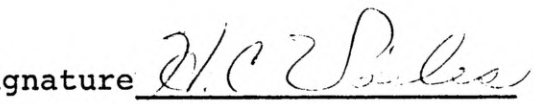
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Date August 9, 1972

STRENGTHENING THE HIGH SCHOOL THROUGH THE USE OF LAY COMMITTEES

by

HOWARD C VOILES

A professional paper submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree

of

MASTER OF EDUCATION

with concentration in

Secondary Administration

Approved:

Robert J. Nisbet
Head, Major Department

Robert Van Voast
Chairman, Examining Committee

R. Greening
Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1972

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ABSTRACT

For years a major concern of schools all over the nation has been the effectiveness of their high school curriculum. Have they adequately prepared students to function in institutions of higher learning, or, for that matter, have schools given their students who do not seek higher education a sufficient background in the basic curriculum to "get by" in the everyday world. The following paper deals with a plan to improve the curriculum in the Helena Senior High School with the aid of five separate and distinct citizens' advisory committees. Small groups were decided upon although most specialists disagree with the number involved.

The purpose of this paper was to determine whether or not small groups (less than 15 members) could effectively assist in curriculum change in Helena High School. Past experience had been with large groups and no effective change was implemented.

Citizens committees numbering six to twelve were formed, utilizing a cross section of community socio-economic groups. Over a one year period, dealing with specific curricular areas, advice and comment were sought. Constraints and philosophical perspectives were utilized as guidelines for change.

It was concluded that small groups working on specific curricular areas were more effective than larger groups. Similarly the groups felt much closer to the educational process and programs.

It is recommended that more utilization of small, well oriented groups be implemented by schools and that these committees be ad hoc. It is further recommended that pre-committee work involve training in communication skills and group dynamics.

CHAPTER I

INTRODUCTION

It was the intention of the writer to discover to what extent lay committees involved in four specific academic areas of the curriculum plus a committee to review a special problems area would influence the curriculum in the Helena Senior High School.

If we are to intelligently plan for secondary education for the seventies then it appears that we must approach the problem from the viewpoint of the high school student. The needs and desires of students at the secondary level must be the major concerns. The desire for the development of a curriculum which would come closer to meeting the needs of our young people led to the formation of five separate and distinct lay committees. If student needs are to be realized then the curriculum must be closely examined in terms of those needs and desires.

Changes most certainly have taken place in the high schools throughout the nation over the years. However, too many administrators, those in a position of educational leadership, have traditionally let things happen. They have taken the plaudits if the happening was good, issued a statement if the happening was bad, and have lived another

day. Unless school administrators assume a position of imaginative leadership, constructive change will not take place.

The general educational pattern which has been adhered to for a number of years, has now become an open and serious topic for consideration. All over the country there is growing concern about the curriculum in the nation's high schools. There are great variations in the views expressed by administrators, teachers, parents and students.

THE PURPOSE OF THE STUDY

Many school systems in the nation have utilized citizens' committees in various ways over the years. Most of these committees have been large groups and because of that fact this writer is submitting that many have been ineffective. Griffiths (1956), a recognized authority on citizens' committees, says that if the committee is to work as a unit, there should not be more than fifteen members. If the citizen committee is a large one which will operate as several working committees, each subgroup should not exceed fifteen members.

The purpose of this study was to determine if small lay committees could be an efficacious vehicle through which

the curriculum in the Helena Senior High School would be improved in meeting students' needs. In fact, to ascertain if they were capable of and willing to contribute information which could be used by school personnel to provide more meaningful learning experiences for their young people.

The Need for the Study

Large citizens' committees have been for years a part of the Helena school system. They have been relatively successful in fulfilling the needs for which they were intended, those being a public relations vehicle and/or a rubber stamp for proposals initiated by school personnel. They have not been effective in enhancing learning experiences for young people. In reviewing literature germane to citizens' committees the writer found voluminous information but again--large group participation. It became obvious to the writer that little had been accomplished or had been attempted by small groups in curriculum development. If little, over the years had been done, specifically in Helena, by the utilization of large committees then it was time that another approach be conceived for tapping the talent of community members. Educators need support and the writer is suggesting that involving small groups of

citizens is the direction in which to proceed.

The basic hypothesis then of this paper was that small citizens' committees could be effectively utilized for providing input which would influence the educational procedures to the extent that students would and will be able to realize meaningful learning experiences to a greater degree than they are now so doing.

CHAPTER II

REVIEW OF LITERATURE

The area of public relations that seems to be gathering momentum, if the amount of space in professional journals can be used as an indication, is citizen co-operation. The establishment of citizen committees has gone beyond the area of school buildings. They are now being used as advisory groups for more effective solutions of all school problems according to Ovard (1966).

The role of a citizens' curriculum committee is to advise the school enterprise about educational goals consistent with the community's best aspirations. Anything else is beyond its ability. Ovsiew (1961) states that its sole function should be to advise, never to go further in the decision making process than deciding upon its own recommendations.

A citizens' committee must confine its investigation to areas that do not impinge upon the powers and responsibilities delegated to the board by state law. Citizens' committees are merely study groups-important ones, at that-and they should not be allowed to degenerate into complaint bureaus, administrative alderman, professional ethics committees, or anything of the sort. Muniz (1969)

emphasizes that when an advisory committee is formed that there is a moral obligation to consider very carefully any recommendations made by the committee. If school authorities are unable to act favorably on a recommendation, at least they should give a convincing explanation for the decision.

The involvement of lay advisory committees in education reached a high point during the 1950's. Knezevich (1962) says that by 1957 lay committees constituted a latent force whose efforts were sporadic rather than continual. With such a short history, advisory committees may be said to have barely passed beyond the experimental stage. Their functions and position in the local educational enterprises have been pretty well clarified, yet there are not infrequent lapses by local committees from well-advised methods of operation. A research study of citizens' advisory committees in the Colorado public schools, conducted by David I. Williams (1957) includes thirteen criteria developed with the assistance of a jury of thirty two nationally recognized experts in school public relations, which may serve as a guide both in setting up citizens' committees and evaluating their procedures and results. These thirteen criteria follow:

1. The successful committee utilizes all human resources including advice of specialized personnel, with broad representation from the community, and greater use (than is now typical) made of lower-economic groups genuinely interested in the school and of young people twenty-five to thirty-five years of age.

2. The committee should organize well and clearly formulate in writing the purposes of democratic operation in order that facts may precede action and so that participation does not go beyond study, advice, and recommendations.

3. The committee should adhere to the development of proper relationships based on the principles of close cooperation with the board of education and administration, but maintain independence of thought and action.

4. The committee should develop definite channels of two-way communication with the board of education and community with all publicity of findings and recommendations released through the board of education.

5. The committee should be initiated by the board of education for a specific purpose and then dissolved with written thanks after the objectives have been achieved. However, if the board should designate a permanent committee, it should have rotating membership.

6. The committee should not be a hand picked "rubber stamp" for the board of education, but should be carefully selected on the basis of general ability, interest in working with others, broad community contacts, responsibility to no one group (except the board), ability to devote considerable time and effort, non-political affiliation, and of varying points of view.

7. The committee should request and receive guidance and resource materials from the professional staff and board of education but should not be dominated by them.

8. The committee should work in a research and study type of atmosphere to gather all relevant facts for improvement of the educational program before making final recommendations to the board of education.

9. The committee should have no "axe to grind" but should deal with policies and not details.

10. The committee should emphasize the development of lay leadership with officers selected from demonstrated active leadership.

11. The committee should be organized and selected from among competent citizens by a board of education and a superintendent who understand and appreciate the function of such a committee.

12. The committee should be small enough so that group processes function properly, with size varying according to the problem to be studied, with a suggested membership of twenty-five to fifty.

13. The committee should have no preconceived pattern to follow for organization and operation but it should be flexible so that it may satisfy the needs of the community.

If a catalog of all the topics tackled by citizens' advisory committees were compiled, it would no doubt include every conceivable problem of American public education. Grieder (1961) says that what Lincoln Steffens wrote years ago with reference to labor management relations seems quite fitting as a commentary on lay advisory committees in education:

> There is enough good will in all men of imagination and power to do any good, hard job, even if it is not obviously in their own selfish interests. The are not often asked to do any such thing; they are asked chiefly for money for charity or show, and they give that. If they were asked, the worst of them, to serve a good cause, would give of themselves as freely as they give their money.

There is some disagreement among educators as to whether advisory councils should be organized on a continuing rather than on an ad hoc basis. Anderson and Van Dyke

(1963) state in a Michigan study by Lehman (1956) that only six per cent of the members of permanent committees believed that their committees should be disbanded. On the other hand, Anderson and Van Dyke report that in a Missouri study by Schooling (1954) that three percent of the school administrators surveyed expressed the belief that use should not be made of temporary committees before permanent advisory committees were organized.

The time to organize a citizens' committee is before the problems they are assigned to become clearly, and perhaps painfully, evident. Crosby (1965) says that public dissatisfaction with schools is hardly the right force for getting a good citizens' committee off the ground.

Summary

An examination of the literature on lay committees showed that they can most certainly make a definite contribution to the school program if they are properly organized. There are a few, however, in public education who feel that citizens have no business being involved in curriculum work.

The question really does not seem to be whether or not to involve citizens in curriculum improvement programs. It does appear to be when to involve citizens, how to involve

citizens, how long to involve them, and which citizens to invite as representatives of the community.

CHAPTER III

PROCEDURES

Accepting the concepts of citizens committees as suggested in literature and by experts, the lay committees as finally selected to examine five areas in the Helena Senior High School were of various sizes. It was determined that six people on each committee would be the most communicable arrangement. However, as a matter of expediency in the formation of the committees an invitation to participate and an explanatory letter was delivered to twelve prospective members. A sample of the above letter is included in Appendix A. It was assumed that the percentage of those willing to serve on a committee would then be equal to six or seven members in each of the five groups. Even if more should accept, the number would be well within the recommended size. A post card, to be returned, was enclosed with the explanatory letter to indicate whether or not the invitation to participate would be accepted. As a result of the unexpected responses of people willing to serve on a committee the groups ranged in number from six to twelve. One teacher, in his specialized field of preparation was selected to serve on each committee. This person was utilized as a resource participant. He and the principal

presented a brief summary of what was happening in specific curricular areas of Helena High School at that time.

The mailing list sample was selected by the principal and the vice-principal as representing a cross-section of citizens from Helena, Montana.

The committees in the folowing curricular areas were then scheduled for the initial meetings in late November and early December of 1970:

1. Communication Skills
2. Science
3. Mathematics
4. Social Studies
5. Special Problems

At the first meeting of each committee the principal of the high school led discussion designed to clarify questions. The philosophy was in written form and is included in Appendix B.

The committee meetings were held in a newly renovated conference room in the high school building which will comfortably accomodate twenty people. This room was easily accessible for evening meetings with a minimal amount of distraction emanating from people involved in other evening activities in the high school.

Dr. Robert Van Woert of Montana State University was scheduled to conduct a communication workshop for members of all committees. This workshop was designed to promote a free and open discussion among committee members. The workshop was not realized, however, and although it has been successful in several areas in the state the writer can only speculate as to the effect it may have had on the actions and thoughts of the committee members in Helena.

The principal served as the chairman for each of the committees. The vice-principal recorded comments of the group. The administration felt that an educator would be more inclined to keep the attention of the group focused on the purpose for formulating the committees. They felt that many lay committees have been unsuccessful over the years by placing uninformed and perhaps uninterested citizens in a position of committee leadership. The principal has experienced thirty one years in positions of educational leadership and it made good sense to utilize that expertise.

The evaluation of the efforts of the committees are most subjective. The writer had intended to formulate a student committee to review the findings of the lay committees. This project was not realized as a group. The

writer did, however, spend a considerable amount of time in visiting with high school students at various times to consider some of the thoughts of the committees.

A copy of the school philosophy was forwarded to each committee member two weeks before the first meeting of each group. The members were requested to examine and evaluate the statements of philosophy and to be prepared to recommend any additions or deletions.

CHAPTER IV

FRAMEWORK OF THE PROJECT

Communication Skills

This group included nine Helena citizens and the three high school educators mentioned previously. The membership consisted of a supervisor from the State Department of Public Instruction; a member of the Board of Regents; a Carroll College instructor; a civil engineer; a lawyer; three housewives; one of whom is also an elementary substitute teacher; and an M.D.

The committee met three times during the 1970-1971 school year. Each session was two hours in length and this time limit was adhered to quite rigidly. However, after each session as a group there was a great deal of discussion among members of the committee. After an examination of the English curriculum there were questions such as these:

"Why isn't Speech a requirement for all high school students?"

"Why is the course in Speed Reading offered only to Seniors?"

"What is the extent of coordination between the Junior High School and the Senior High School in all programs?"

The questions that arose were satisfactorily answered over the course of the three meetings. For example, Speech is not required because of a matter of priorities. A high school graduate must present a total of one hundred seventy credits. Ninety-five of those credits are absolute local requirements at the present time. A Speech requirement in the Helena Senior High School would not be in keeping with the high school philosophy. The philosophy statements were acceptable to all committee members and it clearly states that the school should make every effort to satisfy the needs and desires of all students. The committee felt that adding another requirement for graduation in the English area would not be readily acceptable to the high school students.

In general, the three meetings of the communication skills committee were most worthwhile. Although the committee, at the conclusion of the meetings, offered no recommendations for change it should be noted that the English curriculum for each grade level had been just recently revised. In fact, a professional paper, prepared by a committee member is on file in the Montana State University Library. The file number of this paper is P378 G376.

Mathematics

The Helena citizens who participated on this committee were: an insurance salesman; a real estate agent; a small retail grocer; an Internal Revenue auditor; a legal secretary; a lumberman; and a housewife. It was felt that the people selected to serve on this committee had the type of background which would be extremely helpful in evaluating the present curriculum. They probably would be able to offer some very definite concepts for improving students' skills in this area.

The mathematics committee was rather slow in interacting. It was felt that the lack of free discussion in this group was due to the fact that a mathematics program is quite basically structured as compared to other areas of a curriculum. The mathematics curriculum in the Helena Senior High School includes Algebra I and II, Algebra III and IV, Plane and Solid Geometry, Modern Mathematics III and IV, Modern Mathematics V and VI or Elementary Functions, a semester of Algebraic Systems, a semester of Linear Algebra, a semseter of Trigonometry, a semester of Analytical Geometry, a semester of Fortran, and Senior Mathematics. The Senior Mathematics course is designed to help senior

students fulfill the two-year mathematics requirement for graduation. This couse may be taken for one or two semesters. It consists of several units which include work in simple arithmetic, percentages, fractions, etc. Students are not all working on the same problems nor at the same rate. In other words, the instructor gives each student a considerable amount of individual attention.

The committee felt that, in general, the mathematics curriculum was meeting the needs of the students. However, the Senior Mathematics course did receive a considerable amount of comment and discussion. This course was placed in the curriculum in the fall of 1969. The mathematics instructor, who was selected to participate in the lay committee, in collaboration with Dr. Adrien L. Hess, Professor of Mathematics, at Montana State University designed the course of study for this program. Enrollment in the Senior Mathematics course is limited to about forty students. One member of the committee felt that more students should be allowed to take the course but was very willing to accept the two classes when informed of the daily student load. During the first committee meeting the instructor mentioned that students who had lost all interest in mathematics were "turned on" to an extent by participating in this class.

One member suggested to the group that if seniors were stimulated in the mathematics area by this course why not offer it to students in the tenth grade so that mathematics could again become more meaningful for them. Again, it is a matter of educational priorities, a lack of personnel.

The committee seemed to feel that the mathematics program, in general, was adequate. They felt that those high school graduates who were planning to attend college were adequately prepared to do so and that those students who were entering the world of work were also able to go forth with a reasonable degree of confidence and competence.

Science

The science committee was made up of an M.D.; a medical clinic bookkeeper; a draftsman with the Montana State Highway Department; a businessman; a supervisor with the Mountain Bell Telephone Company; and a supervisor with the State Board of Health. This group was probably the least communicative of the five committees involved in the project. The committee members were in agreement that Biology, Advanced Biology, Chemistry - An Experimental Science, Organic Chemistry, and Physics was an adequate

high school science program. There were some comments concerning the Sophomore Science course offered to tenth grade students. The writer is suggesting that the Sophomore Science subject was removed from the high school curriculum because of comments in the lay committee.

A one semester subject, Health, will be a part of the high school curriculum in the fall of 1972. This course will be a requirement for all sophomores at that time and it will be a local requirement for graduation in the spring of 1975. The science committee was not particularly excited about the Sophomore Science course and probably was most responsible for its removal from the curriculum. However, the addition of the Health program was an idea that originated with the Special Problems committee. Health emanating from the Special Problems committee receives some comment on page 23 of this paper.

Social Studies

The social studies committee was comprised of a lawyer; a housewife; a Carroll College instructor; a supervisor from the State Department of Health; an automobile salesman; a rancher; a cattle rancher; a banker; and a secretary. This committee was one of the most communicative

groups of the five in the project. The committee members were extremely interested in the fact that several of the one semester courses in the social studies field were increasing in enrollment at a very rapid rate. They were not particularly surprised but at least were unaware that Sociology, for example, had become such a popular course. Also, enrollment in Psychology and Humanities has increased during the past two years. The group was very excited to hear more about the American History-Junior English team teaching approach. This course is presented through a daily two hour block-of-time to the top twenty per cent of the eleventh grade students.

A committee member suggested that a course in some kind of geography be made a part of the curriculum. That suggestion received very little attention, however, and nothing has happened in the high school in that area.

The social studies committee was responsible for acceleration in the mini-course approach. Mini-courses were very attractive to this group. The lawyer in the committee suggested several mini-course topics that he felt would be of interest to high shcool students. His suggestions were accepted by the committee and, at least several of them, were offered during the 1971-1972 school term. The

mini-courses were of three weeks duration. A student could enroll for any one or all the offerings. The mini-course selections included You and Your Ballot, You and Your School, You and Decision Making, Parliamentary Procedure, Montana Issues, Model Cities and City Government and a mathematics course in The Use of the Slide Rule.

Special Problems

The special problems committee included a waitress; a lawyer; a minister; two housewives; a secretary in an insurance office; a businessman; a county official's assistant; a rancher; a person in the Carroll College business office, and a medical clinic secretary. This group was asked to entertain any existing problems as they saw them and to make recommendations in an effort to solve those problems.

There were many critical issues discussed by this committee. Some of the problems brought to the attention of the group were potential drop-outs, actual drop-outs but still in attendance, drop-outs, extra-curricular participation, part time work for students on released school time, crowded conditions in the high school and the possibilty of a second high school. In fact, the second high school will

be opened in the fall of 1973 as a result of a recent election to provide funds for its construction. The number of students working during the regular school hours was discussed in detail as were those students who were working on their own time. Although many students still are working and will continue to do so, there is and will be more accountability for each individual student. This situation has been improved somewhat in that each student who works during the school day on a part time basis must present evidence to one of three administrators or a counselor that his school work is not, or will not, be in jeopardy.

The greatest outgrowth of the discussions in the special problems committee was the development of an outdoor environmental education program. This program was certainly not exclusively the work of the committee but they were partially responsible by providing some impetus and vital support to the project as it took shape. The outdoor program will be a part of the curriculum in the fall term of 1972. Fifty students, generally potential dropouts will be included in this educational experiment. All of the work done by these people will be done outside the regular classrooms except when the weather is extremely inclement. The efforts of these students will be directed by two

teachers. One teacher will be new to the system and the other teacher has several years of experience and served as the faculty resource person on this committee. The latter teacher has done the major portion of organizing materials and putting this program together during the past year. Ten credits will be earned by each student participating in the project in English, Social Studies, Mathematics, Science, Art, and Physical Education. Everyone in Helena who is cognizant of the new project is very excited about the program. When students were apprised of the program many more than could be accepted were anxious to take part. Selection of participants was difficult but the list was complete late in the spring of 1972. Students were selected on recommendations from the psychologist at the Diagnostic and Remediation Center of the local school district. This program will be partially funded by the Model Cities in Helena. Over forty project course of study outlines have been developed to date. See Appendix C for sample.

A health program, one semester course, will be introduced in the fall of 1972 as a requirement for all tenth grade students. This also was a definite outgrowth of the committee to an extent because of the intense concern about drug abuse. Emphasis will be directed toward prevention of

all health problems and especially those caused by the abuse of alcohol, tobacco and other dangerous drugs. This program is partially funded under the Elementary and Secondary Education Act, Title III. The teacher directing this program will be an addition to the present teaching staff who has had several years of experience in Health and Physical Education instruction. In addition, she will be attending Montana State University during the summer of 1972 to acquire pertinent information and sources of information to add strength to the program.

This committee was, without question, the most communicative of the five committees. The members of this group assumed an active role immediately. The organizers of the five committees presumed that drug abuse would be one of the first areas to be discussed. This extremely critical problem was mentioned by a member very soon during the initial meeting but, no immediate solutions were forthcoming. One of the members of the group presented a very interesting but very sorrowful discourse describing the drug abuse of a young person whom she was very closely associated. If nothing else was accomplished during the three meetings in which committee members were giving freely of their time the writer suggests the time was well spent

in lending a sympathetic ear. The writer feels that the committee member was appreciative simply to be allowed to visit with interested people about her critical situation. The problem has allegedly been relieved at the time of this writing and the drug abuser is leading a normal, active life while having a regular job.

Summary

In summarizing Chapter four the writer feels that small group committees can most definitely have a positive effect on the improvement of a high school educational program. The writer received some comments in writing from several participants in the program. Some of these comments follow:

> As spirited an exchange of opinions occurred during the Communication Skills committee as I have ever observed in such a meeting.
>
> Was the purpose for the meetings satisfied?
>
> It must have been anticipated that we would discuss with other community members the knowledge gleamed, and possibly that is reason enough for having participated.
>
> Citizens' committees have a vast potential for education problem-solving.
>
> Insights of citizens/parents which emerge during discussion with school personnel are extremely valuable.
>
> School personnel must educate the school community to the need for innovation and change.

I think that some information on group dynamics should be presented to all members before specific committees meet.

I believe that it is important for a school system to bring diverse committee members in to discuss present and future high school or school curricula. First, it is good public relations for the school system, also it gives people an opportunity to express both satisfaction and dissatisfaction, particularly when they have children in the system.

The committee meetings that I attended were stimulating to me.

I think that such a committee should be larger perhaps than the one which I attended.

I think that the faculty should be ad hoc members so they can hear the discussions of parents whose children they teach.

The nominees for committee membership should have the approval of the board of trustees.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The citizens' advisory groups held their meetings referred to in this paper during the 1970-1971 school year. The 1970-1971 school term has been just recently completed. Some results of the committees' efforts were evident in the year just concluded, additional and pertinent results will become an important part of the high school next year and in subsequent years. At the risk of repeating some of the material considered in chapters one and three, the following comments are observations as interpreted by the writer concerning the effectiveness of lay committees.

The review of literature suggests that very little has been done in small group citizens' committees. Most help in the improvement of curriculum structure has been explored by educators through the utilization of large group participation, groups of fifty to a hundred people.

New programs have been developed in the Senior High School to be implemented in the fall of 1972 and the committee members will be apprised of these programs in early September.

Conclusions

The writer feels that the five committees were most worthwhile in terms of improving the high school curriculum in Helena. An extremely important aspect to weigh when considering citizens' committees is that honest advice must be sought. Members of the committees must be made to feel that they can contribute something of value to the educational process.

The writer, after observing both types, large and small, is firmly convinced that the small group approach dealing with specific areas is much more effective. However, some coordination among the groups obviously is needed to prevent overlapping but the educators in charge can regulate that.

A number of other observations are listed below:

1. Community members like to be involved in the educational process.

2. The administrators of an educational system and other school personnel need an audience to whom they can explain programs. Selected citizens of a community can serve as a "sounding board" for new ideas in relation to curriculum and activities.

3. The involvement of lay committee members is an excellent way to measure satisfaction or dissatisfaction with the educational program.

4. Lay people will discuss the isolated and specific areas in education more readily than they will the general program.

5. Members of lay committees will become excellent public relations people for the school system. These people can be invaluable in developing community support for school needs.

6. Many lay people interpret education in relation to their own education.

7. Educational change is sometimes an educational shock to lay people. A cup of coffee and an open discussion makes change understandable and generally acceptable.

8. Lay committee members make their greatest input into the areas of special problems.

9. Citizens respond more readily and eagerly when they receive an invitation to participate in small committees rather than large groups.

10. If schools are to be accountable, and most certainly they are, then schools and the people served must have a medium for the exchange of information.

A couple of concluding statements that the writer would make are these: Small group lay committees can contribute a great amount of information that is invaluable to school personnel in enhancing the entire educational process. It would make good sense for more school systems to organize small committees so that the abundance of talent in their community could be utilized in order that the needs of our young people could be fulfilled to a greater degree than is now the case.

Recommendations

The writer would most definitely recommend that small group citizen participation be continued in the Helena Senior High School. The specific area approach is very time consuming for the administrators but it is a very worthwhile program and should be expanded into more areas. The writer, then, is suggesting that lay groups be invited to participate in addressing themselves to specific areas not contained in this paper.

A "group processes" workshop as referred to on page four and suggested by a member is strongly recommended for all participants before the first meeting of any group.

The writer feels that lay committees for curriculum improvement should be formed on an ad hoc basis except the special problems group. This group should be a continuing one but with rotating membership.

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APPENDIX A

HELENA PUBLIC SCHOOLS
Helena, Montana

November 3, 1970

Mr. John Harrison
516 North Park
Helena, Montana

Dear John:

We are organizing five ad hoc citizens' committees to evaluate and make recommendations for improving the high school curriculum. The areas to be discussed will be English, Social Studies, Science, Mathematics and Special Problems.

We would appreciate it if you would be willing to participate on the committee to consider the Social Studies program. Please return the enclosed postcard as soon as possible. A copy of the high school philosophy is also enclosed. We would like to have you examine the philosophy statements as we will be examining them during the first meeting.

The first meeting will be held in late November and a reminder will be sent to each committee member at least a week in advance. We certainly hope you can be a part of this program, John, because with your background in government your contributions will be most valuable in evaluating the Social Studies curriculum.

Thank you very kindly and we hope that you will give the invitation to participate very serious consideration.

Sincerely yours,

Homer V. Loucks, Principal

HVL:nk

APPENDIX B

Appendix B. Helena Senior High School Philosophy

Each teacher has a responsibility for the attainment of school objectives. It is suggested that each teacher pause occasionally during the school year to measure the teaching act in terms of the following school philosophy and school objectives.

First - Each student is important. Because each student is important each student must have the following opportunities:

1. The opportunity to be successful.
2. The opportunity to create a favorable self-image.
3. The opportunity to participate.
4. The opportunity to identify with people, places and things.
5. The opportunity for security, competition and challenge.
6. The opportunity to receive direction, explanation and encouragement.
7. The opportunity to learn and practice.
8. The opportunity to fail.

Teachers are urged to respect the opportunity to fail. Every resource must be utilized in an effort to make sure that each student recognizes and uses his opportunities. The opportunity to fail cannot be removed, however, without removing individual importance.

Second - The learning experience for every student must be geared to need and ability. All students must have communication skills, information skills, procedure skills, knowledge, concepts, appreciations and understandings. Not all students need each to the same degree.

Third - Who we teach determines what we teach and how we teach it. The identification of what is important and meaningful in terms of the student taught is a major challenge for every teacher. The development of techniques of teaching which will permit the student to make the same identification is equally challenging.

Fourth - How we teach determines the ultimate value of any course. Any course well taught will give the student

an opportunity to participate, to practice, to apply to interpret, to analyze, to evaluate, to memorize plus other opportunities peculiar to the course.

Fifth - The teacher is a resource person and a director of effort not a dispenser of facts. Machines dispense - teachers direct the learning experience.

Sixth - Students can and should take more responsibility for their own learning. Student responsibility must be directed and respected.

Seventh - The library is the center of learning. Library resources include the school library, the public library, special libraries in the community, inter-library loan service, resource people in the community and resource people outside the community. Teachers will find it impossible to make the library the center of learning until they know what is in the library and organize the learning process to take advantage of the knowledge.

Eighth - Students should be able to take the next step in life with a degree of confidence. Whether the student goes to college or a university, takes advanced training in some other manner, enters a branch of the military service or joins the world of work he will do so with confidence because he has a capacity for inquiry, problem-solving competence, communication and computation skills, familiarity with organized disciplines, cultivated enjoyments and a democratic commitment.

In addition, the student should have gained a degree of skill in knowing how to learn, in understanding people, in initiating action, and in understanding relationships.

APPENDIX C

Appendix C. Outdoor Environmental Education Curriculum Outline

Habitat Improvement for Turkey Plantation

Science:
- ecological relationships of existing plant to extrogenous species
- ecological relationships of existing animals to turkeys
- plant identifications
- water availability measurements
- turkey-biological requirements
- incubation of turkeys

English:
- readings of wildlife literature
- descriptive writings of habitat changes that have been made
- newspaper request writings for Christmas trees
- field note taking
- letter writing to the Montana Fish and Game Department

Social Studies:
- inter-relationships of populations with environment
- land and management functions of Montana Fish and Game
- laws developed by the public to protect public properties
- contributions to civic development

P.E.:
- hiking to establish plantation boundaries
- snow-shoeing to place Christmas tree brooders
- hiking to record follow-up turkey distributions

Math.:
- population density potentials
- measurements of plantation boundaries
- follow-up population counts
- determine water and food consuption per bird per day

Art:
- topographic and planimetric map lay-outs of turkey plantation
- show brooders - guzzlers
- feeding areas - cover areas - etc.

Project: develop Sweeney Creek areas as a transplant area for Merriams turkeys
construct guzzlers of steel drums-submerged beneath soil to prevent erosion yet afford entry by birds
construct Christmas tree brooding stations in cover areas near feeding grounds
transplant Merriams turkeys and make follow-up studies of number viability - fecundity - probable success - reasons why

Entities: Science - Social Studies - Math - English - Physical Education - Art

Resource Agencies:

Montana Fish and Game Department
United States Forest Service
Helena Vocational-Technical School
Local residents and the City of Helena Officals
Miles City Turkey Farm (Montana Fish and Game)

Areas visited:

Sweeney Creek
Galen bird farm