators and other citizens should share the responsibility for stimulating, encouraging, and facilitating cooperation on projects relating to the schools.
7. All cooperative efforts to improve the educational program should utilize the basic principles of human relations in a democracy.
8. The major purpose of every individual and group should be to help improve public education.
9. Informal cooperative effort should be recognized as just as significant and important as the more formal types.
10. Citizen cooperation in improving the work of individual classrooms and schools should be considered fundamental.
11. The kinds of cooperative activity which should be developed are those considered to be most appropriate and meaningful in each situation.
12. Cooperation should always be genuine and bona fide.
13. In so far as practicable, all cooperative projects should be cooperative from their beginning. . . . An endeavor can be said to be truly cooperative when all persons who are to be

---

<sup>1</sup> Morphet, op. cit., pp. 242-251.

directly involved in or affected by a decision are in a position to participate directly or through their representatives in determining problems and issues, assembling and interpreting data, and arriving at conclusions in the light of all pertinent evidence.

14. The procedure used in a cooperative program should be designed to assure that conclusions will be reached and decisions made on the basis of pertinent evidence and desirable objectives.
15. In so far as practicable, decisions should be reached on the basis of consensus and agreement.
16. The entire community (local or state) should be kept informed regarding activities and developments relating to citizen cooperation.
17. Leaders who understand and believe in cooperative procedures are essential.
18. Persons involved in cooperative projects should be broadly representative of all points of view in the community or state.
19. Cooperative activities should be planned as to be beneficial to the individuals and groups involved as well as to the public schools . . . one of the objectives should be to help participants understand the entire situation better, to consider all points of view, and to reach sound conclusions in light of all factors which should be considered . . . The process is important because, if desirable procedures are used, all participants should become better citizens as a result of their experience.
20. The possibilities of citizen cooperation should be explored before any other course is followed.
21. New groups of organizations should be established for purposes of citizen cooperation only when it becomes evident that the needs cannot be met satisfactorily through existing organizations.
22. The board of education and school officials should give careful consideration to all proposals and recommendations growing out of the cooperative program and should approve those which seem to be for the best interest of the schools.
23. All persons and groups interested in any form of citizen cooperation should continuously seek to improve the procedures and outcomes.
24. The procedure used in cooperative activities should be consistent with fundamental principles but should be designed to meet the needs of the particular situation.

## B. Criteria for getting projects underway: 1

1. The board of education should adopt a resolution expressing its interest in cooperative projects for the benefit of the schools.
2. The board and superintendent should take steps to interest professional personnel in cooperative procedures and to help them understand the process.
3. The administration should encourage lay citizens to become interested in and assist with the cooperative process.
4. There should be some indication that at least a few key educators and lay citizens are interested and want to cooperate.
5. An informal committee might be encouraged to explore possibilities of cooperation and propose desirable activities.
6. The initiative for starting any cooperative activity may come from the board, from the superintendent, from the professional staff, or from the community.
7. The first cooperative project should usually be concerned with a problem or issue in which there is considerable community interest.
8. A capable group or committee should be responsible for planning and guiding a cooperative project.
9. Qualifications of members should be agreed upon in advance and carefully observed in organizing a committee.
10. In some situations a committee or sponsoring group should be composed entirely of lay citizens; in others, it should include both laymen and educators.
11. A committee should generally consist of persons selected as competent individuals rather than as representatives of organizations.
12. The procedure for nominating members should be such as to assure that competent persons are proposed.
13. The appointive procedure should be such as to assure that a committee will be representative of the community or state.

---

1

Ibid., pp. 252-257.

14. The procedure for the appointment of a committee to work on a school or classroom level should be kept as simple and informal as possible.
  15. The size of a committee should be determined partly by the scope of its work and partly by principles of efficiency of operation.
  16. A committee should be established for a definite purpose which should be stated in advance.
  17. The term of service should be indicated by the appointment.
  18. The group responsible for a project should reach general agreement on the roles of the constituent members.
  19. The relations with the board and staff should be clearly defined and understood.
  20. Provision should be made for meeting any necessary expense.
- C. Criteria for carrying out all types of cooperative activities:<sup>1</sup>
1. Persons and groups participating in any cooperative effort should clearly understand their functions and limitations.
  2. Any group or committee should have full latitude to explore all possibilities in its field.
  3. The committee or group should organize properly for effective work.
  4. Competent persons who understand and believe in cooperative endeavor should be selected for leadership roles.
  5. The committee should adopt a written statement of its purposes, policies, and working relations.
  6. A committee which is responsible for a comprehensive study should serve principally as a policy committee . . . Study committees have frequently been organized around major problems such as the following:
    - (a) Resources.
    - (b) Organization and administration.
    - (c) The instructional program.
    - (d) Staff personnel.
    - (e) Pupil personnel.
    - (f) The school plant.
    - (g) Transportation.
    - (h) Finance and business organization.

---

<sup>1</sup>  
Ibid., pp. 257-261.

7. The committee should endeavor to utilize all appropriate resources.
8. The committee should select as consultants persons most competent to work with the committee in a cooperative program . . . For all studies at the state level and for any studies or projects at the local level the services of consultants will be needed. The persons who are selected to serve as consultants should be competent in the area in which they are to work, should be experts in working with groups, and should be expected to assist the working groups and the committee in analyzing problems, collecting data, and arriving at reliable conclusions. The consultants should not be expected to make the analysis themselves; they certainly should not determine the recommendations.
9. The committee should proceed logically and scientifically.
10. Evidence concerning desirable objectives or the characteristics of a desirable program should be carefully assembled and used in evaluating the present situation.
11. Any cooperative project should be used to facilitate cooperative action in general.
12. Meetings should be open to the public.
13. The committee should adopt a working plan with definite termination dates for various aspects of its program.
14. The committee should meet as often as necessary to assure continuous progress.
15. The committee should emphasize the development of constructive proposals.
16. A cooperative group should seek to center attention on important principles and issues.
17. A major objective should be to effect improvements in the educational program.
18. Generally, a committee should be expected to prepare a report explaining its analysis of the problem and giving its findings and conclusions.
19. All members of the committee should expect to assist in interpreting the report to the board and possibly to the public.

## BIBLIOGRAPHY

### Books and Yearbooks

- American Association of School Administrators. American School Curriculum. Thirty-First Yearbook of the Association. Washington, D.C.: The National Education Association, 1953.
- Association for Supervision and Curriculum Development. Action for Curriculum Improvement. 1951 Yearbook of the Association, Washington, D.C.: The National Education Association, 1951.
- . Forces Affecting American Education. 1953 Yearbook of the Association. Washington, D.C.: The National Education Association, 1953.
- . Growing Up in an Anxious Age. 1952 Yearbook. The National Education Association, 1953.
- Beard, Charles A. America in Midpassage. New York: The Macmillan Co., 1939.
- Berge, Marvin L., Harris, Russell E., and Walden, Charles B. "In-Service Education. Programs of Local School Systems." In-Service Education. The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1957.
- Banghart, Frank W. (ed.). First Annual Phi Delta Kappa Symposium on Educational Research. Bloomington, Ind.: Phi Delta Kappa, Inc., 1960.
- Blakely, Robert J. "The Citizen and the Mass Media." Mass Media and Education. The Fifty-Third Yearbook of the National Society for the Study of Education, Part II. Chicago: The University of Chicago Press, 1954.
- Blankenship, Allen H. "Local School Systems Benefit by Citizen Cooperation for Better Public Schools. The Fifty-Third Yearbook of the National Society for the Study of Education, Part I. Chicago: The University of Chicago Press, 1954.
- Bossenbrook, William J. et al. Development of Contemporary Civilization. New York: D.C. Heath and Co., 1940.

- Butts, Freeman R. A Cultural History of Education. New York: McGraw-Hill Publishing Co., 1947.
- Coffey, Hubert S., and Golden, William P., Jr. "Psychology of Change Within an Institution." In-Service Education. The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I. Chicago: The University of Chicago Press, 1957.
- Commission on Educational Reconstruction. Organizing the Teaching Profession. Glencoe, Ill.: The Free Press, 1955.
- Conant, James B. "Education as a Social Process." Education and the Social Order. Ed. by Elaine E. Mercer and Edwin R. Carr. New York: Rinehart & Co., 1957.
- The American High School Today. New York: McGraw-Hill Book Co., Inc., 1959.
- Cook, Llyod Allen. Community Backgrounds of Education. New York: McGraw-Hill Book Co., Inc., 1938.
- Dewey, John. Democracy and Education. New York: The Macmillan Co., 1916.
- Dixon, Wilfred J., and Massey, Frank J. Introduction to Statistical Analysis. New York: McGraw-Hill Book Co., Inc., 1957.
- Doob, Leonard W. Public Opinion and Propaganda. New York: Henry Holt & Co., 1948.
- Durant, Samuel W. (ed.) A History of Michigan: Oakland County, 1817-1877. Philadelphia: L. H. Everts & Co., 1877. (Michigan Historical Collections of the University of Michigan, Horace Rackham Building, Ann Arbor).
- Fuller, Edgar, and Tuttle, Edward M. "Regional and National Groups are Cooperating." Citizen Cooperation for Better Public Schools. Fifty-Third Yearbook of the National Society for the Study of Education, Part II. Chicago: The University of Chicago Press, 1954.
- Gower, Christopher et al. Community Involvement: The Webs of Formal and Informal Ties That Make for Action. Glencoe, Ill.: The Free Press, 1957.
- Gregg, Russell T. "Administration." Encyclopedia of Educational Research. Rev. Edition. New York: The Macmillan Co., 1960.
- Hand, Harold C., and Hamlin, Hubert M. "Careful Appraisal is Needed." Citizen Cooperation for Better Public Schools. Fifty-Third Yearbook of the National Society for the Study of Education, Part I. Chicago: The University of Chicago Press, 1954.



- Johns, R. L., and Thurston, Lee M. "State School Programs are Being Improved Through Cooperation." Citizen Cooperation for Better Public Schools. Fifty-Third Yearbook of the National Society for the Study of Education, Part I. Chicago: The University of Chicago Press, 1954.
- Kearney, Nolan C. Elementary School Objectives. New York: Russell Sage Foundation, 1953.
- Kilpatrick, William H. Philosophy of Education. New York: The Macmillan Co., 1951.
- Kindred, Leslie W., and Allen, Paul W. "Cooperation Improves Individual Schools." Citizen Cooperation for Better Public Schools. Fifty-Third Yearbook of the National Society for the Study of Education, Part I. Chicago: The University of Chicago Press, 1954.
- Lawler, Marcella R. Curriculum Consultants at Work: Factors Affecting Their Success. New York: Teachers College, Columbia University, 1958.
- May, Rollo. "Centrality of the Problem of Anxiety in Our Day." Identity and Anxiety. Ed. by Maurice R. Stein, Arthur J. Vedich, and David Manning White. Glencoe: The Free Press of Glencoe, Illinois, 1961.
- Mead, Margaret. The School in American Culture. Cambridge: Harvard University Press, 1951.
- Meir, Arnold R., Cleary, Florence D., and Davis, Alice M. A Curriculum for Citizenship. Detroit: Wayne University Press, 1952.
- Menge, J. Wilmer, and Faunce, Roland. Working Together for Better Schools. New York: The American Book Co., 1953.
- Miel, Alice. Changing the Curriculum. New York: Appleton - Century Co., 1946.
- Moehlman, Arthur B. School Administration. New York: Houghton Mifflin Co., 1940.
- Moffitt, J. C. "The Changing Scene Requires Cooperation." Citizen Cooperation for Better Public Schools. Fifty-Third Yearbook of the National Society for the Study of Education, Part I. Chicago: The University of Chicago Press, 1954.
- Morphet, Edgar L. "Cooperative Procedures Should be Based on Sound Principles." Citizen Cooperation for Better Public Schools. Fifty-Third Yearbook of the National Society for the Study of Education, Part I. Chicago: The University of Chicago Press, 1954.

- Northrop, F. S. C. The Logic of the Sciences and the Humanities. New York: The Macmillan Co., 1949.
- Oberholtzer, Kenneth E. "Cooperation Presents Some Problems." Citizen Cooperation for Better Public Schools. Fifty-Third Yearbook of the National Society for the Study of Education, Part I. Chicago: The University of Chicago Press, 1954.
- Ogburn, William F., and Nimkoff, Meyer F. Sociology. New York: Houghton Mifflin Co., 1940.
- Olsen, Edward et al. School and Community. Second Edition. New York: Prentice-Hall, Inc., 1954.
- Pierce, Truman M. et al. Community Leadership for Public Education. New York: Prentice-Hall, Inc., 1955.
- Roucek, Joseph S. et al. Sociological Foundations of Education. New York: Thomas Y. Crowell Co., 1942.
- Spengler, Oswald. Decline of the West. New York: Alfred Knoff Inc., 1939.
- Sumner, William G. The Folkways. Boston: Ginn and Co., 1906.
- Toynbee, Arnold. A Study of History. An abridgment of Volumes I-VI, by D. C. Somervell. New York: Oxford University Press, 1947.
- Walker, Helen M., and Lev, Joseph. "Statistical Inference." Encyclopedia of Educational Research. Rev. Edition. New York: The Macmillan Co., 1950.
- Waller, Willard (ed.). "The Army as a Social Institution." War in the Twentieth Century. New York: The Dryden Press, 1940.
- Warner, Llyod W., Havighurst, Robert J., and Loeb, Martin B. Who Shall be Educated? New York: Harper & Brothers, 1944.
- Young, Kimball. Personality and Problems of Adjustment. New York: F. S. Crofts and Co., 1940.

#### Booklets, Pamphlets, and Reports

- Baker, Gordon E. Rural Versus Urban Political Power. Garden City, N. Y.: Doubleday and Co., 1955.
- Brake, Charles E. et al. "Additional Research in Educational Administration." Applying Research in Educational Administration. Edited by William W. Savage. Chicago: The Midwest Administration Center, University of Chicago, 1954.

- Chase, Francis S. "The Status of Research in Educational Administration." Applying Research in Educational Administration. Edited by W. Savage. Chicago: The Midwest Administration Center, University of Chicago, 1954.
- Citizens Advisory Committee on School Needs. Curriculum Subcommittee Reports. Detroit: The Board of Education, 1958.
- Findings and Recommendations. Detroit: The Board of Education, 1958.
- Factual Reports - Regional Committees. Detroit: The Board of Education, 1958.
- French, Will, and Kearney, Nolan C. "Consultants' Reports to the School Program (Curriculum) Subcommittee." Consultants' Reports and Highlights of Factual Data. Detroit: The Board of Education, 1958.
- Hand, Harold. On Ways of Preventing Regression to the Status Quo Ante. Report of an address given at the Annual Luncheon of The Association for Supervision and Curriculum Development on March 5, 1959; Netherland Hilton Hotel, Cincinnati, Ohio.
- National Citizens Commission for the Public Schools. How Can We Help Get Better Schools? New York: The Commission, 1951.
- National Education Association. Lay Educational Advisory Committees. Research Memo 1960 - 23 Washington, D.C.: Research Division of the N.E.A., August, 1960.
- Pond, Millard Z., and Wakefield, Howard. Citizens Survey Their School Needs. Columbus: The Ohio State University Press, 1954.
- Population, Housing, and Economic Characteristics of the Detroit Metropolitan Area - 1957. Detroit: The Promotion and Research Department of The Detroit News, 1958.
- Public Action for Powerful Schools. Metropolitan School Study Council, Research Studies, No. 3. New York: Bureau of Publications, Teachers College, Columbia University, 1949.
- Savage, William W. Consultant Services to Local School Systems. Chicago: The Midwest Administration Center, University of Chicago, 1959.
- Service Report: These Are The Facts! Bloomfield Hills, Mich.: The Board of Education, 1953.
- The Connecticut Report: Do Citizens and Education Mix? The Governor's Fact-Finding Commission on Education. Norwalk, Conn.: The O'Brien Suburban Press, 1950.

- Turnacliiff, Jackson C., Chairman Progress Report to all Members of the Y.E.S. Committee. Bloomfield Hills, Mich.: February 13, 1961.
- Tyler, Ralph W. Basic Principles of Curriculum and Instruction: A Syllabus. Chicago: The University of Chicago Press, 1950.
- Washburne, Norman F. Interpreting Social Change in America. New York: Random House, 1954.
- Wayland, Sloan R., Brunner, Edmund de S. and Hallenback, Wilbur C., Aids to Community Analysis for the School Administrator. Middle Atlantic Region of the C.P.E.A.. New York: Bureau of Publications, Columbia University, 1956.
- Willis, Benjamin C. "Using the Criticism of Public Schools for Construction Purposes." Applying Research in Educational Administration. Edited by William W. Savage. Chicago: The Midwest Administrative Center, University of Chicago, 1954.

#### Periodicals

- Ahrens, Maurice R. "Parents and Staff Cooperate in System-Wide Improvement." Educational Leadership, II (March, 1954), 337-342.
- Albright, A. D., and Hopkins, George W. "What About Services of State Departments of Education?" Bulletin of the Bureau of School Service. College of Education, University of Kentucky, XXVII (June, 1955), 1-55.
- Bates, Harold S. "Tailored to Fit: How Norwood, Ohio Revised The School Curriculum to Meet Specific Community Changes." Progressive Education, 22 (January, 1945), 8-10.
- Carter, Richard F. "Voters and Their Schools." Phi Delta Kappan, XXIII (March, 1961), 248-249.
- Ferneau, Elmer F. "Which Consultant?" Administrator's Notebook, II (April, 1954), 1-4.
- Hodge, Paul D. "Work of Citizens Advisory Committees in Texas School Districts." Texas Outlook, Vol. 43, No. 28 (April, 1959), 1-69 (Condensed: N.E.A. Research Memo 1960, 23, August, 1960, 5).
- Joswick, Frank X. "They Wanted to Work in Their Hometown." N.E.A. Journal, 38 (December, 1949), 660-61.
- Kerlinger, Fred N. "Progressivism and Traditionalism; Basic Factors of Educational Attitudes." Journal of Social Psychology. Vol. 48, first half (August, 1958), 111-134.

- Lieberman, Myron. The Future of Public Education. (Reviewed by Paul Woodring). Phi Delta Kappan, XLI (December, 1949), 123-125.
- Lloyd, Mary Norris. "Parents Are a Valuable Resource." Educational Leadership, II (March, 1954), 354-58.
- Loew, C. C., and Sumption, M. R. "A Community Looks at Its Schools." Nations Schools, 46 (December, 1950), 40-43.
- McGraw, Arthur G., and Gregg, Russell T. "Wisconsin Citizens and Local School Boards." Wisconsin Journal of Education, 91 (March, 1959), 7-10. (Condensed: N.E.A. Research Memo 1960), 23-6.
- Murdock, George P. "School Administration and the Community." School and Society, 75 (January, 1952), 5-8.
- Pierce, Truman M. "The Growing Trend Toward Lay Participation in Education." Feabody Journal of Education, (November, 1950), 161-166.
- Stoops, Emery. "Community Leaders as School Advisors." School Executive, 67 (May, 1948), 38.
- Story, M. L. "What Part Should Parents Play in School Administration?" School Executive, 70 (May, 1951), 52-53.
- Strolle, Robert S. "Michigan Area Study Act Helps Local Groups Evaluate Local Programs." School Executive, 72 (April, 1953), 64-66.
- Sweitzer, Robert E. "Midwest C.F.E.A., Informed Responsible Citizens." School Executive, 73 (March, 1954), 108-109.
- Toy, Henry Jr. "Citizens Committees: A Report to the People from the Director of the N.C.C.P.S." School Executive, 71 (January, 1952), 41-43.
- \_\_\_\_\_. "The Program of the National Citizens Commission for the Public Schools." School Executive, 69 (February, 1950), 11-14.

#### Memoranda, Minutes, Policy Papers

- Board of Education, Farmington, Michigan, Curtailment of Educational Program: Farmington Public Schools, Memorandum, June 19, 1958. (Mimeographed.)
- \_\_\_\_\_. Educational Program of the Farmington Public Schools. Mimeographed Policy Paper, 1957.
- \_\_\_\_\_. Our Curriculum Today. Mimeographed Policy Paper, 1957.
- \_\_\_\_\_. Responsibilities of the Committee and Its Relationship to the Board of Education. Memorandum, October 24, 1957. (Mimeographed)

Minutes of the Farmington Subcommittee on Curriculum Development,  
Farmington, Michigan: Mrs. David Mills, Chairman, 24300 Locust  
Drive, October 24, 1957 to May 12, 1960. (Typewritten.)

#### Personal Interviews

Personal Interview with Drs. Norman Drachler and Robert E. LeAnderson,  
Assistant Superintendents, Detroit, Michigan, Public Schools,  
March 16, 1961.

Personal Interview with Mr. Gerald Harrison, Superintendent of Schools,  
Farmington, Michigan, Public Schools, December 30, 1960.

Personal Interview with Mr. Eugene L. Johnson, Superintendent of Schools,  
Bloomfield Hills, Michigan, Public Schools, April 7, 1961.

Personal Interview with Members of the Farmington Subcommittee on  
Curriculum Development, held at Farmington, Michigan, August 8,  
1960.

#### Doctoral Dissertations

Hull, J. H. "Lay Advisory Committees to Boards of Education in the  
United States." Unpublished Doctoral dissertation, University  
of Southern California, 1949.

Lehmann, Charles F. "A Study of the Interpersonal Role Perceptions of  
School Administrators, Board of Education Members, and Members  
of Lay Citizens Committees in Michigan Public Schools." Unpub-  
lished Doctoral dissertation, University of Michigan, 1954.

## AUTOBIOGRAPHICAL STATEMENT

GEORGE FARRAH

### I. Academic Background:

Degrees: B.S. in Education, Wayne University, February, 1949.  
Master of Education, Wayne University, August, 1949. Major:  
Evaluation and Research, with Emphasis in Curriculum Develop-  
ment, Doctor of Education Program, Wayne State University.  
Certificates: Granted State of Michigan Permanent Junior  
College Teaching Certificate, 1949. Granted State of Michi-  
gan Provisional Secondary Teaching Certificate, 1949.  
Granted State of Michigan Provisional Elementary Teaching  
Certificate, 1949. Granted State of Michigan Permanent  
Elementary Teaching Certificate, 1952.

### II. Positions:

1942-1945. Corporal in the 116th Medical Battalion, Co. A,  
of the 41st Infantry Division, United States Army. Battles  
included the East Indies, the Papuan, the New Guinea, and  
the Southern Philippines Liberation Campaigns.  
1946-1949. Full-time Student, Wayne University.  
1949-1955. Teacher of Elementary Education (Grades 3-6),  
Campau School, Detroit Public Schools.  
1950-1951. (evenings) Part-time Instructor in Advanced  
Economics, Highland Park Junior College, Highland Park,  
Michigan.  
1955-1956. Coordinating Supervisor and Special Teacher,  
Bloomfield Hills School District #2, Bloomfield Hills,  
Michigan.  
1955-1956. (evenings) Instructor in Advanced Reading Study  
Skills for Secondary Students, Bloomfield Hills High School,  
Bloomfield Hills, Michigan.  
1956-1960. Critic Teacher of Elementary Education (Grades 5-  
6), Couzens School, Detroit Public Schools.  
1958-1960. (evenings) Special Curriculum Consultant, Citizens  
Advisory Subcommittee on Curriculum Development, Farmington,  
Michigan.  
1960-1961. Assistant Principal, Poe School, Detroit Public  
Schools.

III. Scholastic Honors and Recognitions:

Honors Convocation, Wayne University, 1950.

Elected to membership, Phi Delta Kappa (National Honorary Fraternity for Men in Education), 1950.

Main Address: "Aiding the Gifted Child," Metropolitan Teachers' Institute (M.F.T.), October 24, 1956.

Recipient, the "Service Key," an annual award for outstanding service and leadership from Alpha Omega Chapter, Phi Delta Kappa, Wayne State University, 1959.

IV. Professional Organizations:

Michigan Association for Supervision and Curriculum Development (regional branch of the N.E.A.); Detroit Schoolmen's Club; Detroit Methods Society; 1955-1961, Chairman of the Research Committee, Secretary, Vice President, President, Chairman of State-Wide Project Committee, Alpha Omega Chapter, Phi Delta Kappa, Wayne State University.

V. Biographical Data:

Born Cambridge, Ohio; married November, 1948, to Lucille Dolores Petrusha. One son: George Joseph.

VI. Travel:

Australia, Hawaii, New Zealand, New Guinea, the East Indies, the Philippine Islands, Mexico, Canada and the United States.