1958


Clarence E. Golemon
Louisiana State University and Agricultural & Mechanical College

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_disstheses

Recommended Citation
https://digitalcommons.lsu.edu/gradschool_disstheses/489

This Dissertation is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Historical Dissertations and Theses by an authorized administrator of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.
A SUGGESTED HANDBOOK FOR THE ORGANIZATION AND USE OF LAY CITIZENS ADVISORY COMMITTEES IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS OF LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy

in

The Department of Vocational Agricultural Education

by

Clarence E. Golemon
B.S., Louisiana State University, 1948
M.S., Louisiana State University, 1953
August, 1958
ACKNOWLEDGMENTS

This study was made possible by the cooperation of many persons and the author wishes to express his appreciation to the parish superintendents, parish supervisors and principals throughout Louisiana for their kindness in supplying data used in this study.

The writer is grateful to Dr. Roy L. Davenport, Dr. J. C. Floyd, Dr. Malcolm C. Gaar, Dr. Morris N. Abrams, Dr. John Hunter, Dr. L. M. Harrison, Dr. M. B. Sturgis and Mr. Harry J. Braud for the assistance given him in his educational pursuits. Special appreciation is extended to Dr. J. C. Floyd, Director of the School of Vocational Education, for his guidance during the preparation of this study.

The author also wishes to express his appreciation to his mother, father, sisters and brothers, who did so much to enable him to achieve his goal.
# Table of Contents

**ACKNOWLEDGMENTS** .................................................. ii

**LIST OF TABLES** .................................................... v

**ABSTRACT** .................................................................. xii

**CHAPTER** ....................................................................

1. **INTRODUCTION** .................................................... 1

   Title ................................................................................ 4

   Statement of the Problem .............................................. 4

   Importance of the Study ............................................... 4

   Delimitations .................................................................. 6

   Definitions ....................................................................... 7

   Procedure and Source of the Data ................................. 7

   Treatment of the Data .................................................. 9

2. **SURVEY OF RELATED LITERATURE** ............................. 10

3. **ANALYSIS OF DATA** .................................................. 145

   Introduction .................................................................... 145

   Determining the Attitude of School Administrators and Supervisors .................................................. 146

   Determining the Importance of Several Statements as Purposes of Lay Citizens Advisory Committees .................................................. 161

   Determining the Desirable Qualifications for Members of Lay Citizens Advisory Committees .................................................. 181

   Determining the Importance of Several Statements as Advantages of Organizing and Using Lay Citizens Advisory Committees .................................................. 188

   Determining the Importance of Several Statements as Objections of Lay Citizens Advisory Committees .................................................. 200

   Determining the Importance of Several Statements as Functions of Lay Citizens Advisory Committees .................................................. 213

   General Information Concerning Lay Citizens Advisory Committees .................................................. 239
| Special Data Concerning the Lay Citizens | 256 |
| Advisory Committees Located in 47 of the 147 Schools Included in This Study | 256 |
| IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS | 269 |
| Summary | 269 |
| Conclusions | 283 |
| Recommendations | 285 |
| SELECTED BIBLIOGRAPHY | 297 |
| APPENDIX | 305 |
| AUTOBIOGRAPHY | 317 |
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. RELATION BETWEEN WHAT 132 TEACHERS THINK SHOULD BE THE PRINCIPAL FUNCTIONS OF AN ADVISORY COMMITTEE AND THE STATUS OF ADVISORY COMMITTEES IN THEIR DEPARTMENTS</td>
<td>70</td>
</tr>
<tr>
<td>II. REASONS FOR NOT HAVING AN ADVISORY COMMITTEE IN PRESENT SCHOOL AS GIVEN BY THIRTY-SEVEN TEACHERS</td>
<td>120</td>
</tr>
<tr>
<td>III. CONSIDERING THE FACT THAT THE SCHOOL ADMINISTRATORS USUALLY WELCOME THE INTEREST AND CONCERN OF LAY CITIZENS, TO ENCOURAGE AND INITIATE LAY ADVISORY COMMITTEES OFFERS ONE OF THE MOST EFFECTIVE WAYS TO ORGANIZE AND DIRECT THIS INTEREST TOWARD THE MOST CONSTRUCTIVE ENDS</td>
<td>148</td>
</tr>
<tr>
<td>IV. THE SCHOOL ADMINISTRATION SHOULD EXPERIMENT WITH SHORT-TERM, SPECIAL COMMITTEES BEFORE THE LONG-TERM, CONTINUING COMMITTEES ARE ORGANIZED</td>
<td>149</td>
</tr>
<tr>
<td>V. OFTEN THE SCHOOL ADMINISTRATORS FEEL A SENSE OF INADEQUACY IN CONNECTION WITH THE ORGANIZATION AND WORK OF LAY ADVISORY COMMITTEES. MORE ATTENTION TO THIS PHASE OF THE ADMINISTRATOR'S RESPONSIBILITY SHOULD BE GIVEN IN THE TRAINING HE RECEIVES</td>
<td>150</td>
</tr>
<tr>
<td>VI. THIS AREA OF ADMINISTRATIVE RESPONSIBILITY IS SO IMPORTANT THAT RESEARCH DIRECTED TOWARD THE DEVELOPMENT OF DESIRABLE PROCEDURES IN THE WORK OF LAY ADVISORY COMMITTEES SHOULD BE ENCOURAGED</td>
<td>152</td>
</tr>
<tr>
<td>VII. BECAUSE OF THE IMPORTANCE OF LAY CITIZENS ADVISORY COMMITTEES IN EDUCATION, WORKSHOPS SHOULD BE ORGANIZED FOR SCHOOL ADMINISTRATORS AND BOARDS OF EDUCATION FOR THE PURPOSE OF SHARING EXPERIENCES AND DEVELOPING DESIRABLE PROCEDURES AND TECHNIQUES IN DIRECTING THEIR USE</td>
<td>154</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>VIII. ONE OF THE PRIMARY PROBLEMS IN THE USE OF SUCH COMMITTEES APPEARS TO BE THAT OF HOW TO DEFINE AND LIMIT THE RESPONSIBILITIES WHICH THEY ASSUME</td>
<td>155</td>
</tr>
<tr>
<td>IX. THE INCREASE PRESSURES BEING PLACED ON THE SCHOOL AND THE INCREASING DIFFICULTIES CONFRONTING IT, MAKE IT NECESSARY THAT THE SCHOOL ADMINISTRATION EXPLORE AND EXPERIMENT WITH THE USE OF LAY CITIZENS ADVISORY COMMITTEES AS ONE MEANS OF UTILIZING LOCAL COMMUNITY RESOURCES TO MEET THESE NEEDS AND DEMANDS</td>
<td>156</td>
</tr>
<tr>
<td>X. MANY SCHOOLS ALREADY HAVE SUCH GROUPS AS THE PARENTS-TEACHERS ASSOCIATION WHICH PROPERLY PERFORM THOSE RESPONSIBILITIES WHICH WOULD USUALLY BE ASSUMED BY LAY ADVISORY COMMITTEES</td>
<td>158</td>
</tr>
<tr>
<td>XI. THE OBJECTIONS TO LAY CITIZENS ADVISORY COMMITTEES SEEM TO OUTWEIGHT THE ADVANTAGES WHICH MIGHT FOLLOW. THEREFORE, IT WOULD BE GOOD FOR THE SCHOOL ADMINISTRATION TO DISCOURAGE THE ORGANIZATION OF SUCH GROUPS</td>
<td>159</td>
</tr>
<tr>
<td>XII. THOUGH IT BE SOMEWHAT UNDEMOCRATIC, THE ADVISORY COMMITTEE MEMBERS SHOULD BE APPOINTED BY THE SCHOOL PRINCIPAL, OR THEIR SELECTION CAREFULLY CONTROLLED BY HIM, TO INSURE DESIRABLE MEMBERSHIP</td>
<td>160</td>
</tr>
<tr>
<td>XIII. TO PROVIDE A CONTINUING SCHOOL PROGRAM WHEN THERE ARE PERSONNEL CHANGES</td>
<td>163</td>
</tr>
<tr>
<td>XIV. TO INCREASE AS MUCH AS POSSIBLE THE COMMUNITY USE OF SCHOOL FACILITIES</td>
<td>164</td>
</tr>
<tr>
<td>XV. TO ACT AS A CLEARING CENTER FOR CURRENT EDUCATIONAL THINKING</td>
<td>165</td>
</tr>
<tr>
<td>XVI. TO INTERPRET SCHOOL CONDITIONS AND NEEDS TO FELLOW-LAYMEN AND TO ENLIST THEIR SUPPORT FOR IMPROVEMENT</td>
<td>167</td>
</tr>
<tr>
<td>XVII. TO SURVEY THE COMMUNITY FOR THE PURPOSE OF GETTING THE FACTS ON WHICH TO BUILD A PUBLIC RELATIONS PROGRAM</td>
<td>168</td>
</tr>
<tr>
<td>XVIII.</td>
<td>TO HELP IDENTIFY EDUCATIONAL NEEDS AND TO SOLVE RELATED PROBLEMS</td>
</tr>
<tr>
<td>XIX.</td>
<td>TO AID IN DEVELOPING A CURRICULUM BETTER SUITED TO MEET THE NEEDS OF YOUTH</td>
</tr>
<tr>
<td>XX.</td>
<td>TO EVALUATE PUBLIC OPINION ABOUT THE SCHOOL PROGRAM</td>
</tr>
<tr>
<td>XXI.</td>
<td>TO PROVIDE MORAL SUPPORT FOR SCHOOL OFFICIALS WHO UNDERTAKE COURSES OF ACTION WHICH OTHERWISE WOULD NOT BE POSSIBLE</td>
</tr>
<tr>
<td>XXII.</td>
<td>TO CREATE COMMUNITY CONFIDENCE IN THE WORK OF THE SCHOOL</td>
</tr>
<tr>
<td>XXIII.</td>
<td>TO HARMONIZE DIFFERENCES BETWEEN THE SCHOOL AND THE COMMUNITY</td>
</tr>
<tr>
<td>XXIV.</td>
<td>TO MAKE RECOMMENDATIONS ON BUILDING CONDITIONS, STUDENT SOCIAL FUNCTIONS, AND LIVING CONDITIONS OF TEACHERS</td>
</tr>
<tr>
<td>XXV.</td>
<td>TO AID IN SECURING PUBLIC SUPPORT FOR GUIDANCE, COUNSELING AND EXPLORATORY ACTIVITIES IN THE SCHOOL</td>
</tr>
<tr>
<td>XXVI.</td>
<td>TO ASSIST THE SCHOOL ADMINISTRATION AND THE TEACHING PERSONNEL IN PROVIDING SUITABLE TRAINING AT A HIGH LEVEL OF PERFORMANCE FOR ALL PUPIL INTERESTS AND CAPABILITY LEVELS</td>
</tr>
<tr>
<td>XXVII.</td>
<td>HE CAN WORK WELL WITH OTHER PEOPLE</td>
</tr>
<tr>
<td>XXVIII.</td>
<td>HE HAS AN OPEN MIND TO THE CONSIDERATION OF NEW IDEAS</td>
</tr>
<tr>
<td>XXIX.</td>
<td>HE HAS SUFFICIENT INTEREST TO ATTEND MEETINGS REGULARLY</td>
</tr>
<tr>
<td>XXX.</td>
<td>HE HAS THE ABILITY TO MAKE A GROUP CONTRIBUTION TO THE WORK OF THE COMMITTEE</td>
</tr>
<tr>
<td>XXXI.</td>
<td>A LAY CITIZENS ADVISORY COMMITTEE GIVES THE COMMUNITY A RESPONSIBLE SHARE IN EDUCATIONAL PLANNING</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>XXXII. AN ADVISORY COMMITTEE CAN BRING ABOUT COOPERATION AND UNDERSTANDING AMONG THE VARIOUS COMMUNITY AGENCIES</td>
<td>191</td>
</tr>
<tr>
<td>XXXIII. AN ADVISORY COMMITTEE CAN PREVENT THE FORMATION OF PRESSURE GROUPS, ESPECIALLY IF IT REPRESENTS ALL SIDES OF OPINION IN THE COMMUNITY</td>
<td>192</td>
</tr>
<tr>
<td>XXXIV. CITIZENS ADVISORY COMMITTEES AID THE SCHOOL ADMINISTRATION TO KEEP IN CLOSE TOUCH WITH COMMUNITY THINKING</td>
<td>194</td>
</tr>
<tr>
<td>XXXV. A CITIZENS ADVISORY COMMITTEE CAN TRANSMIT TO THE SCHOOL ADMINISTRATION THE DESIRES OF THE COMMUNITY AND IT CAN CARRY BACK TO THE COMMUNITY FACTS ABOUT THE SCHOOL</td>
<td>195</td>
</tr>
<tr>
<td>XXXVI. MANY MATTERS CAN BE DISCUSSED BY THE CITIZENS ADVISORY COMMITTEE AND RECOMMENDATIONS CAN BE MADE BEFORE ISSUES BECOME URGENT</td>
<td>197</td>
</tr>
<tr>
<td>XXXVII. THE SCHOOL ADMINISTRATION NEEDS SUCH A GROUP QUALIFIED TO INTERPRET THE SCHOOL TO THE COMMUNITY AND TO DEFEND THE PUBLIC SCHOOL IF SUCH AN OCCASION ARISES</td>
<td>198</td>
</tr>
<tr>
<td>XXXVIII. THE SCHOOL ADMINISTRATION IS NOT UNDER ANY OBLIGATION TO ACCEPT THE RECOMMENDATIONS OF THE ADVISORY COMMITTEE AND IT MAY EVEN DISSOLVE THE COMMITTEE IF IT SO WISHES</td>
<td>199</td>
</tr>
<tr>
<td>XXXIX. IT IS POSSIBLE TO GET A LARGER PROPORTION OF MEN ON AN ADVISORY COMMITTEE THAN IS POSSIBLE IN SUCH AN ORGANIZATION AS THE PARENT-TEACHER ASSOCIATION</td>
<td>201</td>
</tr>
<tr>
<td>XL. THERE IS A DANGER OF THE LAY CITIZENS COMMITTEE BECOMING A PRESSURE GROUP</td>
<td>203</td>
</tr>
<tr>
<td>XLI. THE CITIZENS ADVISORY COMMITTEE MAY DEGENERATE INTO A FAULT-FINDING GROUP</td>
<td>204</td>
</tr>
<tr>
<td>XLII. THE SCHOOL ADMINISTRATION MAY FEEL OBLIGATED TO ACCEPT RECOMMENDATIONS WHICH IT MAY NOT APPROVE</td>
<td>205</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>XLIII. THERE IS A DANGER THAT ONCE A CITIZENS COMMITTEE IS FORMED THAT IT MAY BECOME THE ONE CHANNEL OF COMMUNICATION BETWEEN THE PUBLIC AND THE SCHOOLS</td>
<td>207</td>
</tr>
<tr>
<td>XLIV. SOME CITIZENS ADVISORY COMMITTEES, PARTICULARLY THOSE DEALING WITH CURRICULUM MATTERS, WASTE TIME IF PROFESSIONALS HAVE ONLY TOKEN REPRESENTATION ON THE COMMITTEES</td>
<td>208</td>
</tr>
<tr>
<td>XLV. THE SCHOOL ADMINISTRATION CAN PACK THE ADVISORY COMMITTEE WITH PERSONS FAVORABLE TO THEIR POLICIES</td>
<td>210</td>
</tr>
<tr>
<td>XLVI. THE BOARD OF EDUCATION MEMBERS MAY LEAN TOO HEAVILY UPON THE ADVICE OF THE ADVISORY COMMITTEE</td>
<td>211</td>
</tr>
<tr>
<td>XLVII. TOO MUCH TIME IS REQUIRED FOR THE RESULTS OBTAINED</td>
<td>212</td>
</tr>
<tr>
<td>XLVIII. MEMBERS FAIL TO REALIZE THE IMPORTANCE AND FUNCTIONS OF THE COMMITTEES</td>
<td>214</td>
</tr>
<tr>
<td>XLIX. TO IMPROVE PUBLIC RELATIONS</td>
<td>215</td>
</tr>
<tr>
<td>L. TO AID IN DEVELOPING THE ENTIRE SCHOOL PROGRAM BASED ON THE NEEDS OF THE TOTAL POPULACE OF THE COMMUNITY</td>
<td>217</td>
</tr>
<tr>
<td>LI. TO APPRAISE SCHOOL BUILDING FACILITIES</td>
<td>218</td>
</tr>
<tr>
<td>LII. TO EVALUATE THE EFFECTIVENESS OF THE INSTRUCTIONAL PROGRAM OF THE SCHOOL</td>
<td>220</td>
</tr>
<tr>
<td>LIII. TO AID IN PASSING A TAX OR BOND ISSUE</td>
<td>221</td>
</tr>
<tr>
<td>LIV. TO INTERPRET SCHOOL NEEDS TO THE PUBLIC</td>
<td>222</td>
</tr>
<tr>
<td>LV. TO INVESTIGATE THE EFFECTIVENESS AND DESIRABILITY OF STAFF MEMBERS WHO ARE UNDER &quot;FIRE.&quot;</td>
<td>224</td>
</tr>
<tr>
<td>LVI. TO AID IN SELECTING OF TEXTBOOKS</td>
<td>225</td>
</tr>
<tr>
<td>LVII. TO APPRAISE THE TEACHING METHODS IN USE</td>
<td>226</td>
</tr>
</tbody>
</table>
LVIII. TO DETERMINE COMMUNITY REACTION TO CONTEMPLATED ACTION ON THE PART OF THE SCHOOL BOARD .......................... 228
LIX. TO APPROVE THE SCHOOL BUDGET .................................. 229
LX. TO ASSIST IN THE EXPANSION OF THE SCHOOL HEALTH PROGRAM ............................................. 230
LXI. TO EVALUATE THE SCHOOL LUNCH PROGRAM ............................................. 232
LXII. TO APPRAISE THE EMPLOYMENT OPPORTUNITIES FOR HIGH SCHOOL GRADUATES ............................................. 233
LXIII. TO ASSIST IN RECRUITING TEACHERS ............................................. 234
LXIV. TO ASSIST IN THE DEVELOPMENT OF SALARY SCHEDULES FOR TEACHERS AND OTHER EMPLOYEES ............................................. 236
LXV. TO CONSIDER WAYS AND MEANS BY WHICH SCHOOL SERVICES CAN BE IMPROVED AND EXTENDED ............................................. 237
LXVI. HOW SHOULD THE MEMBERS OF AN ADVISORY COMMITTEE BE SELECTED ............................................. 240
LXVII. WHAT SHOULD BE THE LENGTH OF TERM OF OFFICE OF THE MEMBERS OF THE LONG-TERM, CONTINUING COMMITTEES ............................................. 243
LXVIII. WHEN MAKING REPLACEMENTS ON THE CONTINUING COMMITTEES, SHOULD THE ROTATION SYSTEM BE USED IN ORDER TO PREVENT A COMPLETELY NEW COMMITTEE AT ONE TIME ............................................. 245
LXIX. HOW MANY REGULAR MEETINGS SHOULD THE ADVISORY COMMITTEE HOLD EACH YEAR ............................................. 246
LXX. SHOULD THE ADVISORY COMMITTEE HAVE A WRITTEN CONSTITUTION ............................................. 247
LXXI. HOW MANY MEMBERS SHOULD BE ON AN ADVISORY COMMITTEE ............................................. 249
LXXII. THE ADVISORY COMMITTEE SHOULD ELECT OFFICERS TO GUIDE AND DIRECT THE ACTIVITIES OF THE COMMITTEE ............................................. 250
LXXIII. IT IS IMPORTANT WHEN SELECTING AN ADVISORY COMMITTEE TO MAKE THE COMMITTEE AS REPRESENTATIVE OF THE COMMUNITY AS POSSIBLE ............................................. 252
<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LXXIV.</td>
<td>254</td>
</tr>
<tr>
<td></td>
<td>THE NUMBER OF STUDENTS ENROLLED IN THE SCHOOLS OF THE PRINCIPALS PARTICIPATING IN THIS STUDY</td>
</tr>
<tr>
<td>LXXV.</td>
<td>255</td>
</tr>
<tr>
<td></td>
<td>THE NUMBER OF YEARS WHICH THE PRINCIPALS WHO PARTICIPATED IN THIS STUDY HAD SERVED IN THEIR PRESENT CAPACITY</td>
</tr>
<tr>
<td>LXXVI.</td>
<td>257</td>
</tr>
<tr>
<td></td>
<td>TYPES OF ADVISORY COMMITTEES FOUND IN THE SCHOOLS</td>
</tr>
<tr>
<td>LXXVII.</td>
<td>258</td>
</tr>
<tr>
<td></td>
<td>HOW WERE THE MEMBERS OF THE ADVISORY COMMITTEES SELECTED</td>
</tr>
<tr>
<td>LXXVIII.</td>
<td>260</td>
</tr>
<tr>
<td></td>
<td>HOW MANY REGULAR MEETINGS WERE HELD EACH YEAR BY THE ADVISORY COMMITTEES</td>
</tr>
<tr>
<td>LXXIX.</td>
<td>261</td>
</tr>
<tr>
<td></td>
<td>WHAT WAS THE AVERAGE LENGTH OF TIME OF THE ADVISORY COMMITTEE MEETINGS</td>
</tr>
<tr>
<td>LXXX.</td>
<td>262</td>
</tr>
<tr>
<td></td>
<td>HOW WELL WERE THE ADVISORY COMMITTEE MEETINGS ATTENDED LAST YEAR</td>
</tr>
<tr>
<td>LXXXI.</td>
<td>263</td>
</tr>
<tr>
<td></td>
<td>HOW MANY MEMBERS WERE ON THE ADVISORY COMMITTEES</td>
</tr>
<tr>
<td>LXXXII.</td>
<td>264</td>
</tr>
<tr>
<td></td>
<td>HOW DID THE SCHOOL BOARD REACT TO THE WORK OF THE ADVISORY COMMITTEE</td>
</tr>
<tr>
<td>LXXXIII.</td>
<td>265</td>
</tr>
<tr>
<td></td>
<td>WHAT WERE THE REASONS PROMPTING THE CREATING OF AN ADVISORY COMMITTEE FOR YOUR SCHOOL</td>
</tr>
<tr>
<td>LXXXIV.</td>
<td>268</td>
</tr>
<tr>
<td></td>
<td>AN APPRAISAL OF THE EFFECTIVENESS AND VALUE OF THE ADVISORY COMMITTEES</td>
</tr>
</tbody>
</table>
ABSTRACT

This study is concerned with the development of a suggested handbook to be used as a guide in the organization and use of lay citizens advisory committees in the public elementary and secondary schools of Louisiana. The normative survey method of research was employed. A questionnaire was sent to 275 principals of combination high schools, 58 parish supervisors and 64 parish superintendents. The data rendered by those participating in this study are arranged in tabular form.

A suggested handbook for the organization and use of lay citizens advisory committees in the public elementary and secondary schools of Louisiana constitutes the conclusion to this study.

This investigation is concerned with several phases of lay citizens advisory committees, namely: (a) determining the attitude of school administrators toward the committees, (b) determining the purposes of the committees, (c) determining the desirable qualifications for members of the committees, (d) determining the advantages of organizing and using the committees, (e) determining the objections to the use of the committees, (f) determining the functions of the committees, (g) general data concerning the organization and use of the committees, and (h) special data concerning the lay citizens.
advisory committees located in 47 schools which are included in this research.

Of the 147 school principals participating in this study, only 47 of them reported that there was a lay citizens advisory committee organized to work with their schools. It was the opinion of 68.4 per cent of the groups contributing to this study that to encourage and initiate lay citizens advisory committees offers one of the most effective ways to gain the interest and concern of laymen in the affairs of public schools.

The following aspects of lay citizens advisory committees are included in the suggested handbook: (a) purposes of the committees, (b) selection of the committee members, (c) obtaining representative membership in the committees, (d) qualifications for members of the committees, (e) size of the committees, (f) terms of office of the members, (g) election of officers for the committees, (h) number of committee meetings to be held each year, (i) precautions to observe in using the committees, (j) relationship of committee to the parish school board, (k) the pattern of operation of the committees, (l) the functions of the committees, (m) study groups of the committees, (n) evaluation of the committees, (o) advantages of using the committees, (p) objections to the use of the committees, (q) the constitution for the committees, and (r) an example of an organizational pattern for the committees.
CHAPLER I

INTRODUCTION

School is a business and a big business. In order for schools to progress most efficiently, the local people must be invited to assist in their operation. In many areas the local people are not asked to assist in school affairs because of the poor relationships existing between the community and its schools. School administrators should remember that there is a need and a place for layman assistance in directing the public schools and until the local people are consulted for advice concerning their schools, unsatisfactory relationships are apt to continue to exist.

The several years which are spent by students in elementary and secondary school can be compared to an ordinary cross-country journey. In order for the students to meet the demands of a cross-country journey, the parents will be obligated to provide the major portion of the physical and financial requirements. The parents will react very favorably toward paying the tickets for such an adventure when they understand the reasons for making the trip, the activities which their children will participate in during the trip and what is expected to be the final outcome of this undertaking. As with the cross-country trip, the parents, when kept informed, are willing to cooperate fully to meet the requirements for
their children to have a successful "journey" through elementary and high school.

Today's renewed interest in the desire for more citizen participation is a very promising educational movement. When properly functioning, lay advisory committees seem to afford an outstanding means of maintaining the close understanding which ought to exist between a school and its public. Such committees represent a return to the very processes by which our ancestors established the first public schools. They serve as an excellent medium through which the public is kept informed about the activities and accomplishments of the school and are striking examples of democracy in action.

The American plan of education provides that the people of a community shall largely direct the local public schools. Realizing that the total educational program should be based on the needs of the learners, the school administration can make wise use of an advisory council to assist in arriving at a program to meet those needs effectively. It must be remembered that many educational reforms have originated with laymen and by no means should their capabilities be underestimated and inadequately utilized. There is a felt need by all persons concerned for a better understanding of the common problems of all in public education. In order to assure the most harmonious working relationships between the school and the public, the two-way principle of school public relations must be maintained. The confidence of the public is increased when the advice of
responsible citizens is solicited and considered. If layman talent is not used when possible to improve our educational programs, a tremendous resource is wasted.

It must be remembered that an advisory committee does not have any administrative authority and it is not created to take away the prerogatives of the board of education and the administrative staff.

Citizen participation in public school affairs received a great impetus during the last decade from the National Citizens Council for Better Schools. The formation of this organization has been termed by many to be the most important move taken in many years for the improvement of public education.

Educators should continue to seek the suggestions and cooperation of the citizens of the community. United efforts of educators and lay citizens will result in a total educational program better suited to meet the needs of the children and adults and the entire citizenry will develop new heights of concern and pride in their schools and communities. In order to preserve our American way of life, our citizens must have access to and take advantage of the best educational opportunities that our time, talent, and economy can afford. By proper selection, organization and use, the author believes that local lay educational advisory committees can be invaluable in their contributions to the acquisition of these educational pursuits.
Title


Statement of the problem

This research is concerned with the problem of recommending a handbook for the organization and use of lay advisory committees in the public schools of Louisiana. A study was made of lay citizens advisory committees in the public schools of Louisiana which included:

1. General data concerning such committees already in existence in Louisiana.

2. Attitudes held by school superintendents, supervisors and principals toward such committees as to what are their:

   a. Purposes
   b. Functions
   c. Advantages
   d. Objections
   e. Desirable prerequisites for council membership

Also an attempt was made to collect reliable historical data in order to make the study more complete.

Importance of study

This study points out the role of lay advisory committees in the affairs of the public schools of Louisiana. A review of the vast amount of current literature concerning this subject
has been made. However, despite the concern being shown in connection with lay committees in our public schools, it seems apparent that much research in this area is yet to be done. Certainly, there is a very limited amount of information concerning this important development in school administration in regards to the public schools of Louisiana.

So far as it is known, no attempt has been made to survey administrative and supervisory opinion as to the responsibilities which lay citizen advisory committees should properly assume nor has much attention been given to the purposes, advantages, objections and to the accomplishments of such groups organized within the state.

Through this research investigation of the use of lay citizen advisory committees in selected public schools in Louisiana, the writer determined the extent to which such citizen groups have been organized, the types of committees in existence, the opinions of school superintendents, supervisors and principals regarding the functions, advantages, disadvantages, and accomplishments of such committees. The data are compiled into a suggested handbook.

Specifically this study seeks to determine:

1. To what extent lay citizen advisory committees are being used in the public schools of Louisiana.

2. What purposes prompted the organization of the advisory committees in the various schools.

3. The procedure generally followed in organizing the committee.
4. How effective and of what value such committees have been in improving educational opportunities for children.

5. To what extent administrators feel the need and desirability of organizing such committees.

6. To ascertain the attitude of superintendents, supervisors and principals toward advisory committees.

7. To determine what functions should be performed by the committees.

8. To determine the chief advantages derived from the use of advisory committees.

9. To decide the common objections of such committees.

10. What conclusions can be drawn from the findings and what recommendations can be made for use in practical school administration.

**Delimitations**

1. This research is limited to a study of the lay advisory committees presently existing in the combined public (elementary and secondary) high schools of Louisiana.

2. Only schools which have white students enrolled are considered in this research.

3. Only the principals of combination schools, parish superintendents and certain parish supervisors were asked to contribute a response to a questionnaire concerning their opinions as to the proper responsibilities and activities of lay educational advisory committees.
Definitions

1. Lay citizen - In this study, any person who is not employed as a professional member of the educational system.

2. Continuing (long-term) advisory committee - A committee which provides for the public to be represented continuously in school affairs. Its members usually serve a definite period of time with the rotation system of membership being employed.

3. Special purpose (short-term) advisory committee - A committee selected for a definite and limited purpose. When the work of the committee is completed, it goes out of existence.

4. Combination schools - Those schools which have the elementary and high school departments organized under control of the same principal.

5. Parish board of education - In Louisiana this refers to a group composed of representatives from each school district in a parish to act as a legal body on school business affairs. In many states the board of education does not have this same meaning.

Procedure and Source of Data

1. The procedure which the author followed in this study included:

   a. A critical examination in the way of a review of all available related literature in order to afford some insight toward the magnitude of the selected problem and to
give an indication of the degree of progress manifested in this area of expanding educational interest.

b. Information concerning advisory committees already in existence in the combined elementary and secondary schools in Louisiana was secured through the normative survey method of research by the employment of the questionnaire technique.

c. This same data-gathering procedure was used in an attempt to determine the attitudes of the same principals and all parish superintendents and one supervisor from each parish (where such personnel are employed) toward the organization and use of such committees and to determine their opinion as to what the purposes, advantages, objections, functions and general responsibilities of such committees should be.

2. The principal sources of data were as follows:

a. A questionnaire to the principals of the selected schools, one supervisor of each parish where one is employed and to all parish superintendents.

b. The National Education Association
c. The Louisiana State Department of Education
d. The National Public Relations Association
e. The United States Office of Health, Education and Welfare

f. Local, state and university libraries
g. The Louisiana Education Association
h. Through correspondence with several well-known persons in the area of vocational and general education.

Treatment of data

The data are presented in tabular form and prominent factors are treated descriptively for clarification of reading.

Chapter II is concerned with a review of related information. Chapter III presents an analysis of the data collected through the use of the questionnaire which has already been discussed. Chapter IV consists of a summary, conclusions and recommendations for further study for the organization and use of lay citizens advisory committees in the public elementary and secondary schools of Louisiana.
CHAPTER II
A REVIEW OF RELATED LITERATURE

A thorough search of the various sources of data was made concerning the organization and use of lay citizens advisory committee in order to bring together the most significant information. Although the idea of advisory committees is not new, there is a definite limitation to the related data available. This chapter will give an insight of the related materials which the writer considered pertinent to this study.

Lay participation and advisory committees. "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.¹

Lay participation brings together the community potential, improves the understanding of the people about education, increases the expectancy of people in regard to education, and sets patterns to meet this expectancy. Once these processes are effectively at work in American communities, the moral and financial support of the schools will improve.²


Whether we like it or not, the public school has no real alternative to working with the community and reflecting the will of the people. Local control of the schools is our established tradition and our democratic strength. This does not mean that schools should descend to the level of bowing to every community pressure group which comes along; quite the contrary, for only in enlightened public support won through widespread public participation is the school likely to find strength to resist those very groups.3

According to Larsen, "The problems of public education concern all of us, and it is time for all of us to do something about them."4

George Sokolsky, a modern-day news commentator, confirms this writer's belief that lay participation in public schools is on the increase when he remarks "But the day will come when parents take over the schools which belong to them."5

The central point in Cook's comments on advisory groups is "Advisory councils, rightly used, are among the most useful devices in Agricultural Education."6

As the American Association of School Administrators has well said, "Active lay participation in developing school policies is undoubtedly one of the most effective ways to bring

3Olsen, op. cit., p. 437
the whole community to the realization that it has a stake in
the whole educational enterprise.  

The layman's role in school affairs took on added stature
and dimension in 1957. So much so that United States Commis­

sioner of Education Lawrence Derthick was prompted to acclaim
this relationship with an emphatic "That's where the control
of education is in this country--with the local people--and
that's where it belongs."  .  .  .  Local citizens committees
for the public school now number about 12,000.  

Public understanding about education requires more than
a program of telling the public about its schools. It re­
quires the active participation of the people in educational
matters. The most common type of lay participation used in
school affairs is the advisory committee. Such committees
may be general, continuing committees or they may be disbanded
when a specific job has been completed. Sixty per cent of the
Metropolitan School Study Council school districts that have
advisory committees reported that all of their committees were
formed to solve particular problems.  

---

7Olsen, op. cit., p. 437, citing American Association
of School Administrators, Paths to Better Schools (Washington: American Association of School Administrators, 1945).


Carr in expressing the concern of lay people in their schools states that "The schools are very close to the American people. They are controlled by locally elected citizens. They are the subject of dinner table conversation almost every day in almost every American home with children of school age."\(^1\)

Chandler and Petty indicate their opinion on lay participation when they say:

> The advisory council is one of the techniques of cooperative policy making. It is being used by a number of school systems to translate the generalized ideal of democratic administration into a definite and productive reality.\(^11\)

Professor Sargent of Harvard University emphasizes the active nature of layman school committees in 1957 when he summarizes that "Public education did face tremendous problems in 1957, and the layman in ever larger strength was active in helping to solve them."\(^12\)

Mrs. Cornelia Warriner, a freelance writer and researcher, reminds us that "The problems of education should not be restricted to educators; civic minded citizens everywhere are awakening to the importance of their role and responding to the call of duty."\(^13\)

---


\(^{13}\)Cornelia Warriner, "The Layman and His Contribution to Our Schools," *The School Executive*, 75:63, April, 1956.
The National Citizens Council for Better Schools states that:

Since the forms of democratic citizen participation vary, there is no one blueprint for all citizens committees working for the schools. Of the hundreds of effective ones, no two are exactly alike. What is exactly right for one community could be completely wrong for another. The cloth must be cut to fit.  

McKune in an article concerning layman assistance in school affairs reflects the increase of lay participation when she says that:

The rapid growth of citizen advisory committees during the last ten years has resulted in the forming of stronger bonds between the school and the community and a more realistic approach to the problems involved in planning a good education program. 

Fisk, in his discussion of the public understanding of what schools with a well-balanced educational program can do, attempts to establish the importance of layman comprehension of common school problems. He states that:

The problem before us is simple to define but by no means simple to solve. It involves bringing the American public's understanding of education up to and beyond the point already reached. Those citizens whose influence upon education is potentially greatest must be helped to regain the desire and the spirit to promote the development of the schools. Their identity with educational progress must be established. Education must move forward, not as a result of the frantic pleadings of a few professional leaders, but as the fruit of cooperation between the educators and the public.

14 National Citizens Council for Better Schools, op. cit., p. 5.
Yeager agrees that our public school system can be greatly improved through the use of citizens advisory committees. He states:

"Public education must be the concern of all the people. It is not enough that laws are passed and school boards are elected by the citizens to determine policies and provide for support. It is not enough that school administrators are elected to provide educational leadership. The public schools are the people's schools and the people must remain in close contact with them, assuming a rightful share of responsibility for their effectiveness, if for no other reason than to prevent dictatorship or mismanagement in any form.

One of the most effective ways to accomplish this purpose is through citizens advisory committees. We have already discussed the community advisory groups, representing a cross section of community occupations and interests, who come together to study the community's educational problems and to advise boards of education, administrators, and teachers. Care must be taken that these groups remain advisory and do not usurp legal prerogative or become pressure groups.  

According to Melby, the layman must acquire the capacity to participate effectively in the educational process without making himself an irritant or a nuisance in the educational process. Lay and professional leaders must lend considerable sympathy before large numbers of our citizens learn this role. Often there will be persons with little understanding of the problems involved whose first efforts will be crude and of little value. Much patient listening will be required on the part of the more practiced lay people who must be careful not

---

to destroy the initiative of the beginner merely because he is poorly informed. Patience and understanding, that has not been demanded of us when we operated exclusively in the confines of our own spheres, must be acquired.  

Historical data concerning laymen participation. The early schools of America were close to the people. The school board in the small community selected a site, constructed a building, and employed a teacher. Frequently, the teacher lived in one of the homes from which children attended school. A majority of the people in the community attended public school meetings in which the budget was approved and educational policy was formed. There was ample opportunity for parents and other lay citizens to know the school intimately and to take part in shaping the community's educational program.

In our more complex life, schools are in competition with other agencies and institutions for public interest and support. Many aspects of administration and instruction have become too complex to be understood easily by lay citizens. More and more, people take the school for granted or regard it as an impersonal agency from which educational services can be secured by the payment of minimum charges in the form of school taxes. Lay citizen participation which keeps the roots of the school deeply embedded in community life and gives a

---

true reflection of the interests and needs of the people cannot now be secured without continuous, carefully planned efforts.

Lay advisory committees provide one way of bringing the general public into constructive teamwork with the board of education, superintendent, and teachers in the operation of the schools. In recent years, a large number of local advisory committees have been formed to better acquaint the public with the affairs of the school. Most of these committees are yet in the experimental stage. Often the working principles governing their organization and function are not clearly understood.

A decade ago, there were only a few citizens school improvement committees in operation as compared to the estimated 12,000 at work today. They do not have a set pattern of organization which brings about great variety in their make-up. Some have formal by-laws and voting machinery while others operate very informally. They help out where and how they can to make the schools in their communities the best in the country.19

Hereford has this to say in regards to lay educational activities in a study conducted in 1954:

Lay participation in and for the public schools is as old as the schools themselves. Early school trustees, the lyceums of the early nineteenth

century, parent-teacher organizations, numerous and 
varied peculiarly local organizations such as band 
boosters clubs, athletic alumni associations, as 
well as certain anti-public education groups are 
merely different manifestations of this interest 
and participation.\(^\text{20}\) Boards of education and 
school administrators have grown accustomed to 
working in the company of such groups.

Nothing in the past, however, quite prepares 
the modern school administrator or board member 
for the rapid extension of lay interest and parti-
cipation of today.\(^\text{21}\) An estimated ten thousand 
local citizens committees with a direct interest 
in public schools have come into being since World 
War II.\(^\text{22}\) Every state, the District of Columbia, 
Puerto Rico and Alaska report at least one such 
committee. All of these committees are extra-
legal in that they do not share directly in the 
legal responsibility for the conduct of the 
public schools.\(^\text{23}\)

Though most would seem to manifest a fundamental 
belief in public education, committees are of varied 
types and have varied functions. . . . \(^\text{24}\) Many 
form to carry out specific jobs or to solve parti-
cular problems in which they have competence.

---

citing National Citizens Commission for the Public schools, *How 
Can Citizens Help Their Schools?* (New York: National Citizens 
Commission for the Public Schools, 1953).

\(^{21}\) Ibid., citing Edgar L. Morphet, *Citizens Cooperation 
for Better Public Schools* (Chicago: The University of Chicago 

\(^{22}\) Ibid., citing Daniel R. Davies and Kenneth F. Herrold, 
*Citizens Committees* (New London: Arthur C. Croft Publications, 
1954).

\(^{23}\) Ibid., citing American Association of School Adminis-
Association of School Administrators, 1946).

\(^{24}\) Ibid., citing Herbert M. Hamlin, *Citizens Committees 
in the Public Schools* (Danville: The Interstate Printers and 
Advising school boards in the establishment of an adult education program is a common example. Having succeeded or failed in their task, they frequently disband. Several such committees, each performing different tasks, may operate simultaneously in a local school district. 25

Hamlin, Professor of Vocational Agricultural Education at the University of Illinois, asserts that there is a growing realization that the public schools are public. They should serve the total public and should be conducted in the public interest because they belong to the public and the public pays their costs.

The American public school system developed in an atmosphere of public interest and concern. Lay persons have had a large part in its development. Our earliest school buildings were usually built by local people who also often boarded the teachers. Members of boards of education and parents supervised the teachers and checked the achievement of the pupils. The limited funds for schools were voted at well-attended local meetings.

Later, lay participation in public education decreased as the development of large cities and large school districts made it more difficult for individuals to influence school policies. Administrators were commonly expected to organize the schools from the top down and to assume the principal responsibilities for public relations. Thus we developed

many school systems which were largely managed by professional administrators and teachers. Laymen became almost unnecessary to the schools, except to furnish the students, elect a board of education and pass on occasional money-raising plans. In at least one extreme case, parents were not permitted to visit the schools in which their children attended.

This trend away from lay participation in public education has not only stopped but in many cases there is increased participation by local citizens. In many instances, the discovery has finally been made that the public pays the bill for public schools and that it wants something to say about the kind of education it gets in return for its money. Voters who have long been left out of school planning have finally refused to vote adequate funds for school support.

There have been many contributing factors in bringing laymen back into participation in public school affairs. Perhaps failures in securing school funds have been crucial in this respect.

The philosophy of public participation has been condensed to a great extent into two comments. Jimmy Durante has observed that "everybody wants to get into the act," and Carl Sandburg that "everybody knows more than anybody."

The public has recently been indicating a greater appreciation than it has previously held for the importance of education to all. The schools have become more conscious of their relationship to their publics since they have
received a great deal of help from citizens in meeting previous needs. The schools have gone through a number of crises and others are probably to appear in the future.

It may be necessary for schools to provide educational opportunities for adults as a means of self-preservation. Those who are served directly by the elementary and secondary schools are always a minority of the population. When our educational programs make important contributions to the voting population with and without children in school, their claims for support are greatly strengthened and the support they get is almost always increased.

If we are vitally interested in preserving and promoting democracy, we shall do all we can to preserve and extend the participation of laymen in local public affairs. A revival of interest and participation in local government may well find a starting point in the local public schools.

Our American system of public schools gives the ultimate control of public education in a state to the people. We have too often limited official participation by laymen to service on boards of education and voting in occasional school elections. These do not seem to be adequate means of securing the participation in school affairs of citizens that is generally required if they are to understand and appreciate the schools they control. Movements to involve the public more fully in the affairs of the local school are springing up all over the country. Apparently a great many people
believe that additional avenues of participation in the affairs of our public schools are needed.

School-initiated citizens committees do not provide all of the public participation that is needed, but they do provide a minimum of participation now lacking in many schools. Such committees can be of much value and should be used to encourage other types of participation.\textsuperscript{26}

"Advisory councils have been used many years by local vocational agriculture departments in Louisiana. This system was first started in the state of Louisiana in 1926," states D. R. Horn in a study of advisory councils in the high schools of Louisiana.\textsuperscript{27}

Olsen's comments concerning the change of attitude in regards to lay participation in school affairs are interesting to note:

"Keep Out" . . . "Come and See" . . . "Let's Plan Together" . . . such has been the trend in attitude of typical school people toward the participation of laymen in school affairs during the past two generations. Years ago the prevalent view was that lay people had no business "interfering" with school matters unless they were members of the board of education. That board existed to manage the schools


and any direct participation on the part of parents or any other adult was looked upon as an intrusion into matters of no proper concern to them. The Parent-Teacher Association from its very beginning in 1897 has been careful to assure school personnel that its activities would always be supportive and never directive. Even today there are occasional school administrators who growl about "interference with my business" if lay people show any real concern for the improvement of the school program in their own communities.

Then out of the community organization experience of the Second War and the community school philosophy which won widening acclaim after that war came a new and more significant concept of our professional-lay relations: that of constructive participation by lay people, including students, in many areas of school policy and program planning, execution, and evolution. This in no way relegates the board of education to a secondary position; on the contrary it fully recognizes the board's legal responsibility and simply seeks to help the board through fact-finding and recommendive services.28

Lay advisory committees for schools have been a development of the past two decades and are now found in every state, there being in the whole nation several hundred of them. They have been organized to advise the school board on the solution of its problems. A lay advisory committee is usually composed of a representative of each large economic and civic group of the community; and it is lay and only advisory to the school board.

These lay advisory committees have been especially helpful to the schools in meeting their emergencies. They have helped to sponsor campaigns for school bond issues, for

tax levies for current expenses of the schools, and for the reorganization of school districts. 29

According to Hamlin, "Councils for agricultural education have been used sporadically in the United States since 1911." 30 The first councils advised about the entire program of an agricultural department. These general councils have not been widely used until recently, however. The most common type of council has been one used in organizing and managing classes for adult farmers. These adult-school councils came into extensive use in certain parts of the country after 1930. The recruited students, helped to plan courses, and otherwise assisted in making possible adult classes in many communities in which these classes had previously not been supported. Later, some of the teachers, who had used successfully councils for their adult classes, set up general advisory councils for their entire programs. The present-day general councils have developed principally out of councils for adult classes, rather than from the earlier general councils. 31


The United States Office of Education states that the use of advisory councils in agricultural education preceded the passage, by the United States Congress in 1917, of the Smith-Hughes Act. As early as 1911, it was mandatory in Massachusetts to have advisory committees for local departments of agriculture. In other states, similar requirements were attempted by some school officials, but in many cases their use was not continued successfully for a long period of time.32

The dramatic increase in the number and kinds of citizens committees is a phenomenon of the past decade of school administration according to Davies and Herrold. When the National Citizens Commission for the Public Schools began its operation in 1949, it knew of only 17 citizens committees for better schools. As of January, 1954, the commission was in touch with 2,230 school citizens committees and it is estimated that over 8,000 additional committees were at work.

Citizens committees will probably finally be as much concern of school administrators as budgets, books, and buildings. They are powerful administrative devices for marshalling and focusing wide human and material resources on problems of concern to education. Their effectiveness is being increasingly

The American Association of School Administrators has pointed out that:

American education began near the people—in log cabins, in covered wagons along the trails, among the cottages of seafaring men and in sod shanties. Schools soon began to appear wherever there was a book, a query, a wise parent, and an eager young mind. And so American tradition came to be: free schools for a free people. The earliest schools were planned and managed by the whole community, all the citizens having a voice in what was done. When such direct controls became impractical, temporary committees often were appointed, each to do some important job—such as to build a schoolhouse or to select and employ a teacher. Then, as the amount of school business increased, temporary committees were replaced by permanent school committees or school boards, thus establishing an institution close to the daily lives of the American people.

It is interesting to note Chase's comment about citizens committees in a discussion of present-day school administration in which he states that subtle change is taking place. He also remarks that:

Another powerful energizing force is an aroused and critical public opinion. Dissatisfaction with present provisions for education continues and is being turned into increasingly constructive channels. Moreover, citizens are becoming better organized to contribute their support to improvement in education. The Parent-Teacher Associations have increased in membership and vigor; the National Citizens Commission for the Public Schools and thousands of local


citizens committees have provided an outlet for responsible action on behalf of the public schools.

Hill discusses the control of the educational program and views it as a pendulum which swung from the layman in the eighteenth century to the administrator in the nineteenth century and back midway to cooperative action between school officials and lay citizens today. His remarks are:

Before the Revolutionary War the layman had complete control over the educational program. He gave of his time and ability in a semi-organized manner and with little knowledge of the educational process in determination of what, where, and how his children should be taught. There was no county, state or national money to support any phase of this beginning in education. Individuals stood the cost within their own community. Although this was smaller in terms of money, there is no doubt but that it involved as much sacrifice as people generally make today.

Gradually, the school-age population increased. The curriculum had to be broadened; more finances were needed; more physical facilities were required. The increased demands for scientific knowledge and invention, changes in the culture which required more education, as well as the more complicated responsibilities shouldered by citizens in supporting the family resulted in the inability of laymen to produce the necessary time or knowledge to carry on the growing burden of running the schools.

The layman's lack of knowledge of what constituted good teaching, coupled with the professionalization of the teacher's job, made it imperative that educational responsibilities be assumed by leaders trained in skills of the educational process. As the professional worker improved his status as an educational leader, the layman lost contact with the prestige in school affairs. He gradually dropped into the

background. With few exceptions, the stalwart, high-minded nineteenth century administrator was imbued with a strong sense of "administering" and a weak sense of the "democratic principle" which is affecting school-community relationships today.

The current professional literature accepts the premise that the layman's relationship to the schools is again becoming a potent factor in the conduct of the latter—a hypothesis still questioned by many boards of education and administrators. However, this trend toward cooperative action has been steadily growing during the last generation. More and more laymen are being included in a cooperative relationship with school officials and in the many processes embraced in the formulation, implementation and evaluation of the community educational program. People in most communities like to work together in community functions such as service clubs, lodges, and other activities involving social relationships. When the opportunity presented itself for laymen to bind themselves together in a semi-social way for the welfare of those whom they prize most—their children—they showed no hesitation. There seemed to be instantaneous recognition by both professional educators and laymen that here was a means through which they could accomplish together that which neither could be separately. In this process the people became acquainted with their school and its problems, and the administrator and the teachers became acquainted with parents. Together they began to expect more of their schools and, with cooperative effort and skill and with awareness of community needs, they tackled the problems confronting them. Soon everyone was learning and talking more about his school as each person came to have a better understanding of educational problems. 36

... Advisory committees may be said to be still in the experimental period. Their functions and position in the local educational enterprise remain to be clarified and stabilized, yet there has been enough experience with them to support the following few generalizations:

1. The good citizens' committee represents a full cross-section of the community rather than any one part of it.

2. The good committees begin by studying, and do not make recommendations to the board of education until after they have examined all available pertinent facts.

3. The good committees preserve their independence of action but make every conceivable effort to cooperate fully with school authorities.

Hull calls our attention to the following data:

It is significant that nothing appeared in the literature concerning lay advisory committees between 1925-35. This lapse in interest during this period is no doubt a reflection of the lack of acute need during this period for rapid expansion for school plants and school programs while attention was directed to other factors. The impetus to the advancement of the advisory committee movement has followed the two major wars when population problems and the need for public school expansion was most acute.

Lay advisory committees are not new. For many years, groups of citizens organized as committees and councils have advised with governmental agencies at local, state, and national levels on important problems. But it is only in recent years that school districts have become aware of their usefulness. Superintendent, J. H. Hull, Torrance, California, reports that only 10 per cent of the several hundred lay advisory


committees he studied in 1949 had been in operation ten years or more, but over 70 per cent had been formed during the past five years.

The lay advisory committee is an aid in marshalling leadership for improving community educational opportunities. These committees are composed of citizens who represent various segments of community life. They assist informally with the development of the educational program, but they know what the word "advisory" means and make no attempt to become "super" boards.\(^\text{39}\)

Hamlin states that:

Citizens groups now working with the public schools may be classified as follows according to their relationship to the schools:

1. Boards of education which have a legal relationship to the schools that distinguishes them from other citizens groups.

2. Parent-Teacher Associations.

3. Lay groups which support particular school activities.

4. Community organizations formed for purposes other than working with the schools.

5. Community councils which coordinate the efforts of other community organizations.

6. Independent citizens groups organized to assist or influence the schools.

7. School-initiated citizens committees.\(^\text{40}\)


\(^{40}\)Herbert M. Hamlin, Citizens Committees in the Public Schools, op. cit., p. 48.
The place of school-initiated citizens committees in the movement for wider participation in public education is discussed by Hamlin and he gives the following five ways that school-initiated citizens committees may be classed:

1. Temporary and continuing committees. The most prevalent way of starting to use citizens committees is to establish temporary committees of laymen. The most common use of these committees has been in raising funds for the schools. There is increasing use of continuing committees, whose members serve for terms of stated lengths, usually three years, and in which rotation of membership is provided.

2. School-wide and specialized committees. Committees of laymen have long been used in vocational and adult education. They are being used in health education, social education, and in almost every other school field. Recently there has been an extensive development of citizens committees which serve school systems.

3. Neighborhood, community, county, and state committees. Neighborhood committees are in use in rural communities and in cities. Organizations at the community level are most common. County committees are found when schools are organized by counties. Most states now have some sort of educational council.

4. Committees with differing functions. Some committees are restricted to studying and giving advice regarding school problems. Others perform other functions in the schools. Some are agencies for community action.

5. Committees with differing memberships. A major difference among committees is that some are made up of representatives of agencies, while others are composed of individuals who are not obligated to agencies.41

**Short-term or long-range committees.** Short-term committees are organized for a special job such as assisting in planning and executing a bond campaign. The work of such committees usually lasts from three to six months. When their work is finished they usually go out of existence. There may be a number of short-term committees functioning in the community at the same time dealing with such matters as school plant planning, financing the program, and curriculum development. Many school administrators believe short-term committees are more useful than long-range general advisory committees.

Long-range committees study local school problems and act as continuing constructive advisers to boards of education. Many successful groups have been organized by school boards or school systems with this function in mind. There is some fear that such a committee may usurp the function of the board of education. There is little evidence, however, to indicate that this happens and there is much evidence to the contrary. Again, there must be faith in the democratic process and skillful leadership for any committee to work well.  

*National Citizens Council for Better Schools.* Citizen participation in public school affairs has received a tremendous impetus in the past few years from the National Citizens

Commission for the Public Schools. James B. Conant, former president of Harvard University, has described the formation of this organization as "potentially the most important move taken in the last 50 years for the improvement of public education."43

In 1949, the National Citizens Commission for Public Schools was organized to alert Americans to the problems of their schools and to help them convert that interest into intelligent action. The Commission was organized to survey the job that needed to be done. In January 1956, the National Citizens Council for Better Schools took over the task of the Commission as a successor. It began work in January, 1956, with a large roster of members, all of whom had experience in local, state or national work for school improvement. The Council is a clearinghouse of information, passing along news of school improvement methods that are working throughout the country. The job of alerting citizens to the needs of the schools and helping them on the local and state level remains the primary goals. The Council is in business to help citizens, everywhere who are working for better schools.

The National Citizens Council for Better Schools has set for itself three initial goals:

---

1. To aid in arousing widespread interest in education throughout the United States.

2. To provide state and local school improvement groups with information helpful in the solution of their local school problems.

3. To help other groups assume responsibility for activity created by the achievement of the first two goals so that the council can discover and chart new fields of action.

The National Citizens Council for Better Schools received initial financing from the Carnegie Corporation, the Fund for the Advancement of Education, and the Alfred P. Sloan Foundation. The Council is now obtaining assistance from corporations. 44

Henry Toy, Jr., president of the National Citizens Council for Better Schools, shares with us some interesting data concerning the National Citizens Commission for the Public Schools and some pertinent comments concerning advisory committees. He says:

The week following the formation in 1949, of the National Citizens Commission for the Public Schools, congratulatory messages from educators and laymen poured into the Commission offices. These made us feel that we were on the right track when we set forth our basic beliefs that the problem of its children's schools lies at the heart of a free society, that the goal of our public schools should be to make the best in education available to every American child on

completely equal terms, and that public school education should be constantly reappraised and kept responsive both to our educational traditions and to the changing times.

With these basic beliefs in mind and with the reassuring knowledge that the citizens of America shared them, the commission set for itself two immediate goals:

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

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

The job that citizens committees want to do goes further than they think it will at first. When citizens first get interested in schools, they usually are aroused by a need for better and more facilities. But, once they provide those, they go on to study other school matters. 45

When the charter of the National Citizens Commission for the Public Schools expired in January, 1956, the Commission left a legacy to its successor, the National Citizens Council for Better Schools. That legacy consisted of many things, including a new peak of interest in the problems of education. Throughout the country, state and local citizens school improvement committees were proving that schools are everybody's business and that laymen, working with the established school authorities, can improve the education our children are getting.

With an estimated 10 to 15 thousand citizen committees at work, they are new ones forming

every day and demanding information on how to organize, how to establish good working relationships and how to continue their effectiveness. 46

Community readiness for a lay advisory committee. Just because the lay advisory committee idea seems popular is not sufficient reason for starting one in your community. There must be a felt need around which a committee can rally its forces and attain a feeling of worth. Readiness for an advisory committee is just as important as reading readiness is to a first grade youngster.

A lay advisory committee will have a better chance for success in your community if parents, teachers, administrators, and school board members have demonstrated their ability and willingness to work together by such practices as:

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

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

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

4. Lay persons assisting with teacher workshops.

5. Using the school plant extensively for adult education programs.

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

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

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

9. Laymen helping to plan and to direct camping and outdoor education programs.

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

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

If a lay advisory committee is to be useful, the administrator and the school board must sincerely want the advice of lay citizens. They must be convinced that the fact finding and thinking of a group of informed people will be a genuine worth to the schools. They must be willing to put to use the genuine contributions of such groups. They must wholeheartedly subscribe to the principle of sharing in the administration of the schools. They must be willing to make a small beginning and allow time for growth. Successful lay advisory committees do not come into existence in full bloom. Patience, persistent effort, and careful guidance are needed to make them useful community aids.47

Avenues of local participation. The Association for Supervision and Curriculum Development of the National Education

Association presents several avenues of local citizen participation in effective school operation. These means of lay participation are:

1. Objectives of Education.

The goals of education in American democracy have been expressed by many individuals and organizations. However, each community must decide what it wants from education and the part schools are expected to play in the attainment of these end products.

2. Finance.

Problems of cost, monetary values, and relative values of property and life must also be decided by the public. Where they fall short in taxes and monetary appropriations, they frequently pay in delinquent children, poor health and recreation facilities, and in other ways.

3. Personnel.

. . . The neighborhood should determine the types of school people it wants its children to live with during the school day and once a teacher is employed according to a community-determined plan, the people feel some responsibility in helping that teacher grow.


Here again the citizens in the community must not be encouraged to help make decisions but they must acknowledge the fact the school cannot determine the curriculum for its children without their help and that their assistance in
formulating a working curriculum is indispensable for an effective program of education.

5. School-Community Experiences and Projects.

Through clubs, organizations, and other democratic institutions, there exists the possibility of including children in the planning and execution of community improvement. It must be remembered that "participation builds confidence."

6. Techniques of Teaching and In-Service Teacher Growth.

Here is an area for democratic leadership. Desirable growth takes place and harmful philosophies of teaching vanish when teachers and communities plan cooperatively the educational programs for their children and bring their children into the planning.


If services are provided on the basis of need, there is no age group or class that the school will not serve. The extent and nature of this broadened educational program should be determined not by the school administration, but by the community under the leadership and counseling of the administrator and members of his staff. 48

The most important consideration for citizen activity in the school field is cooperation between the community and the school authorities. Cooperation is not just something

that happens. It must be learned and cultivated.

Among the major components of cooperation are:

1. A basis for mutual trust and respect must be established. Too often lay citizens are not given the proper place in school affairs and considered only as a necessary evil.

2. Schoolmen and citizens must be clearly aware of their respective roles and responsibilities. Citizens have the ultimate responsibility for the welfare of their schools.

3. Schoolmen and citizens must be willing to cooperate. People cooperate when it is worth their while. It is important to show the citizens that cooperation will help to secure better schooling for their children, their community and the nation. Schoolmen must see that cooperation does not threaten a vested interest but promises to gain better support for the institution to which they are dedicated. 49

The Association for Supervision and Curriculum Development of the National Education Association tells something about the philosophy of the community school and laymen participation. Comments of the Association are:

The community school concept is one which stresses relationships and thus it is natural that it has brought out a number of demonstrations in the field of school-community relations. The most dominant themes in these demonstrations are:

1. The participation of laymen in school improvement programs.

2. The participation of laymen in curriculum development.

3. The participation of laymen in school interpretation and school support.

4. The participation of laymen in the study of the needs of the individuals in a community and in planning to meet needs.

5. The offering of courses and other learning opportunities in which all needs of the population are met and in which children and education are discussed and studied by laymen.

6. The utilization of school facilities for all socially acceptable community activities.

Activities of these kinds tend automatically to increase the confidence of the public in its schools. . . . Participation by laymen tends to bring about a true realization of the awesome scope and responsibility of education; of the wearisome problems that beset teachers as they carry out their duties as instructors and foster parents at the same time; and of the nature of the future programs of education which must be developed if democracy is to survive and improve.50

Some principles of organization for advisory committees.

Some principles of organization should be considered when proposing to begin an advisory committee. Kindred, Professor of Education at Temple University, listed the following principles of organization:

1. The precise purpose or purposes underlying the advisory commission should be stated in

terms consistent with democratic ideals of mutual cooperation between school and community.

2. The membership should represent all vital community interest groups.

3. The term of office should be for a definite period, perhaps three years.

4. The size of the commission should be limited to avoid unwieldiness; yet the commission should be large enough to include all important interest groups.

5. Only those problems that are pertinent to the educational program should be considered, and a distinction should be made between those involving immediate planning and those involving long-term planning.

6. All recommendations should be submitted in written form together with a statement of the facts and opinion on which they are based.

7. A clear-cut line of distinction should be drawn between the functions of the commission and those of the board. The purposes and procedures should be set forth in a constitution or set of by-laws or incorporated in a formal policy statement under which the commission is created.

8. Every precaution should be taken to overcome recognized weaknesses and practical limitations associated with lay advisory commissions.51

The entire success or failure of citizens' committees is decided when the members are chosen. If they really represent the whole community or state, it is very difficult for a citizens committee not to do a good job.

If they don’t, it’s almost impossible for the group to be effective, according to the National Citizens Council for Better Schools.\(^{52}\)

Certain basic principles are common to all constructive citizens committees for the schools.

1. They are broadly representative of the entire community. They reflect as fully as possible all parts of it, all viewpoints, and all interests—economically, geographically, occupationally, culturally, politically, etc.—rather than any one part.

2. They begin with the facts and base all their recommendations upon a continuing study of all available, relevant facts. They do not have an axe to grind.

3. They are independent in thought and action, but they always take steps to establish and maintain a cooperative working relationship with the legally established authorities.\(^{53}\)

Cornelia Warriner sets forth several requirements for being a desirable member of a lay citizens committee when she says that:

*If an individual respects factual information and democratic principles, is willing and able to tackle controversial issues, then, whether parent*

\(^{52}\)National Citizens Council for Better Schools, *How Can We Organize For Better Schools?*, op. cit., p. 21.

\(^{53}\)Ibid., p. 5.
or non-parent, rich or poor, formally educated or self-taught, he is well-qualified to make an invaluable contribution to the educational welfare of all the children.\footnote{Cornelia Warriner, "The Layman and His Contribution to Our Schools," \textit{The School Executive}, 75:63, April, 1956.}

There are several principles which should be kept in mind when organizing for constructive lay participation.

Olsen relates these as follows:

1. Don't "use" lay people exploitably.
   Even folks helping as resource persons in the classroom or in the community need to feel that they are making a constructive contribution in their own creative way; that they are not merely instructional puppets being manipulated by the school for its own, perhaps undisclosed, purposes. True, the line between cooperative assistance and veiled exploitation, however kindly, is not easy to draw; it is perhaps largely a matter of the basic spirit in which the whole lay participation program is sought, developed, and evaluated. . . .

2. Stress reciprocal values.
   Most people are willing, even anxious, to help the school develop a better program for children and youth if they think they can actually help to do so. It is always wise, however, to stress also the fact that the participating adults may benefit personally from the experience, and that the general community life will likewise be improved. . . .

3. Involve students also.
   Even small children may be resource people to their classmates, or to the pupils in another room. . . .

4. Begin with felt problems.
   What school matters are the people in your community concerned with? . . . To determine such concerns and interests, you might informally sample individual opinions, or you may wish to conduct some kind of a community survey. The
important thing is to start with the basic concerns and go on from them into extended, objective, cooperative study of the situation.

5. Work with and through school authorities. Teachers are citizens and in all matters of civic concern should exercise their civic rights accordingly. Nevertheless, they are also professional workers who are therefore bound by a code of professional ethics which should govern their professional activities.


... Good public relations as well as sound education and effective administration require that lay people brought into policy-advising cooperation with the school be representative of the entire community, not of some segment, faction, interest, or viewpoint alone, however respected. It is sometimes good strategy to invite outside critics of the schools to serve on fact-finding committees. When this has been done, such critics have often come to support the school program as they learned the true facts about it and themselves discovered its major needs.

7. Face the obstacles.

Both school and community people are apt to be somewhat unsure of each other, possibly suspicious, even fearful. If the "what are we going to do" decisions are made in cooperation with representative lay people, the "how are we going to do it" decisions are properly up to the educators alone. If this division of function is clearly understood by all parties from the beginning, perhaps the crucial obstacle to successful lay participation will have been avoided.

Scott conducted a study in an effort to determine the following information regarding the use made of advisory groups in vocational education in agriculture: (1) the extent of the use made of advisory groups or councils, (2) the purposes

---

of such councils, (3) the method of organization, (4) the conduct of meetings, (5) the practices which appear likely to lead to success, (6) the practices which appear likely to result in failure, (7) the attitude of vocational agriculture teachers toward the use of advisory groups, and (8) the outcome or results credited to advisory group activities.

Scott found that leaders in Agricultural Education favor the use of advisory councils despite the risks that may be present. Most teachers who have used advisory councils report varying degrees of success. Criticisms of advisory councils are most likely to come from those teachers with little or no experience with councils, or from those who have attempted to use advisory councils without following democratic procedures.

Advisory councils are usually most effective when all concerned clearly understand the purposes for which an advisory council is organized. Sometimes administrators have been afraid of advisory councils, and Boards of Education have tended to be passive in their attitudes toward advisory councils unless they have had a particularly satisfying experience with one.

College of education specialists and state agricultural education supervisors have done a great deal to increase the number of successful advisory councils now in use. Most advisory councils have been beneficial but few have been as successful as they might have been if better trained leaders had been available and used.
Advisory council members should be selected so that the members represent as many of the interests in a community as possible. Advisory groups made up of members selected from various community organizations do not serve as well as a cross-sectional membership representing all phases of community life. Natural leaders should be selected when available, although training and experience gained by participation in council activities tend to develop new community leaders. Members should be rotated. Meetings should be held regularly and not less than twelve times per year. The meetings should be conducted as informally as possible and occasionally social meetings should be held. Minutes should be kept of all meetings and publicity should be given to all activities. It is more difficult to reactivate a dead advisory council than to organize a new one.

An effective advisory council will assist a good teacher of agriculture and make his work more challenging and satisfying. It will also increase his length of tenure. A good advisory council will help a new teacher to adjust himself easier to the community and become better established. A successful advisory council provides one of the best possible methods for improving public relations. A properly organized advisory council will be an excellent aid in developing a sound educational program for the department of vocational agriculture.

The agenda for advisory council meetings should be prepared in advance by the chairman and the teacher of
vocational agriculture. General advisory councils should concern themselves with the overall program of vocational education in agriculture. Special committees should be appointed to work on special phases of the agricultural program. Advisory councils should study the problems in their respective communities which concern farming and farm life. A part of the councils' time should be used in determining how to reduce the load placed on the individual teachers of agriculture. Advisory councils should help with the evaluation of the program of agricultural education in their communities each year and evaluate their own program periodically.

Successful operation of school citizens committees depends upon many factors. There are certain guiding principles which can be followed. Miller and Wiles has listed some of them:

1. A committee makes its best contribution when the responsibilities given to it are clearly defined and easily recognized by the members.

2. Assignments given to an advisory committee must be stimulating enough to challenge the thinking of the group.

3. A committee serves best when in practice it recognizes the distinction between the functions

---

of the board of education and the administration on one hand, and those of the advisory group on the other.

4. It is the responsibility of a committee to become acquainted with all pertinent information before formulating recommendations.

5. Members selected for advisory committees must be truly representative of the community.

6. A committee makes its best contributions when it has staff members who are in a position to give the group facts about the school program. The administration must be in a position to service committees.

7. The proportions of lay and professional members in an advisory committee should vary in accordance with the nature of the assignment.

8. A committee should be large enough to allow for adequate community representation, but small enough so that group processes may function at their optimum.

9. On continuing advisory committees, there should be some hold over of membership from one year to the next to provide stability and continuity to committee action. Conversely, new members should be added each year to continuing committees in order that new ideas might be introduced at committee deliberations and so that more lay workers might be enlisted.

10. Except in unusual situations, it is wisest for an advisory committee to be under the chairmanship of a layman.

11. The committee should have a strong time sense and make its contributions within reasonable lengths of time; usually, the school year is the natural action period.

12. It is important that some school staff member have the responsibility of
coordinating the lay participatory program. 57

Among the many methods used for securing members for lay advisory committees these practices stand out clearly:

1. Selection of the whole committee by the board of education.

This method has much support. Those who reject this means of selection point out that the board becomes responsible for its own appointees and tends to appoint members who back its program rather than contribute advice from different viewpoints. Still others argue that the board appointment works better for short-term committees, particularly when a cross section of influential people are wanted to execute a special job. These people subscribe to the idea that it is important to select community leaders and to secure people who can work harmoniously together.

2. Selection by various community groups represented on the committee.

This second method involves asking service clubs, labor groups, farm organizations, parent clubs, fraternal groups and other representative groups to name members to the committee. Hull found that in three-fourths of the committees he studied, this method of selection was used. Long-range committees are often selected in this manner.

Experience indicates that advisory committees are more satisfactory when each member acts as an individual rather than as a representative of the organization from which he has been chosen. It is believed that committee members who act as representatives of organized groups tend to feel themselves bound to the points of view of their organizations and are less free to express their own thinking on educational issues.

3. Selection by combination of other two methods.

This third method for selection of members for lay advisory committees involves a combination of the other two methods already mentioned—some of the members are appointed by organized groups and others are appointed by the school board. In one variation of this plan, the board of education selects a nine or twelve member planning committee which has two responsibilities: (a) nominating members of the advisory committee and (b) preparing the general plan for the operation of the advisory committee. These suggestions are then given to the board for consideration.

The criteria for committee membership, whether the individual is selected by the school board or by a parent group, should include: (a) sufficient interest to attend meetings regularly, (b) ability to make a contribution to the deliberations of the group, (c) wholehearted belief in the principles of democratic action, and (d) an open mind.

Not all recommendations made by an advisory committee will coincide with the views of the school board or an
administrator. The recommendations made by this broader based group will serve as a barometer of general public feeling and enable the board and superintendent to make sounder decisions when final action is taken.58

Stearns gives some tips on the selection and organization of committees. Included below are some pointers which he emphasizes:

It will be found that various types of procedure are possible in constituting committees and assigning duties. The local situation and the local needs should be studied by school officials and board members who consider the formation of lay committees in order to determine the best plan for their community.

In order to avoid abortive action, the organization of a lay committee and the membership of the committee must be approved by the board of education. Citizens committees organized without the sanction of the board is not productive of good community relations and does not always get good results.

When a board of education decides to form lay advisory committees, they have several courses of action in selecting members. Some boards have asked all of the civic groups of the town to select a representative. This plan is good for a

58 American Association of School Administrators, Lay Advisory Committees, op. cit., pp. 6-19.
general advisory committee and has the advantage of avoiding the charge of a hand-picked, controlled group. Theoretically, the best method of organizing lay committees is to assemble the membership and to ask them to select their own officers. This is considered to be the best method in communities which are free from factional and political strife. However, often the political situation in a community is such that this method presents considerable problems.

There should be a provision for rotation of committee membership. If service on the committee is designated for a fixed term, the problem of the perennial member who is hard to dismiss is eliminated. Also, the rotation of membership on such a committee can be so arranged that continuity of policy is maintained and the idea originating in the committee are constantly freshened by bringing new persons into membership each year.\(^{59}\)

Another question which is often asked concerning advisory councils is in regards to starting a council. Wiggins has several comments about formulating a council for vocational agriculture which are as follows:

1. The vocational agriculture teacher should first thoroughly study the matter to learn all he can about councils and decide that it is desirable to have a council.

2. He should next discuss it with his superiors in the school system to explain the idea and gain their approval. The school directors should be consulted and their approval obtained.

3. The next step is to list possible council members. Oftentimes, school officials will be helpful in suggesting possible members to the agriculture teacher.

4. The school directors should be asked to approve all suggested names before the teacher progresses any farther. The teacher then selects from those approved by the board those he believes will be most helpful to the department, and asks them if they will be members of the council.

5. Several principles should be observed in the final selection. (1) The members should live in the various parts of the area served by the department so that all or most areas are represented. (2) Membership should include persons representing various groups of the community such as business men, fathers of the department members, school board members, etc. (3) Persons who are willing to do things should be chosen. These persons are often very busy, but council members who are not active in other activities probably will not take an active part in an advisory council. Apply the old maxim of getting a busy person to do the job if you want it done. (4) The number of members in a council should be from three to twenty-one. Too large a group is unwieldy, and too few cannot completely represent a community. I have found that a nine-member council is very satisfactory.60

Hines and Dushane in a story of what happened when an Oregon school district mobilized its citizens for action, has this to say about the selection of committee personnel:

How the board organized the lay committee whose services it needed shows an interesting and novel approach which might well be emulated by other communities. . . . The board decided that the committee membership should not only represent all points of view regarding school needs, but should also include a comprehensive economic cross section of the 57,000-person district. Those finally invited, it was agreed, should be responsible persons whose opinions would be influential in their respective areas. 61

According to Hill, there is evidence that as the people of a community become more closely allied with their public schools, understand their needs, purposes, and problems and respond to an opportunity to participate in the planning of the educational process, the quality of education rises. He comments as follows:

The improved quality of education through cooperative community-school relations has been emphasized as important in 24 of the 76 studies undertaken by the Institute of Administrative Research under the direction of Dr. Paul R. Mort. Thirteen of these reports have direct implications for community-school interaction.

The Institute literature points out that improvement comes with public understanding of what school can do. It goes one step further to emphasize that expectancy goes up as people understand what good school can do. Finally, the Institute literature indicates that understanding through participation has facilitated changes leading to improved education.

There is empirical evidence that administrators are accepting lay participation as a good operational pattern and are more and more including laymen in educational planning.

It is the consensus throughout the literature that the origin of a project for committee

activity is not important, except that it must represent a real need. It is also assumed by most writers that capable committees, acting with proper instruction, can be responsible for planning and guiding their own projects.\textsuperscript{62}

Campbell gives some tips on the proper procedure to follow in making a study of a problem by an advisory group. He states:

1. The recognition of a problem to be solved is the starting point. The problem may be posed by the staff of the schools, the board of education, the pupils or by individuals or groups in the community.

2. Presentation of the problem to the board of education should be done by the individual or group proposing the project. Before this is done, careful consideration should be given to the definition of the problem, including its scope, importance, and its implications, and its effects on other practices; in this procedure the assistance of members of the school staff should be available on request.

3. The board of education must consider the problem.

4. The plan of attack must be approved by the board of education. A decision will involve methods of procedure, types of individuals or groups to participate, and financial and moral support of the study to be undertaken.

5. A group must be organized to carry on the study.

a. Selection of members should be made on the basis of: (1) competence to make a contribution, (2) geographical distribution over district, and (3) representation of majority and minority groups in the district.

\textsuperscript{62}Hill, op. cit., pp. 3-4.
It is proposed that a master list containing a large number of names of laymen be prepared from which the board of education may make a final selection; names may be suggested by groups concerned.

b. Invitation to participate should be issued in the name of the board of education. The letter of invitation should outline the nature and purpose of the project.

c. An agenda should be prepared for the first meeting. The board of education should be represented by its own officers or members, or by the superintendent. The agenda should include an orientation of the group concerning the proper procedure in lay participation; the nature of the problem under consideration; specific definition of the problem and delineation of the area of study; clear statement of the assistance desired by board of education; statement of the relationship of the group to the board of education, the school staff, the community; publicity; and other pertinent matters. The group should be free to select its own officers, subcommittees and to determine its own procedures.

d. The board of education should provide assistance in the way of clerical help, supplies, postage, duplicating, space, light and heat for meetings, statistical and other data.

6. Provisions should be made for a presentation of the report and recommendations to the board of education.63

Principles of lay participation.

A. Principles underlying lay participation

1. The public schools are an essential part of the democratic process. They are the

---

objects of societal action, created from a sense of needs of democratic society; they are at the same time the creators, recreators, and stimulators of social action.

2. Public participation in educational planning is justified positively as consistent with our concept of democratic government based on full participation of all persons concerned and negatively as opposed to the separation of government—the recession of government—from the people.

3. The educative process is the reconstruction of all experience and is continuous throughout life; it is not confined to the classroom but proceeds as well in the home, the community, and the state. Therefore, it is the concern of all.

4. All resources of the community, human and material, should be utilized in the development of the best educational program of which the community is capable.

5. In order that each individual may make the maximum contribution possible, the extent and nature of his participation must be determined in the light of his needs, interests, aptitudes and capacities.

6. In our governmental system, the local board of education, as representative of the people, has been vested with certain powers and prerogatives. Participants in educational planning should recognize this responsibility and place all recommendations before this body for approval or action.

7. As representative of the people, the board of education is obligated to establish channels through which the contributions of the people to educational planning may be secured. 64

The roles and attitudes of lay and professional people engaged in the mobilization of our total resources for

64 Ibid.
education cannot be completely separated from one another. Henry recognized this interrelationship in the development of ten precepts for school leadership and an equal number for civic leadership. 65

The Committee on Research and Publications of the American Vocational Association listed several pointers for working with advisory committees in vocational education which are as follows:

1. Advisory committee members should be fully informed of their functions and responsibilities at their first meeting, in order that they may understand clearly the purposes and limitations of their service to the school. Emphasize that they have no administrative duties. Make sure all new members of the committee are informed concerning this function.

2. Stated meetings should be held. The frequency will depend upon the size and scope of the program, but the committee should meet often enough to keep well-informed about the development and progress of the program.

3. Prepare an agenda prior to each meeting and send it to members in time for them to study the problems and topics before the meeting.

4. All facts pertaining to the phase of the program with which committees are concerned should be made available to them.

5. All recommendations and suggestions of the committee should be formal and made a matter of record in the committee minutes. They should be brought to the attention of the school authorities, through proper channels.

6. It is important that minutes of the advisory committee be written, to be kept on file by the school and sent to all members.

7. At each meeting a report should be made to the committee concerning the progress of the work, any difficulties encountered, and action taken on any of the recommendations of the committee.

8. A representative of the vocational department of the school system should be in attendance at all meetings but should not dominate the discussions.

9. Do not expect members to carry out functions for which considerable detailed work is involved.

10. The length of service of each member should be understood and provisions made for successors.

11. Information on existing and pending vocational legislation should be provided to all committees and their aid solicited in support of constructive new legislation.

12. Hold a general meeting of the combined craft advisory committees at least once a year where an open discussion of the total program of vocational education may be conducted.

13. The state or local board may find it desirable to appoint or call in consultants for the purpose of providing the committee with specific technical and other information.66

Campbell and Ramseyer attempt to show how citizen participation in public schools can be a dynamic force in the continuing process of school improvement. They give some

---

basic principles for working together. They remark that:

We have noted that in many communities there is a breakdown in public education. In some places citizens are loud in their complaints about schools, and in many others, citizens know so little about the schools that they fall easy prey to criticisms of public education. We have examined industrialization, and how it has led to the growth of cities, and to large and complex schools which are not well understood but for which citizens have many expectations. Notwithstanding growing preparation requirements made of teachers and their possession of some technical skill in teaching, we discovered that the citizen has an indispensable role in educational planning.

There remains the task of determining how the citizen and the professional can best work together. Ten basic principles of action will be suggested.

1. Only as lay citizens and professional school people work together can public education become and remain what it ought to be.

2. Decision regarding what the school ought to be is an obligation which the lay citizen cannot sidestep.

3. The "how" of school operation is essentially the obligation of the professional school worker.

4. Recommendations regarding schools should be channeled through the board of education, which has legal responsibility for school operation.

5. Public participation will be adequate only when many devices, arrangements and organizations are utilized.
6. Public participation is needed at all levels: national, state, county, school district, the school building and even the single school room.

7. Only as lay citizens learn to clarify problems and seek evidence upon such problems can public participation be constructive.

8. To succeed, public participation should take into account the values, ways of working and organizational patterns of each community.

9. Public participation is developmental in nature: As lay citizens and school workers succeed in small tasks, they gain confidence and skill to bring such interaction to full flower.

10. Effective citizen participation in public education requires superintendents, principals, and other school leaders who perceive the possibilities in such a program, who take steps to start it going, and who continue to give it guidance.

In the foregoing, attention has been focused on lay citizen-school worker participation. Such interaction places heavy demands upon the citizen and the professional. It is believed, however, that such participation at a high level is the only insurance that public schools can be made and kept good enough to perpetuate the American dream.67

Precautionary measures to observe when utilizing advisory councils. Miller and Spalding explain a few precautionary

measures to keep in mind when utilizing advisory councils. They state that:

Advisory councils are to be avoided unless there is some advice needed and wanted and likely to be used. People do not want to waste time meeting with an advisory committee just for the sake of having an advisory committee—at least those whose service is worth much do so. People are willing to give such service when it is utilized for the improvement of education. In the use of advisory committees it is therefore desirable for the school to raise questions on which it wishes guidance and to suggest a procedure by which appraisal may be made on the respective functions of the school. Such questions and evaluation procedures should not preclude the inclusion of questions, suggestions, and items for judgment which advisory committee members may wish to bring into consideration.68

Stearns sets forth some precautions which should be considered in order to avoid pitfalls in the functioning of lay educational advisory committees. The use of lay committees can be accepted in general principle as an excellent technique in modern school administration. However, there can be no guarantee that the use of such committees will cure a bad problem of community relations or win automatic support for the public schools.

Avoid the "rubber stamp" committees. A lay committee, selected by the board of education and whose membership is known to be of the opinion of the board in a controversial matter, will probably create more general ill will than good

will when it makes a report confirming the board's position. Citizens who have spoken out against the board or the administrative personnel should intentionally be placed on a lay committee appointed to study a controversial problem. Stated positively, this rule is that any lay committee must be truly representative of all points of view in the community, with equal balance given to opposing groups.

Also to be avoided is the unauthorized pressure group which calls itself a citizens committee. There are very few communities where the affairs of the board of education are so poorly managed that a rebellious pressure group is justified in posing as a lay committee. The complete domination of a board by persons subversive to the interests of free society would likely cause such turmoil. However, usually a lay committee cannot greatly improve the community relations of a school system or the quality of work in the schools without the sanction of the board of education.69

The American Association of School Administrators gives some hints for more efficient utilization of lay advisory committees. They advise:

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

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

3. Be sure there is a clear understanding of the

functions of long-range committees.

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

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

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

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

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

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

70American Association of School Administrators, Lay Advisory Committees, op. cit., p. 19.
A. Cautions to be observed.

1. An explicit definition of the problem, area of study, and kind of help needed by the board of education in solving the problem is essential.

2. Proper relationship must be established between the group and the board of education, superintendent, and others. Guidance and advice must not be dictation.

3. A time limit should be set for completion of the study. This prevents unnecessary delay and tendencies to discuss unrelated matters.

4. The group should recognize that its findings may not be more than recommendations to the board of education.

5. Make sure that financial and other support provided is adequate to complete the project.

6. Avoid publicity regarding the recommendations made until the report has been presented to the board of education.

7. A report to the group should be made by the board of education concerning action taken on the recommendations.

8. A letter of appreciation of services rendered should be sent by the board of education to each participant.

9. There should be further consultation with the group concerning any recommendations made.71

Some functions of advisory councils. Floyd who made a study in 1956 of advisory councils in departments of vocational

71Campbell, Sixty-three Tested Practices in School-Community Relations, op. cit., p. 64.
agriculture in Louisiana, lists some activities that a council in this area might be asked to assist with. They are as follows:

1. To study the existing program of vocational agriculture for high school students and offer suggestions for improving the program.

2. To become informed of the purposes of the vocational agriculture program.

3. To learn of the resources of the vocational agriculture department and conditions under which it must work.

4. To study the possibilities of farming for young farmers and high school students of the community.

5. To learn the principal needs of the farmers and farms of the community and their implications for the vocational agriculture program.

6. Attend Future Farmers of America Chapter meetings, and meet with chapter executive committees for discussion.

7. To plan a program for young farmers and adult farmers.

8. To meet socially with the school faculty.

9. To meet with other agricultural agencies in planning a complete program for agriculture.

10. To evaluate the department of vocational agriculture and its program, and to evaluate the results of each years' accomplishment.
11. Visiting farms of high school boys to observe and discuss their farm programs.

Advisory committees can play an essential role in promoting, organizing and maintaining a sound program of vocational education which will function in the lives of young and adult workers. The use of advisory committees provides the opportunity for a cooperative solution of the problems involved in operating vocational training courses and results in a practical and realistic program. Listed below are some of the functions of advisory committees:

1. Advisory committees make an important contribution by advising with the school administration as to the community needs.

2. They assist in evaluating the school program.

3. Such committees may help prepare courses of study.

4. Advisory committees have proved very useful in the selection and placement of students in vocational training programs.

5. There are few methods of aiding teachers in service which are superior to assistance rendered by advisory committees.

6. Coordinate cooperative training programs.

7. Promote adult classes.

8. Help to provide continuity.

---

9. Vocational education receives some support from state and federal funds and it is important that safeguards be set up against excessive control from outside the community. Such a committee helps to maintain local autonomy.

10. Correlate the work of the school with that of other agencies.

11. Financial and legislative support.

12. Advisory committees are good public relations devices if they are honestly established for purposes other than publicity.73

Through a survey of 142 teachers of vocational agriculture in South Carolina, Railings obtained a list of functions of advisory committees. These are found in Table I.

There are many purposes of an advisory council and these purposes affect the extent to which the major objectives of vocational education in agriculture are achieved. An appreciation of purposes and functions of local advisory committees in vocational agriculture pertinent to the problem under consideration may be derived from the following:

A. Educational purposes:

1. To make recommendations to school administrative authorities on plans relating to vocational education in agriculture for in-school youth, young farmers, and adult farmers. Such recommendations also include the organizations for these groups.

### TABLE I*

RELATION BETWEEN WHAT 132 TEACHERS THINK SHOULD BE THE PRINCIPAL FUNCTIONS OF AN ADVISORY COMMITTEE AND THE STATUS OF ADVISORY COMMITTEES IN THEIR DEPARTMENTS

<table>
<thead>
<tr>
<th>Principal functions</th>
<th>No committee 36 teachers</th>
<th>Veterans' committee 24 teachers</th>
<th>Veterans and regular committee 63 teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve public relations</td>
<td>16</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Help develop an agricultural education program based on needs of community</td>
<td>28</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Represent laymen of the community in the evaluation of work of the department</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Guide and support a teacher of agriculture in his program of work in the community</td>
<td>30</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Provide a continuing program teachers change</td>
<td>23</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Assist in adjusting program to meet emergencies and gradual change</td>
<td>11</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal functions</th>
<th>No committee 36 teachers</th>
<th>Veterans' committee 24 teachers</th>
<th>Regular committee 9 teachers</th>
<th>Veterans and regular committee 63 teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperate with all other agriculture agencies in county and community</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Give assistance to school administrators and board of trustees for the agriculture department</td>
<td>19</td>
<td>13</td>
<td>8</td>
<td>49</td>
</tr>
<tr>
<td>Sponsor classes for veterans and adult farmers</td>
<td>12</td>
<td>7</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Support and give direction to the high school program</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Assist agriculture departments in resisting unreasonable demands from officials outside the community</td>
<td>15</td>
<td>11</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Develop committee members into valued community leaders</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>28</td>
</tr>
</tbody>
</table>
2. To secure the benefit of group thinking in reaching decisions on the planning and development as well as the scope and objectives of both the annual and long-time programs in agricultural education. This is a systematic method by which the department secures counsel and thereby takes the public into its confidence.

3. To advise with the teacher in planning a well-rounded program which insures a proper subject-matter balance between farm mechanics, agricultural sciences and management of the farm business. This procedure assists the teacher in planning a balanced instructional program which helps to correct any program weakness before unfavorable situations develop.

4. To stimulate interest in the selection of suitable, supervised farming programs through discussions held with students in classes and in meetings. This practice aids in the more satisfactory establishment of students in farming on a basis that will lead to success.

5. To assist in developing new leaders in agriculture and agricultural education in the community by delegating responsibilities to more persons.

B. Operational purposes:

1. To insure the continuation and stabilization of the vocational agriculture department and its program when changes occur in either the instructional or the administrative staffs. The new teacher is assisted to a successful beginning by maintaining a continuous program in agricultural education that includes those worthwhile objectives started by the preceding teacher.

2. To assist in adapting the program of the department more speedily to meet new and changed conditions and to assist with such emergencies as depressions, crop failures, agricultural surpluses, and the control of diseases and pests affecting crops and livestock.

3. To provide an opportunity for the teacher to obtain counsel and assistance on special problems and new undertakings such
as the purchase of large farm equipment and the purchase of a school farm. This includes policies of operation in connection with such a broadened program and assistance to the teacher in obtaining protection from liability risks where school farms and other large projects are operated through or by the department.

4. To determine the community educational needs for such facilities as a school farm and the school farm equipment for the department as well as for a school-community cannery. This may necessitate advising the local school administrative authorities on the facilities and staff required by the department of vocational agriculture to meet the educational needs of the community.

5. To plan and sponsor adult farmer and young farmer classes and assist in organizing subsidiary committees that serve as councils for such classes.

6. To assist in locating placement opportunities that will improve the chances for young farmers and adult farmers in becoming more satisfactorily established in farming occupations.

7. To help the teacher correlate his programs with those of other community groups and agencies concerned with agriculture and agricultural education.

8. To aid a teacher in tempering his overenthusiasm for a particular phase of the program, that might result in the neglect of some other essential part of the educational program.

9. To serve as a mediator between the community and the school when a new or an enlarged program is launched.

10. To assist in obtaining special teachers needed for some of the young farmer and adult farmer classes and to help such teachers.

11. To assist in planning and conducting organized field trips as a part of the educational training program. The support of the
advisory council in this important phase of the training program will encourage its further acceptance by school administrators.

C. Informational purposes:

1. To assist in keeping the public informed regarding the program of the department of vocational agriculture and in relaying public opinion about its activities back to the department.

2. To inform school administrators on agricultural affairs and provide an opportunity for them to become better acquainted with the farm patrons.

3. To assist in clarifying and strengthening the relationship of the vocational agriculture department with the agricultural business, and commercial organizations of the community. This procedure will also be helpful to the teacher in meeting and working with individuals and groups that he should know.

4. To assist a teacher in a new department or new job in obtaining a quick insight into the agricultural education needs of the community.

D. Organizational purposes:

1. To serve in an advisory capacity to the local advisor of the Future Farmers of America, New Farmers of America, and Young Farmers on problems and programs of these organizations and to specific committees within these organizations.

2. To aid in establishing and promoting adult farmer and young farmer classes by proposing the kind of classes needed and by stimulating interest and attendance. This will, among other things, enlarge the conception of the role of the department of vocational agriculture in the community.

3. To assist the FFA or NFA through the use of a subcommittee of the advisory council. The subcommittee can be helpful to these youth groups in developing a program of work, helping to transport and chaperon members attending contests or meetings, and assisting with
recreational activities. This help by the advisory council supports the school administrators in convincing the public that the activities of these youth organizations are a necessary part of the local program in agricultural education.

4. To lend prestige to the work of the agriculture department and thus aid in creating a community feeling that stimulates interest in and the active support of the program.\textsuperscript{74}

McCarty in his "Handbook for the Administration of Vocational Education in Agriculture in the Public Secondary Schools of Louisiana," states that:

The instructional program of vocational agriculture is centered around the agricultural and educational needs of the school community and the individual students. A committee representing the agricultural interests of the community is helpful in planning an effective local instructional program.

The local administrator should encourage the use of an advisory committee for the vocational agriculture program. He should make the appointments following nomination by the teacher of vocational agriculture.

It is not amiss to add that the local principal should be an active participating member of the local committee. His position is such that many valuable contributions to the work of the advisory committee can be made.

A policy of the local committee should be to advise. Such a group, as such, has no authority, real or implied, for administration.

\textsuperscript{74}\textit{The Advisory Council for a Department of Vocational Agriculture}, op. cit., pp. 8-11.
This fact should be clearly understood and appreciated by all participating members.\textsuperscript{75}

McCarty also provides the following statements for consideration in guiding the local administrator in the duties appropriate to the use of local advisory committees in vocational education in agriculture:

1. The primary functions of the advisory committee is to \textbf{assist} the teacher of vocational agriculture and other local school officials in \textbf{planning} the entire program of agricultural education within a community. Their functions are \textbf{advisory} and not administrative.

2. Approval of the appointment is the duty of the principal, parish superintendent or local school board. Nominations are normally made by the teacher.

3. A minimum of seven members is recommended.

4. Members should represent different local agricultural interests.\textsuperscript{76}

In regards to what is appropriate for advisory committees to investigate, Steffens writes:

Any subject related to the improvement of local educational service is appropriate for advisory committees to investigate. In recent years the most popular topics have been related to improvement of physical facilities and financial report. Other studies made in many communities deal with curriculum, improvement of instruction, school district organization and methods.


\textsuperscript{76}Ibid., p. 298.
of reporting pupil progress. If a catalog of all topics tackled by committees were compiled, it would no doubt cover every conceivable problem of education.\textsuperscript{77}

Hamlin emphasizes that councils more often fail and are discarded because their possibilities for usefulness are not fully realized than for any other reason. In his discussion he devotes considerable space to indicating the purposes, values, and functions of councils in vocational agriculture work. Several of these are listed below:

1. Primarily a council is a method for helping a public school to serve the public.

2. An advisory council is useful in giving a teacher an estimate of the community agricultural situation which can be the basis of his work until more thorough studies can be made.

3. If the agricultural department of the school has been in operation for some time, the first step taken by the council may be to assist in evaluating the purposes and the program of the department and the results of the work already done.

4. The advisory committee can assist in correlating the work of the school with that of other agencies.

5. The teacher of agriculture with a good council finds his work more successful and more satisfying. There is

probably no method of aiding a teacher in service which is superior to the advisory council.

6. A council should not be considered to be advisory to the teacher alone. It is advisory also to the school administrator and to the board of education.

7. Most advisory councils have been interested in extending the services of the agricultural department to more people.

8. Advising about the high school program is another beneficial use of such committees.

9. Schools with advisory councils have been more able to adopt the school program to emergencies and to gradual changes in community situations.

10. These committees help to provide a continuous program when teachers change and avoiding frequent changes of teachers.

11. It is especially important that a program which is as largely supported from state and federal funds as vocational agriculture should set up safeguards against excessive state and federal control. No better device for this purpose than a strong council seems to have been located yet.78

Principals sometime seek to organize a community council to advise with the faculty considering matters of curriculum revision, administrative procedure, building needs and other

---

important phases of the school program. Often such committee members will be valuable in uncovering the "trouble spots" in the community and will assist to combat any influences which might seriously harm the local schools. It is well to have as many contacts in the community as possible so that these dissatisfactions or evidences of inadequacy may be reported promptly and considered carefully. 79

Melby cites some interesting facts concerning the real argument for citizen action. He makes clear some definite contributions which lay persons can make. He states that:

Citizen action is needed to secure more money for education, to be sure. It is needed to get more moral support for education and to give schools and colleges new resources in personnel and specialized competence. All these are important. But the greatest reason for citizen action is to enable modern free society to survive and grow in creative power. This can occur only when people are constantly growing and constantly being educated, which means constant involvement in citizen action. In other words, for optimum education we need a good community.

The school, however good, is only part of what we want. Ultimately, educational initiative should rest with the total community rather than with the school. In fact, the school would take on a new dimension of power the moment communities assumed conscious educational purpose and began coming to the schools, colleges, and universities for help in providing resources, specialized knowhow, and personnel improvement of both professional and lay people.

I realize how hard it is for the teaching profession to accept such a view. We are a new profession. Only recently we wrested control of educational processes from lay groups. Citizen action fills us with insecurity, for we fear we shall lose our hard-earned gains in professional status and power.

Here our error is in thinking of ourselves and our institutions in too narrow a way. As long as we have this narrow outlook we shall be lonely, poor and weak. We shall often be overlooked for the reason that the larger community is not doing anything in which it really needs our services. But once citizens at the community level begin to act to make their communities better places in which to live, they will need us. We will then become vital to community life and growth.

Citizen action can, of course, take wrong directions. If citizens replace architects as designers of school buildings and teachers as prescribers of methods of teaching reading, citizen action will be an abortion. But citizens have the power to determine educational policy and program. They will do this wisely only as they have a chance to learn to educate themselves. And they can best educate themselves in citizen action.®

Knuti relates some practical suggestions for advisory committees in regards to evaluation of the local program of vocational agriculture. His comments are:

An advisory committee is one of the most logical groups to participate in evaluation studies. As representative people of the community, they are the best

informed on the needs of those concerned with the local program of agricultural education.

We are prone to think of evaluation as a final examination experience rather than an everyday experience. The most effective use of evaluation is: (1) at the beginning, and (2) during an educational experience rather than at the end.

One of the major functions suggested for advisory committees is program evaluation. A general concept has been that this might be done as a complete process. My plea here is that program evaluation can be and is a continuous process.

An advisory committee could well function on program evaluation. A day or two might be devoted to this special task. However, it may be best to evaluate parts of the program throughout the year at regular committee meetings.81

Byram and Wenrich tell how significant educational advisory committees are in the planning and evaluation phases of school administration. They state that:

An advisory council should discuss the specific needs which should be met by the program on which it has been asked to advise. When it does, it is entering into the first stage of setting up objectives, whether it realizes it or not. With help from the professional educator, a committee will eventually be able to describe what it believes should be the results of instruction in the area under consideration.

At least once a year the advisory committee probably should spend a major part of a meeting in passing judgment on the program or programs which it is concerned. . . . The members of the committee should then be in a good position to judge the program and to suggest new objectives or changes in emphasis.

School people should never be afraid of evaluation by advisory committees. They should welcome it because it will help not only to pave the way for improved instruction but also to develop in the community a degree of understanding and support for vocational education and practical arts that would be difficult if not impossible to get in any other way.

The usefulness of lay advisory committees must be determined on the basis of whether or not they are a benefit to children. Have educational advantages of the children been improved? Are the schools in the community operating on a sounder basis because of the work of the committee?

Reports from hundreds of citizens committees representing every part of the country indicate that these groups have been working with almost the whole gamut of problems facing American schools today.

Constructive, widely spread sincere lay participation in educational planning is one of the greatest hopes for educational progress in the schools of America.

Advantages of lay educational committees. Stearns lists seven advantages of lay committees in his writings concerning

---

community relations and the public schools. They are as follows:

1. They promote greater stimulation of thinking.
2. They assist in spreading the load of the board of education work.
3. They afford an opportunity to test soundness of policy.
4. They are a source of fertile suggestions.
5. They assist with and promote desirable projects.
6. They are a means of gaining community support.
7. They tend to promote an understanding of the value of extensive sharing in community problems.

People take pride in the things they help to build. Lay committees, carefully organized and properly related to the board of education and to the administrative staff, help to build good will and general support of the schools.\(^\text{84}\)

Hamlin states that where well organized committees are operating, some or all of the following advantages have been gained:

1. Those who are affected by the schools, or their representatives, share adequately in making school policies.
2. School policies are developed which are sound, which endure, and which are upheld and defended by the people of the district because they helped to make them.

\(^{84}\)Stearns, op. cit., pp. 296-301.
3. Professional workers are more free to do their work, more courageous and more happy because they have learned to know the people of their communities and are sure of the policies under which they are working.

4. The public schools are better supported, financially and otherwise. The school's patrons are better satisfied.

5. New and fresh ideas about public education are contributed by citizens.

6. The school program is better adapted to the people of the district.

7. More people use the schools and the schools make more use of community institutions and organizations.

8. Continuity of policies and programs is maintained when board members, administrators and teachers change.

9. Larger returns are received from school expenditures.

10. A part of the burden of deciding controversial issues is taken off school officials and professional workers.85

Horn has this to say about the use of advisory councils in vocational agriculture:

... All teachers of agriculture could gain much from the wise use of advisory councils. The greatest business executives usually have their boards of directors. The most capable school superintendents have their boards of education. Teachers of agriculture need groups of men to assist in making their more difficult decisions in planning their program and policies, and in interpreting their work to the public.86


86Horn, op. cit., p. 38.
According to Davies and Herrold there are a number of reasons why we have citizens committees. Among them are:

1. Citizen committees are one of the emerging answers to the recent demands for better school-community cooperation.
2. Through the proper use of citizen committees, the accomplishments of the schools are greater.
3. Citizens committees are an excellent means of communication between the school board and the public and the school staff and the public.
4. Citizens committees are an excellent device for adult education.
5. Citizens committees seem to be filling a need for everyone for a sense of community—living and working together.

Grey suggests the following advantages of an advisory council in agricultural education:

1. It aids in promoting vocational agriculture in the community.
2. It assists in the continuation of vocational agriculture—the teacher may hear commendations or criticisms and adjust his program accordingly.
3. It assists in solution of problems too large for the instructor.
4. It aids in spotting problems in the community pertaining to vocational agriculture.
5. It aids in spotting students for young farmer and adult classes.
6. It helps in setting up a course of study for all vocational teaching.

---

87 Davies and Herrold, op. cit., pp. 11-17.
7. It aids in securing specialists in helping with the teaching, especially in adult education.

8. It is very helpful when arranging social and recreational activities to supplement the class work in adult teaching.

9. The council helps plan tours for the different classes along educational lines.

10. It assists in planning and carrying out measures to improve the teaching of all phases of vocational agriculture.

11. It might assist in raising and spending funds, and often times helps produce much needed equipment for the department.

12. It is a wonderful means for support and direction for Future Farmers of America work.

13. It assists in securing an increase in salary for the vocational agriculture instructor.88

Henry Toy, Jr., president of the National Citizens Council for Better Schools once said:

As schools grow in importance, so does the work of citizen committees. We need the informal mechanism of citizen committees which enables great numbers of people to make a direct contribution of intelligence and energy to the schools and to create a climate of opinion in which school executives can work most effectively.89

Campbell gives several advantages of lay participation in public education. He states that such a committee:


89 American Association of School Administrators, Lay Advisory Committees, op. cit., p. 10.
1. Provides the means for the education of lay persons concerning the programs of the schools.

2. Provides a basis of understanding and support for projects needed in the local school system.

3. Provides an opportunity for the expression of lay opinion of all kinds.

4. Permits the board of education to avail itself of the expert knowledge existing in every community.

5. Creates a feeling of individual and community responsibility for the educational program provided.

6. Keeps the work of the schools closer to the people.

7. Provides an opportunity for the education of the people concerning the power of education and what good schools can do.

8. Brings the force of lay opinion to bear on those always "looking backward."

9. Provides the means for close association between the teachers and other staff members and the representatives of the public.

10. Provides the means for education of staff members concerning the wishes and thinking of the people regarding their schools.

11. Provides an excellent pattern of community planning.90

The White House Conference on Education. In November, 1955, the White House Conference on Education was held in Washington with some two thousand laymen and educators taking the first nationwide look at the problems of elementary and

secondary education in this country. Final results will take a number of years to evaluate, but early reports indicate that the White House Conference aroused interest in our schools to a new peak.

The national conclave was preceded by state, regional and community conferences around the nation. It was at these local meetings that citizens—often for the first time—got an opportunity to bring their problems out on the table where facts and opinions could put them in perspective. One of the noticeable results of this Conference is the decision of many states to continue local conferences.91

Sloan Wilson in a report on the layman's attitude toward his schools expressed beliefs that the stage is set for the most dramatic progress in public education this nation has ever seen. His statements are worthy of consideration:

In spite of the White House Conference on Education, it does not seem to me that 1956 saw any great upsurge in citizen activity on behalf of the schools. But there are aspects of health in this phenomenon as well as reflections of apathy. By and large, I believe the public came to trust its school board members and school administrators more during 1956 than in the preceding years. The hot airs of suspicion and the clouds of confusion have been largely swept away, and few laymen felt called on for emergency actions.

To sum up, I think the year 1956 was a hopeful one for the schools. Most laymen would like to see certain changes within the

teaching profession, just as they would like to see changes in other professions. But public confidence in the schools and willingness to spend money for education have never been greater than they are now. The year 1957 obviously will be one of enormous opportunity.92

Lay participation as a medium of public relations.

Cardozier has this to say concerning advisory councils and public relations:

The primary function of an advisory council is not public relations; it is primarily concerned with helping you build a program of agricultural education to meet the needs of your community. But it can also be of valuable assistance in public relations.

Get the advice of the council on all major moves in public relations. In building your program, talk with individual members to get ideas. Then, after your ideas have taken shape, put them down on paper for presentation at a formal meeting of the council. You will find that the council will set you straight on some items, will hew some of them down and will also have some suggestions for improving a lot of them. In addition, as they study your ideas, they get others that are worth adding.

After you have completed a full year with a planned public relations program, it's a good idea to evaluate it. The advisory council members can be especially helpful in evaluating the effectiveness of each kind of public relations activity you employed.93


According to a recent handbook by the National School Public Relations Association, school-community relationships are produced by many kinds of activities. When community contacts are clicking, there is something for the school staff and people of the community to do. The care of the idea is symbolized by that much-used, and frequently misused, word cooperation. In the fullest sense it means working together, sharing ideas and responsibility, and pooling resources for the common good. With such sharing, many in the community have a chance to find a place in school life, not as passive bystanders but as active partners in the educational enterprise.

The values of school-community relationships are best measured, not in terms of cost, complexity, or glamor, but in terms of the higher purposes, heightened enthusiasms, and increased cooperation in both school and community. 94

In a recent Supreme Court decision, Chief Justice Earl Warren outlined the vital need for the trust of the public in the schools. He stated:

Today, education is perhaps the most important function of state and local governments. Compulsory school attendance and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the

armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.  

A survey of public education in Louisiana by a staff from Peabody College includes the following remarks concerning lay participation in education:

The need of lay participation in educational planning has been dramatized by recent organized attacks on the public school. Representative citizens should be invited to join the professional personnel in the improvement of the curriculum.

The parish superintendent should take the initiative in organizing an advisory council consisting of representatives of principals, teachers, and citizens. The laymen should represent those agencies in the community which have a special interest in public education. As the advisory council matures, it should have increasing opportunities to share in policy making. While the decisions of the council are always advisory, they should be given respectful consideration.

The representation of citizens on any advisory council is not designed to duplicate the board of education. The council is advisory while the board is official. The lay representatives reflect the views of groups specially interested in children and youth while the board represents all citizens. The deliberations of the council are preliminary to policy making while the

decisions of the board of education are final.96

Charles L. Morrill's statement "Secure the participation of all in the school for community progress," is the first of four steps which he advocates are necessary to tell the story of the school in an attempt to maintain good public relations.97

Smith remarks that, "If there is any organization that can live within itself, it is certainly not the public school system. No other agency must depend as much on keeping the public informed as does our schools."98

Fisk points out the need for a comprehensive plan for building a greater understanding of what good schools can do. He emphasizes a need for the leaders of any school system to maintain a continuous program of public relations to interpret the school to its publics. He writes:

One of the first problems to be faced by the administrator planning such a program will be the nature of the group with which he should begin. Naturally, he should choose persons whose influence upon education, both at the moment and potentially, is the most positive.

96Division of Surveys and Field Services, Public Education in Louisiana (Nashville: Division of Surveys and Field Service, 1954), p. 78.


In deciding upon the individuals to be included in the initial group, the administrator should seek the advice of one or two laymen who know their community well and have a full understanding of its many diverse groups and their relative importance in making community decisions. With their help he should be able to choose a representative group. Parents, of course, will be wanted; but it is entirely possible that the group would include some persons who are not parents except in the sense that they are humanly interested in the welfare of every young person. Included in the group should be some teachers, those of most influence and whose outlook upon education is progressive and sane.

The selection of the group and the nature of the first meeting will to a large extent determine the success of the entire program of public understanding. The mood and tempo must be set so as to make the entire group eager to return for more extended discussions. The purpose of the meetings should be acceptable and meaningful to the members—the building of better public understanding of Modern education so as to enable the community to provide the best possible education for its children.99

Few agents in public relations carry the dynamic force of an effective advisory committee. It is important that a citizens' group of this nature reflect the opinions of a full cross-section of the community. Understanding and support of the public schools will come only after interest in their welfare has been stimulated in the citizens of the community.

This interest begins when the public shares a place in both the planning and administration of the educational program.

Through necessity, yesterday's schools were community centered but when school systems began to expand, too often, Mr. Average Citizen was left out. Usually his own affairs kept him so occupied that he knew little about the many changes in the educational pattern. School leaders, unfortunately, took the support and understanding of the people for granted and neglected keeping them informed. 100

The alert teacher makes many "channel crossings" from home to school by using written communications. He lets parents know, through teacher-written notes or letters, or bulletins prepared by the class, what goes on in the classroom. 101

Melby points up the one big problem of education in 1956 and he declares that the public must be made to understand this grave problem and give their assistance. He writes:

"Much is heard these days about the crisis in education. Yet few people seem to understand its true nature. Neither professional nor lay people seem to realize that one educational problem in America towers over all the others in significance. That problem is beyond teacher salaries"

100 Stewart Harral, Tested Public Relations for Schools (Norman: University of Oklahoma Press, 1952), pp. 60-64.

financing of education, erection of school buildings, or the determination of objectives of education.

All of the foregoing are important, but they can be solved in stride if we can cope realistically with the problem: the problem of helping the public to understand the nature and magnitude of the educational challenges we face.

It is the function of our leadership to help the people to see all of this. It is the function of leadership to help the people see that, whereas we need a really great education, we have ordinarily only a little and inadequate education. Lay leaders must help to bring these facts to the public. The community that is satisfied with its present schools is not likely to spend more money on improved buildings, better teachers, or better programs. It is the community that has a vision of a great education that will really exert itself in providing educational facilities. 102

There is a need to locate and harness effective community leadership for our schools. Every community has leaders in various phases of community life. The school should seek out these leaders. These community leaders can influence those with whom they work for better than can the school or anyone connected with the school system. It is the wise school official who recognizes who these people are.

An advisory council made up of such leaders, together with school officials, provides an excellent instrument for the school to use in planning the total school program. The

advisory council will stand as a bulwark against unfavorable attacks by highly expressive individuals or minority groups. It should act as an evaluating body and assist in developing a policy which will determine the direction and shape of the program. 103

The place of the interested and well-informed public in obtaining and maintaining a well-balanced school program is exemplified by Moffitt when he states "We can achieve our ends only by an informed and aroused public opinion which will get, keep, and develop the kind of school system the public wants and deserves." 104

A report of The First Commission on Life Adjustment Education for Youth is concerned with vitalizing secondary education in order for it to be more attractive to the youth of our country. It lends itself to a brief commentary on lay participation in school affairs including the following remarks:

There are always those in a community who would do something to improve the environment for living and learning if they were challenged and encouraged to participate in constructive action programs. There are also school administrators and teachers who will take action roles in life-centered, community-school programs when they feel that their efforts are


104 L. W. Prakken (ed.), "Why Do We Fail in Public Relations?" The Education Digest, 15:43, December, 1949, citing Frederick Moffitt, "Why We Fail in Public Relations?" Education 69:638, June, 1949.
understood and that they have the cooperation of lay groups. Many phases of adjustment to modern problems of living, such as work, home and family living, and citizenship, cannot be cared for through school facilities and resources alone.

The best way to cause lay citizens to want better school programs is to involve them directly in the fact-finding, interpretation, planning, and evaluation that are essential if education is to be a cooperative community enterprise. In a number of communities, under the authority of the board of education, committees of educators and noneducators have studied the community, the physical plant, and the educational offerings. Although the recommendations of these committees have often involved increased financial expenditures to enrich and extend high-school programs, they usually have been accepted by the community because they were made by community leaders. Generally these lay activities have vitalized parent-teacher associations and focused their attention more directly on educational programs. Often they have stimulated the formation of community councils to coordinate health activities, recreational activities or the activities of all youth-serving agencies.

Wiles asserts that some schools have formed community advisory committees composed of representatives of important groups in the community. He states that "an understanding that education is a total community operation, requiring the full use of community resources, makes us realize that pupils must learn to live not only with the other members of the

school but with the adult members of the community as well."\(^{10}\)

Olsen in giving the characteristics of the community school, indicates the significance of a good school-laymen relationship when he says, "The community school shares with citizens continuing responsibility for the identification of community needs and the development of subsequent action programs to meet these needs."\(^{107}\)

The Twenty-Eighth Yearbook of the American Association of School Administrators has this to say about results of cooperative planning for our educational programs:

Cooperative educational planning removes public relations from the realm of "telling" or "selling". In its stead there is created a genuine partnership, in which, through effective teamwork and a two-way flow of information and ideas, professional educators and representative laymen plan and re-plan needs. Cooperation in educational planning should be a continuous, ongoing process—not a sporadic effort which blossoms and quickly disappears. Properly conceived and practical, it becomes another of the foundation stones on which a sound structure of public relations is erected. The public understanding and will staunchly defend a program which it has helped to plan.\(^{108}\)

Sumption relates the importance of citizen participation in conducting a school survey. He states:


\(^{108}\)The American Association of School Administrators, *Public Relations for America's Schools*, *op. cit.*, p. 100.
The professional educator has a place in the citizens survey. However, the role of the educational consultant is an advisory one. The conclusions and recommendations will come from the citizens of the community. In the final analysis they are the ones who are served by the schools and who pay for that service.

Through the medium of the school survey, all citizens who wish to do so may participate in forming educational policies. This participation will be based on exploration and study. It will be community-wide; embracing all classes, groups, and organizations, but committed to none of them. The citizens survey is a community project aimed at improving a vital community institution, the public school.\(^{109}\)

An increasing significance of lay understanding of public education is commented on by Mort when he asserts:

The increase in urbanization accelerates the formation of groups working to achieve group ends by pressure tactics and decreases the likelihood of mutual understanding between schools and the public. The trend toward wider service of schools to individuals broadens the gap between public understanding and school objectives. Administration must therefore take increased pains to raise the level of public understanding of education (its objectives and methods) and to decrease the likelihood that symbiotic groups in the community will neglect these purposes in working toward their own accepted goals. Part of the task is more realistic accounting to the public in terms of results achieved toward the objectives sought.\(^{110}\)


In regards to the developing of the community-school concept in education, Hanna and Naslund state that:

Some kind and degree of school-community interaction is a characteristic of their programs. The role of education is seen to be more than intellectual training. The school is viewed as an agency for helping to give direction to community growth and improvement. Of necessity, the curriculum of the community school is flexible and changing in the light of community demands. Education is a total community concern, enlisting the services of all citizens as they are needed and can contribute.

From a study about what parents want to know about their child's school conducted at Arizona State College in 1955-56, Stout and Langdon found that:

Schools play a vital role in the child's life. They directly affect the family life. Parents want to know about everyday school happenings, how the Three R's are taught, the various school regulations and how the tax dollar is spent. They are deeply interested in knowing their child's teacher and are eager to have the opportunity to talk with her about their youngster's progress.

Discipline was one matter on which virtually every parent had something to say. Parents unanimously wanted to know about it in their child's school. They wanted to be assured that their child was in a school and a room where he would learn to respect authority, law and order; where the teacher deserved and demanded respect; where good work habits were expected and taught. With few exceptions they decried harsh discipline threats, appeals to fear, and corporal punishment.

---

Mentioned frequently was a feeling of confusion about the newer ways of teaching. Parents wonder about the results of more classroom freedom than they themselves had known and they wish there might be more opportunity to hear from school people how ideas about teaching have changed and why.

The desire of parents to know about homework also was virtually unanimous. Some thought there was too much, some too little; some the wrong kind, but all wanted to know about it.

The school's attitude toward parents was spoken of again and again as something these parents wanted to know about. Frequently there was the statement, and more often the implication, that they would welcome being looked on as an asset but that they felt it to be otherwise. They would like to be of more help than they felt is welcome. They would like to be told specifically how they can help and would welcome an opportunity to offer suggestions.112

According to John Moran, public relations director for the public schools in Schenectady, New York, a community can have the kind of public schools it wants. He pointed up that numerous citizen groups have served in an advisory capacity to the board on matters of finance, personnel and school programs. Their findings and recommendations have proved most helpful but this is in sharp contrast to the general concern of the community.

The citizenry should provide leadership in such matters as what the schools shall teach—the entire field of elementary and secondary curricula, adult education and nursing education. Financial support and school construction should also be included among the many problem areas which rightfully are the responsibility of the people themselves. 113

Lack of constructive interest in the schools, frequently a lack of any expressed interest at all, is deadening. Moreover, it is particularly unfortunate at this time when public school administrators and boards of education are becoming more "public relations minded" than at any previous time in our history.

I deeply fear that unless the mass of citizens are somehow shaken out of their lethargy, unless they are willing to do more than just complain when they do not like what they see—or think they see—that leadership in all matters of public education may pass ultimately to the professional educators.

Don't mistake me. I have worked closely with public school administrators for the past eight years and have found them as fine a professional group as I have ever known. My point is simply that if operation of the public schools is to continue to fit into the traditional American pattern of public service—with the basic leadership and direction coming from the citizens—the people must wake up. 114

For several years a number of administrators have been assisted by lay committees. As far back as 1949, an article

114 Ibid., p. 102.
was carried in a leading educational magazine explaining how a young superintendent of Great Neck Schools, in Long Island, New York, organized his community resources for the best advantage of the total school program. The following comments are offered:

This year there are seven advisory committees—including one on publicity, one on adult education, one of school-community relations, and one on population study. The set-up and activity of the population-study group is typical. Today, when millions of war babies are beginning to bulge out the walls of the school buildings, its work is especially pertinent. To discover what would happen to Great Neck's population, and hence what school facilities it would need in the next few years, Miller picked a committee of 20, including three real-estate brokers, two village officials, a banker, two insurance actuaries and a statistician.115

Shinol emphasizes a need of gaining a friendly relationship between the school and the community through effective use of television. He states, "In these days when so much emphasis is properly being placed on a more effective partnership between the school and the community, it is important to take advantage of every means by which such ties may be strengthened.116

Furman C. Anderson emphasizes the need of a very close parent-teacher relationship in a paper, entitled, "Teacher-Parent Relationship in Supervised Farming." He states that


constant effort should be made to improve relationships between the parents and the teacher since such an atmosphere is conducive to good teaching. Early contact by the teacher of vocational agriculture with the parents of prospective students is one sound way to develop this relationship.

Anderson is very explicit when he says, "It must be remembered that good parent-teacher relationship is the key to successful teaching and supervised farming programs which aid in the development of well-rounded youths in the community."

Parents and teachers are linked together like a team of runners in a three-legged race. If you fail to job-trot in harmony, you may not only fall down on the job, but perhaps short change a child educationally.

When parents help you with some of the routine tasks, in or out of the classroom, two things happen: You are freed of many mechanical chores so that you may do a better job of teaching; and the adults who are helping gain firsthand knowledge of the needs of the school. Seeing is better than hearing about, and doing is better than both.

Brownell, Gans and Maroon point out a definite need for including the assistance of parents in various phases of the educational program as follows:

---


118 National School Public Relations Association, Person to Person, op. cit., p. 11.
While much has been done to mobilize parental interest in education, much more needs to be done. One of the compelling laws of sound public relations is that both parties involved in a personal relationship shall benefit from the relationship. The fact that teachers and parents have one common interest—the welfare of children in a democratic society—is a priceless asset in planning school public relations.

Each person in each school should use every opportunity to develop the parents understanding and personal knowledge of the educational program. When parents know and understand the school program, there is less opposition to progress and less interference with existing or contemplated procedures.119

Leonard, Vandeman and Miles in a discussion concerning teacher counseling with parents show the need of close working relationship between the teacher and the parent and the resulting effect on the student when they assert that:

A sense of joint responsibility shouldered by parents and teachers is an excellent basis for building wholesome relationships between home and school. It is only when these two establish understanding, appreciation and active cooperation with each other that there can exist a continuity in the child’s experiences. The child who senses a sympathetic bond between his parents and his teacher has a much greater feeling of security.120

Concerning teacher-parent interviews, Langdon and Stout point up that a more effective job can be done if the parents and teachers work together closely when they say:


The parents, of course, have a knowledge of the child's feelings that is different from the way the teacher knows them, because they are with the child all the days of all the years in a different relationship. By the same token, the teacher may have some knowledge of the child's feelings, that the parents do not have.121

Fier points up in his discussion of improving relationships with parents that parental cooperation is the key to improving the F. F. A. Chapter when he says:

Vocational agriculture instructors and F. F. A. advisors must recognize that parental cooperation is the key to the development of a chapter's successful program of activities. Strong F. F. A. chapters make effective teaching possible. Through a planned program for the favorable development of parental cooperation, an F. F. A. advisor recognizes that the teacher, boy and parents constitute a team. It is the responsibility of the F. F. A. advisor to establish the necessary relationship so that the local chapter can carry on activities for the leadership development of the rural youth in the community.122

Pray points up the significance of public sentiment toward teacher respect in our society when he writes:

And if the teacher isn't respected in our society, how are we going to solve the problems of teacher salaries, teacher shortage, and the eroding effect of fear in the schools? Somewhere along the line we have lost something. People cannot be expected to tax themselves to pay higher salaries just because teachers say they need more money. That's the poorest argument in the world. The


public must be convinced, as our forefathers were convinced, that the teacher is a precious, an essential, part of our society.123

Laycock expresses his sentiments in an article entitled "Partnership with Parents" when he says:

Today the schools are under fire and many principals and teachers feel frustrated in attempting to carry out their educational responsibilities. Frankly, we teachers had best ask ourselves how much of this is our fault. Has our assumption been that the policies regarding the aims of the schools, curriculum, methods of discipline, quality of teaching, administrative devices, and nature of the school plant and equipment are chiefly our responsibility as educational leaders, and that the layman should keep his hands off such matters? If so, we are asking for trouble.

In the last analysis, in a democracy, parents and the public determine all the major school policies. This is done not only through school boards which represent the will of the people but even more strongly through public opinion.

The only certain way, then, of having wise school policies with respect to the aims of the schools, its curriculum, discipline, equipment, administrative devices, and the quality of its teachers lies in an enlightened public opinion, which results from study and discussion of educational matters.124

---


Judson, Finley and Hunter as they discuss the report to parents as an important factor in home-school relations give several practices which principals often find to be effective. One of the practices state that:

Committees of parents are eager to work with the administrators and teachers in improving the plan of reporting and determining its effectiveness. Such groups generate interest in the school program throughout the community, and parents feel that they are making a genuine contribution to education through their participation in the program.

Brodinsky in a discussion of new procedures in citizen-school relations, very vividly portrays his philosophy of advisory committees as an aid to the school superintendent. His comments follow:

The sum and substance of the superintendent's changing relations with the people is best seen in that bright phenomenon, the citizens participation movement. The tremendous growth of citizen advisory committees in number, in the effectiveness of their work, in the results achieved—all reflect the new ways in which the professional educator has cooperated with the laymen. For the citizens' committee constitutes the first approach to that ideal of public relations—cooperative action for the solution of problems and of planning toward new goals. Only as there is trust and mutual respect between the citizens and their school officials can there

---


be healthy relations between the two or any kind of effective communication. This is the lesson that schoolmen have been learning as a result of their rubbing elbows with citizens committees and with the community.126

W. T. White, president of the American Association of School Administrators, offers some comments in connection with the school superintendent and community leadership. He has this to say:

The public school is a community institution. What it is and what it does are determined by the people themselves. Through legally constituted channels of government they construct and equip buildings, select and employ teachers, fix the length of school term, and decide the age at which children enter school and the age at which free public education ceases. Bonds, budgets, salary scales, and broad course offerings are elements of the educational program that are quickly responsive to community action. The public schools are no better and no worse than the people make them. Of all the factors which influence a community educational program, none is more important than the vision and attitudes of the people themselves.127

Former Governor Chester Bowles of Connecticut appointed a Citizens Fact-Finding Commission on Education to determine some of the pertinent community-school problems. The commission was made up entirely of lay personnel: the editor of a prominent literary magazine, a leader in a parent-teacher work, a prominent leader among catholic women, an industrialist, and

a labor leader. These people who composed this commission believed that the schools of Connecticut belonged to the people and that in the last analysis these schools would be effective if the people understood the educational needs of the state and the consequent educational program that was required. They, therefore, made a courageous decision in mobilizing the state to study its own educational needs and efforts.

It was a common agreement that the significant part of this study was not to be found in the mimeographed and printed reports but in the increased understanding of Connecticut's educational problems on the part of thousands of lay citizens as well as many professional people.128

Emphasizing the concern of parents in the affairs of public education, a newspaper editor comments that:

... whenever parents meet these days, and get the full facts, the results seem to be a demand for dropping or reducing the social training and "pleasure courses" in public schools and increasing that might be called solid "book subjects"—math, English, history, science and the old-fashioned reading, writing and arithmetic.129

These comments from a recent editorial in a Louisiana newspaper concerning the problems which arose over salaries of public school teachers are interesting to note:

---


129 *The Shreveport Times*, March 5, 1958.
The manner in which parents...are studying the very grave problems...is a splendid step that should be encouraging to teachers and gratifying to the whole community.

If this movement could spread throughout the state, there soon would be justice for teachers—whatever may constitute it—and for taxpayers and school children, too. And the value is not confined to teacher pay issues. These parents are looking at their schools—at education—as never before.

...The job of being watchdog over the calibre of education provided in the public schools very definitely is a responsibility of parents—one they have shirked in droves for decades.130

A recent magazine article tells some things which parents can do to assist in making our schools more effective through a better parent-school working relationship. This article states:

Visit your child's school. That is the first step. Teachers and educators will welcome you. Their earlier fear of citizens committees and other lay groups has all but disappeared. They have learned that where parents are most interested and most deeply involved, schools are best. And parents and other citizens seem to be reawakening to a fact that is so simple it is easily forgotten: The primary responsibility for public schools lies not with any level of government or any body of officials, but with the individual citizens of each community. If your child's school is bad, it's your fault. The growth of citizens organizations for the public school is actually the biggest news in education's most confused decade.

When you have seen your child's school, visited his class and met his teacher—perhaps

130 Editorial in The Shreveport Times, November 11, 1956.
his principal, too— you will have a good start in understanding the teachers' problems. But don't stop there. Join the PTA. Join or co-operate with the local citizens' committee, or form one. Go to meetings which concern the schools. Keep informed about your teachers' problems. From this, good schools will follow. It is that simple, "When the people are well informed and know what has to be done," Vernon Nickel, state superintendent of Illinois, said, "they'll come through. You can depend on it."

The following article from a daily newspaper is included to show how widespread and significant citizen participation in education is becoming:

Lights will burn in schoolhouses all over the state tonight as Idahoans attend town meetings to swap views on education.

It's a unique effort by Idaho to get some grass-roots opinion on what Governor Robert E. Smylie calls "the educational questions that press for decision." Some of these questions have been posed by the accent on science prompted by Soviet and American satellites.

Views expressed at the sessions will be summed up and passed on to a statewide conference in Boise, April 21.

Milan Ryder of Weiser, president of Idaho Citizens for Education, said: "We think we have about 98 per cent coverage of the entire state. There will only be a few small school districts that will not hold meetings tonight. Some of these districts will have meetings later."

Specifically, the meetings will discuss three questions:

---

1. What should be taught in the schools?

2. What can be done locally to improve educational opportunities?

3. What can be done to improve opportunities for promising students after they leave high school and go on to college?\textsuperscript{132}

Some general data concerning advisory councils. Some general data concerning advisory councils has been compiled by Hull. He found that:

1. Lay educational advisory committees in the United States:
   a. Are mostly of recent origin.
   b. Consist of elected members from representative groups in the community.
   c. Contain less than 40 members.
   d. Include 80 to 100 per cent lay membership.
   e. Include some professional leadership.
   f. Usually elect three officers.
   g. Hold evening meetings.
   h. Include either temporary or permanent organizations.
   i. Have short and/or long range objectives.
   j. Use the usual procedures of democratic committee organization.
   k. Conduct discussion type meetings.

2. There is general consistency and uniformity in the organizational patterns of the

\textsuperscript{132}News item in \textit{The Alexandria Daily Town Talk}, March 31, 1958.
committees reporting from the various parts of the United States.

3. The functions and accomplishment of lay educational advisory committees include all areas of public school administration.

4. Accepted principles of democratic procedure seem to be guiding the activities of the lay educational advisory committees, apparently in the tradition of the early American town meeting.

5. The superintendents, boards of education and the citizens in the communities where advisory committees are used like them and support their use.

6. There is a growing interest in the lay organizations and they are fast becoming a movement which promises to become standard practice in school administration.

7. Lay educational advisory committees have proved their value as an effective public relations technique in public school administration in the United States.

8. The efforts and cooperative planning of advisory committees to boards of education apparently benefit the educational program and experiences provided for children.

9. Since advisory committees make use of existing community organizations, they strengthen and support the existing institutions in the community in a constructive manner rather than detracting from them or weakening them.

10. Lay educational advisory committees are used for the creation of new public attitudes, to overcome old apathies, or to meet new problems and situations so that intelligent action programs can follow successfully.

11. The objectives for which these organizations seem to be striving are to secure lay participation without controlling the participants and to effect a completely democratic two-way communication and interchange function for educational thinking and planning.
12. Advisory committees make possible the two-way theory through providing a functioning avenue of communication between the board and the people. Advisory committees are based upon the premise that the board wants advice. It is fundamental that the principal in such a situation must want advice. Unwanted advice only causes trouble. It follows logically that the board of education must issue the invitation to organize.133

Hereford, who conducted a study concerning citizens committees for public school points out some of the apparent differences among organized committees in the several regions of the United States. He writes:

Committees in the Northeast region may be roughly characterized as large, young, independent committees, some of which are operating through subcommittees at a pretty high level of maturity on activities related to the instructional program of the school system. The primary function of most of these committees seem to be one of passing on or examining school-initiated policies and programs. A secondary purpose is to find ways to contribute directly and positively to the improvement of the school program. Relative to their effectiveness as representatives of the community and the efficiency of their organizations, uneven recruiting and selection practices for membership would seem to be a chief handicap. The striving on the part of some to operate at a high maturity level, experience and the lack of official approval by the board of education might account for the extremely high number of difficulties reported. A question must be raised. Must these large, independent committees expend more energy than small, board-approved committees in order to achieve a high maturity level of operation?134


134Karl Thomas Hereford, op. cit., pp. 45-54.
Committees in the Western region may be roughly characterized as older, small, board-initiated, board-approved, and formally organized. Some are operating through subcommittees, combinations of subcommittees, and meetings of the entire committee membership at a pretty high level of maturity on activities related to the instructional program of the School system. The primary function of most of these committees remains to be one of passing on or examining school-initiated policies and programs. Because of their close association with their boards of education, Western committees have evolved, in some instances, cooperative relations over and beyond committees in other regions. They suggest that committees closely related to boards of education by initiation, determination of tasks, and official approval, can achieve essentially the same level of instructional program as can committees less closely associated with boards. Western committees, however, seem to be engaged in conflict over the relative function of committees. The high number of difficulties related to working on the instructional program, coupled with a high report indicative of lack of leadership (and conversely low report indicative of lack of coordination of activities), suggest that the West has not resolved this conflict.

Though Western committees do not report a great number of difficulties, those reported are significant in that they indicate that small, board-initiated committees may require as much careful attention from their leaders as larger, more formal committees. Interestingly, fewer committees of the West and Northeast, though operating at a higher maturity level, provide training for and employ criteria in the selection of members than do other regions. Equally interesting is the fact that these committees seemingly do not believe in frequent use of consultants in carrying out their work. Not only do they not use them extensively, they do not desire to.135

135 Ibid., pp. 49-50.
Though the picture is anything but clear, committees in the South may be roughly characterized as young, small, informally organized, independent committees, with generally well-established relationships with their school boards, and a generally low level of maturity and efficiency of operation. Whereas the leadership in the Northeast districts might be characterized as positive and aggressive with regard to lifting the committees' level of maturity, such aggressiveness seems generally to be lacking among Southern committees. Though the South evidences a marked desire to operate at a level of maturity similar to that of the Northeast and West, their need for leadership seems to be immediately related to the need for greater coordination of committee work, and for formalizing committee organizations. This contrasts also with the need for leadership as suggested in Western committees. There the need seems to be more nearly related to the resolution of conflict among citizens and school representatives on the role of the committee with respect to the instructional program.

Such summarial statements concerning these regions are at best suggestive. Especially is this true of the South where a very limited number of committees were reported. The investigator does not hesitate to admit considerable flexibility in the interpretation of characteristics based on these small regional subdivisions of the data.136

Committees in the North Central region do not readily lend themselves to rough characterization. The most outstanding feature seems to be their low level of current and desired operation, especially as that operation deals with activities directly related to the instructional program. These committees tend to conceive of themselves as liaison agents between the official formulators of school district policies and programs and the general community. They believe themselves generally to be successful in at least a portion of this task.137

136Ibid., pp. 51-52.
137Ibid., p. 54.
Limited use, failures, and criticisms of educational advisory groups. Some states require teachers of vocational agriculture to have advisory councils. However, councils have not come into general use and a rather high percentage of councils have failed and been abandoned. Some of the principal reasons for limited use and the failure of councils appear to be the following:

1. They were not set up correctly in the first place. Often practices of good principles of organization were not observed.

2. The teachers had usually not been trained to use councils. Some teachers were too independent and dominating to work with councils.

3. Often councils have died from inactivity and disuse because of unfamiliarity with their possibilities.

4. Some beginning teachers and teachers new to a community have used their councils only as "crutches" and later discontinued the councils when they felt competent to "go it alone."

The use of councils universally is not practical at this time because of a lack of understanding but teachers who are following tested procedures are getting highly satisfactory results. There is much more known about council management than has ever before been known. 138

---

Though there is no ironclad guarantee of success in the use of advisory committees, much has been learned from cases where citizens committees went wrong. Listed below are some of the chief reasons why cooperation sometimes fails to be effective:

1. It is impossible to communicate with one another.
2. We continually disagree, withdraw or attack one another.
3. We fail to analyze the unsatisfactory experiences and prevent them from recurring.
4. There is lack of interest in the goal sought.
5. There are personality clashes within the committee.
6. There is a feeling on the part of some that they are "better" than others.

The budget for success in working with advisory committees must include planning, selection, clarifying goals and evaluation. If each step and phase is well done, the probability of success is high.139

Collins in a study which he made in South Carolina, states a number of reasons given by vocational agriculture teachers for not having an advisory committee in their present school. These are tabulated in Table II.

It is not surprising that objections to increasing lay participation in public education are sometimes voiced.

### Table II

**Reasons for Not Having an Advisory Committee in Present Schools as Given by Thirty-Seven Teachers**

<table>
<thead>
<tr>
<th>Reason for not having a committee</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not convinced of the value of a committee</td>
<td>6</td>
</tr>
<tr>
<td>A committee takes too much effort for the results obtained</td>
<td>6</td>
</tr>
<tr>
<td>I don't have enough information about organizing a committee</td>
<td>6</td>
</tr>
<tr>
<td>I am not convinced of the need for a committee</td>
<td>6</td>
</tr>
<tr>
<td>I haven't been in this school long enough to know the people</td>
<td>6</td>
</tr>
<tr>
<td>I cannot get the desired type persons to serve</td>
<td>3</td>
</tr>
<tr>
<td>I use different individuals for different problems</td>
<td>2</td>
</tr>
<tr>
<td>The school administration does not favor the use of a committee</td>
<td>2</td>
</tr>
<tr>
<td>I cannot get a group that will work together</td>
<td>1</td>
</tr>
<tr>
<td>The people in my community are too busy and will not devote the time necessary to have a committee</td>
<td>1</td>
</tr>
<tr>
<td>A committee would not work in this community</td>
<td>1</td>
</tr>
<tr>
<td>The people in my community would think I was passing the buck</td>
<td>1</td>
</tr>
<tr>
<td>I have just delayed organizing a committee</td>
<td>1</td>
</tr>
</tbody>
</table>

*Hallings, op. cit., p. 32.*
Margaret Barnard Pickel, Dean of University Women at Columbia University, in the New York Times Magazine of June 3, 1951 states:

It seems strange that teaching, the ancient calling to which mankind owes so much, should have become so uncertain of itself that educators look in every direction for light and leading, sending out questionnaires to students and alumni to find out what education should be about and asking business men to come and tell them what the end product of education should be. These practices seem to me to be as silly as for surgeons to ask their patients how they think their operation should be performed; and I should like to see teachers and professors as sure of themselves, as confident in their training and experience as surgeons are, and as impatient of lay advice.  

There are many valid criticisms of the way today's schools are handling their over-all job of educating American children. The task of the American school has increased tremendously in recent years.

The very essence of American democracy rests on the belief that every individual, no matter what the extent of his native ability may be, is entitled to the opportunity of making the most of his endowments. The key to this equal opportunity lies in the right of an education which will best prepare each individual, not just a select few.

The right to this opportunity is of importance not only to the individual but also to American society as a whole.

---

its resources for assistance. The supervisor should use the community as a sounding board for his plans; he should publicize the planned program, invite community reaction, meet any objectives with convincing argument, and draw the community into active partnership with the school. Not all citizens may be equally interested in pending educational developments, but those who are, if properly motivated, can exercise great influence for the good.143

As Spears discusses periods in the development of supervision, he shows the place of the laymen in this important phase of school activities. He defines the concepts of supervision in American education into these four periods:

1. During the first period the laymen took over the supervision of the schools.

2. The second period finds the laymen seeking relief from supervisory duties of the school.

3. During the third period there is close supervision of the teacher's classroom by principals and special supervisors.

4. And now democratic supervision is predominant calling for in-service programs of cooperative endeavor of teachers and those charged with the supervisory function.144

Experiences with advisory councils. Langdon declares that by the use of an advisory council, a program of agricultural education can more adequately serve the needs of the


people of the community. He makes interesting comments in respect to the advisory council established in Williamston, Michigan.

A new teacher should begin very early to plan for the organization of a council. He should, of course, take time enough to set it up according to recommended practices. A council hastily organized may be a council quickly disorganized. A council can act as a "sounding board" on any major change the new teacher may wish to make. A council can assist a new teacher in setting up a program of agricultural education that will meet the needs of those being served. It can help develop good public relations and lend support to all phases of the agricultural program. Such a council can also give a program a degree of continuity when there is a change of instructors. This is significant to the continued growth of a program in a community.

There was a willingness on the part of most citizens to serve as an advisory council member. Once the purpose of the council was explained, practically all persons who were contacted expressed a desire to help.145

Leach discusses some of the important factors concerning the advisory council of the Central High School in Independence, Oregon. The need of an advisory council was magnified by the extreme diversification of farming in the area and the existence

---

The aims of the council were:

1. To develop a sound agricultural program for the entire district, based upon the actual needs of the farmers in the district.

2. To serve as a means of informing school administrators of certain policies or needs which would enhance the school's efficiency.

3. To aid the agricultural teacher in becoming better informed as to "what to teach."

4. To assist in promoting and organizing adult farmer classes, based upon needs as seen by the farmers themselves.

5. To aid the teacher in obtaining help in special problems.

6. To offer active support in the matter of public relations.

Agricultural teachers must believe in the effectiveness of advisory councils before they should attempt them. It is my firm belief that an effective agricultural program is dependent upon having a complete program in agricultural education that adequately meets the needs of all the rural people in the community. Too often, agricultural instructors are prone to believe they have an effective program due to the success they have achieved with their day-school program. With the spiraling costs of education, increased tax loads, and an awareness on the part of the public of these burdens, it is becoming increasingly important that the schools must meet the needs of the people they serve in order to survive. I believe that an advisory council is the best method yet devised for an agricultural instructor to use to do the job in his community that needs to be done. 146

Several investigations have been conducted in other states in connection with advisory groups for departments of vocational agriculture. Several of these which the writer could secure are summarized in this chapter. Also, the opinions and suggestions of a number of leaders in agricultural education, as expressed in representative articles about this problem, are presented.

A study was conducted by Charles M. Clendenen to determine the purpose and the extent of the use of advisory councils in the Departments of Vocational Agriculture in Virginia. Also, an effort was made to determine the ways in which councils were used; the number, the length, and time of meetings; the committees used, and the personnel of councils. The data used were secured through personal interviews with one hundred and twenty-five teachers of vocational agriculture.

One hundred one, or 81 per cent, of the teachers interviewed had advisory councils. The three most important items of business considered at the meetings of the councils were: the program of work, the community agricultural problems and needs, and the veterans' program. The average number of meetings per year was 27 and the average length of meetings was 87 minutes. The average number of members per council was 4.9. Fifty-six per cent of the council members were farmers. Thirty councils were made up entirely of farmers. In 54 per cent of the schools the teacher of vocational agriculture or the superintendent selected the council members. 147

147Hallings, op. cit., pp. 8-9, citing "The Status of
Engelking gives this testimony of his experience with advisory councils. "Looking back over my experience with a general advisory council, I don't see how I could teach vocational agriculture successfully without one." He further states that a well organized, representative council can get the real opinions and feelings of the community. Also it serves as a device for representative democracy because the committee can more effectively plan the agricultural program based on the needs of the community.148

Brown, deploring the lack of local planning in agriculture departments of Georgia, has this to say, "We speak of democracy in education, and yet, in all too many instances, our educational programs and processes have very little democracy in them. We give lip service only to the democratic processes and to the building of programs to meet the needs of the people. He then cites these facts to support his claims; (1) twenty-five per cent of the teachers in Georgia, old and new, have not made use of local planning groups, or advisory councils, in any way, (2) thirty-three and one-third per cent of the teachers used the advisory councils mainly as rubber stamp programs planned by the teachers alone, (3) forty-seven per


cent of the teachers reporting the use of local planning groups stated that the school principal did not attend the group meetings regularly, and (4) nineteen per cent of the teachers reported that no other school person participated in the program planning. Despite these facts, he gives several examples of functioning advisory councils that are considered invaluable by the teachers who use them.149

Charles Wiggins tells some of his experiences with advisory councils in his discussion of how to relate a vocational agriculture department to the community through an advisory council. He asserts that:

One of the questions most frequently asked is why should an agriculture department have an advisory council? I believe that the correct answer to this is that there should not be a council unless the school board, supervising principal and the vocational agriculture teacher believe in the value of a council and wish to work with one. I have found the following benefits from the councils that have assisted me:

1. The council serves as an excellent public relations medium for our department. The council members know what the department is doing, or wishes to do, and speak about it with persons of our community.

2. The council helps to tie our department closely to our community since it is composed of members of the area.

3. It helps our department to better know the agricultural needs of the community, and helps in formulating long-term objectives.

1. Many problems of the department have been discussed in the regular meetings and practical solutions found.

5. The boys in our vocational agriculture department feel that their work is very important when respected members of the community are interested enough in what they are doing to take time out to help them.

6. A council is helpful when the teacher leaves and a new teacher is employed. The new teacher can ask the council members about the past activities, objectives, and policies of the department, and thus enter into the work of the school with a minimum of confusion caused by the change of teachers.

7. The final reason that I am listing for having a council is one that no teacher anticipates happening, but if the agriculture department is severely criticized for no valid reason, the teacher has a group of citizens to aid in the defense of the department.

J. P. Maryland, Jr., superintendent of Schools at Darien, Connecticut tells his experiences in the use of lay advisory committees in meeting a school building program. Maryland demonstrated several basic propositions affecting school-community relations. He showed that lay citizens will accept the leadership of other lay citizens more quickly than they will accept professional leadership. Also, he proved that the professional leader must be the agent that sets lay leadership in motion and the beacon that guides its direction. He found that lay committees must have a job and be expected to do it.

... An advisory committee was appointed to study the problem and decide whether we really did need more schools. The board took

150Wiggins, op. cit., p. 85.
a positive stand at this point and started a chain of lay reactions which led to a successful conclusion.

The advisory committee consisted of 11 citizens and five teachers. With the exception of the teachers who were admittedly selected for their professional skill in statistics, mathematics, and knowledge of school plant, the lay members were chosen for the specific contributions they could make as individuals.151

Delorit has the following comments to make about activities of an advisory committee:

Agricultural advisory committees are neither new nor unusual, but only a comparatively small number of agricultural instructors have learned to realize or utilize their potentialities.

Our experience has indicated three values of an advisory committee. They are: (1) they are a source of new and sound ideas, (2) they acquaint the community with the work of the department, and (3) they are probably the best public relations staff that one can obtain.

Advisory committees are not the answer to all problems nor do they assure an outstanding agricultural program. In fact, there is a possibility that they may create a greater problem than the ones which they were meant to solve. Fortunately, this is only a remote possibility if the instructor possesses a fair sense of vision.152

A study by Campbell portrays the opinions of 224 farmers, 232 teachers and 238 principals relative to the statement, "A

---


well organized program of adult classes would utilize a
selected group of farmers and local agricultural leaders as an
advisory council for the program"

A "Very Important" appraisal was re­
lected by 91, or 40.6 per cent, of the
participating farmers, 133, or 57.3 per
cent, of the represented teachers and 128,
or 53.8 per cent, of the participating
administrators. One hundred and seventeen,
or 52.2 per cent, of the farmers, 89 or 38.4
per cent, of the teachers and 101, or 42.4
per cent, of the principals evaluated the
item as "Important" to the organization
of a workable adult farmer program. The
incidence of "Unimportant" rankings was
slight. As indicated above, the propor­
tioning of farmer responses tended toward
the "Important" consideration, exceptions
were noted from the "North Louisiana Up­
land Cotton Area," the "Cut-Over Flatwoods
Area" and the "East Louisiana Cotton, Dairy
and Strawberry Area," the returns from which
indicated a tendency toward a "Very Important"
rating. Teacher and principal responses
tended toward the "Very Important" appraisal
with the exceptions that both teacher and
principal returns from the "Louisiana Rice
Area", teacher responses from the "Central
Louisiana Mixed Farming Area" and principal
returns from the "Cut-Over Flatwoods Area"
leaned somewhat toward the "Important"
evaluation.153

Some case histories of lay participation. Hill gives
a description of lay participation in the Cleveland Heights
public school system of Ohio. He asserts that:

Continuing lay committees, originally
set up with specific areas of concern, have
evolved into panels of laymen interested in

153Ord L. Campbell, "Criteria for Establishing Adult
Farmer Classes in Vocational Agriculture in Louisiana" (un­
published Master's thesis, Louisiana State University, Baton
Rouge, 1953), p. 159.
schools and available to consider any topic.

Experience in Cleveland Heights has verified the assumption that organized lay participation raises the expectancy of the community in relation to its educational program and that lay responsibility increases as citizens become better informed about education. Effective implementation of plans and policies has resulted from community understanding of and participation in the program. Increased effectiveness of board of education activities and accomplishments has resulted from election to the board of citizens who have been active lay participants.

Citizen participation in school affairs has evolved in a manner which might be expected in any typical American city. Records show that as late as 1950 the board of education was solely responsible for the educational program. Committees made up entirely of board members were designated as standing committees having special responsibilities, and their recommendations were given to the board as a whole for action. Such a system often necessitated the dual consideration of problems by the board and resulted in duplicated effort and loss of valuable time. This phase of operation is referred to as "stage one."

The second state in the development of lay participation occurred when the president of the board of education appointed both board members and lay citizens to do specific jobs. This type of committee is referred to as a "special committee."

The third stage is represented by the formation of committees made up of citizens with a member of the board serving as chairman. The board member, however, is not considered as representing the board in this capacity as chairman. This type of committee was first set up in 1950 to consider specific problems concerning human relations. Its work contributed greatly to the satisfactory solution of important community problems facing the board at that time.
The results of the Cleveland Heights experience are positive when evaluated in terms of objectives. The benefits are in three major areas. First, the process in itself has resulted in citizen-staff opportunities to develop techniques, good will, and satisfactions as outcomes of the process of working together. Second, the productivity of the committees facilitated the accomplishment schedule of the board. Third, the broader base for problem study and recommendations of reports to the board established an acceptable climate for decision making.

The desirability of lay participation has been established as a means for improving education. The positive effects of lay participation are confirmed. Its strength lies in organizing to involve large representative segments of people as a resource for ideas, improved understanding, greater expectancy and good will for adaptable schools.\textsuperscript{154}

According to N. L. Englehardt, New York educational consultant, lay citizen committees have recently played an increasingly important part in assisting boards of education to plan their school buildings. The movement is encouraging and represents a wholesome and significant growth in the democratic processes. Such committees, representative of the communities' populations, have rendered effective service in the making of school building surveys, in analysis of their communities, in study of the curriculum in the integration of school and recreation programs, and in organizing themselves for presentation of all the issues of a building campaign to

\textsuperscript{154}Hill, \textit{op. cit.}, pp. 7-20.
their fellow citizens. Such lay participation has added to the success of programs which otherwise might have been defeated.

Planning a school should be based on a clearly defined philosophy of education. Citizens groups, teachers' groups, and the legally constituted boards of control with their administrative officers should be given their share of responsibility in defining such a philosophy.

In Great Neck, Long Island, citizen and teacher committees assisted in acting on such problems as site determination for school plants, the professional program of educational and community requirements for new buildings, details of space planning and other activities important to an economic and effective educational system.

In Charlotte, North Carolina, coordination of planning with public and private large-scale housing authorities, with city planning and with citizens groups, had led to one of the outstanding over-all educational sets of school facilities to be found in the country.

How best to organize citizens for action on school or other community projects is always a question. There is probably no one single pattern that fits all places. The general basis for selection should be competence in a special field, willingness to work hard and long without monetary returns, cooperative attitude and a desire to grow intellectually as well as socially. Such citizen participation certainly results in an improved community, better schools,
better recreational opportunities and better citizens in general.155

A few details of the citizen advisory committee development in a small seaport village in the United States follows:

By 1945, the school board felt a need for a long-range lay advisory committee. This time, they asked that all members of the committee be appointed by community groups. Appointments were for three-year terms. However, during its inception, one-third of the members were appointed for a one-year term, one third for a two-year term, and one-third for a three-year term. All new appointees are for full three-year terms. Reappointments are made by community organizations.

The original committee was composed of fifteen laymen, but the group was later enlarged to twenty-five in order to have representation of a cross-section of the community. The superintendent and the school board are ex-officio members and are usually in attendance. The monthly sessions are open meetings and many school patrons have been invited to attend.

The program of lay participation in the educational program developed gradually but steadily. Each year, new types of citizen help were used to add to the ever-broadening base of understanding. The whole movement has not been without its difficulties. Even now, many problems lie ahead unsolved; but with staff morale, a community getting into the swing of real participation, and a board dedicated to the best possible program for children, this village confidently faces the future. Lay participation in community education

is paying dividends in better educational opportunities for children both in and out of school.\textsuperscript{156}

Nolan C. Kearney in a discussion of events concerning fund raising for schools in St. Paul, Minnesota gives several concluding statements which in most cases involve lay participation. He relates that:

There are some lessons to be gained from a close study of what happened in St. Paul. There are some strange anomalies in the situation and there is much that confirms previous convictions:

1. When it becomes clear that the situation really demands action, the people will come through.

2. The people need to understand, and to have faith that the need is real.

3. Little can be done without the active support of the great majority of school patrons. \textit{Work closely with parents}.

4. Some opposition, even unfair opposition, may be a positive advantage in getting out a favorable vote.

5. Courageous leadership is necessary and it sometimes means dramatizing the need by avoiding easy compromise.

6. Approval by community leaders is not enough. The rank and file doesn’t always follow through on a secret ballot. \textit{Grass roots involvement is essential}.

7. Despite opinion to the contrary, voters will approve salary increases when the need is presented.

\textsuperscript{156}American Association of School Administrators, \textit{Lay Advisory Committees}, \textit{op. cit.}, p. 23.
8. Support by newspapers, radio, and television is invaluable, but is not enough. Don't worry about an occasional "bad break" in the mass media output.

9. Provide facts and figures to all who request them, even when it is obvious they will be used by the "opposition."

10. The role of the superintendent of schools cannot be overestimated.  

**Suggested studies for advisory citizen committees.**  

Hamlin states that the best citizen committees are usually study groups and that it might be worthwhile to indicate some of the types of studies which they might make. He offers the following list:

1. Children and youth who have left school: why they left, what has happened to them, their present needs and desires for education.

2. The occupational opportunities the community provides and the preparation needed for community occupations.

3. Migration in and out of the community and its educational implications.

4. Morbidity and mortality rates, their causes, and their relations to school health education.

5. History of the turnover of teachers and administrators in the system, causes of turnover.

6. Ways in which the local schools differ from schools in other communities.

7. What are the highest values held by the community and by society? Are these adequately reflected in the schools?

---

8. What could homes, churches, and organizations do that is now being done by the schools? Are new community organizations and institutions needed to take responsibilities the schools should not have to bear?

9. What is the incidence of mental illness in the community? In the school population? Causes? Community and school provisions for dealing with it?

10. What is the delinquency situation? What is being done? What could be done?

11. Could teachers be profitably employed the year round?

12. How much more would it cost to get the number and kind of teachers needed?

13. What are the principal "gripes" of students, teachers, and administrators?

14. What do the parents think of the schools? What do other segments of the population think of them? What is the opinion of impartial persons from outside the community?

15. What kinds of information about the schools should be regularly supplied to the people of the community? How supply it?

16. Is a school survey needed? How should it be conducted?

17. Are the elementary and high school pupils up to national standards in the fundamental subjects?

18. What kind of program of public education is the state department of education trying to promote? What do the universities and colleges of the state favor?

19. Is there adequate provision for remedial teaching in the schools?

20. How much attention to individuals is there? What are the provisions for counseling? For special education?
21. To what extent do teachers visit homes? Parents visit schools? What are the causes of limited parent-teacher contacts?

22. What percentage of the high school graduates go to college? How well do they do in college? How is the high school curriculum affected by college entrance requirements?

23. What talents are there in the community that could be used to supplement those of the school staff, especially in adult education?

24. What community groups are interested in particular kinds of adult education? How would they help to make adult education possible in the schools?

25. Do the various social and economic classes get the same treatment in the schools?

26. What are the hidden tuition costs? What are their effects?

27. Could more opportunities be found for pupil participation in the life of the community?

28. What part of the high school students are looking forward to spending their lives in the community? Why or why not?

29. What do students think of their parents? Their home life? The community's recreational facilities? The economic opportunities the community provides?

30. What is to be the future of the community? In what ways will it change? What are the implications for the schools?

31. How should education in the public schools be affected by international considerations?

32. Is it possible for the community to use more of the human resources born into it? How?

33. Are there adequate provisions in the schools for individual variability? Development of special talents?
34. Could the school work out a more flexible arrangement for part-time work and part-time schooling for those now in school and others not in school?

35. How democratic are the practices of the school? What part of the students are getting experience in democratic organizations? Are the classes democratically conducted?

36. Are the buildings and facilities adequate? What replanning of them is needed in view of prospective changes in the school population and program?

37. Do school schedules permit field work? Is transportation available for field work?

38. Are there dissatisfied minority groups, who are poorly served by the school? How can they be brought into fuller participation in school affairs? How can the schools serve them better?

39. To what individual and group pressures are administrators and teachers subjected? How do they respond?

40. What part of the day, week, and year are school facilities used? Could more use be made of them for educational purposes? Should they be used for non-educational purposes?

41. What is the community's bill for public education in comparison with its expenditures for liquor, tobacco, cosmetics, and gambling?

42. To what extent are limited funds for school use due to failure to collect delinquent taxes? To artificially low assessment rates?

43. What percentage of the community's income is spent on the public schools?

44. What percentage of the total school budget is used for the education of out-of-school youth and adults? What percentage is used in schools which have good programs for these groups?
45. How do expenditures for public education in the community compare with expenditures in comparable communities? How do the salaries paid teachers and administrators compare with those paid elsewhere? 

What should be included in the constitution of an advisory council? Hamlin in a study of advisory committees for agricultural education emphasizes that only the minimum provisions necessary for the functioning of an advisory council should be included in a constitution. These include the following items:

1. The persons and agencies to whom the council is to be advisory.
2. The area within which the council may operate.
3. The purposes and duties of the council.
4. The number of council members.
5. The manner of selecting and replacing council members.
6. The terms of council members.
7. Provisions for the elimination of inactive members.
8. Conditions under which council members may be re-appointed.
9. Representation of the school administrator and the board of education at council meetings.
10. Persons excluded from council membership.
11. Council officers and committees, their duties.
12. Requirements of council minutes and persons to receive copies of minutes.

---

Subject to constitutional provisions, councils and committees should make their own rules. These may be considered by-laws. Some of the rules councils require cover the following items:

1. Number and frequency of meetings.
2. Time and length of meetings.
3. Method of calling special meetings.
4. Method of notifying members of meetings.
5. Preparation of meeting agenda and persons delegated to prepare agenda.
6. Standing and special committees.¹⁵⁹

A charter for lay participation in educational planning. This charter consists of a summary by the Committee of Fourteen of the Metropolitan School Study Council, formed in 1912 in New York, which states the views of certain superintendents as to the values and prudential provisions that should be made in an extensive public participation program.

A. The Charter

We believe that educational planning is a high type of social engineering.

We believe that the educational program maintained by a community is the concern of all its citizens.

We believe that channels must be established and kept clear so that the people may express their wishes and opinions to their representatives, the board of education.

¹⁵⁹Herbert M. Hamlin, Advisory Councils and Committees for Agricultural Education, op. cit., pp. 4-5.
We believe that the board of education and the school staff should make full use of the expert knowledge existing in the community.

We believe that the staff of the schools should be available at all times to advise and assist lay persons in their study of the educational program.

We believe that the participation of lay persons in educational planning should be kept as direct and informal as possible.

We believe that the board of education and the school staff should give full value to opinions of lay individuals.

We believe that the extent and nature of the participation of each individual will be determined by his interest in the program and his competence to make a contribution.

We believe that the lay participants in educational planning should recognize the authority and responsibility of the board of education to make final decisions.

Summary

This review of related literature included various aspects of layman participation through lay educational advisory committees with special attention being devoted to the following areas:

1. Historical data concerning such advisory committees.
2. Classification of citizen groups.
3. Purposes and functions of citizen committees.
4. Advantages and disadvantages of such groups.
5. Precautionary measures to consider when working with advisory committees.

6. Laymen educational committees as a medium of public relations.

7. Case studies of experiences of teachers and administrators who have had the opportunity to work with such groups.

8. Suggested studies for advisory committees to undertake.

The related data in some of the areas mentioned above were very limited but the information is sufficient to give the writer background material so that he will know what studies have already been conducted and what areas offer the most opportunities for additional exploration.

This chapter holds pertinent research which will be invaluable in the formulation of the handbook of recommendations for the organization and use of lay educational advisory committees which will be included as a part of Chapter IV.
The problem under consideration in this study involves the suggestion of a handbook as a practical guide for the organization and use of lay citizens advisory committees in the public schools of Louisiana.

In order to acquire certain information vital to this research, a questionnaire was prepared and mailed to the 64 parish superintendents, 58 parish supervisors and 275 combination school principals. Thirty-four of the superintendents, 41 of the supervisors and 147 of the principals cooperated in this study by returning their questionnaire, all of which are represented in this study.

The data from the questionnaires are presented in tabular form accompanied by brief explanations. This chapter is composed of nine divisions which are as follows:

1. Introduction.

2. Determining the attitudes of school administrators and supervisors relative to lay citizens advisory committees.

3. Determining the commonly accepted purposes of lay citizens advisory committees for public education.

4. Determining the desirable qualifications for members of lay citizens advisory committees.
5. Determining the advantages of organizing and using lay citizens advisory committees.

6. Determining the objections to lay citizens advisory committees.

7. Determining the functions of lay citizens advisory committees.

8. General information concerning lay citizens advisory committees.

9. Special data concerning lay citizens advisory committees located in 47 of the 147 schools participating in this study.

Most of the above divisions are sub-divided in order to gather as much detailed information as possible.

B. Determining the Attitudes of School Administrators and Supervisors Relative to Lay Citizens Advisory Committees

A survey was made to determine the attitudes of the school administrators and supervisors who participated in this study relative to educational advisory committees by requesting their responses to ten questions. The replies to these questions are compiled in tabular form in Tables III-XII.

Lay educational advisory committees should be encouraged and initiated. The combined opinion of those participating in this study shows that approximately two-thirds of them felt that lay citizens advisory committees should be encouraged and initiated. Most of the remaining one-third were undecided
about the question with only a very small percentage of the respondents casting a negative decision toward the question. Table III presents the complete data for your inspection.

The school administration should experiment with short-term, special committees before the continuing, long-term committees are organized. Data recorded in Table IV reflect the responses obtained in the course of this study relevant to the school administration experimenting with short-term committees before organizing a long-term committee. The data show that more than three-fourths of those contributing to this study believed that the short-term committees should be organized and studied before seriously considering the long-term, continuing committees.

More attention should be given to the organization and work of lay citizens advisory committees in the training program of school administrators. An inspection of the data in Table V reveals that about three-fourths of the persons included in this study were in agreement with the above statement. The remaining one-fourth appeared fairly equally divided between complete disagreement with the statement and a position of being undecided. The data in this table emphasize that school administrators often feel a sense of inadequacy in the organization and work of citizen advisory committees for public schools.

Hamlin includes some pertinent data concerning the need for training for participants in citizens committees in the following remarks:
TABLE III

CONSIDERING THE FACT THAT THE SCHOOL ADMINISTRATORS USUALLY WELCOME THE INTEREST AND CONCERN OF LAY CITIZENS, TO ENCOURAGE AND INITIATE LAY ADVISORY COMMITTEES OFFERS ONE OF THE MOST EFFECTIVE WAYS TO ORGANIZE AND DIRECT THIS INTEREST TOWARD THE MOST CONSTRUCTIVE ENDS

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>24</td>
<td>32</td>
<td>96</td>
<td>152</td>
</tr>
<tr>
<td></td>
<td>70.6%</td>
<td>78.1%</td>
<td>65.3%</td>
<td>68.4%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>2.9%</td>
<td>2.4%</td>
<td>8.8%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Undecided</td>
<td>9</td>
<td>8</td>
<td>38</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>26.5%</td>
<td>19.5%</td>
<td>25.9%</td>
<td>24.8%</td>
</tr>
<tr>
<td>Totals</td>
<td>34</td>
<td>41</td>
<td>147</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table reads: There were 24, or 70.6 per cent, of the parish superintendents, 32, or 78.1 per cent, of the parish supervisors and 96, or 65.3 per cent, of the principals taking part in this study who stated that lay citizens advisory committees should be encouraged and initiated.
**TABLE IV**

THE SCHOOL ADMINISTRATION SHOULD EXPERIMENT WITH SHORT-TERM, SPECIAL COMMITTEES BEFORE THE LONG-TERM, CONTINUING COMMITTEES ARE ORGANIZED

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>28</td>
<td>82.4</td>
<td>34</td>
<td>82.9</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>11.8</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Totals</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 28, or 82.4 per cent, of the parish superintendents, 34, or 82.9 per cent, of the parish supervisors and 111, or 75.5 per cent, of the principals who stated that the school administration should experiment with short-term, special committees before organizing a long-term, continuing committee.
TABLE V

OF TEN THE SCHOOL ADMINISTRATORS FEEL A SENSE OF INADEQUACY IN CONNECTION WITH THE ORGANIZATION AND WORK OF LAY ADVISORY COMMITTEES. MORE ATTENTION TO THIS PHASE OF THE ADMINISTRATOR'S RESPONSIBILITY SHOULD BE GIVEN IN THE TRAINING HE RECEIVES.

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>24</td>
<td>70.6</td>
<td>36</td>
<td>87.8</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>8.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>7</td>
<td>20.6</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 24, or 70.6 per cent, of the superintendents, 36 or 87.8 per cent, of the supervisors and 107, or 72.8 per cent, of the principals who thought that more attention to the organization and work of lay advisory committees should be included in the training program for school administrators.
All who share in a citizens committee or work with one need special training.

Few administrators or teachers have been taught to work with these groups. Pre-service preparation for this type of work is now provided for many prospective teachers of agriculture. It should be provided for all administrators and for teachers in other fields. In-service training is urgently needed now to assist the many school people who are trying to work with lay groups.

Visits to other schools with competent citizens committees are helpful to council members, board members, teachers and administrators. There seem to be a few things harder for the uninitiated to envision than a smoothly functioning citizens committee working with school people on school matters. What is being done routinely by some of these groups is simply beyond the comprehension of many who have had no experience with them.1

Research directed toward the development of desirable procedures in the work of lay citizens advisory committees should be encouraged. A high level of agreement is indicated in the matter of encouraging more research in the work of lay advisory committees. This fact is shown by the data from each group participating in this study which are presented in Table VI. To encourage research in this particular area will assure a better approach toward the organization and use of lay citizens advisory committees. A thorough understanding of the desirable procedures is a necessity for the committees to function at their maximum.

TABLE VI

THIS AREA OF ADMINISTRATIVE RESPONSIBILITY IS SO IMPORTANT THAT RESEARCH DIRECTED TOWARD THE DEVELOPMENT OF DESIRABLE PROCEDURES IN THE WORK OF LAY ADVISORY COMMITTEES SHOULD BE ENCOURAGED

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>25</td>
<td>73.6</td>
<td>37</td>
<td>90.2</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>5.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>7</td>
<td>20.6</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 25, or 73.6 per cent, of the superintendents, 37, or 90.2 per cent, of the supervisors and 98, or 66.7 per cent, of the principals who agreed that research directed toward the development of desirable procedures in the work of lay citizen advisory committees should be encouraged.
Workshops concerning lay citizens advisory committees in education should be organized. Because of the significance of lay advisory committees in public education, approximately three-fourths of the superintendents, supervisors and principals included in this research favored the organization of workshops for school administrators and boards of education for the purpose of sharing experiences and developing desirable procedures and techniques in directing their use. This information can be seen by referring to the data in Table VII.

Defining and limiting the responsibilities which citizens advisory committees assume. Data in Table VIII show that approximately 85 per cent of those participating in this study believed that one of the primary problems in the use of such committees was that of defining and limiting the responsibilities which they assume.

Lay advisory committees as one means of utilizing local community resources for school improvement purposes. A combined inventory of the responses obtained in this study indicates that approximately 75 per cent of the participants stated that the school administration should explore and experiment with the use of lay advisory committees as a means of utilizing local resources for the improvement of the schools. The move toward the increased use of such committees appears to be prompted by the growing problems facing the schools today. Table IX records the responses of each of the participating groups involved in this study of advisory committees.
TABLE VII

BECAUSE OF THE IMPORTANCE OF LAY CITIZENS ADVISORY COMMITTEES IN EDUCATION, WORKSHOPS SHOULD BE ORGANIZED FOR SCHOOL ADMINISTRATORS AND BOARDS OF EDUCATION FOR THE PURPOSE OF SHARING EXPERIENCES AND DEVELOPING DESIRABLE PROCEDURES AND TECHNIQUES IN DIRECTING THEIR USE

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>23</td>
<td>67.7</td>
<td>32</td>
<td>78.0</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>8.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Undecided</td>
<td>8</td>
<td>23.5</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 23, or 67.7 per cent, of the superintendents, 32, or 78.0 per cent, of the supervisors and 107, or 72.8 per cent, of the principals who believed that workshops should be organized to better acquaint school administrators and boards of education with lay citizen advisory committees.
Table VIII

One of the primary problems in the use of such committees appears to be that of how to define and limit the responsibilities which they assume.

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>30</td>
<td>88.3</td>
<td>36</td>
<td>87.8</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2.9</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>8.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 30, or 88.3 per cent, of the superintendents, 36, or 87.8 per cent, of the supervisors and 122, or 83 per cent, of the principals who agreed that one of the primary problems in the use of advisory committees appears to be that of defining and limiting the responsibilities of these committees.
Table IX

The increase pressures being placed on the school and the increasing difficulties confronting it, make it necessary that the school administration explore and experiment with the use of lay citizens advisory committees as one means of utilizing local community resources to meet their needs and demands.

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>26</td>
<td>76.5</td>
<td>31</td>
<td>75.6</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>8.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
<td>14.7</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 26, or 76.5 per cent, of the superintendents, 31, or 75.6 per cent, of the supervisors, and 109, or 74.2 per cent, of the principals who believed that the school administration should explore and experiment with the use of lay citizens advisory committees as a means of utilizing local community resources to improve the schools.
Are there groups working with the schools already which properly perform those responsibilities which would usually be assumed by lay citizens advisory committees?

According to the data in Table X, there appeared to be quite a bit of disagreement as to the proper response. Slightly more than 50 per cent of those replying to the questionnaire stated that many schools already have such groups as the Parent-Teacher Association which properly perform those responsibilities which would usually be assumed by lay advisory committees. Approximately 21 per cent of the respondents were undecided about this question while 23 per cent of the replies to this question were negative.

**Because of the many objections to lay citizens advisory committees, the school administration should discourage the organization of such groups.** From an examination of the data presented in Table XI, it is evident that the use of lay citizens advisory committees is regarded as desirable in administering the affairs of the public schools. Almost 59 per cent of those contributing to this research disagreed that the objections to lay advisory committees outweighed the advantages and that the organization of such committees should be discouraged. Only 11.3 per cent of the composite responses were against the organization of lay advisory committees.

The advisory committee members should be appointed by the school principal, or their selection carefully controlled by him. It is interesting to the writer to note the data presented in Table XII concerning the selection of the advisory
TABLE X

MANY SCHOOLS ALREADY HAVE SUCH GROUPS AS THE PARENTS-TEACHERS ASSOCIATION WHICH PROPERLY PERFORM THOSE RESPONSIBILITIES WHICH WOULD USUALLY BE ASSUMED BY LAY ADVISORY COMMITTEES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>14</td>
<td>41.1</td>
<td>20</td>
<td>48.8</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>32.4</td>
<td>13</td>
<td>31.7</td>
</tr>
<tr>
<td>Undecided</td>
<td>9</td>
<td>26.5</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 14, or 41.1 per cent, of the superintendents, 20, or 48.8 per cent, of the supervisors and 90, or 61.2 per cent, of the principals included in this study who believed that many schools already have other groups which properly perform those responsibilities which would usually be assumed by lay advisory committees.
TABLE XI

THE OBJECTIONS TO LAY CITIZENS ADVISORY COMMITTEES SEEM TO OUTWEIGH THE ADVANTAGES WHICH MIGHT FOLLOW. THEREFORE, IT WOULD BE GOOD FOR THE SCHOOL ADMINISTRATION TO DISCOURAGE THE ORGANIZATION OF SUCH GROUPS

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>8.8</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>64.7</td>
<td>29</td>
<td>70.7</td>
</tr>
<tr>
<td>Undecided</td>
<td>9</td>
<td>26.5</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were three, or 8.8 per cent, of the superintendents, three, or 7.3 per cent, of the supervisors and 19, or 12.9 per cent, of the principals who thought that the school administration should discourage the organization of lay citizens advisory committees.
Through it be somewhat undemocratic, the advisory committee members should be appointed by the school principal, or their selection carefully controlled by him, to ensure desirable membership.

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>14</td>
<td>41.2</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>32.3</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>9</td>
<td>26.5</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 14, or 41.2 per cent, of the superintendents, 16, or 39 per cent, of the supervisors and 92, or 62.6 per cent, of the principals who indicated that the advisory committee members should be appointed by the school principal or their selection carefully controlled by him.
committee members. Some 40 per cent of the superintendents and supervisors indicated that the principal should appoint or control the selection of the advisory council members. This was in sharp contrast to the 62.6 per cent of the principals rendering the same decision.

McKune, supervisor of extra-mural instruction at the State Teachers College in New York, commented on the growth of citizens advisory committees in a recent magazine article. She said:

The growth of citizens advisory committees came after World War II, when the needs of the schools and the educational program once more came into sharper focus. These advisory committees were composed of citizens representing various segments of community life. Their chief purpose was to provide an effective two-way avenue of communication between the school and the school community.

Although there was some hesitancy in bridging the gap which had long existed between educators and laymen, a recognition of the need for united effort and greater common understanding of problems promoted close cooperation by both groups. Curriculum reorganization, evaluation of instructional materials, revision of salary schedules and expansion of building programs were seriously considered by these citizens advisory groups. As cooperation in working on these problems has proven necessary and successful in so many communities, citizens committees have become more numerous.2

C. Determining the Importance of Several Statements as Purposes of Lay Citizens Advisory Committees

A questionnaire was sent to all parish superintendents, to one supervisor of most parishes and to the principals of

the combined schools in Louisiana, asking for their opinion as to the importance of 14 selected statements as purposes of lay citizens advisory committees in public schools. The replies are given in Tables XIII-XXVI.

To provide continuing program. Data in Table XIII reveal the opinions of the participants of this study relative to the importance of the statement, "to provide a continuing school program when there are personnel changes," as a purpose of lay citizens advisory committees. The combined opinion of the groups participating show that more than one-fourth of them rated this purpose as being "unimportant," while slightly less than one-fifth of them considered it to be "important." The limited amount of variation among several placings is worthy of special note which points out that there was not any general consensus toward the significance of this purpose.

Increase use of facilities. Data in Table XIV disclose the thinking of the persons considered in this study relative to the importance of the statement, "to increase as much as possible the community use of school facilities," as a purpose of lay citizens advisory committees. Approximately 40 per cent of the persons taking part in the study considered this statement an "important" purpose of citizens committees. Approximately 24 per cent of them evaluated this statement "fairly important" while 19.8 per cent of them rated it "extremely important."

To act as a clearing center for current educational thinking. It is revealed in the data of Table XV that one of
TABLE XIII

TO PROVIDE A CONTINUING SCHOOL PROGRAM WHEN THERE ARE PERSONNEL CHANGES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>2</td>
<td>5.8</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Important</td>
<td>3</td>
<td>8.8</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>7</td>
<td>20.6</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>7</td>
<td>20.6</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Unimportant</td>
<td>12</td>
<td>35.4</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>No Opinion</td>
<td>3</td>
<td>8.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table reads: There were two, or 5.8 per cent, of the superintendents, four, or 9.8 per cent, of the supervisors and 11, or 7.5 per cent, of the principals who rated the statement "to provide a continuing school program when there are personnel changes" as an "extremely important" purpose of lay advisory committees.
TABLE XIV

TO INCREASE AS MUCH AS POSSIBLE THE COMMUNITY USE OF SCHOOL FACILITIES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>8</td>
<td>23.5</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Important</td>
<td>10</td>
<td>29.5</td>
<td>17</td>
<td>41.4</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>9</td>
<td>26.5</td>
<td>13</td>
<td>31.7</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>3</td>
<td>8.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Unimportant</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>3</td>
<td>8.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were eight, or 23.5 per cent, of the superintendents, nine, or 22.0 per cent, of the supervisors, and 27, or 18.4 per cent, of the principals who rated the statement "to increase as much as possible the community use of school facilities" as an "extremely important" purpose of lay citizens advisory committees.
### TABLE XV

**TO ACT AS A CLEARING CENTER FOR CURRENT EDUCATIONAL THINKING**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>5</td>
<td>14.7</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Important</td>
<td>6</td>
<td>17.6</td>
<td>18</td>
<td>43.8</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>10</td>
<td>29.5</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>6</td>
<td>17.6</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Unimportant</td>
<td>3</td>
<td>8.8</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>No Opinion</td>
<td>4</td>
<td>11.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were five, or 14.7 per cent, of the superintendents, seven, or 17.1 per cent, of the supervisors and 17, or 11.6 per cent, of the principals who rated the statement "to serve as a clearing center for current educational thinking" as an "extremely important" purpose of lay citizens advisory committees.
the primary purposes of lay citizens advisory committees is to act as a clearing center for current educational thinking. Almost one-third of the participants of this study considered the above purpose as being "important." Approximately one-fourth of them rated this purpose "fairly important" while 13.1 per cent of them placed it "extremely important."

To interpret school conditions and needs. The data in Table XVI show the opinion of the participants of this study relative to the importance of the statement, "to interpret school conditions and needs to fellow-laymen and to enlist their support for improvement" as a purpose of lay citizens committees. Approximately 50 per cent of the participants considered this statement as "extremely important," purpose of lay advisory committees while almost one-third of them rated the same statement "important."

Survey for facts. The data contained in Table XVII show the feeling of the superintendents, supervisors and principals toward the importance of the statement, "to survey the community for the purpose of getting the facts on which to build a public relations program," as a purpose of lay citizens advisory committees. About one-third of these participants placed this statement as an "important" purpose. Also, almost as many of the same group considered this item as an "extremely important" purpose. Only 4.1 per cent of those participating in this study rated this statement "unimportant" as a purpose of lay advisory committees.
TABLE XVI

TO INTERPRET SCHOOL CONDITIONS AND NEEDS TO FELLOW-LAYMEN AND TO ENLIST THEIR SUPPORT FOR IMPROVEMENT

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>16</td>
<td>47.1</td>
<td>27</td>
<td>65.8</td>
</tr>
<tr>
<td>Important</td>
<td>7</td>
<td>20.6</td>
<td>12</td>
<td>29.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>8</td>
<td>23.5</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>3</td>
<td>8.8</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 16, or 47.1 per cent of the superintendents, 27, or 65.8 per cent, of the supervisors and 66, or 44.9 per cent, of the principals who rated the statement to interpret school conditions and needs to fellow-laymen and to enlist their support for improvement as an "extremely important" purpose of lay citizens advisory committees.
### TABLE XVII

TO SURVEY THE COMMUNITY FOR THE PURPOSE OF GETTING THE FACTS ON WHICH TO BUILD A PUBLIC RELATIONS PROGRAM

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>7</td>
<td>20.6</td>
<td>18</td>
<td>44.0</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>35.4</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>7</td>
<td>20.6</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>3</td>
<td>8.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>3</td>
<td>8.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were seven, or 20.6 per cent, of the superintendents, and 18, or 44 per cent, of the supervisors and 41, or 27.9 per cent, of the principals who rated the statement "to survey the community for the purpose of getting the facts on which to build a public relations program" as an "extremely important" purpose of lay citizens advisory committees.
To help identify educational needs and to solve related problems. Table XVIII is a presentation of data derived from participants in the study concerning the identification of educational needs and the solving of related problems as a purpose of lay advisory committees. Approximately 37 per cent of the participants of this study considered the above statement an "important" purpose of such committees while slightly over one-fourth of them evaluated this item as being an "extremely important" purpose. A further look at the data in Table XVIII will certainly help to distinguish this purpose of lay advisory committees as an important one.

Kempfer, Executive Director of the National Home Study Council, discusses advisory committees in adult education. He states:

Advisory committees provide one major way of involving adults in the identification of educational needs. Lay advisory groups have been used for decades and are widely praised. Many directors would not attempt to operate programs without them. Others, however, see them performing no useful function, and apparently successful programs sometimes operate without such committees. Beginning directors and administrators with conventional school backgrounds are especially likely to be skeptical of their use. Often beginners recognize the value of lay committees but feel insecure in working with them. Serious doubts expressed by nonusers show need for further evaluation of experience.3

To aid in developing a curriculum better suited to meet the needs of youth. A summary of the values attached to the

Table reads: There were five, or 14.7 per cent, of the superintendents, 12, or 29.3 per cent, of the supervisors and 39, or 26.5 per cent, of the principals who rated the statement "to help identify educational needs and to solve related problems" as an "extremely important" purpose of lay educational advisory committees.
Importance of this purpose of lay advisory committees can be seen by referring to the data in Table XIX. It is interesting to note that 28.0 per cent of those taking part in this study attached a "fairly important" value to the purpose in question which is "to aid in developing a curriculum better suited to meet the needs of youth," while 34.3 per cent of them rated it "important" and 16.2 per cent of them considered it "extremely important."

Evaluate public opinion. Data in Table XIX disclose that approximately two-fifths of the superintendents, supervisors and principals replying relative to the importance of the statement, "to evaluate public opinion about the school program" as a purpose of lay advisory committees in education, rated this statement "important" while 27.3 per cent of the participants considered it "extremely important." Only 1.7 per cent of those polled placed this statement as an "unimportant" purpose.

To provide moral support. The data in Table XIX reflect the thinking of those contributing to this study concerning the importance of the statement, "to provide moral support for school officials who undertake courses of action which otherwise would not be possible," as a purpose of lay citizens advisory committees. The most weighted response concerning this statement was "extremely important" with 42.7 per cent of those participating selecting this response. Approximately one-third of the groups participating rated this item as an "important" purpose.
Table XIX
TO AID IN DEVELOPING A CURRICULUM BETTER SUITED TO MEET THE NEEDS OF YOUTH

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>2</td>
<td>5.8</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Important</td>
<td>9</td>
<td>26.5</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>9</td>
<td>26.5</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>8</td>
<td>23.6</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Unimportant</td>
<td>5</td>
<td>14.7</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>No Opinion</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table reads: There were two, or 5.8 per cent, of the superintendents, 10, or 24.4 per cent, of the supervisors and 24, or 16.3 per cent, of the principals who rated the statement "to help develop a curriculum better suited to meet the needs of youth" as an "extremely important" purpose of lay advisory committees.
### Table XX

**To Evaluate Public Opinion About the School Program**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>8</td>
<td>23.5</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Important</td>
<td>15</td>
<td>44.2</td>
<td>15</td>
<td>36.6</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>5</td>
<td>14.7</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>4</td>
<td>11.8</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were eight, or 23.5 per cent, of the superintendents, 16, or 39.0 per cent, of the supervisors and 37, or 25.2 per cent, of the principals who rated the statement "to evaluate public opinion about the school program" as an "extremely important" purpose of lay advisory committees in public education.
Table reads: There were 15, or 44.3 per cent, of the superintendents, 22, or 53.7 per cent of the supervisors, and 58, or 39.5 per cent, of the principals who rated the statement "to provide moral support for school officials who undertake courses of action which otherwise would not be possible" as an "extremely important" purpose of lay advisory committees.
Create community confidence. The data in Table XXII present the opinion of the three groups of participants relative to the importance of the statement, "to create community confidence in the work of the school," as a purpose of lay citizens advisory committees. More than half of them felt that this purpose was "extremely important" with slightly more than one-fourth of them placing it "important." Only .5 percent of the participants of this study considered this purpose "unimportant."

Harmonize differences. The data in Table XXIII delineate the opinions of the superintendents, supervisors, and principals relative to the importance of the statement, "to harmonize the differences between the school and the community," as a purpose of lay citizens advisory committees in public education. More than 40 percent of the responses indicated this statement to be "extremely important" purposes and more than one-third of them considered it to be an "important" purpose.

Several decades ago Cubberley emphasized the necessity of a close working relationship between the home and the school. He said:

The school, the home, and the church stand as the three great constructive agencies of society for moulding the next generation along desired lines. The nature of our form of government makes any close cooperation between the public school and the church impossible, but between the school and the home there can and should be the closest cooperation and the most perfect understanding. This desirable condition can of course never be perfectly attained, and in different communities
TABLE XXII
TO CREATE COMMUNITY CONFIDENCE IN THE WORK OF THE SCHOOL

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>17</td>
<td>50.1</td>
<td>28</td>
<td>68.3</td>
</tr>
<tr>
<td>Important</td>
<td>9</td>
<td>26.5</td>
<td>12</td>
<td>29.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>5</td>
<td>14.7</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total  34  100.0  41  100.0  147  100.0  222  100.0

Table reads: There were 17, or 50.1 per cent, of the superintendents, 28 or 68.3 per cent, of the supervisors and 79, or 53.8 per cent, of the principals who rated the statement "to create community confidence in the work of the school" as an "extremely important" purpose of lay advisory committees.
Table reads: There were 10, or 29.4 per cent, of the superintendents, 22, or 53.7 per cent, of the supervisors and 59, or 40.1 per cent, of the principals who rated the statement "to harmonize differences between the school and the community" as an "extremely important" purpose of educational advisory committees.
it will exist in all degrees from close and sympathetic understanding to almost no understanding at all. That sympathy and cooperation are desirable from the point of view of both the school and the home, is generally recognized. How to get them while retaining to each its proper sphere of action is not always an easy question to answer. 4

To make recommendations. The responses of the three groups of participants relative to the importance of the statement, "to make recommendations on building conditions, student social functions and living conditions of teachers," as a purpose of lay citizens advisory committees in public education are reflected by the data in Table XXIV. Of the 222 participants in this study, 69, or 31.1 per cent, of them appraised the above statement as being a "fairly important" purpose. Fifty-eight, or 26.1 per cent, of them assigned an "important" rating to this purpose while 48, or 21.6 per cent, of them considered it "extremely important."

To gain public support. The data in Table XXV represent the opinions of the groups participating in this study relative to the importance of the statement, "to aid in securing public support for guidance, counseling and exploratory activities in the school," as a purpose of lay advisory committees. An "important" evaluation was suggested by the greatest number of those polled which was 35.1 per cent. A "fairly important" rating was given by 29.3 per cent of the participants. Only

TABLE XXIV

TO MAKE RECOMMENDATIONS ON BUILDING CONDITIONS, STUDENT SOCIAL FUNCTIONS, AND LIVING CONDITIONS OF TEACHERS

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>5</td>
<td>14.7</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Important</td>
<td>4</td>
<td>11.8</td>
<td>18</td>
<td>43.9</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>15</td>
<td>44.3</td>
<td>12</td>
<td>29.3</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>6</td>
<td>17.6</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Unimportant</td>
<td>2</td>
<td>5.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were five, or 14.7 per cent, of the parish superintendents, eight, or 19.5 per cent, of the supervisors and 35, or 23.8 per cent, of the principals who rated the statement, "to make recommendations on building conditions, student social functions, and living conditions of teachers" as an "extremely important" purpose of lay advisory committees.
Table XXV

TO AID IN SECURING PUBLIC SUPPORT FOR GUIDANCE, COUNSELING AND EXPLORATORY ACTIVITIES IN THE SCHOOL

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>4</td>
<td>11.3</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>35.3</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>9</td>
<td>26.5</td>
<td>12</td>
<td>29.3</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>5</td>
<td>14.7</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Unimportant</td>
<td>1</td>
<td>2.9</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>No Opinion</td>
<td>3</td>
<td>8.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were four, or 11.8 per cent, of the superintendents, eight, or 19.5 per cent, of the supervisors, and 26, or 17.7 per cent, of the principals who rated the statement, "to aid in securing public support for guidance, counseling and exploratory activities in the school" as an "extremely important" purpose of lay educational advisory committees.
3.6 per cent of the replies classified the purpose suggested above "unimportant."

**Assist school administration.** The opinions of the three groups of participants relative to the importance of the statement, "to help the school administration and the teaching personnel in providing suitable training at a high level of performance for all pupil interests and capability levels," as a purpose of lay citizens advisory committees are presented by the data in Table XXVI. The greatest number of the participants, 30.1 per cent, appraised this statement as "fairly important" while 26.1 per cent of them considered it to be an "important" purpose of lay citizens advisory committees.

**D. Determining the Desirable Qualifications for Members of Lay Advisory Committees**

A questionnaire was sent to all parish superintendents, one supervisor from most parishes and the principals of the combination elementary and high schools in Louisiana. These people were asked to indicate their opinion as to the importance of several statements which are generally considered as desirable qualifications for a member of a lay advisory committee. Also they were asked to add any qualifications which they considered important that did not appear on the list. Compiled data of the returned questionnaires are given in Tables XXVII-XXX.

**Work well with others.** The reactions of those participating in this study in regards to the importance of the statement, "he can work well with others," as a desirable qualification for members of lay advisory committees are shown in
TABLE XXVI

TO ASSIST THE SCHOOL ADMINISTRATION AND THE TEACHING PERSONNEL IN PROVIDING
SUITABLE TRAINING AT A HIGH LEVEL OF PERFORMANCE FOR ALL PUPIL
INTERESTS AND CAPABILITY LEVELS

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>5</td>
<td>14.7</td>
<td>12</td>
<td>29.3</td>
</tr>
<tr>
<td>Important</td>
<td>9</td>
<td>26.5</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>10</td>
<td>29.4</td>
<td>15</td>
<td>36.6</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>4</td>
<td>11.8</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Unimportant</td>
<td>1</td>
<td>11.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were five, or 14.7 per cent, of the superintendents, 12, or 29.3 per cent, of the supervisors and 24, or 16.3 per cent, of the principals who rated the statement, "to help the school administration and teaching personnel in providing suitable training at a high level of performance for all pupil interests and capability levels" as an "extremely important" purpose of lay advisory committees.
Table XXVII. More than 80 per cent of the respondents evaluated the above statement as being an "extremely important" qualification while another 18.0 per cent considered it "important."

**Has open mind.** The data in Table XXVIII portray the opinions of superintendents, supervisors and principals relative to the importance of the statement, "he has an open mind to the consideration of new ideas," as a desirable qualification for members of lay educational advisory committees. An "extremely important" appraisal was reflected by 176, or 79.3 per cent of the respondents. Forty-two, or 18.9 per cent, of them evaluated the above statement "important" as a qualification for lay advisory committee members.

**Has sufficient interest.** The data of Table XXIX express the opinions of the groups participating in this study relative to the importance of the statement, "he has sufficient interest to attend meetings regularly," as a desirable qualification for members of lay citizens advisory committees. More than three-fourths of the groups contributing their opinion toward the above qualification as being "extremely important." Forty-eight, or 21.6 per cent, of them evaluated this item "important."

**Has the ability.** The data in Table XXX reveal the responses of the respondents toward the importance of the statement, "he has the ability to make a group contribution to the work of the committee," as a desirable qualification of members of citizens advisory committees. Of the 222 persons represented in this study, 150, or 67.5 per cent, of them declared the
Table XXVII
HE CAN WORK WELL WITH OTHER PEOPLE

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>25</td>
<td>73.7</td>
<td>34</td>
<td>82.9</td>
</tr>
<tr>
<td>Important</td>
<td>6</td>
<td>17.6</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 25, or 73.7 per cent, of the superintendents, 34, or 82.9 per cent, of the supervisors and 120, or 81.6 per cent, of the principals who rated the statement, "he can work well with other people" as an "extremely important" qualification for members of lay advisory committees.
### Table XXVIII

**HE HAS AN OPEN MIND TO THE CONSIDERATION OF NEW IDEAS**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>27</td>
<td>79.5</td>
<td>33</td>
<td>83.4</td>
</tr>
<tr>
<td>Important</td>
<td>6</td>
<td>17.6</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>11</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There 27, or 79.5 per cent, of the superintendents, 33, or 83.4 per cent, of the supervisors and 114, or 77.6 per cent, of the principals who rated the statement "he has an open mind to the consideration of new ideas" as an "extremely important" qualification for members of a lay citizens advisory committee.
<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>26</td>
<td>76.5</td>
<td>31</td>
<td>75.6</td>
</tr>
<tr>
<td>Important</td>
<td>8</td>
<td>23.5</td>
<td>10</td>
<td>24.1</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 26, or 76.5 per cent, of the superintendents, 31, or 75.6 per cent, of the supervisors, and 115 or 78.2 per cent, of the principals who rated the statement "he has sufficient interest to attend meetings regularly" as an "extremely important" qualification for members of lay advisory committees.
TABLE XXX

HE HAS THE ABILITY TO MAKE A GROUP CONTRIBUTION TO THE WORK OF THE COMMITTEE

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>23</td>
<td>67.7</td>
<td>25</td>
<td>61.0</td>
</tr>
<tr>
<td>Important</td>
<td>10</td>
<td>29.4</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 23, or 67.7 per cent, of the superintendents, 25, or 61.0 per cent, of the supervisors and 102, or 69.4 per cent, of the principals who rated the statement "he has the ability to make a group contribution to the work of the committee" as an "extremely important" qualification for members of lay advisory committees.
above statement to be an "extremely important" qualification for members of lay citizens advisory committees while 65, or 29.3 per cent, of them portrayed it as being "important."

Leach, a teacher of vocational agriculture, lists several qualifications which he believes advisory council members should possess. These are:

1. Must be willing to give of his time in order that the community program may succeed. A member who is absent is of no value to the council.

2. Must possess leadership and aggressive quality.

3. Should have demonstrated his ability through successful farming methods.

4. Must be respected for his character.

5. Must be interested in the welfare of all members of the community, not just one pressure group.\(^5\)

E. Determining the Importance of Several Statements as Advantages of Organizing and Using Lay Citizens Advisory Committees

The questionnaire which was used in this study included several statements which were offered for consideration as advantages of organizing and using lay citizens advisory committees in public schools. The participants of the study were asked to indicate their opinion as to the importance of the statements as advantages of such committees. They were also asked to add any advantages which they felt significant which

Gives community responsibility. The data in Table XXXI reflect the opinions of superintendents, supervisors and principals in respect to the importance of the statement, "an advisory committee gives the community a responsible share in educational planning," as an advantage of lay advisory committees in public education. Most of the replies asserted that this was an "important" advantage. Ninety-eight, or 44.1 per cent, of the replies fitted into this category. Approximately one-third of the participants considered this advantage to be "extremely important." Only .9 per cent of them classified it "unimportant."

Can promote cooperation and understanding. The importance of the statement, "an advisory committee can bring about cooperation and understanding among the various community agencies," as an advantage of lay citizens advisory committees was considered by 222 contributors who took part in this study. Their opinions as to significance of the statement can be seen by referring to the data in Table XXXII. Slightly more than 80 per cent of them placed a minimum significant value of "important" on this statement.

Prevents pressure groups. The data in Table XXXIII express the thinking of those participating in this research relative to the importance of the statement, "an advisory committee can prevent the formation of pressure groups, especially if it represents all sides of opinion in the community," as
TABLE XXXI

A LAY CITIZENS ADVISORY COMMITTEE GIVES THE COMMUNITY A RESPONSIBLE SHARE IN EDUCATIONAL PLANNING

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>12</td>
<td>35.3</td>
<td>17</td>
<td>41.5</td>
</tr>
<tr>
<td>Important</td>
<td>14</td>
<td>41.2</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>7</td>
<td>20.6</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table reads: There were 12, or 35.3 per cent, of the superintendents, 17 or 41.5 per cent of the supervisors and 45, or 30.6 per cent, of the principals who rated the statement "an advisory committee gives the community a responsible share in educational planning" as an "extremely important" advantage of having such a committee.
Table XXXII

AN ADVISORY COMMITTEE CAN BRING ABOUT COOPERATION AND UNDERSTANDING AMONG THE VARIOUS COMMUNITY AGENCIES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>14</td>
<td>41.2</td>
<td>14</td>
<td>31.1</td>
</tr>
<tr>
<td>Important</td>
<td>16</td>
<td>47.0</td>
<td>17</td>
<td>41.5</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>4</td>
<td>11.8</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 14, or 41.2 per cent, of the superintendents, 14, or 31.1 per cent, of the supervisors and 56, or 38.1 per cent, of the principals who rated the statement "an advisory committee can bring about cooperation and understanding among the various community agencies" as an "extremely important" advantage of having such a committee.
Table reads: There were 15, or 44.2 per cent, of the superintendents, 18, or 43.9 per cent, of the supervisors and 60, or 40.8 per cent, of the principals who rated the statement "an advisory committee can prevent the formation of pressure groups, especially if it represents all sides of opinion in the community" as an "extremely important" advantage of having such a committee.
an advantage of lay advisory committees. More than two-fifths of the combined opinions of the superintendents, supervisors, and principals evaluated this as an "extremely important" advantage of lay advisory committees while 37.8 per cent of them appraised it "important".

**Links administration with community thinking.** The data presented in Table XXXIV disclose the opinions of the participants of this study relative to the importance of the statement, "advisory committees help the school administration to keep in close touch with community thinking," as an advantage gained from organizing and using lay advisory committees in public education. By referring to this data, one can quickly reveal that the respondents considered this statement to be a very valuable advantage as 41.5 per cent of them placed it "extremely important" while 40.5 per cent of the contributors gave it an "important" rating.

**Advise as to community wishes.** A high level of agreement is indicated in the responses on the matter of evaluating the importance of the statement, "an advisory committee can transmit to the school administration the desires of the community and it can carry back to the community facts about the school," as an advantage of lay citizens advisory committees. Data in Table XXXV record the composite responses of each group participating in this study. Slightly more than 82 per cent of the responses were for a value of "important" or "extremely important."
<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>8</td>
<td>23.5</td>
<td>19</td>
<td>46.4</td>
</tr>
<tr>
<td>Important</td>
<td>17</td>
<td>50.1</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>5</td>
<td>14.7</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>3</td>
<td>8.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were eight, or 23.5 per cent, of the superintendents, 19, or 46.4 per cent, of the supervisors and 65, or 44.2 per cent, of the principals who rated the statement "advisory committees help the school administration to keep in close touch with community thinking" as an "extremely important" advantage of having such a committee.
### Table XXXV

A Citizens Advisory Committee can transmit to the School Administration the desires of the community and it can carry back to the Community Facts about the School.

| Response                        | Parish Supervidents | | Parish Supervisors | | Parish Principals | | Total |
|---------------------------------|---------------------|---|-------------------|---|-------------------|---|-----------------|---|
|                                 | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent |
| Extremely Important             | 10 | 29.4 | 18 | 43.9 | 62 | 42.2 | 90 | 40.5 |
| Important                       | 17 | 50.1 | 19 | 46.4 | 58 | 39.5 | 94 | 42.3 |
| Fairly Important                | 5 | 14.7 | 2 | 4.9 | 16 | 10.9 | 23 | 10.4 |
| Of Slight Importance            | 2 | 5.8 | 1 | 2.4 | 2 | 2.0 | 6 | 2.7 |
| Unimportant                     | 0 | 0 | 0 | 0 | 5 | 3.4 | 5 | 2.2 |
| No Opinion                      | 0 | 0 | 1 | 2.4 | 3 | 2.0 | 4 | 1.8 |
| Total                           | 31 | 100.0 | 41 | 100.0 | 147 | 100.0 | 222 | 100.0 |

Table reads: There were 10, or 29.4 per cent, of the superintendents, 18, or 43.9 per cent of the supervisors, and 62, or 42.2 per cent, of the principals who rated the statement "an advisory committee can transmit to the school administration the desires of the community and it can carry back to the community facts about the schools" as an "extremely important" advantage of having such a committee.
Prevention of urgent issues. The data in Table XXXVI portray the opinions of the participants in this study in respect to the importance of the statement, "many matters can be discussed by the advisory committee and recommendations can be made before issues become urgent" as an advantage of lay citizens committees in education. An inventory of this data reveals that more than three-fourths of the parish superintendents, parish supervisors and secondary school principals who participated in this study were of the opinion that the above statement was either "important" or "extremely important" as an advantage of organizing and using such committees.

Internet and defend the school. Table XXXVII records the opinions of each group identified in this study relative to the importance of the statement, "the school administration needs such a group qualified to interpret the school to the community and to defend the public school if such an occasion arises" as an advantage of lay advisory committees. More than 75 per cent of the responses of each group recognized in Table XXXVII indicate that they considered this statement an "important" or "extremely important" advantage of advisory committees. A compilation including data of all three groups indicates that slightly over four per cent of them considered the item "unimportant" or declined to give any response.

School administration under no obligation. Data in Table XXXVIII establish the opinions of the school personnel connected with this study relative to the importance of the statement, "the school administration is not under any
TABLE XXXVI

MANY MATTERS CAN BE DISCUSSED BY THE CITIZENS ADVISORY COMMITTEE AND
RECOMMENDATIONS CAN BE MADE BEFORE ISSUES BECOME URGENT

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>7</td>
<td>20.6</td>
<td>17</td>
<td>41.5</td>
</tr>
<tr>
<td>Important</td>
<td>20</td>
<td>58.0</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>5</td>
<td>14.7</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>2</td>
<td>5.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were seven, or 20.6 per cent, of the superintendents, 17, or 41.5 per cent, of the supervisors and 51, or 34.7 per cent, of the principals who rated the statement "many matters can be discussed by the advisory committee and recommendations can be made before issues become urgent" as an "extremely important" advantage of having such a committee.
Table XXXVII

THE SCHOOL ADMINISTRATION NEEDS SUCH A GROUP QUALIFIED TO INTERPRET THE SCHOOL TO THE COMMUNITY AND TO DEFEND THE PUBLIC SCHOOL IF SUCH AN OCCASION ARISES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>18</td>
<td>53.0</td>
<td>18</td>
<td>43.3</td>
</tr>
<tr>
<td>Important</td>
<td>6</td>
<td>17.6</td>
<td>12</td>
<td>29.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>4</td>
<td>11.8</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>5</td>
<td>14.7</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>1</td>
<td>2.9</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 18, or 53.0 per cent, of the superintendents, 18 or 43.9 per cent, of the supervisors and 70, or 47.6 per cent, of the principals who rated the statement "the school administration needs such a group qualified to interpret the school to the community and to defend the public school if such an occasion arises" as an "extremely important" advantage of having a functional lay advisory committee.
TABLE XXXVIII
THE SCHOOL ADMINISTRATION IS NOT UNDER ANY OBLIGATION TO ACCEPT THE
RECOMMENDATIONS OF THE ADVISORY COMMITTEE AND IT MAY
EVEN DISSOLVE THE COMMITTEE IF IT SO WISHES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>16</td>
<td>47.2</td>
<td>13</td>
<td>31.6</td>
</tr>
<tr>
<td>Important</td>
<td>7</td>
<td>20.6</td>
<td>12</td>
<td>29.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>7</td>
<td>20.6</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>1</td>
<td>2.9</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Unimportant</td>
<td>1</td>
<td>2.9</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table reads: There were 16, or 47.2 per cent, of the superintendents, 13, or 31.6 per cent, of the supervisors and 66, or 44.9 per cent, of the principals who rated the statement "the school administration is not under any obligation to accept the recommendations of the advisory committee and it may even dissolve the committee if it so wishes" as an "extremely important" advantage of lay citizens advisory committees.
obligation to accept the recommendations of the advisory committee and it may even dissolve the committee if it so wishes," as an advantage of lay advisory committees. Although 42.8 per cent of the participants of the study appraised this as an "extremely important" advantage, many of them advised that if the situation should present itself that the recommendations of the committee were not accepted or if it be necessary to dissolve the committee, every precaution must be taken to prevent any unfavorable reflection toward the school and community. Precautions should be taken to assure that any actions which take place do not hinder the school-community working relationships.

More men to serve. The importance of the statement, "it is possible to get a larger proportion of men on an advisory committee than is possible in such an organization as the Parent-Teachers Association," as an advantage of lay advisory committees is summarized in Table XXXIX. Those making the evaluation included superintendents, supervisors and principals. Sixty-five, or 29.1 per cent, of them attached an "extremely important" rating to this statement while 28.4 per cent of them gave an "important" placing for it.

F. Determining the Importance of Several Statements as Objections of Lay Citizens Advisory Committees

The questionnaire which was sent to the superintendents, supervisors and principals included several statements which are often considered objections or disadvantages of citizens committees. The participants were asked to evaluate the
**TABLE XXXIX**

**IT IS POSSIBLE TO GET A LARGER PROPORTION OF MEN ON AN ADVISORY COMMITTEE THAN IS POSSIBLE IN SUCH AN ORGANIZATION AS THE PARENT-TEACHERS ASSOCIATION**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>6</td>
<td>26.5</td>
<td>12</td>
<td>31.7</td>
</tr>
<tr>
<td>Important</td>
<td>9</td>
<td>26.5</td>
<td>16</td>
<td>34.2</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>8</td>
<td>23.8</td>
<td>10</td>
<td>24.1</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>2</td>
<td>3.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>3</td>
<td>8.8</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>8.8</td>
<td>3</td>
<td>7.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>11</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table reads: There were nine, or 26.5 per cent, of the superintendents, 13, or 31.7 per cent, of the supervisors and 43, or 29.3 per cent, of the principals who rated the statement "it is possible to get a larger proportion of men on an advisory committee than is possible in such an organization as the Parent-Teachers Association" as an "extremely important" advantage of lay citizens advisory committees.
statements as to their importance as objections. Replies from this part of the questionnaire are compiled in Tables XL-XLVIII.

**Becoming pressure group.** The contents of Table XL depict the opinion of those represented in this study in regard to the importance of the statement, "there is a danger of the advisory committee becoming a pressure group," as an objection of lay advisory committees. The attitude reflected in the responses indicates there is some danger of advisory committees becoming pressure groups. It should be remembered, however, that the respondents did not advise against the use of such committees but did point out that this is one of the dangers that does exist.

**A fault-finding group.** The importance of the statement, "the advisory committee may degenerate into a fault-finding group," as an objection of lay educational advisory committees was considered by the participants of this study. The feeling seemed to exist that there was a danger of the committee becoming a fault-finding group. An analysis of the contents of Table XLI show that 157, or 70.2 per cent, of the respondents indicated a value of "important" or "extremely important" for this item.

**Administration may feel obligated.** Table XLII is a record of the reactions of 222 professional personnel relative to the importance of the statement, "the school administration may feel obligated to accept recommendations which it may not approve," as an objection to the use of lay
<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>15</td>
<td>44.3</td>
<td>16</td>
<td>39.6</td>
<td>68</td>
</tr>
<tr>
<td>Important</td>
<td>10</td>
<td>29.4</td>
<td>9</td>
<td>22.6</td>
<td>37</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>6</td>
<td>17.6</td>
<td>10</td>
<td>24.4</td>
<td>27</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>1</td>
<td>2.9</td>
<td>3</td>
<td>7.3</td>
<td>3</td>
</tr>
<tr>
<td>Unimportant</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2.4</td>
<td>6</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>2</td>
<td>4.9</td>
<td>9</td>
</tr>
</tbody>
</table>

Total: 34 100.0 41 100.0 117 100.0 222 100.0

Table reads: There were 15, or 44.3 per cent, of the superintendents, 16, or 39.6 per cent, of the supervisors and 68, or 46.2 per cent, of the principals who rated the statement "there is a danger of the advisory committee becoming a pressure group" as an "extremely important" advantage of lay citizens advisory committees.
TABLE XLI
THE CITIZENS ADVISORY COMMITTEE MAY DEGENERATE INTO A FAULT-FINDING GROUP

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>11</td>
<td>32.4</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>35.1</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>8</td>
<td>23.5</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>1</td>
<td>2.9</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 11, or 32.4 per cent, of the superintendents, 16, or 39.0 per cent, of the supervisors and 60, or 40.8 per cent, of the principals who rated the statement "the advisory committee may degenerate into a fault-finding group" as an "extremely important" objection to lay advisory committees in education.
TABLE XLII

THE SCHOOL ADMINISTRATION MAY FEEL OBLIGATED TO ACCEPT RECOMMENDATIONS WHICH IT MAY NOT APPROVE

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>5</td>
<td>14.7</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Important</td>
<td>15</td>
<td>44.2</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>11</td>
<td>32.4</td>
<td>13</td>
<td>31.8</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>2</td>
<td>5.8</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Unimportant</td>
<td>1</td>
<td>2.9</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were five, or 14.7 per cent, of the superintendents, seven, or 17.1 per cent, of the supervisors and 40, or 27.2 per cent, of the principals who rated the statement "the school administration may feel obligated to accept recommendations which it may not approve" as an "extremely important" objection of lay advisory committees.
advisory committees. There was quite a division of opinions as to the importance of this objection. Seventy-two, or 32.3 per cent, of those polled appraised it "important" while 32, or 32.4 per cent, placed it "extremely important" and 31, or 33.0 per cent, "fairly important." Fifteen, or 6.8 per cent of the participants assigned this item an "unimportant" rating.

One channel of communication. Data developed from the survey and recorded in Table XXIII indicate the importance attached to the statement, "there is a danger that once a citizens committee is formed that it may become the one channel of communication between the public and the schools," as an objection to lay citizens committees in education. By viewing the contents of Table XXIII, one can see that there does exist a general attitude that the above statement is a prominent objection to the use of lay citizens committees, approximately one-third of those questioned considered this item an "important" objection and more than one-fourth of them appraised it "fairly important."

Waste time. An examination of the data in Table XXIV will reveal the responses relative to the importance of the statement, "some advisory committees, particularly those dealing with curriculum matters, waste time if professionals have only token representation on the committees," as an objection to the use of advisory committees in public education. Less than five per cent of the recorded responses of the surveyed group rated this item as "unimportant." Almost one-third of the respondents acclaimed this objection "important."
Table XLIII

**THERE IS A DANGER THAT ONCE A CITIZENS COMMITTEE IS FORMED, THAT IT MAY BECOME THE ONE CHANNEL OF COMMUNICATION BETWEEN THE PUBLIC AND THE SCHOOLS**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>5</td>
<td>14.7</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>35.3</td>
<td>13</td>
<td>33.6</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>14</td>
<td>41.3</td>
<td>12</td>
<td>29.3</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>2</td>
<td>5.8</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Unimportant</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were five, or 14.7 per cent, of the superintendents, seven, or 17.1 per cent, of the supervisors and 30, or 20.4 per cent, of the principals who rated the statement "there is a danger that once a citizens committee is formed that it may become the one channel of communication between the public and the schools," as an "extremely important" objection to lay citizens advisory committees.
### Table XLIV

**Some Citizens Advisory Committees, Particularly Those Dealing with Curriculum Matters, Waste Time if Professionals Have Only Token Representation on the Committees**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>8</td>
<td>23.5</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>35.3</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>13</td>
<td>38.3</td>
<td>12</td>
<td>29.3</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>1</td>
<td>2.9</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were eight, or 23.5 per cent, of the superintendents, seven, or 17.1 per cent, of the supervisors and 32, or 21.8 per cent, of the principals who rated the statement "some advisory committees, particularly those dealing with curriculum matters, waste time if professionals have only token representation on the committees" as an "extremely important" objection to lay citizens advisory committees.
Pack council with persons favorable to policies. A compilation of responses concerning the importance of the statement, "the school administration can pack the advisory council with persons favorable to their policies," as an objection to the organization and use of lay citizens advisory committees is provided in Table XLV. Sixty-eight, or 30.5 per cent, of the parish superintendents, supervisors and principals represented in this study considered the above item "fairly important" while approximately one-fourth of the participants gave the statement a rating of "important" and "extremely important" as an objection of advisory committees.

Members may lean too heavily on advice. The data in Table XLVI represent the opinions of those contributing to this study relative to the importance of the statement, "the board of education members may lean too heavily upon the advice of the advisory committee," as an objection to the organization and use of such committees. Three degrees of importance, "extremely important," "important" and "fairly important," received approximately one-fourth each of the total responses received. Eighteen, or 8.1 per cent, of the participants appraised this item "unimportant."

Too much time required. The reactions of the superintendents, supervisors and principals are disclosed by the information in Table XLVII in regards to the importance of the statement, "too much time is required for the results obtained," as an objection to citizens committees in education.
**TABLE XLV**  
THE SCHOOL ADMINISTRATION CAN PACK THE ADVISORY COMMITTEE WITH PERSONS FAVORABLE TO THEIR POLICIES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>10</td>
<td>29.4</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Important</td>
<td>14</td>
<td>41.3</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>4</td>
<td>11.8</td>
<td>17</td>
<td>41.4</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>3</td>
<td>8.8</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Unimportant</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 10, or 29.4 per cent, of the superintendents, 10, or 24.4 per cent, of the supervisors and 37, or 25.2 per cent, of the principals who rated the statement "the school administration can pack the advisory council with persons favorable to their policies" as an "extremely important" objection to lay educational advisory committees.
### TABLE XLVI
THE BOARD OF EDUCATION MEMBERS MAY LEAN TOO HEAVILY UPON THE ADVICE OF THE ADVISORY COMMITTEE

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>10</td>
<td>29.4</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Important</td>
<td>10</td>
<td>29.4</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>8</td>
<td>23.6</td>
<td>15</td>
<td>36.6</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>3</td>
<td>8.8</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Unimportant</td>
<td>3</td>
<td>8.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 10, or 29.4 per cent, of the superintendents, five, or 12.2 per cent, of the supervisors and 45, or 30.7 per cent, of the principals who rated the statement "the board of education members may lean too heavily upon the advice of the advisory committee" as an "extremely important" objection to lay citizens advisory committees.
TABLE XLVII
TWO MUCH TIME IS REQUIRED FOR THE RESULTS OBTAINED

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>2</td>
<td>5.8</td>
<td>4</td>
<td>8.8</td>
</tr>
<tr>
<td>Important</td>
<td>8</td>
<td>22.5</td>
<td>6</td>
<td>11.6</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>11</td>
<td>32.5</td>
<td>15</td>
<td>33.6</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>10</td>
<td>29.4</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Unimportant</td>
<td>3</td>
<td>8.8</td>
<td>8</td>
<td>16.5</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were two, or 5.8 per cent, of the superintendents, four, or 9.8 per cent, of the supervisors and 13, or 8.8 per cent, of the principals who rated the statement "too much time is required for the results obtained" as an "extremely important" objection to lay advisory committees.
The recorded data fail to show that this item is very prominent as a disadvantage of advisory committees. The most weighted response was "fairly important" with 89, or 40.0 per cent, of the total appraisals.

**Fail to realize importance and functions.** The opinions of the three groups of participants relative to the importance of the statement, "members fail to realize the importance and functions of the committees," as an objection of lay advisory committees are recorded in Table XLVIII. The data show that this was a popular objection to the organization and use of such committees. Eighty-two, or 37 per cent, of those expressing their opinions considered it "fairly important" while 66, or 29.7 per cent, of them evaluated this item an "important" objection.

**G. Determining the Importance of Several Statements as Functions of Lay Citizens Advisory Committees**

The questionnaire which was utilized as a data-gathering device in this study contained several statements which were offered for consideration as functions of lay citizens advisory committees. The professional personnel who were polled were asked to indicate their opinion as to the importance of the functions and to add any which they thought should be included. Responses from this portion of the research are shown in Tables XLIX-LXV.

**Improve public relations.** The data in Table XLIX present the opinions of the three groups of participants relative to the importance of the statement, "to improve public
## TABLE XLVIII
MEMBERS FAIL TO REALIZE THE IMPORTANCE AND FUNCTION OF THE COMMITTEES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>11.8</td>
<td>7</td>
<td>17.7</td>
</tr>
<tr>
<td>Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>41.2</td>
<td>13</td>
<td>31.7</td>
</tr>
<tr>
<td>Fairly Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>29.4</td>
<td>17</td>
<td>41.5</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5.8</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Unimportant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>11.8</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>No Opinion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were four, or 11.8 per cent, of the superintendents, seven, or 17.1 per cent, of the supervisors and 27, or 18.4 per cent, of the principals who rated the statement "members fail to realize the importance and functions of the committees" as an "extremely important" objection to lay advisory committees.
Table reads: There were 17, or 50.2 per cent, of the superintendents, 19, or 46.3 per cent, of the supervisors and 71, or 48.4 per cent, of the principals who rated the statement "to improve public relations" as an "extremely important" function of lay citizen advisory committees in public education.
relations," as a function of lay citizens advisory committees in public education. It can readily be seen that those sharing their expressions on this function considered it to be very prominent. Almost 50 per cent of the participants rated this function "extremely important" while slightly over one-third of them evaluated it "important."

Develop total school program. Table I is a presentation of data derived from the participants in this study relative to the importance of the statement, "to help develop the total school program based on the needs of the total populace of the community," as a function of lay advisory committees. Approximately three-fourths of the superintendents, supervisors and principals who contributed to this study gave a placing of "important" or "extremely important" to this function. Therefore, it can be assumed that this function can be accepted as an outstanding one. Only five, or 2.3 per cent, of the responses appraised this item "important."

Appraise facilities. Table II is a record of the responses of each group of participants assisting with this study relative to the importance of this statement, "to appraise school building facilities," as a function of advisory committees. Approximately two-thirds of those responding assigned an "important" or "extremely important" rating to this item as a function of lay committees in education. Only 3.2 per cent of the participants considered it "unimportant."
### Table 1

**To aid in developing the entire school program based on the needs of the total populace of the community**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Supervisors</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>11</td>
<td>32.4</td>
<td>19</td>
<td>46.3</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>33.3</td>
<td>17</td>
<td>41.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>6</td>
<td>17.6</td>
<td>4</td>
<td>9.2</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>2</td>
<td>5.6</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Unimportant</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Total**                  | 31     | 100.0    | 41     | 100.0    | 147    | 100.0    | 222    | 100.0    |

Table reads: There were 11, or 32.4 per cent, of the superintendents, 19, or 46.3 per cent, of the supervisors and 30, or 40.2 per cent, of the principals who rated the statement "to help develop the entire school program based on the needs of the total populace of the community" as an "extremely important" function of lay advisory committees.
TABLE I
TO APPRAISE SCHOOL BUILDING FACILITIES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>7</td>
<td>20.6</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Important</td>
<td>11</td>
<td>32.4</td>
<td>24</td>
<td>32.5</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>9</td>
<td>25.5</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>1</td>
<td>11.8</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Unimportant</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>3.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were seven, or 20.6 per cent, of the superintendents, nine, or 22 per cent, of the parish supervisors, and 30, or 24 per cent, of the principals who rated the statement "to appraise school building facilities" as an "extremely important" function of lay citizens advisory committees.
Evaluate instructional program. Table LII contains the values attached by each of the groups relative to the importance of the statement, "to evaluate the effectiveness of the instructional program of the school," as a function of lay advisory committees in education. The general consensus seemed to be that this item was not a prominent function of such committees. Approximately three-fourths of the responses were directed to the "fairly important," "of slight importance" and "unimportant" categories.

Aid in tax or bond issues. Data presented in Table LIII are in response to an inquiry as to the importance of the statement, "to aid in passing a tax or bond issue," as a function of citizens advisory committees. Data tend to support this item as an essential function. Approximately three-fifths of the personnel participating in this study termed it "extremely important" while 23 per cent considered it "important."

Interpret school needs. Data of Table LIV were developed from a survey of superintendents, supervisors and principals involved in this study in regard to the importance of the statement, "to interpret school needs to the public," as a function of advisory committees. This seems to be another outstanding function of advisory committees as 51.4 per cent of the replies placed it "extremely important" while another 32 per cent designated it "important." Only 1.8 per cent of the participants considered this item to be "unimportant" as a function of advisory committees.
TABLE LIII
TO EVALUATE THE EFFECTIVENESS OF THE INSTRUCTIONAL PROGRAM OF THE SCHOOL

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>1</td>
<td>2.9</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Important</td>
<td>9</td>
<td>26.5</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>7</td>
<td>20.6</td>
<td>12</td>
<td>22.2</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>9</td>
<td>26.5</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Unimportant</td>
<td>3</td>
<td>23.5</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There was one, or 2.9 per cent, of the superintendents, seven, or 17.1 per cent, of the supervisors and 19, or 12.2 per cent, of the principals who rated the statement "to evaluate the effectiveness of the instructional program of the school" as an "extremely important" function of lay educational advisory committees.
### Table LIII

**To Aid in Passing a Tax or Bond Issue**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>22</td>
<td>64.9</td>
<td>26</td>
<td>63.5</td>
</tr>
<tr>
<td>Important</td>
<td>7</td>
<td>20.6</td>
<td>8</td>
<td>19.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>2</td>
<td>5.8</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>2</td>
<td>5.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Unimportant</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>31</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 22, or 64.9 per cent, of the superintendents, 26, or 63.5 per cent, of the supervisors and 39, or 60.5 per cent, of the principals who rated the statement "to aid in passing a tax or bond issue" as an "extremely important" function of lay advisory committees.
Table reads: There were 22, or 67.9 per cent, of the superintendents, 23, or 56.2 per cent, of the supervisors and 75, or 50.9 per cent, of the principals who rated the statement "to interpret school needs to the public" as an "extremely important" function of lay advisory committees.

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>23</td>
<td>67.9</td>
<td>23</td>
<td>56.2</td>
</tr>
<tr>
<td>Important</td>
<td>5</td>
<td>14.7</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>2</td>
<td>5.9</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>2</td>
<td>5.9</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Unimportant</td>
<td>2</td>
<td>5.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>31</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Investigate staff members under "fire." The responses from the 222 participants of this study are revealed in the data of Table LV concerning the significance of the statement, "to investigate the effectiveness and desirability of staff members who are under 'fire'," as a function of lay advisory committees. This item cannot be considered a significant function of such committees. This statement finds its verification from data in the above table which show that more than 79 per cent of the responses valued this item "fairly important" or below. Approximately one-fourth of the respondents appraised it "unimportant."

Selection of textbooks. The data in Table LVI reflect the thinking of those contributing to this study in regards to the importance of the statement, "to help in the selection of textbooks," as a function of lay citizens advisory committees. This cannot be valued as an essential function because only 6.4 per cent of the personnel responding to the questionnaire considered it "important" or above. Almost fifty per cent of them evaluated it "unimportant."

Appraise teaching methods. Data in Table LVII disclose the nature of the responses obtained from each of the participating groups in this study concerning the importance of the statement, "to appraise the teaching methods in use," as a function of lay advisory committees. This item cannot be considered a necessary function of such committees. Support for this statement is found in the data in the table mentioned above. Almost 60 per cent of the participants assigned this
**TABLE LV**

**TO INVESTIGATE THE EFFECTIVENESS AND DESIRABILITY OF STAFF MEMBERS WHO ARE UNDER "FIRE"**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Important</td>
<td>5</td>
<td>14.7</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>5</td>
<td>14.7</td>
<td>15</td>
<td>36.5</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>10</td>
<td>29.4</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Unimportant</td>
<td>12</td>
<td>35.4</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table reads: There were not any superintendents, five, or 12.2 per cent, of the supervisors and 17, or 7.7 per cent, of the principals who rated the statement "to investigate the effectiveness and desirability of staff members who are under 'fire'" as an "extremely important" function of lay advisory committees.
<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Important</td>
<td>2</td>
<td>5.8</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>2</td>
<td>5.8</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>7</td>
<td>20.6</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>23</td>
<td>67.8</td>
<td>17</td>
<td>41.5</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were not any superintendents, one, or 2.4 per cent, of the supervisors and not any principals who rated the statement "to help in the selection of textbooks" as an "extremely important" function of lay educational advisory committees.
TABLE LVII

TO APPRAISE THE TEACHING METHODS IN USE

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>1</td>
<td>2.9</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Important</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>4</td>
<td>11.8</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>8</td>
<td>23.5</td>
<td>13</td>
<td>31.7</td>
</tr>
<tr>
<td>Unimportant</td>
<td>21</td>
<td>61.8</td>
<td>21</td>
<td>51.3</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There was one, or 2.9 per cent, of the superintendents, one, or 2.4 per cent, of the supervisors and one, or .7 per cent, of the principals who rated the statement "to appraise the teaching methods in use" an "extremely important" function of advisory committees.
statement an "unimportant" rating as a function of citizens advisory committees.

**Determine community reaction.** A tabulation of the responses shown in Table LVIII concern an inquiry as to the importance of the statement, "to determine community reaction to contemplated action on the part of the school board," as a function of lay advisory committees in education. The "fairly important" response received the greatest weighting with 34.1 per cent of the respondents selecting it. Twenty-three per cent of them designated this item as being "of slight importance" as a function of lay advisory committees. Approximately one-sixth of those replying appraised it "unimportant."

**To approve budget.** Reactions of the respondents of this research toward the significance of the statement, "to approve the school budget," as a function of lay citizens advisory committees points out its undesirability as a function. This activity cannot be considered a necessary function of such committees. These remarks are supported by the data in Table LIX.

**Assist with health program.** Data in Table LX reflect the opinions of the superintendents, supervisors and principals who participated in this study relative to the importance of the statement, "to assist in the expansion of the school health program," as a function of citizens advisory committees. Approximately 32 per cent of the respondents considered this item "fairly important" while 24.8 per cent of them considered
TABLE LVIII
TO DETERMINE COMMUNITY REACTION TO CONTEMPLATED ACTION ON THE PART OF THE SCHOOL BOARD

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>1</td>
<td>2.9</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Important</td>
<td>8</td>
<td>23.5</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>11</td>
<td>32.4</td>
<td>15</td>
<td>36.6</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>5</td>
<td>14.7</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Unimportant</td>
<td>9</td>
<td>26.5</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There was one, or 2.9 per cent, of the superintendents, two, or 4.9 per cent, of the supervisors and 10, or 6.8 per cent, of the principals who rated the statement "to determine community reaction to contemplated action on the part of the school board" as an "extremely important" function of lay advisory committees.
### Table LIX

**TO APPROVE THE SCHOOL BUDGET**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>2</td>
<td>5.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Important</td>
<td>2</td>
<td>5.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>2</td>
<td>5.8</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>8</td>
<td>23.5</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Unimportant</td>
<td>18</td>
<td>53.3</td>
<td>26</td>
<td>63.5</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were two, or 5.8 per cent, of the superintendents, one, or 2.4 per cent, of the supervisors and seven, or 4.8 per cent, of the principals who rated the statement "to approve the school budget" as an "extremely important" function of lay educational advisory committees.
TABLE LX

TO ASSIST IN THE EXPANSION OF THE SCHOOL HEALTH PROGRAM

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>4</td>
<td>11.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Important</td>
<td>7</td>
<td>20.6</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>9</td>
<td>26.5</td>
<td>22</td>
<td>53.6</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>9</td>
<td>26.5</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Unimportant</td>
<td>3</td>
<td>8.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>5.8</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were four, or 11.8 per cent, of the superintendents, two, or 4.9 per cent, of the supervisors and 23, or 15.6 per cent, of the principals who rated the statement "to assist in the expansion of the school health program" as an "extremely important" function of lay advisory committees.
this item "fairly important" while 24.8 per cent of them considered it "important" and 18.9 per cent of them evaluated it as being "of slight importance."

Evaluate lunch program. The contents of Table LXI portray the opinions of the respondents in respect to the importance of the statement, "to evaluate the school lunch program," as a function of lay advisory committees. Eighty-one, or 36.5 per cent, of the responses appraised the item "fairly important" while 54, or 24.3 per cent, of them considered it as being "of slight importance." The data disclose that an evaluation of the school lunch program cannot be considered a significant function of such committees.

Appraise employment possibilities. Data found in Table LXII show the evaluations of the respondents relative to the importance of the statement, "to appraise the employment opportunities for high school graduates," as a function of lay advisory committees. There appears to be a wide division of thinking as to the importance of this item. Seventy, or 31.5 per cent, of the persons contributing to the study appraised this item "fairly important" while 61, or 27.5 per cent, considered it "important." Twenty-five, or 11.3 per cent, declared the statement "unimportant" as a function of lay citizens committees.

Assist in teacher recruitment. The contents of Table LXIII reveal the expressions of the parish superintendents, parish supervisors and combination school principals participating in this research concerning the importance of the
<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>2</td>
<td>5.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Important</td>
<td>4</td>
<td>11.8</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>12</td>
<td>35.3</td>
<td>21</td>
<td>51.2</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>9</td>
<td>26.5</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Unimportant</td>
<td>7</td>
<td>20.6</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were two, or 5.8 per cent, of the superintendents, one, or 2.4 per cent, of the supervisors and 12, or 8.2 per cent, of the principals who rated the statement "to evaluate the school lunch program" as an "extremely important" function of lay advisory committees.
TABLE LXII

TO APPRAISE THE EMPLOYMENT OPPORTUNITIES FOR HIGH SCHOOL GRADUATES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Important</td>
<td>10</td>
<td>29.4</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>10</td>
<td>29.4</td>
<td>14</td>
<td>34.2</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>9</td>
<td>26.5</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Unimportant</td>
<td>5</td>
<td>14.7</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were not any superintendents, five, or 12.2 per cent, of the supervisors and 21, or 14.3 per cent, of the principals who rated the statement "to appraise the employment opportunities for high school graduates" as an "extremely important" function of lay advisory committees.
Table LXIII

TO ASSIST IN RECRUITING TEACHERS

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>1</td>
<td>2.9</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Important</td>
<td>3</td>
<td>8.8</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>13</td>
<td>38.3</td>
<td>19</td>
<td>46.4</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>6</td>
<td>17.6</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Unimportant</td>
<td>11</td>
<td>32.4</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There was one, or 2.9 per cent, of the superintendents, two, or 4.9 per cent, of the supervisors and 10, or 6.8 per cent, of the principals who rated the statement "to assist in teacher recruitment" as an "extremely important" function of citizens advisory committees in education.
statement, "to assist in teacher recruitment," as a function of lay advisory committees. Seventy, or 31.5 per cent, of them considered this item as being "unimportant" as a function. Sixty-four, or 28.8 per cent, of those participating declared the item as being "fairly important." According to this information, assisting with teacher recruitment cannot be considered an ordinary function of citizens advisory committees in public education.

Assist with salary schedules. Data in Table LXIV indicate the responses of those contributing to this study relative to the importance of the statement, "to assist in the development of salary schedules for teachers and other employees," as a function of lay advisory committees. There seems to be a wide diversion of opinion as to the importance of this statement as a function. Sixty-seven, or 30.2 per cent, of the respondents termed it "fairly important" while 60, or 27 per cent, considered it "important." Thirty-four, or 15.3 per cent, of those replying evaluated it "extremely important" while 32, or 14.4 per cent, rated it "unimportant."

Extension of school services. Data in Table LXV represent the thinking of the superintendents, supervisors and principals who participated in this study concerning the importance of the statement, "to consider ways and means by which school services can be improved and extended," as a function of lay advisory committees. This seems to be a fairly significant function as 72, or 32.4 per cent, of the respondents considered it "important" and 68, or 30.6 per cent
Table LXIV
TO ASSIST IN THE DEVELOPMENT OF SALARY SCHEDULES FOR TEACHERS AND OTHER EMPLOYEES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>3</td>
<td>8.8</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>35.4</td>
<td>13</td>
<td>31.7</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>9</td>
<td>26.5</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>1</td>
<td>2.9</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Unimportant</td>
<td>8</td>
<td>23.5</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>No Opinion</td>
<td>1</td>
<td>2.9</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table reads: There were three, or 8.8 per cent, of the superintendents, five, or 12.2 per cent, of the supervisors and 26, or 17.7 per cent, of the principals who rated the statement "to assist in the development of salary schedules for teachers and other employees" as an "extremely important" function of lay citizens advisory committees.
TABLE LXV

TO CONSIDER WAYS AND MEANS BY WHICH SCHOOL SERVICES CAN BE IMPROVED AND EXTENDED

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>6</td>
<td>17.6</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>35.3</td>
<td>13</td>
<td>31.4</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>8</td>
<td>23.6</td>
<td>14</td>
<td>34.4</td>
</tr>
<tr>
<td>Of Slight Importance</td>
<td>3</td>
<td>8.8</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Unimportant</td>
<td>4</td>
<td>11.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>No Opinion</td>
<td>1</td>
<td>2.9</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were six, or 17.6 per cent, of the superintendents, seven, or 17.1 per cent, of the supervisors and 26, or 17.7 per cent, of the principals who rated the statement "to consider ways and means by which school services can be improved and extended" as an extremely important function of lay advisory committees.
of them considered it "fairly important." Only 12, or 5.4 per cent, appraised it as being "unimportant."

Chase, Superintendent of Schools, Longmont, Colorado, offers some interesting comments concerning lay participation in school affairs when he states:

Any school administration that does not initiate some lay participation today, for future planning, is likely to find the citizens forming a group of their own. In some communities taxpayers have been organized with only one purpose in mind. Elsewhere, parents have banded together for a special interest. Such groups often are charged with emotionalism and function emotionally. The results may be ill will which may take years to overcome.

... We believe that the public schools belong to the public, not to the professional staff, the parents, or any other particular group. We have found citizens committees useful in the democratic administration of our schools—not only as insurance against the mushrooming of ill-advised organizations, but also in the constructive solution of specific problems.

From our own experiences and those of other administrators we know that citizens committees, when they are allowed sufficient operating freedom and are given proper guidance, have provided effecting assistance in the following areas: evening school classes, recreation for all ages, building and site needs, vocational education, and curriculum studies. Here are some of the ways such bodies can help:

1. By making extensive studies of the problem, followed by recommendations to the board of education.

2. By providing two-way communication between the schools and the community.

3. By supporting the board, the administration and the staff.
4. By holding good administration and teaching through proper cooperation.

5. By serving as a training school for future board members. (All of our present board members have served on citizens committees in the past.)

6. By providing a balanced view of educational needs, both to the community and to the professional staff.  

II. General Information Concerning Citizens Advisory Committees

The parish superintendents, parish supervisors and combination school principals who participated in this study were asked to respond to several general questions concerning the organization and use of citizens advisory committees. A summary of this data is included in Tables LXVI-LXXVI.

How should the members of a citizens advisory committee be selected? According to the data in Table LXVI, there are several accepted ways of selecting lay citizens advisory committee members. Approximately 50 per cent of the superintendents suggested that the members should be appointed by the principal and approved by the school board. Thirty-nine per cent of the supervisors advocated that the members should be appointed by the principal and superintendent and approved by the school board. Slightly more than 30 per cent of the principals also recommended this method of selection. The combined opinion of the three participating groups was greatest for the members to be appointed by the principal and

---

<table>
<thead>
<tr>
<th>Response</th>
<th>Superintendents</th>
<th>Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Appointed by the principal</td>
<td>2</td>
<td>5.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Appointed by the principal and superintendent</td>
<td>8</td>
<td>23.5</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Appointed by the principal and approved by school board</td>
<td>17</td>
<td>50.2</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Appointed by the principal and superintendent and approved by school board</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>By election at a community assembly</td>
<td>4</td>
<td>11.8</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Appointed by the principal and approved by community assembly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appointed by the superintendent and approved by school board</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

(Continued)
### TABLE LXVI (CONTINUED)

**How should the members of an advisory committee be selected?**

<table>
<thead>
<tr>
<th>Response</th>
<th>Superintendents</th>
<th>Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Appointed by the principal and faculty</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No opinion</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were two, or 5.8 per cent, of the superintendents, two, or 4.9 per cent, of the supervisors and 34, or 23.1 per cent, of the principals who stated that the members of an advisory committee should be appointed by the principals.
superintendent and approved by the school board. It must be remembered, however, that several other methods appeared to be desirable.

What should be the length of term of office of the members of the long-term, continuing citizens advisory committees? Data in Table LXVII indicate that the superintendents, supervisors and principals preferred three-year terms for members of advisory committees. More than 50 per cent of these groups considered this length of time most desirable. They also pointed out the desirability of this being a rotating term of office. This is discussed further in another part of this study.

Kindred in a discussion of the term of office of advisory committees has this to say:

The term of office for advisory committee members should be stated in the policy of the board of education. Because many of these groups have been formed somewhat hastily, not all of them have decided on a specific term of office. Some members have indefinite tenure, others hold office as long as they are interested or their organizations return them to the committee and still others remain in membership only until a specific job has been completed. Where the term is specified, it runs from six months to five years. The prevailing practice suggests that three years is a desirable length of time for service, and that one-third of the members change annually so that new personalities and new stimulation are brought into the committee.7

TABLE LXVII

WHAT SHOULD BE THE LENGTH OF TERM OF OFFICE OF THE MEMBERS OF THE LONG-TERM, CONTINUING COMMITTEES

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>One year</td>
<td>8</td>
<td>23.5</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Two years</td>
<td>4</td>
<td>11.8</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Three years</td>
<td>18</td>
<td>53.1</td>
<td>23</td>
<td>56.1</td>
</tr>
<tr>
<td>Four years</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Five years</td>
<td>2</td>
<td>5.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>No opinion</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were eight, or 23.5 per cent, of the superintendents, nine, or 22 per cent, of the supervisors and 53, or 36.1 per cent, of the principals who stated that the length of term of office of the members of the long-term, continuing committees should be one year.
When making replacements on the continuing committees, should the rotation system be used in order to prevent a completely new committee at one time? By referring to the information in Table LXVIII, one can readily see that the respondents recommended that the rotation system be used when making replacements. Approximately 85 per cent of the superintendents, supervisors and principals recommended this practice.

How many regular meetings should the citizens advisory committee hold each year? The combined opinion of those contributing to this study considered six to eight meetings per year most desirable with 58.5 per cent of them making this suggestion. Almost 20 per cent of the respondents recommended 9-11 meetings per year while 5.9 per cent of them stated the meetings should be held "as needed."

Should the advisory committee have a written constitution? Almost two-thirds of the personnel polled indicated that the advisory committee should have a written constitution. Approximately 30 per cent of them indicated a negative response to this question, while 5.4 per cent of the participants indicated that they were undecided about this matter. It is interesting to the writer to note that the supervisors and principals greatly favored the committee having a written constitution while slightly less than half of the superintendents expressed this same opinion. Support for the above statements can be verified by referring to the data in Table LXX.
TABLE LXVIII
WHEN MAKING REPLACEMENTS ON THE CONTINUING COMMITTEES, SHOULD THE ROTATION SYSTEM BE USED IN ORDER TO PREVENT A COMPLETELY NEW COMMITTEE AT ONE TIME

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>26</td>
<td>76.5</td>
<td>39</td>
<td>95.1</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>8.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>No opinion</td>
<td>5</td>
<td>14.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 26, or 76.5 per cent, of the superintendents, 39, or 95.1 per cent, of the supervisors, and 122, or 83 per cent, of the principals who stated that when making replacements on the continuing committees, the rotation system should be used in order to prevent a completely new committee at one time.
TABLE LXIX
HOW MANY REGULAR MEETINGS SHOULD THE ADVISORY COMMITTEE HOLD EACH YEAR

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td>8</td>
<td>8</td>
<td>14</td>
<td>30</td>
<td>13.5</td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>13</td>
<td>23</td>
<td>94</td>
<td>130</td>
<td>58.5</td>
<td></td>
</tr>
<tr>
<td>9-11</td>
<td>5</td>
<td>10</td>
<td>29</td>
<td>44</td>
<td>19.8</td>
<td></td>
</tr>
<tr>
<td>As needed</td>
<td>8</td>
<td>0</td>
<td>5</td>
<td>13</td>
<td>5.9</td>
<td></td>
</tr>
<tr>
<td>No opinion</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>41</td>
<td>147</td>
<td>222</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table reads: There were eight, or 23.5 per cent, of the superintendents, eight, or 19.5 per cent, of the supervisors and 14, or 9.5 per cent, of the principals who thought the advisory committee should hold three to five regular meetings each year.
### TABLE LXX

SHOULD THE ADVISORY COMMITTEE HAVE A WRITTEN CONSTITUTION

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
<td>47.1</td>
<td>29</td>
<td>70.7</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>50.0</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
<td>2.9</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 16, or 47.1 per cent, of the superintendents, 29, or 70.7 per cent, of the supervisors and 100, or 68.1 per cent, of the principals who thought that the advisory committee should have a written constitution.
How many members should be on a lay advisory committee?

Data of Table LXXI disclose that most of the respondents favored 6-8 members on the advisory committee. Approximately two-thirds of the participants indicated they preferred this number, while 22.5 per cent of them favored a committee of 9-11 members and 7.7 per cent wanted a committee with a larger membership.

It is interesting to note what Hamlin has to say about the size of the citizens committees. He states:

Committees intended to be representative should be large enough to be considered adequately representative by those they represent, but small enough to be efficient working bodies. Special committees that are not intended to be representative may often be small. A representative central committee of 12 to 15 people is very satisfactory. Representative committees for attendance areas, divisions of a school system, or for work on special, district-wide problems may include 7 to 12 people. Special, unrepresentative committees may have 3 to 5 or more members. Committees including more than 15 members tend to be unwieldy, inefficient, and frustrating to the membership.

The lay citizens advisory committee should elect officers to guide and direct the activities of the committee.

An analysis of the contents of Table LXXXII is indicative of general agreement among the contributors to this study that the advisory committee should elect officers to guide and direct the activities of the committee. Less than 10 per cent of the recorded responses of the surveyed group rated this item negatively or indicated indecision toward it.

---

### TABLE LXXI

**HOW MANY MEMBERS SHOULD BE ON AN ADVISORY COMMITTEE**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>6-8</td>
<td>26</td>
<td>76.5</td>
<td>21</td>
<td>51.2</td>
</tr>
<tr>
<td>9-11</td>
<td>7</td>
<td>20.6</td>
<td>13</td>
<td>31.7</td>
</tr>
<tr>
<td>11-14</td>
<td>1</td>
<td>2.9</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>15-17</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>No opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table reads: There were 26, or 76.5 per cent, of the superintendents, 21, or 51.2 per cent, of the supervisors and 105, or 71.4 per cent, of the principals who thought there should be six to eight members on an advisory committee.
TABLE LXII

THE ADVISORY COMMITTEE SHOULD ELECT OFFICERS TO GUIDE AND DIRECT THE ACTIVITIES OF THE COMMITTEE

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Parish Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>29</td>
<td>85.4</td>
<td>40</td>
<td>97.6</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>8.8</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 29, or 85.4 per cent, of the superintendents, 40, or 97.6 per cent, of the supervisors and 135, or 91.8 per cent, of the principals who thought that the advisory committee should elect officers to guide and direct the activities of the committee.
It is important when selecting a lay citizens advisory committee to make the committee as representative of the community as possible. The data in Table LXXIII are sufficient to support the assumption that it is very important to select an advisory committee representative of the entire community. More than 95 per cent of the respondents in this study indicated this to be a very desirable practice.

Anderson and Davies in their discussion of ten major channels of school-community relations has this to say about lay advisory committees:

One or more established lay advisory committees help to insure a continuing cooperative contact between the school and the community.

Administrators sometimes express uncertainty as to a basis for selecting lay members of the community for participation on advisory committees. Some advocate only "big names," so that the schools can be assured of the support of the most powerful elements in the community. Others recommend representatives of specific organized groups in the community.

One practical method of selecting advisory committee personnel is to seek individuals each of whom represents a cross section of interests. . . . If each person represents several broad interests rather than one single dominant interest, the advisory group will tend to work with flexibility and wide vision. Members will be able to make independent decisions, whereas laymen representing specific community groups would have to check each division with their individual organizations.

These multiple-interest advisory committees can organize and operate in as many areas as are needed. As needs are filled, committee members can form new teams to study the solution of new problems or merge
### Table LXXIII

**IT IS IMPORTANT WHEN SELECTING AN ADVISORY COMMITTEE TO MAKE THE COMMITTEE AS REPRESENTATIVE OF THE COMMUNITY AS POSSIBLE**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parish Superintendents</th>
<th>Parish Supervisors</th>
<th>Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
<td>94.2</td>
<td>40</td>
<td>97.6</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>5.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 32, or 94.2 per cent, of the superintendents, 40, or 97.6 per cent, of the supervisors and 141, or 95.9 per cent, of the principals who stated that the advisory committee should be as representative of the community as possible.
with other committees that can use fresh ideas and additional personnel. Actually, such groups would constitute the real "working" advisory committees.

Besides these groups, it is practical to have a large advisory committee composed of influential citizens who will lend their support to improving the school program within the limits of the time at their disposal. 9

The number of students enrolled in the schools of the principals participating in this study. Data in Table LXXXIV show that 42.9 per cent of the schools with principals taking part in this study had an enrollment of less than 300 students. Approximately 40 per cent of the schools had an enrollment of 300-599. Only three, or two per cent, of the schools had an enrollment of more than 1200 students.

The number of years which the principals who participated in this study had served in their present capacity. Forty-seven, or 32 per cent, of the principals had served less than five years. Another 29.9 per cent had served from five to nine years. Principals of the combination schools with long tenure seemed to be a very minimum. Only six of the principals had served in their present capacity 30 years or more. Further details on this topic are revealed by the data in Table LXXXV.

Types of citizens advisory committees found in the schools. It is quite evident that a large majority of the

TABLE LXXIV

THE NUMBER OF STUDENTS ENROLLED IN THE SCHOOLS OF
THE PRINCIPALS PARTICIPATING IN THIS STUDY

<table>
<thead>
<tr>
<th>Response</th>
<th>Schools</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 300</td>
<td></td>
<td>63</td>
<td>42.9</td>
</tr>
<tr>
<td>300-599</td>
<td></td>
<td>59</td>
<td>40.1</td>
</tr>
<tr>
<td>600-899</td>
<td></td>
<td>17</td>
<td>11.6</td>
</tr>
<tr>
<td>900-1199</td>
<td></td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>1200-over</td>
<td></td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 63, or 42.9 per cent, of the schools of principals participating in this study which had a student enrollment of less than 300.
TABLE LXXV

THE NUMBER OF YEARS WHICH THE PRINCIPALS WHO PARTICIPATED IN THIS STUDY HAD SERVED IN THEIR PRESENT CAPACITY

<table>
<thead>
<tr>
<th>Response</th>
<th>Schools</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 years</td>
<td>47</td>
<td>32.0</td>
</tr>
<tr>
<td>5-9 years</td>
<td>44</td>
<td>29.9</td>
</tr>
<tr>
<td>10-14 years</td>
<td>18</td>
<td>12.2</td>
</tr>
<tr>
<td>15-19 years</td>
<td>17</td>
<td>11.6</td>
</tr>
<tr>
<td>20-24 years</td>
<td>11</td>
<td>7.5</td>
</tr>
<tr>
<td>25-29 years</td>
<td>4</td>
<td>2.7</td>
</tr>
<tr>
<td>30-34 years</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>35-39 years</td>
<td>1</td>
<td>.7</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 47, or 32 per cent, of the principals participating in this study who had served under five years in their present capacity.
schools do not have any type of a lay citizens advisory committee. More than two-thirds of the principals reported that they did not have any organized advisory committee to work with their school. Thirty-seven, or 25.2 per cent, of them reported that they had a short-term, special committee affiliated with their school. Only 10, or 7.5 per cent, of the principals reported a long-term, continuing committee functioning in their school. These comments are substantiated by data in Table LXXXI.

1. Special Data Concerning the Advisory Committees Found in 47 of the 147 Schools Included in This Study

Principals of the schools having either short-term, special committees or long-term, continuing committees were asked to submit certain information concerning the committees in their schools. This information is compiled in Tables LXXXII-LXXXIV.

How were the members of the advisory committees selected? According to the data in Table LXXXII, several different methods were used to select the members as indicated by 47 principals. Two ways of selecting the numbers seem to be outstanding as represented by the percentage of the principals who utilized these methods. They are by election at a community assembly and by appointment by the principal. Almost 15 per cent of the committees were appointed by the teacher and approved by the principal. Four other methods were used but only to a small extent.
TABLE LXXVI

TYPES OF ADVISORY COMMITTEES FOUND IN THE SCHOOLS

<table>
<thead>
<tr>
<th>Response</th>
<th>Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term, special committees</td>
<td>37</td>
<td>25.2</td>
</tr>
<tr>
<td>Long-term, continuing committees</td>
<td>10</td>
<td>7.5</td>
</tr>
<tr>
<td>Not any</td>
<td>100</td>
<td>67.3</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table reads: There were 37, or 25.2 per cent, of the combination schools in this study that reported an active short-term advisory committee in operation.
<table>
<thead>
<tr>
<th>Response</th>
<th>Short-term committees</th>
<th></th>
<th>Long-term committees</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Appointed by the principal</td>
<td>12</td>
<td>32.4</td>
<td>3</td>
<td>30.0</td>
<td>15</td>
<td>31.9</td>
</tr>
<tr>
<td>Appointed by the principal and superintendent</td>
<td>1</td>
<td>2.7</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Appointed by the superintendent and principal and approved by school board</td>
<td>2</td>
<td>5.4</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Appointed by the principal and approved by the school board</td>
<td>1</td>
<td>2.7</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>By election at a community assembly</td>
<td>12</td>
<td>32.4</td>
<td>5</td>
<td>50.0</td>
<td>17</td>
<td>36.2</td>
</tr>
<tr>
<td>Appointed by the teacher and approved by principal</td>
<td>5</td>
<td>13.6</td>
<td>2</td>
<td>20.0</td>
<td>7</td>
<td>14.9</td>
</tr>
<tr>
<td>Appointed by the principal and approved by community assembly</td>
<td>4</td>
<td>10.8</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Total: 37, 100.0; 10, 100.0; 47, 100.0

Table reads: There were 12, or 32.4 per cent, of the short-term committees and three, or 30 per cent, of the long-term committees whose members were appointed by the principal.
The principals indicated that they favored the rotation system of replacing members so as to prevent a completely new committee at any one time. They recommended three-year terms for members.

**How many regular meetings were held each year by the lay advisory committees.** It is evident by referring to the data in Table LXXVIII that only a few meetings were held each year by the majority of the advisory committees. Approximately 40 per cent of the committees conducted three to five meetings per year while 21.3 per cent of them held six to eight meetings each year. There was not any appreciable difference between the responses of the principals reporting short-term committees and those reporting long-term committees.

**What was the average length of time of the advisory committee meetings?** Data in Table LXXIX show that the average length of the meetings of 18, or 38.3 per cent, of the committees was two hours while the average length for 17, or 36.2 per cent, of the committees was one hour.

**How well were the advisory committee meetings attended last year?** A large majority of the committee meetings were well attended last year according to data given in Table LXXX. Nineteen, or 40.4 per cent, of the committees reported an average attendance of 85-100 per cent of the members. Another 31.9 per cent of the committees reported an average attendance of 70-84 per cent of their members. Only six, or 12.8 per cent, of the committees had less than 55 per cent of their members present for regular meetings.
Table LXXVIII
HOW MANY REGULAR MEETINGS WERE HELD EACH YEAR BY THE ADVISORY COMMITTEES

<table>
<thead>
<tr>
<th>Response</th>
<th>Short-term committees</th>
<th>Long-term committees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>3-5</td>
<td>14</td>
<td>37.9</td>
<td>5</td>
</tr>
<tr>
<td>6-8</td>
<td>7</td>
<td>18.9</td>
<td>3</td>
</tr>
<tr>
<td>9-11</td>
<td>3</td>
<td>8.1</td>
<td>1</td>
</tr>
<tr>
<td>As needed</td>
<td>10</td>
<td>27.0</td>
<td>1</td>
</tr>
<tr>
<td>No opinion</td>
<td>3</td>
<td>8.1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100.0</td>
<td>10</td>
</tr>
</tbody>
</table>

Table reads: There were 14, or 37.9 per cent, of short-term committees and five, or 50 per cent, of the long-term committees which reported three to five regular meetings were held each year.
### TABLE LXXIX

**WHAT WAS THE AVERAGE LENGTH OF TIME OF THE ADVISORY COMMITTEE MEETINGS**

<table>
<thead>
<tr>
<th>Response</th>
<th>Short-term committees</th>
<th>Long-term committees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>1 hour</td>
<td>14</td>
<td>37.8</td>
<td>3</td>
</tr>
<tr>
<td>1½ hours</td>
<td>3</td>
<td>8.1</td>
<td>5</td>
</tr>
<tr>
<td>2 hours</td>
<td>16</td>
<td>43.3</td>
<td>2</td>
</tr>
<tr>
<td>2½ hours</td>
<td>4</td>
<td>10.8</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100.0</td>
<td>10</td>
</tr>
</tbody>
</table>

Table reads: There were 14, or 37.8 per cent, of the short-term committees and three, or 30 per cent, of the long-term committees reported the average length of time of their meetings one hour.
### TABLE LXX

**How well were the Advisory Committee meetings attended last year**

<table>
<thead>
<tr>
<th>Response</th>
<th>Short-term committees</th>
<th>Long-term committees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>85-100 per cent of members</td>
<td>15</td>
<td>40.6</td>
<td>4</td>
</tr>
<tr>
<td>70-84 per cent of members</td>
<td>13</td>
<td>35.1</td>
<td>2</td>
</tr>
<tr>
<td>55-69 per cent of members</td>
<td>5</td>
<td>13.5</td>
<td>2</td>
</tr>
<tr>
<td>Less than 55 per cent of members</td>
<td>4</td>
<td>10.8</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100.0</td>
<td>10</td>
</tr>
</tbody>
</table>

*Table reads:* There were 15, or 40.6 per cent, of the short-term committees and four, or 40 per cent, of the long-term committees which reported an average attendance of 85-100 per cent of the members at the meetings last year.
How many members were on the lay citizens advisory committees? The contents of Table LXXXI disclose that more committees were composed of six members than any other number. Sixteen, or 34.1 per cent, of the committees had six members, while nine, or 19.1 per cent, of the committees had eight members. Only three committees, or 6.4 per cent, had a membership of more than nine members.

How did the school board react to the work of the advisory committee? Data in Table LXXXII show that the reaction of the school board toward the advisory committees was commendable. Fifteen, or 31.0 per cent, of the committees stated that the school board reaction was "excellent" while 17, or 36.2 per cent, of them reported the board action as "good." Only three, or 6.4 per cent, indicated that the school board had an "indifferent" attitude toward their committee.

What were the reasons prompting the creating of an advisory committee for your school? Many of the principals who replied, indicated that several reasons had brought about the organization of the advisory committee in their school and they also pointed out the one primary reason. These are shown in Table LXXXIII. The main reasons seem to have been to assist in obtaining finances, to improve public relations and to help in determining the type of school most needed.

Schooling, in a study of the use of lay citizen advisory committees in Missouri, offered the following recommendations relative to lay advisory committees in public
### TABLE LXXXI
HOW MANY MEMBERS WERE ON THE ADVISORY COMMITTEES

<table>
<thead>
<tr>
<th>Response</th>
<th>Short-term committees</th>
<th></th>
<th>Long-term committees</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>3 members</td>
<td>1</td>
<td>2.7</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>4 members</td>
<td>1</td>
<td>2.7</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>5 members</td>
<td>3</td>
<td>8.1</td>
<td>2</td>
<td>20.0</td>
<td>5</td>
<td>10.6</td>
</tr>
<tr>
<td>6 members</td>
<td>15</td>
<td>40.6</td>
<td>1</td>
<td>10.0</td>
<td>16</td>
<td>34.1</td>
</tr>
<tr>
<td>7 members</td>
<td>5</td>
<td>13.5</td>
<td>1</td>
<td>10.0</td>
<td>6</td>
<td>12.8</td>
</tr>
<tr>
<td>8 members</td>
<td>6</td>
<td>16.2</td>
<td>3</td>
<td>30.0</td>
<td>9</td>
<td>19.1</td>
</tr>
<tr>
<td>9 members</td>
<td>5</td>
<td>13.5</td>
<td>1</td>
<td>10.0</td>
<td>6</td>
<td>12.8</td>
</tr>
<tr>
<td>Over 9 members</td>
<td>1</td>
<td>2.7</td>
<td>2</td>
<td>20.0</td>
<td>3</td>
<td>6.4</td>
</tr>
</tbody>
</table>

| Total        | 37     | 100.0    | 10       | 100.0    | 47     | 100.0    |

Table reads: There was one, or 2.7 per cent, of the short-term committees and not any of the long-term committees which reported only three members on the advisory committee.
TABLE LXXXII
HOW DID THE SCHOOL BOARD REACT TO THE WORK OF THE ADVISORY COMMITTEE

<table>
<thead>
<tr>
<th>Response</th>
<th>Short-term committees</th>
<th>Long-term committees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Excellent</td>
<td>10</td>
<td>27.0</td>
<td>5</td>
</tr>
<tr>
<td>Good</td>
<td>15</td>
<td>.6</td>
<td>2</td>
</tr>
<tr>
<td>Fair</td>
<td>7</td>
<td>18.9</td>
<td>2</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>5.4</td>
<td>1</td>
</tr>
<tr>
<td>No opinion</td>
<td>3</td>
<td>8.1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37</td>
<td>100.0</td>
<td>10</td>
</tr>
</tbody>
</table>

Table reads: The work of 10, or 27 per cent, of the short-term committees and five, or 50 per cent, of the long-term committees was reported to have received "excellent" reaction from the school board.
### TABLE LXXXIII

**What were the reasons prompting the creating of an advisory committee for your school?**

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Schools</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To assist in obtaining finances</td>
<td>15</td>
<td></td>
<td>31.9</td>
</tr>
<tr>
<td>To improve public relations</td>
<td>12</td>
<td></td>
<td>25.5</td>
</tr>
<tr>
<td>To be able to determine more accurately the type of school program necessary to meet the needs of the community</td>
<td>14</td>
<td></td>
<td>29.8</td>
</tr>
<tr>
<td>To make recommendations to the school administration on all school matters</td>
<td>2</td>
<td></td>
<td>4.3</td>
</tr>
<tr>
<td>To assist with building programs</td>
<td>4</td>
<td></td>
<td>8.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
<td></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Table reads: There were 15, or 31.9 per cent, of the principals who advised that one of the reasons prompting the creating of an advisory committee in their school was "to aid in obtaining finances."*
1. Lay advisory committees should be organized for specific purposes to meet felt needs.

2. The working relationship between the board of education and/or the school administration and the lay citizens advisory committee should be one of mutual confidence and understanding.

3. At the time the lay committee is organized and when appointments to committee membership are made, the advisory role of the committee should be explained and emphasized.

4. The administrator should be the professional advisor for the committee, assisting where help and direction are needed but avoiding domination of the group.

5. Membership of the committee should be representative of all interests and groups in the community.

6. Community characteristics and objectives should be taken into consideration in determining the type of committee to be organized and the procedures to be followed by the committee.

In pointing out that the vocational agriculture departments of our schools have always been in closer touch with the people than most departments of the schools, Hamlin remarks that "It is not surprising that the use of advisory councils is furthest advanced in agricultural education."\(^{11}\)


An appraisal of the effectiveness and value of the lay advisory committees. By referring to the data in Table LXXXIV, one can quickly see that the principals appraised the effectiveness and value of the advisory committees very highly. Eighteen, or 38.3 per cent, of them stated that the committees were "effective and of much value." Twenty-four, or 51 per cent, of the principals appraised their committees "somewhat effective and of some value."

Jenkins, who did some research concerning lay advisory committees in Pennsylvania, gave the following comments as a part of the conclusion to his study:

Lay advisory council have made a worthwhile contribution to educational progress by affecting needed changes after surveying community needs. Most organizations rely on school officials to supply necessary information and these administrators get valuable help from councils. Educational administrators should inform their school boards concerning the work of advisory councils and propose selection of persons for such an organization. Lay advisory groups will promote public education largely in keeping with the time and effort they expend and thus these groups need capable leadership and membership that represents the entire community.12

---

### Table LXIII

**An Appraisal of the Effectiveness and Value of the Advisory Committees**

<table>
<thead>
<tr>
<th>Response</th>
<th>Short-term committees</th>
<th>Long-term committees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Effective and of much value</td>
<td>12</td>
<td>32.4</td>
<td>6</td>
</tr>
<tr>
<td>Somewhat effective and of some value</td>
<td>20</td>
<td>54.1</td>
<td>4</td>
</tr>
<tr>
<td>Rather ineffective and of limited value</td>
<td>3</td>
<td>8.1</td>
<td>0</td>
</tr>
<tr>
<td>No opinion</td>
<td>2</td>
<td>5.4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>47</td>
<td>100.0</td>
<td>10</td>
</tr>
</tbody>
</table>

Table reads: The work of 12, or 32.4 per cent, of the short-term committees and six, or 60 per cent, of the long-term committees was reported to be "effective and of much value."
CHAPTER IV
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Analyses of the data of 222 questionnaires, representing replies from 34 parish superintendents, 41 supervisors and 147 principals are included in this chapter.

The summary of this research will consist of a brief review of the essential data which was analyzed in Chapter III.

The conclusions will be in the form of a suggested handbook to serve as a guide in the organization and use of lay citizens advisory committees in public education in Louisiana.

Some recommendations for future studies will be suggested near the close of the chapter.

Summary

A. This portion of the summary is concerned with determining the attitude of school administrators toward lay citizens advisory committees. Data in this study reveal:

1. That it was the opinion of 68.4 per cent of the participants in this study that to encourage and initiate lay citizens advisory committees offers one of the most effective ways to gain the interest and concern of laymen in the affairs of the public schools.

2. That it was the opinion of 77.9 per cent
of the participants in this study that the
school administration should experiment with
short-term, special committees before the
long-term, continuing committees are
organized.

3. That it was the opinion of 75.2 per cent of
the participants in this study that more
attention to the organization and use of lay
citizens advisory committees should be in-
cluded in the training which school admini-
strators receive.

4. That it was the opinion of 72.1 per cent of
the participants in this study that research
directed toward the development of desirable
procedures in the work of lay citizens ad-
visory committees should be encouraged.

5. That it was the opinion of 73 per cent of the
participants in this study that because of
the importance of lay citizens advisory com-
mittees in education, workshops should be
organized for school administrators and boards
of education for the purpose of sharing ex-
periences and developing desirable procedures
and techniques in directing their use.

6. That it was the opinion of 84.7 per cent of
the participants in this study that one of the
primary problems in the use of lay citizens
advisory committees appears to be that of how to define and limit the responsibilities which they assume.

7. That it was the opinion of 74.7 per cent of the participants in this study that the school administration should explore and experiment with the use of lay citizens advisory committees as a means of utilizing local resources to meet the needs of the school.

8. That it was the opinion of 55.8 per cent of the participants of this study that many schools already have such groups as the Parent-Teachers Association which properly perform those responsibilities which would usually be assumed by lay citizens advisory committees.

9. That it was the opinion of 11.3 per cent of the participants of this study that because the objections to lay citizens advisory committees seem to outweigh the advantages which might follow, it would be advisable for the school administration to discourage the organization of such groups.

10. That it was the opinion of 55 per cent of the participants of this study that the advisory committee members should be appointed by the school principal, or their selection carefully controlled by him, to insure desirable membership.
B. This portion of the summary is concerned with the importance of several statements as purposes of lay citizens advisory committees. Data in this study reveal:

1. That the following statements were considered "extremely important" by the participants of this study:
   a. To interpret school conditions and needs to fellow-laymen and to enlist their support for improvement.
   b. To provide moral support for school officials who undertake worthy courses of action which otherwise would not be possible.
   c. To create community confidence in the work of the school.
   d. To harmonize differences between the school and the community.

2. That the following statements were considered "important" by the participants of this study:
   a. To increase as much as possible the community use of school facilities.
   b. To act as a clearing center for current educational thinking.
   c. To survey the community for the purpose of getting the facts on which to build a public relations program.
d. To help identify educational needs and to solve related problems.

e. To evaluate public opinion about the school program.

f. To aid in securing public support for guidance, counseling and exploratory activities in the school.

3. That the following statements were considered "fairly important" by the participants of this study:

a. To aid in developing a curriculum better suited to meet the needs of youth.

b. To make recommendations on building conditions, student social functions, and living conditions of teachers.

c. To assist the school administration and the teaching personnel in providing suitable training at a high level of performance for all pupil interests and capability levels.

4. That the following statement was considered "unimportant" by the participants of this study:

a. To provide a continuing school program when there are personnel changes.

C. This portion of the summary is concerned with the importance of several statements generally considered to be desirable qualifications for a member of a lay citizens advisory committee. Data in this study reveal:
1. That the following statements were considered "extremely important" by the participants of this study:
   a. He can work well with other people.
   b. He has an open mind to the consideration of new ideas.
   c. He has sufficient interest to attend meetings regularly.
   d. He has the ability to make a group contribution to the work of the committee.

D. This portion of the summary is concerned with the importance of several statements as advantages of lay citizens advisory committees. Data in this study reveal:

1. That the following statements were considered "extremely important" by the participants of this study:
   a. A lay citizens advisory committee can prevent the formation of pressure groups, especially if it represents all sides of opinion in the community.
   b. Lay citizens advisory committees aid the school administration to keep in close touch with community thinking.
   c. The school administration needs such a group qualified to interpret the school to the community and to defend the public school
if such an occasion arises.

d. The school administration is not under any obligation to accept the recommendations of the lay citizens advisory committee and it may even dissolve the committee if it so wishes.

e. It is possible to get a larger proportion of men on a lay citizens advisory committee than is possible in such an organization as the Parent-Teachers Association.

2. That the following statements were considered "important" by the participants of this study:

a. A lay citizens advisory committee gives the community a responsible share in educational planning.

b. An advisory committee can bring about cooperation and understanding among the various community agencies.

c. A lay citizens advisory committee can transmit to the school administration the desires of the community and it can carry back to the community facts about the school.

d. Many matters can be discussed by the lay citizens advisory committee and recommendations can be made before issues become urgent.
E. This portion of the summary is concerned with the importance of several statements as objections of lay citizens advisory committees. Data in this study reveal:

1. That the following statements were considered "extremely important" by the participants of this study:
   
a. There is a danger of the lay citizens advisory committee becoming a pressure group.
   
b. The lay citizens advisory committee may degenerate into a fault-finding group.
   
c. The board of education members may lean too heavily upon the advice of the lay citizens advisory committee.

2. That the following statements were considered "important" by the participants of this study:
   
a. The administration may feel obligated to accept recommendations which it may not approve.
   
b. There is a danger that once a lay citizens advisory committee is formed that it may become the one channel of communication between the public and the schools.

3. That the following statements were considered "fairly important" by the participants of this study:
   
a. Some lay citizens advisory committees,
particularly those dealing with curriculum matters, waste time if professionals have only token representation on the committees.

b. The school administration can pack the lay citizens advisory committee with persons favorable to their policies.

c. Too much time is required for the results obtained.

d. Members fail to realize the importance and functions of lay citizens advisory committees.

F. This portion of the summary is concerned with the importance of several statements as functions of lay citizens advisory committees. Data in this study reveal:

1. That the following statements were considered "extremely important" by the participants of this study:
   a. To improve public relations.
   b. To aid in developing the entire school program based on the needs of the total populace of the community.
   c. To aid in passing a tax or bond issue.
   d. To interpret school needs to the public.

2. That the following statements were considered "important" by the participants of this study:
   a. To approve school building facilities.
   b. To consider ways and means by which school
services can be improved and extended.

3. That the following statements were considered "fairly important" by the participants of this study:
   a. To evaluate the effectiveness of the instructional program of the school.
   b. To investigate the effectiveness and desirability of staff members who are under "fire."
   c. To determine community reaction to contemplated action on the part of the school board.
   d. To assist in the expansion of the school health program.
   e. To evaluate the school lunch program.
   f. To appraise the employment opportunities for high school graduates.
   g. To assist in the development of salary schedules for teachers and other employees.

4. That the following statements were considered "unimportant" by the participants of this study:
   a. To aid in selecting textbooks.
   b. To appraise the teaching methods in use.
   c. To approve the school budget.
   d. To assist in recruiting teachers.

G. This portion of the summary is concerned with certain general information concerning the organization and
use of lay citizens advisory committees. Data in this study reveal:

1. That the following methods of selecting lay citizens advisory committees members were considered acceptable and practical:
   a. Selection by the principal and superintendent and approved by the school board.
   b. Selection at a community assembly.
   c. Selection by the principal and superintendent.
   d. Selection by the principal.

2. That 52.1 per cent of the participants in this study considered three years as the desirable length of term of office for the members of the long-term, continuing committees.

3. That 84.2 per cent of the participants in this study recommended that the rotation system should be used when making replacements on the continuing committees in order to prevent a completely new committee at one time.

4. That 58.5 per cent of the participants in this study recommended that the lay citizens advisory committee should hold six to eight meetings per year.

5. That 65.3 per cent of the participants in this study stated that the lay citizens advisory committee should have a written constitution.
6. That 68.4 per cent of the participants in this study recommended that the lay citizens advisory committee should be composed of six to eight members.

7. That 91.8 per cent of the participants in this study stated that the lay citizens advisory committee should elect officers to guide and direct the activities of the committee.

8. That 95.9 per cent of the participants in this study recommended that when selecting a lay citizens advisory committee, it should be made as representative of the community as possible.

9. That 83 per cent of the combination schools considered in this study had an enrollment of less than 600 students.

10. That 61.9 per cent of the principals who contributed to this study had served less than 10 years in their present capacity.

11. That only 37 short-term, special committees and 10 long-term, continuing committees were in existence in the 147 schools replying to the survey.

H. This portion of the summary is concerned with special data relative to the organization and use of lay citizens advisory committees located in 47 schools which are included in this research. Data in this study reveal:
1. That the three methods most frequently used to select committee members were:
   a. Selection at a community assembly.
   b. Selection by the principal.
   c. Selection by the teacher and approved by the principal.

2. That 40.4 per cent of the participants in this study stated that their committees held three to five meetings each year.

3. That 38.3 per cent of the participants in this study stated that the average length of time of their lay citizens advisory committee meetings was two hours.

4. That 40.4 per cent of the lay citizens advisory committees claimed an average attendance of 85 to 100 per cent of their members at meetings last year.

5. That 34.1 per cent of the lay citizens advisory committees were composed of six members.

6. That 68.1 per cent of the participants in this study stated that their school board's reaction was "good" or "excellent" toward the work of the lay citizens advisory committee.

7. That the primary reasons prompting the organization of a lay citizens advisory committee were:
   a. To assist in obtaining finances.
b. To be able to determine more accurately the type of school program necessary to meet the needs of the community.
c. To improve public relations.

8. That an appraisal of the effectiveness and value of the lay citizens advisory committees showed that 89.5 per cent of the participants stated that the committees were "effective and of much value" or "somewhat effective and of some value."

9. That a majority of the participants in the study favored three-year terms for lay citizens advisory committee members with the rotation system being employed in order to prevent a completely new membership at any one time.
Conclusions

The conclusion of this study will consist of a suggested handbook to be used as a guide for the organization and use of lay citizens advisory committees in public education in Louisiana.

The Handbook

Introduction. This suggested handbook was developed by utilizing the data obtained from the questionnaires which were completed and returned to the writer and by searching the field of related literature for information which would improve the effectiveness of this handbook.

Purpose. This handbook is suggested to serve as a convenient and practical guide for the organization and use of lay citizens advisory committees in public education. It is the desire of the writer that this handbook might be a means of impressing lay and professional personnel as to the importance of lay citizens advisory committees and that as a result of this impression the total school program will be improved and revitalized.

Purpose of lay citizens advisory committees. Data in this study reveal there are a number of suggested purposes of lay citizens advisory committees.

The following purposes of lay citizens advisory committees are considered very important:

1. To provide a link between the school and the community through which their activities may be coordinated.
2. To present and demonstrate various phases of the school program to the members of the lay citizens advisory committee.

3. To create community confidence in the work of the school.

4. To give an opportunity for laymen to discuss matters pertaining to education which need attention or clarification.

5. To increase as much as possible the community use of school facilities.

6. To act as a clearing center for current educational thinking

Lay citizens advisory committees should be organized for a definite purpose. A need should exist before the committee is organized.

**Selection of members.** Evidence in this investigation reveals that there are several practical and acceptable ways of selecting the members of lay citizens advisory committees.

The following methods of selecting the members of lay citizens advisory committees are widely used:

1. Selection at a community assembly.

2. Selection by the principal and superintendent and approved by the school board.

3. Selection by the principal and faculty and approved by the superintendent and school board.

4. Selection by the principal and local school board members.

**Representative membership.** A review of the data in this study indicates that there are many factors which should be considered if lay citizens advisory committees are to be made representative of the entire community.
The following factors should be considered when selecting members of lay citizens advisory committees in order that the committee be representative of the entire community:

1. Geographic location
2. Age
3. Sex
4. Educational background
5. Nationality
6. Occupation
7. Political and religious affiliations
8. Social class
9. Civic organization
10. Town and country people
11. New and old residents
12. Large and small taxpayers
13. Persons favorable and unfavorable to the present school policies

Qualifications for membership. The data in this study reveal that there are several desirable qualifications which members of lay citizens advisory committees should possess.

The following qualifications are highly desirable for all members of lay citizens advisory committees:

1. The ability to work well with other people.
2. An open mind to the consideration of new ideas.
3. Sufficient interest to attend meetings regularly.
4. The ability to make a contribution to the work of the committee.

5. First-hand experience in the area which the committee will serve.

6. Reputable character.

**Size.** The data in this study reveal that the number of persons included on the lay citizens advisory committee may vary from only a few to more than 50.

Groups small enough to allow for easy interchange of ideas are most desirable. The size will generally depend upon the size of the school district and the functions of the committees. The optimum size seems to be somewhere between 10 and 25 members.

**Term of office.** There is evidence enough in this study to conclude that the term of office of lay citizens advisory committee members may vary from a few months to several years.

The term of office of lay citizens advisory committees should be stated in the constitution of the committee. Three years appears to be a desirable length of time for service and that one-third of the members change annually so that new personalities and new stimulations are brought into the committee.

**Election of officers.** Evidence in this research reveal that several officers are needed to promote the proper functioning of the lay citizens advisory committee.

The lay citizens advisory committee should elect a president, vice-president and a secretary-treasurer and such other officers as are necessary to aid in guiding and directing the activities of the committee.
Number of meetings. There is sufficient evidence in this study to indicate that the number of meetings which are held by lay citizens advisory committees may vary with a number of factors.

The data indicate that it is a general practice for lay citizens advisory committees to conduct six to 12 regular meetings per year. The number of meetings held will vary with the community situations and the purposes of the committee. One and one-half to two hours in length seem to be a desirable duration. Special meetings may be called as needed.

Precautions to observe. Evidence in this study reveal that several precautions should be adhered to if lay citizen advisory committees are to function most efficiently.

The following precautions should be observed in the organization and use of lay citizens advisory committees in public education:

1. The board members and school administrators must be convinced that the advice of citizens is needed to improve the school.

2. A lay citizens advisory committee must be organized, if possible, at a time when the schools are free from serious criticism.

3. The lay citizens advisory committee must thoroughly understand its relation to the school board.

4. The lay citizens advisory committees should be truly representative of the entire community.

5. Present the issues to the lay citizens advisory committee as frankly and clearly as possible and treat the suggestions of the committee members with dignity and respect.

6. Secure the cooperation of other agencies in organizing lay citizens advisory committees.
7. The rights and responsibilities of the lay citizens advisory committee should be well understood from the very beginning.

8. The lay citizens advisory committee must not be allowed to become too large but should include all important interest groups.

9. School personnel should not be the leaders and officers of lay citizens advisory committees but should serve as consultants.

Legal status. Evidence in this study indicates that it is important that the members of lay citizens advisory committees understand the relationship between the parish school board and their committee.

The parish school board is the legally constituted authority over the public schools of a parish. The lay citizens advisory committee should be entirely advisory to the board. It should not be intended for the lay citizens advisory committee to usurp the legal responsibilities of the board or the professional duties of the administration.

Pattern for operation. The data in this study indicate that there is not any one blueprint of operation for lay citizens advisory committees.

The following conditions seem to characterize all successful lay citizens advisory committees:

1. They are broadly representative of the entire community. When the lay citizens advisory committee is representative of the entire community there is less criticism in regard to the activities of the committee.

2. Their activities begin with the facts and base all their recommendations upon a continuing study of all available data.

3. They strive to establish and maintain a cooperative working relationship with the legal authorities. However, their actions are independent of such authorities.
Functions. The data in this study reveal that there are many functions of lay citizens advisory committees.

The following functions of lay citizens advisory committees are considered to be very important:

1. To improve public relations.
2. To aid in passing a tax or bond issue.
3. To aid in developing the entire school program based on the needs of the total populace.
4. To interpret school needs to the public.
5. To consider ways and means by which school services can be improved and extended.
6. To provide a continuing school program when there are personnel changes.
7. To conduct a continuous evaluation of the effectiveness of the school program.
8. To appraise the employment possibilities of high school graduates.
9. To approve school building facilities.
10. To aid in securing public support for guidance, counseling and exploratory activities.

Study groups. Evidence in this study show that many lay citizens advisory committees spend much of their time making studies of problems of vital interest to public education.

The functional lay citizens advisory committee should be concerned with increasing the effectiveness of the total school program through a fact-finding program composed of study groups.

Evaluation. The data in this research reveal that lay citizens advisory committees should evaluate the work of their committees.
Plans for evaluating the work of lay citizens advisory committees should be initiated when the committees are organized. These plans can be revised if necessary as the work of the committee progresses. There should be an evaluation before and after the lay citizens advisory committee performs a particular project. Annual evaluations also seem to be worthwhile.

**Advantages.** Evidence in this study indicate that there are many advantages of organizing and using lay citizens advisory committees.

Some of the important advantages of lay citizens advisory committees are listed below:

1. A lay citizens advisory committee can prevent the formation of pressure groups, especially if it represents all sides of opinion in the community.

2. Lay citizens advisory committees aid the school administration to keep in close touch with community thinking.

3. A lay citizens advisory committee gives the community a responsible share in educational planning.

4. A lay citizens advisory committee can bring about cooperation and understanding among the various community agencies.

5. Many matters can be discussed by the members of the lay citizens advisory committee and recommendations can be made before issues become urgent.

6. The school administration needs such a group qualified to interpret the school to the community and to defend the public school if such an occasion arises.

**Objections.** The data in this study show that there are several objections which are sometimes advanced against the use of lay citizens advisory committees in public education.
Some of the presently existing arguments against the use of lay citizens advisory committees are:

1. There is a danger of the lay citizens advisory committee becoming a pressure group.

2. The lay citizens advisory committee may generate into a fault-finding group.

3. The school administration may lean too heavily upon the advice of the lay citizens advisory committee.

4. The school administration may feel obligated to accept recommendations which it may not approve.

5. There is a danger that once a lay citizens advisory committee is formed, that it may become the one channel of communication between the public and the schools.

Constitution. The data in this study show that it is generally recommended that a lay citizens advisory committee should have a written constitution.

Even if the organization of the lay citizens advisory committee is informal, most people think that a written constitution or a set of informal rules of procedure is necessary. Only the minimum provisions for the functioning of the committee should be included in the constitution. The following provisions should be included.

1. The persons and/or agency to whom the committee is to be advisory.

2. The purposes of the committee.

3. The functions of the committee.

4. The number of members.

5. The method of selecting members.

6. The term of office.

7. The procedure for eliminating inactive members.
8. Committee officers and their duties.

9. Representation of professional personnel and the parish school board.

10. The method of replacing members.

11. Distribution of minutes of the meetings.

The lay citizens advisory committees should make their own by-laws subject to the provisions of the constitution. These by-laws should cover:

1. Number of meetings.

2. Frequency of meetings.

3. Time and length of meetings.

4. Methods of calling special meetings.

5. Preparation of agenda for meetings.

6. Special committees.

7. Methods of notifying members of meetings.

Examples of an organizational pattern. Evidence in this research indicate that several patterns of organization for lay citizens advisory committees are presently in existence.

A suggested organizational pattern of a continuing lay citizens advisory committee is shown in the diagram on the following page.

There may be more or less special committees than shown in the diagram. The number of special committees will vary according to the need for such committees.

Concluding remarks. Due to the fact that a lack of public understanding is one of the greatest enemies of public education, the writer feels that the proper use of this suggested handbook by laymen and professional personnel will result in more effective lay citizens advisory committees which
will bring about a better understanding of the problems confronting education today. This improved understanding will cause the creation and promotion of an action program for a revitalized educational program in the public schools of Louisiana.
Recommendations

The writer makes the following recommendations with respect to suggestions for further studies:

1. What conditions best indicate when a community is ready to organize a lay citizens advisory committee?
2. How effective are lay citizens advisory committees as in-service training for present and future school leaders?
3. What effects does citizens participation have on teacher attitudes and ultimately on the experiences provided for the children and adults?
4. How functional are lay citizens advisory committees which are presently in existence?
5. What type program would be necessary to most effectively prepare school administrators and school board members for work with lay citizens advisory committees?
6. What are the common characteristics of successful lay citizens advisory committees?
7. Is there a need for lay citizens advisory committees to be organized on the state level?
8. What should be the functions of a lay citizens advisory committee organized on the state level?
9. What are the common pitfalls which are encountered during the organization and growth of lay citizens advisory committees?
10. What is the advisability of organizing a junior lay citizens advisory committee?
11. What is the most desirable organizational set-up for lay citizens advisory committees?

12. What types of activities have lay citizens advisory committees been most successful in promoting?
SELECTED BIBLIOGRAPHY

A. Books


---


B. Publications of the Government, Learned Societies and Other Organizations


C. Periodicals


Pollard, William H. "They Criticize When They Don't Know," The School Executive, 77:50, June, 1956.


-------------------------. "Everybody's School," The Education Digest, 15:50, December, 1949.


-------------------------. "What Parents Want to Know About Their Child's School," The Education Digest, 23:14-16, November, 1957.

-------------------------. "Why Do We Fail in Public Relations?" The Education Digest, 15:43, December, 1949.


D. Unpublished Materials


E. Newspapers


The Shreveport Times, November 11, 1956.

__________________________, February 21, 1958.

__________________________, March 5, 1958.
Dear Sir:

Though it is late in the year and I know you are very busy, I would like for you to take just a few minutes of your time and give your response to the enclosed questionnaire. With your response, I can go to L. S. U. this summer and do quite a bit toward the completion of my dissertation. Without it I will be at a loss as to what to do. I apologize for being so late but I hope you will understand. I tried to be earlier.

My study concerns the organization and use of lay citizen educational advisory committees in public education. There is a very rapid expansion of citizen participation and concern in public education and I would like to have the benefit of your training and experience in regards to such participation through lay advisory committees.

As you will note, all parts of the questionnaire can be answered by a check, a number or a "yes and no" answer. Therefore, please give me an immediate response and I will certainly appreciate your kindness.

A stamped, self-addressed envelope is enclosed for your convenience.

Sincerely,

Clarence E. Golemon, Principal
Sikes High School

If principal (name of school) ______________________
(Parish) ______________________

If supervisor (Parish) ______________________
If superintendent (Parish) ______________________
I. ATTITUDES

To assist in an attempt to determine the attitudes of school administrators toward lay citizens advisory committees, please react to the statements below checking the response with which you agree.

A. Considering the fact that the school administrators usually welcome the interest and concern of lay citizens, to encourage and initiate lay citizens advisory committees offers one of the most effective ways to organize and direct this interest toward the most constructive ends.

B. The school administration should experiment with short-term, special committees before the continuing long-term committees are organized.

C. Often the school administrators feel a sense of inadequacy in connection with the organization and work of lay citizens advisory committees. More attention to this phase of the administrator's responsibility should be given in the training he receives.

D. This area of administrative responsibility is so important that research directed toward the development of desirable procedures in the work of lay citizens advisory committees should be encouraged.

E. Because of the importance of lay citizens advisory committees in education, workshops should be organized for school administrators and boards of education for the purpose of sharing experiences and developing desirable procedures and techniques in directing their use.

F. One of the primary problems in the use of such committees appears to be that of how to define and limit the responsibilities they assume.
G. The increased pressures being placed on the school and the increasing difficulties confronting it, make it necessary that the school administration explore and experiment with the use of lay advisory committees as one means of utilizing local community resources to meet these needs and demands.

H. Many schools already have such groups as the PTA which properly perform those responsibilities which would usually be assumed by lay citizens advisory committees.

I. The objections to lay citizens advisory committees seem to outweigh the advantages which might follow. Therefore, it would be good for the school administration to discourage the organization of such groups.

J. Though it be somewhat undemocratic, the advisory committee members should be appointed by the school principal, or their selection carefully controlled by him, to insure desirable membership.

K. List others.

II. PURPOSES

Please indicate your opinion as to the importance of the following statements which are offered for your consideration as purposes of an advisory committee by making a circle around the appropriate number.

1. Extremely important
2. Important
3. Fairly important
4. Of slight importance
5. Unimportant

1. To provide a continuing school program when there are personnel changes.

2. To increase as much as possible the community use of school facilities.

3. To act as a clearing center for current educational thinking.
4. To interpret school conditions and needs to fellow laymen and to enlist their support for improvement.

5. To survey the community for the purpose of getting the facts on which to build a public relations program.

6. To help identify educational needs and to solve related problems.

7. To aid in developing a curriculum better suited to the needs of youth.

8. To evaluate public opinion about the school program.

9. To provide moral support for school officials who undertake courses of action which otherwise would not be possible.

10. To create community confidence in the work of the school.

11. To harmonize differences between the school and the community.

12. To make recommendations on building conditions, student social functions, and living conditions of teachers.

13. To aid in securing public support for guidance, counseling and exploratory activities in the school.

14. To help the school administration and teaching personnel in providing suitable training at a high level of performance for all pupil interests and capability levels.

15. (List others)

III. QUALIFICATIONS

Please indicate your opinion as to the importance of the following statements which are generally considered to be desirable qualifications for a member of a lay advisory committee. Circle appropriate number.

1. He can work well with other people.

2. He has an open mind to the consideration of new ideas.
3. He has sufficient interest to attend meetings regularly

4. He has the ability to make a group contribution to the work of the committee.

5. (List others)

6.

IV. ADVANTAGES

Please indicate your opinion as to the importance of the following statements which are offered for your consideration as advantages of a lay citizens advisory committee. Circle appropriate number.

1. An advisory committee gives the community a responsible share in educational planning.

2. An advisory committee can bring about cooperation and understanding among the various community agencies.

3. An advisory committee can prevent the formation of pressure groups, especially if it represents all sides of opinion in the community.

4. Such a committee helps the school administration to keep in close touch with community thinking.

5. An advisory committee can transmit to the school administration the desires of the community and it can carry back to the community facts about the school.

6. Many matters can be discussed by the advisory committee and recommendations can be made before issues become urgent.

7. The school administration needs such a group qualified to interpret the school to the community and to defend the public schools if such an occasion arises.

8. The school administration is not under any obligation to accept the recommendation of the advisory committee and it may even dissolve the committee if it so wishes.
V. OBJECTIONS

Listed below are several statements often considered to be objections to citizen advisory committees. Please indicate your opinion as to the importance of the statements. Circle appropriate number.

1. There is a danger of the advisory committee becoming a pressure group.

2. The citizens advisory committee may degenerate into a fault-finding group.

3. The school administration may feel obliged to accept recommendations which it may not approve.

4. There is a danger that once a citizens committee is formed, that it may become the one channel of communication between the public and the schools.

5. Some advisory committees, particularly those dealing with curriculum matters, waste time if professionals have only token representation on the committees.

6. The school administration can pack the advisory council with persons favorable to their policies.

7. The board of education members may lean too heavily upon the advice of the advisory committee.

8. Too much time is required for the results obtained.

9. Members fail to realize the importance and functions of the committees.

10. (List others)

11.
VI. FUNCTIONS

Please classify the following statements as to your opinion of their importance as functions of a lay advisory committee. Circle appropriate number.

1. To improve public relations.  

2. To help develop the entire school program based on the needs of the total populace of the community.  

3. To appraise school building facilities.  

4. The evaluation of the effectiveness of the instructional program of the school.  

5. To aid in passing a tax or bond issue.  

6. To interpret school needs to the public.  

7. To investigate the effectiveness and desirability of staff members who are under fire.  

8. To help in the selection of textbooks.  

9. To appraise the teaching methods in use.  

10. The determination of community reaction to contemplated action on the part of the school board.  

11. To approve the school budget.  

12. To assist in the expansion of the school health program.  

13. To evaluate the school lunch program.  

14. To appraise the employment opportunities for high school graduates.  

15. To assist in teacher recruitment.  

16. To assist in the development of salary schedules for teachers and other employees.  

17. To consider ways and means by which school services can be improved and extended.  

18. Other (please list.)
VII. GENERAL INFORMATION CONCERNING CITIZENS ADVISORY COMMITTEES

A. How should the members of a citizen advisory committee be selected? Check one.

- 1. Appointed by principal.
- 2. Appointed by principal and superintendent
- 3. Appointed by principal and approved by school board.
- 4. Appointed by principal and superintendent and approved by school board.
- 5. By election at community assembly.
- 6. Appointed by principal and approved by community assembly.
- 7. Appointed by superintendent and approved by school board.
- 8. Appointed by principal and faculty.

B. What should be the length of term of office of the committee members? (Check)

- 1 yr.
- 2 yrs.
- 3 yrs.
- 4 yrs.
- 5 yrs.

C. Should the rotation system be used to prevent a completely new committee at one time? (Yes, No.)

D. How many regular meetings should be held each year? (Check one)

- 3-5
- 6-8
- 9-11
- 12-14

E. Should the Committee have a written constitution?

- Yes
- No
- Undecided

F. How many members should be on such a committee? (Check one)

- 6-8
- 9-11
- 11-14
- 15-17
G. The committee should elect officers to guide and direct the activities of the committee.

___ Yes
___ No
___ Undecided

H. It is important when selecting the committee to attempt to make the committee as representative of the community as possible.

___ Yes
___ No
___ Undecided

(Don't forget to indicate on Page 1 your school and/or parish)

Superintendents and Supervisors, please stop here.

Principals, proceed with the other questions, please.

I. How many students are enrolled in your school? ______

J. How long have you served as principal of this school? ______

Answer the remainder of the questions if you have any type of laymen advisory committee. (Short-term as often used in athletics, vocational agriculture, building programs, etc. or long-term, continuing committees)

K. What type of advisory committee do you have?

Short-term special committee ______
Long-term continuing committee ______
Not any. ______

L. How were the members selected? (Please check)

___ a. appointed by principal
___ b. appointed by principal and superintendent
___ c. appointed by superintendent and principal and approved by the school board
___ d. appointed by principal and approved by school board
___ e. by election at community assembly
___ f. appointed by teacher and approved by principal
___ g. appointed by principal and approved by community assembly
2. What is the length of the term of office of the committee members? (years) __________

3. Is the rotation system used to prevent a completely new committee at one time? (Yes, No) ___

4. How many regular meetings are held each year?
   ___ 3-5
   ___ 6-8
   ___ 9-11
   ___ 12-14

5. What is the average length of time of these meetings?
   ___ 1 hr.
   ___ 1½ hrs.
   ___ 2 hrs.
   ___ 2½ hrs.

6. Does your advisory committee have a written constitution? __________

7. The advisory council meetings the past year were attended on an average by approximately:
   ___ a. 85-100 per cent of members
   ___ b. 70-83 per cent of members
   ___ c. 55-70 per cent of members
   ___ d. Less than 55 per cent of members

8. How many members are on your advisory committee? __________

9. How does the school board react to the work of the council?
   ___ a. excellent
   ___ b. good
   ___ c. fair
   ___ d. indifferent

10. Has the attitude of members of the committee been improved after serving in this capacity? __Yes__ No

11. Do you favor a lay advisory committee for education on the state level? ________Yes ________No

12. What were the reasons prompting the creating of an advisory council for your school?
   ___ a. to assist in obtaining necessary finances
   ___ b. to improve public relations
c. to be able to determine more accurately the type of school program necessary to meet the needs of your community
d. to make recommendations to the school administration on all school matters
e. to assist with building program

13. Indicate your appraisal of the effectiveness and value of the committee in your school.

a. effective and of much value
b. somewhat effective and of some value
c. rather ineffective and of limited value
d. undesirable and of negative value

Please add any additional comments which you wish to share with me concerning this study.
The writer is the son of George Franklin Golemon and Martha Jane Wallace Golemon. He was born near Leander, Vernon Parish, Louisiana, July 15, 1925.

He received his early school training in the Hineston Elementary School and the Leander Elementary School. He enrolled in Oak Hill High School in 1937, its first year of operation, and graduated there in May, 1944. He entered Northwestern State College in September, 1944 and remained there until February, 1947. At that time he transferred to Louisiana State University and Agricultural and Mechanical College where he received his Bachelor of Science Degree in Vocational Agricultural Education in 1948.

He was employed as an instructor on the Institutional On-the-Farm Training Program by the Winn Parish School Board on February 2, 1948. In July, 1948 he was employed as a teacher of vocational agriculture in Sikes High School, Sikes, Louisiana. That position he held until he was inducted into the Army October 27, 1950.

The writer received basic training at Ft. Chaffee, Arkansas in an Armored Infantry Battalion. Later he attended Officer Candidate School at Ft. Riley, Kansas and received his commission as Second Lieutenant December 15, 1951. He was released as a First Lieutenant June 30, 1953. He is presently a member of the organized Army Reserve Corps.
He received his Master of Science Degree in Vocational Agricultural Education from Louisiana State University and Agricultural and Mechanical College in August, 1953.

The author was employed as Principal of Sikes High School July 3, 1953. He took leave from that position during the 1956-57 session to pursue graduate studies. The writer resigned as principal of Sikes High School July 1, 1958 to become principal of Oak Hill High School, Elmer, Rapides Parish, Louisiana.
EXAMINATION AND THESIS REPORT

Candidate: Clarence Golemon

Major Field: Vocational Agricultural Educ.


Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

July 30, 1958