AN ABSTRACT OF THE THESIS OF

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Title: Two Case Studies of Community Educational Programs:
Planning, Organization, and Implementation

Abstract approved: Keith Goldhammer

The purpose of this thesis is (1) to study two Oregon communities and to report data related to their concepts of community education and (2) from this data, to develop guidelines for the planning, organization, and implementation of comprehensive community-wide educational programs. In accomplishing these purposes, it is hoped a contribution will be made to the growth and acceptance of the community education concept in the state of Oregon.

A selective review of literature reveals that the community education concept is increasingly perceived as a means of meeting an impending crisis in modern public education. The diverse nature of community schools now in operation is due to (1) the several developmental levels at which these community schools exist, (2) the unique nature of the single community, and (3) an inductive planning method that continually readjusts programming plans to the changing
educational needs of the community.

Interviews were conducted in two anonymous Oregon communities, Lakepark and Riverside, to gather data pertaining to the planning, organization, and implementation of their current educational efforts. Written publications of each district were also examined carefully. Comparison of the two districts revealed that Riverside had made considerably more progress toward successful implementation because (1) the administration was strongly committed to a common goal of relevant education for their students, (2) a reciprocally supportive relationship existed between the school and the community, (3) an inductive planning method incorporating several evaluative instruments was used, and (4) innovation and change were accepted and encouraged.

Innovative educational efforts in local communities must be given professional recognition and assistance in order to succeed, but the current public education system does not adequately provide this recognition and assistance. It is recommended that an "idea center" be established and staffed by people who have the ability to develop and stimulate innovative change in education. This "idea center" would collect and disseminate ideas; it would pilot practical research projects related to the planning, organization, and implementation of community education programs; and it would establish model schools and programs that would provide for the training of community school teachers, counselors, and administrators.
Two Case Studies of
Community Educational Programs:
Planning, Organization and Implementation

by

Tyrus Stearns Brown

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A TRIBUTE

TO: Keith Goldhammer and Henry TenPas for their friendship, encouragement, and support throughout my advanced study.

TO: A Graduate Committee that truly functioned as directors of a learning program:

Dr. Keith Goldhammer, Major Professor
Dr. Lester Beals
Dr. John Chrismer
Dr. James Harr
Dr. Henry TenPas

TO: Sherrie Schager and Dick Withycombe, two special friends who have kept this study exciting and rewarding through their dialogue and critique.

TO: My wife, Jerri
My daughter, Tyea
My son, Roark
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TWO CASE STUDIES OF COMMUNITY EDUCATIONAL PROGRAMS:
PLANNING, ORGANIZATION AND IMPLEMENTATION

CHAPTER I

Need for the Study

Oregon leadership has in the past few years become increas-ingly aware of the failings and limitations of the traditional public school system which has long served the citizens of our state. Many have become convinced that a school system whose primary goal is to expose those students for whom it is responsible to a prescribed body of facts and to provide them with a "general education" derived from an unconnected series of general academic subjects is no longer adequate. Students who have been provided with this traditional form of education can no longer be considered "equipped for life" when they reach the end of their high school education.

Governor McCall, in an address at the Superintendents' Quarterly Conference in January, 1967, underscored the importance of education in the lives of the citizens of Oregon:

As I travelled throughout the state during the recent campaign, I observed the quality of life in Oregon communi-ties. I listened to the ideas and problems and hopes of many thousands of our citizens and I began to gain some new in-sights into the tremendously important role education has in shaping our future. I realized that the success of any efforts . . . to accomplish every program designed to
Attempts are now being made to meet this challenge, to design those educational programs which will "improve the quality of our lives." In a report subtitled, "A Recommended Response to Emerging Requirements for Educational Change in Oregon," the Oregon Board of Education points to the necessity of recognizing "that education will have a totally different character during the coming decade, demanding new responses and perhaps startling changes" (78, p. 65). One such attempt is currently being spearheaded by Oregon's State Advisory Council for Vocational Education in the area of occupational education. Their policy guide is

... focused upon the quality of our State's human resource—that is, the education, capacities, skills, competence and creativeness of its people. The Council seeks to promote through this statement an assurance that all Oregon residents will have ready access to occupational education which is of high quality, which is suited to their needs, interests, and abilities, which is effectively and efficiently operated, and which meets the demanding requirements of our changing times (82, p. 1).

This and other attempts to face the necessity for change within the state have often been accompanied by a demand for the overall cooperation of all resources available for the education of its citizens. In 1967, Dale Parnell, then president of Lane Community College, advocated closer cooperation between secondary schools
and community colleges for the purpose of eliminating the unnecessary confusion faced by students entering community colleges. In a Secondary School Principals Curriculum Report, he made the following plea:

Secondary schools and community colleges have a grand opportunity to work together for the good of many individual students. It will mean some reorganization in the thinking of each of us. As we think of the problems in developing cooperation, it is well to recall the words of Father Sera, early Spanish mission developer on the west coast:

"See to it that the new missionaries come well provided with patience, charity and good temper, for they may find themselves rich in tribulations. But where can the laboring ox go that the plow not be heavy to drag? And unless he drags it, how shall the seed be sown? (87, p. 3)

Oregon is not alone, however, in its search for answers to the problems facing its educational system. Concern for the future of education is nation-wide, and attempts are being made all over the country to identify new educational goals based on the real needs of the students of all ages, from kindergarten through retirement. This concept of comprehensive, community-wide education is being spearheaded from several sources, from foundations, universities, community colleges, and local school districts. Many of these efforts deserve mention here.

The Mott Foundation has been most instrumental in the establishment of a widely-supported community school system in Flint,
Michigan. (The Foundation has created a meaningful film describing the development of the Flint community schools, titled "To Touch a Child.") This same foundation has sponsored the Mott Graduate Training Program at Eastern Michigan University, and has attempted to spread the community education concept to other parts of the country. Twenty community school programs have been started in Dade County, Florida. Similar programs are also operating in Atlanta, Georgia, Chattanooga, Tennessee, and exist in their initial stages throughout the state of Florida.

The Rockefeller Foundation has funded "the transformation of slum-area high schools into community centers" as a major part of its attempts to improve life in several big city ghetto areas (3, p. 29).

In Minneapolis, 30 community schools in 30 areas of the community have been opened in 1968 alone. This vast effort was preceded by a Community School Workshop intended to expedite the community education concept into the Minneapolis schools (60, p. 1).

Ball State University is developing community education programs in Indiana, Ohio, and southern Illinois. Brigham Young University is making a similar effort in the state of Utah, as is Arizona State University for the state of Arizona. An Indian community college at Minifarms, Arizona, is implementing the community school concept (34, p. 15). In San Mateo, California, the
San Mateo Public School District has developed an unusual "Zero Reject" program designed and structured as a potential model of a community education effort (104).

Those concerned educators in Oregon interested in establishing successful community education programs in the state can profit from the lessons learned by educational planners in other areas of the country. Any promising local efforts within the state must be recognized as such before they can be supported and encouraged. To recognize the general nature of the crisis facing education is not enough; to accept the need for immediate change is not enough. Advice and support from as many sources as possible is requisite for the establishment of new educational goals for Oregon education and for the successful implementation of plans for improvement based on these new goals. Without the recognition and support of all major educational agencies within the state, any single school which attempts to develop a community education program fights a lonely battle with little hope of lasting success, no matter how promising their efforts may be initially.

It is hoped that this study will contribute to the growth and acceptance of the concept of comprehensive community-wide education in the state of Oregon. It is hoped also, that subsequent to this contribution, any current efforts to initiate such educational programs within the state will come to the attention of those
national organizations and foundations that have pledged their advice and support to all efforts which hold promise for the future of education in America.

Purpose of the Study

There does not exist in Oregon or out of state a completely operational community-wide comprehensive educational program; no true model is present upon which to juxtapose those districts whose programs serve as a basis of this study. Because of this, this study was necessarily concept-oriented rather than model-oriented. The purposes of this study were (1) to study two Oregon communities and to report data related to their concepts of community education and (2) to develop guidelines related to the planning, organization, and implementation of community-wide comprehensive educational programs on the basis of this study's findings. That the case study approach is particularly suited to the development of such guidelines has been pointed out in a Harvard Faculty Committee Report: "In utilizing these cases, the attempt is made to draw out their general implications and thus to build inductively toward a better body of principles in the field" (25, p. 269).

Definition of Terms

The definitions listed below are those adhered to in this study. Most of the terms have been taken from Definitions of Terms in
Vocational, Technical, and Practical Arts Education, prepared by the American Vocational Association (6).

**Adult vocational education.** Instruction offered day or evening to adults or out-of-school youth over 16 years of age who are engaged in or preparing to enter an occupation. Vocational education for adults is chiefly of an upgrading and updating nature, offered on a part-time basis, or of a retraining nature for persons displaced by automation or technological changes (6, p. 3).

**Advisory committee.** A group of persons, usually outside the educational profession, selected for the purpose of offering advice and counsel to the school regarding the vocational program. Members are most often representative of the people who are interested in the activities with which the vocational program is concerned (6, p. 3).

**Community college.** A junior college operated by the board of education of a local basic administrative unit (including the independent local board for one or more community colleges). Instruction is adapted in content, level, and schedule to the needs of the local community (6, p. 5).

**Comprehensive high school.** A secondary school with a number of departments (e.g., academic, industrial, business) offering a diversified program to meet the needs of pupils with varying interests and abilities (6, p. 6).
Follow-up study. A survey in which graduates and former students are asked to judge the quality and effectiveness of their school's educational program. The follow-up study is utilized by the school as an evaluative instrument for the purpose of determining the extent to which their program meets the needs of their students.

Guidance services. Those activities which have as their purpose helping pupils assess and understand their abilities, aptitudes, interests, environmental factors, and educational needs; assisting pupils in increasing their understandings of educational and career opportunities; and, aiding pupils in making optimum use of educational and career opportunities through the formulation of realistic goals. These activities include counseling pupils and parents, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social adjustment, and working with other staff members in planning and conducting guidance programs (6, p. 10).

Placement service. Assistance in helping persons to locate work, either part-time or full-time in the field for which they are trained, which is consistent with their abilities, experiences, and backgrounds. When offered by the school, it is usually a phase of the vocational guidance program and involves liaison with employers to learn of job vacancies and success or failure factors of student-learners or graduates (6, p. 14). Placement services of a broader
nature provide placement for the "next step!" after graduation, whether it be military service, occupational placement, or advanced education.

**Survey, community.** A fact-finding study of socio-economic conditions and resources, community agencies, industries, business, farming, institutional practices, problems and practices of families, etc., as they exist at a given time in a given community. It is used by the school as a guide in revising school offerings to meet local needs (6, p. 19).

**Work experience** (cooperative education). A program for persons who are enrolled in a school and who, through a cooperative arrangement between the school and employers, receive part-time vocational instruction in the school and on-the-job training through part-time employment. It provides for alternation of study in school with a job in industry or business, the two experiences being planned and supervised by school and employer so that each contributes definitely to the student's development in his chosen occupation. Work periods and school attendance may be on alternate days, weeks, or other periods of time, but the hours at work are during the school day and equal or exceed the hours spent in school during the regular school year. This plan of training is used extensively in various phases of vocational education (6, p. 6).

**Work-study program.** A federally supported work program
to financially assist students from low-income families.

There is no general agreement as to what constitutes a community-wide comprehensive educational program. Such programs, where they exist, are uniquely oriented to the resources and needs of a specific community and can, therefore, differ significantly from one locale to another. All such educational programs do share some general characteristics. The school becomes a catalytic agent for implementing a program of learning for all members of the community. The total resources of a community, both human and non-human, are brought together to enable people to learn what is necessary for the solution of their individual and community problems.

The following criteria are felt to clarify the concept of an educational program based upon community-wide support and assistance. It will be assumed throughout this study that community-wide comprehensive education is, by definition, that program which meets all criteria.

1. The school and the community should not be separate entities, often working in opposite directions while basically seeking to accomplish the same general goals. Just as the community must help support and improve educational programming by accepting partial responsibility for program development within the sphere of the community, so too the school must accept responsibility for developing community resources through training within the
educational sphere.

2. The school and the community must share in a cooperative educational venture by identifying available resources within the community and by enlisting the support of those individuals, agencies, businesses, etc., which can act in union toward the development of a comprehensive educational program.

3. The school and the community must seek to develop new and/or better strategies for humanizing educational offerings, in toto. Specifically, the school and the community must share the effort in developing:

   a. Occupational programs aimed toward community entry jobs;

   b. Supportive re-training programs for those members of the community seeking advances within present employment fields or for those community members wishing to enter new employment fields;

   c. Recreational programs for leisure time;

   d. Educational programs for the academically talented;

   e. Programs for the disadvantaged, if necessary;

   f. Programs necessary to meet unique community needs.

4. The community-wide comprehensive educational program must not be terminal. Age should not be a factor determining who may go to school. The school's facilities must remain available for
any community member expressing a desire to acquire new or additional skills.

5. Whenever possible, attempts must be made to cross-departmentalize subject-matter areas. Flexible programming, flexible scheduling, the use of differentiated staffing patterns, flexible uses of physical plant and/or building design, and alternate uses of school and non-school time should be tested, and where feasible, adopted to make the best possible use of community-school resources.

6. An analysis of traditional guidance functions must be undergone by school personnel and community persons serving in advisory roles so that maximum use is made of guidance services. Out of this analysis should come a clearer understanding of the kind of qualifications and preparation necessary for counselors in a community education program. Such an analysis should also lead to necessary revision of current guidance practices. Alterations might include a school-directed occupational placement service for the district's graduates and a continuing follow-up and program evaluation by those who have used the school services.

7. An on-going analytical evaluation and/or analysis of the community-wide comprehensive educational program must be carried on by administration, teaching staff, students, and the general community. Such an analysis should be change-oriented and designed
to promote future educational growth throughout the entire community.

Limitations of the Study

The primary limitation of the case study approach to research relates to the obvious uniquenesses of the two communities studied. Had attempts been made to select communities in similar settings with comparable enrollments and similar resources, cross-comparisons would have been facilitated, but the ensuing summary, conclusions, and recommendations would not be applicable to districts notably different from those which were the objects of this study.

Because the two communities studied are dissimilar in their characteristics, it is more difficult to identify those differences which are significant and valid for the purposes of this study. The focus of a case study cannot be wholly on the unique qualities of each object of the study; the purposes of such a study cannot be served by a comparison of the apparent differences between them. Rather, as Goode and Hatt suggest:

The case study method cannot be thought of as capturing the unique, but as attempting to keep together, as a unit, those characteristics which are relevant to the scientific (or educational) problem being investigated (42, p. 332-333).

The nature of the data collected in this particular study is another limitation. Compiled largely from personal interviews and school district publications, it is subjective in nature, and
interpretation was subsequently made more difficult.

**Procedure**

This is a case study of two communities in Oregon which have indicated that significant progress was being made toward the development of a community education program. The purpose of this study was achieved through cross-district comparison of the data collected and through subsequent interpretation of the findings in relation to the seven criteria for community-wide comprehensive education as presented above (see p. 11f). Through the case study method, an endeavor was made to find answers to the following questions:

1. How did each of the educational programs originate?
2. What organizational body (or bodies) was (were) responsible for the planning and formulation of policies?
3. What were the main factors which stimulated the development of the educational programs in each of these communities?

The procedures used in securing the data were formulated with these questions in mind. Personal interviews were conducted with all central office and secondary level administrative personnel and a selected number of the teaching staff in each district. (See Appendix A for a complete list of those interviewed.) In order to facilitate the interpretation of the information gathered, all
interviews revolved around a questionnaire prepared by the researcher (Appendix B).

An effort was made to obtain all available printed material from each district that was relevant to the purposes of the study. School board minutes and school correspondence files were examined as closely as possible. A thorough attempt was made to locate significant information about each district's educational programs in community newspaper files. Brief informal interviews were conducted occasionally to supplement or verify information obtained in the formal interviews.

In an attempt to find answers to the three basic questions stated above, concern was given to the following areas of each school's total educational effort throughout the data collection process:

1. Comparisons of the organizational framework and alignment which made such a thrust possible, i.e., leadership directions, degree of school board support, cooperation and affiliation with the State Department of Education and other educational agencies.

2. A comparative review of the evaluation instruments used by the two selected school districts and the significance of district-wide self-analysis upon program change as much as could be ascertained.

3. A survey and comparison of the existence or absence of community involvement, and the nature of that involvement, during
the developmental and operational stages of district-wide educational programming.

4. A review of the degree of student involvement, including the use of student follow-up studies, and the influence of such studies upon program change and development.

Selection of the Districts to be Studied

The following procedures were used to select the two Oregon school districts which participated in this study:

1. Initial identification was made of those Oregon school districts presently involved (at least in some phases) with the planning and development of a community-wide comprehensive educational program. This was done jointly by the Dean of the School of Education, Oregon State University, the Director of Vocational Education Division, Oregon State University, and the researcher. This was accomplished by early June, 1968.

2. In late September, 1968, several tentative Oregon school districts were identified by the Oregon Research Coordinating Unit on the basis of their intention to become involved in comprehensive educational programming. Those two districts most likely to yield guidelines for comprehensive community education programming were finally selected from recommendations made by Oregon State University, the Oregon Department of Education, and the Oregon
Research Coordinating Unit.

3. In September, 1968, letters were sent separately by both the Director of the Research Coordinating Unit, Oregon State University, and the researcher, to the two school districts finally selected, asking for their participation in this study (Appendix C), and final confirmation was received in October, 1968.

**Treatment of the Data**

To preserve the anonymity of the persons interviewed, the two communities were given the fictitious names, Lakepark and Riverside. All bibliographic material carrying a reference to these two communities has been included in the Bibliography under these pseudonyms.

Data obtained from each community has been treated separately and in detail in Chapter III. Data was treated in an inverted style, with an initial statement followed by the data which would tend to support that statement. Use of this inverted reporting style allows for an easier capsulization of the actual data, and hopefully, such a format will also facilitate future reading and utilization of this study by others interested in the development of community-wide comprehensive educational programming.

Chapter IV presents a comparison of the educational efforts
of each community, and the findings of Chapter III are interpreted. Conclusions, and final recommendations are presented in Chapter V.

Summary

The purposes of this study are (1) to study two Oregon communities and to report data related to their concepts of community education and (2) to develop guidelines related to the planning, organization, and implementation of community-wide comprehensive educational programs. These purposes are to be accomplished through case studies of two Oregon communities which have indicated that progress is being made toward the development of comprehensive programs in their communities. In doing so, it is hoped that a contribution will be made to the growth and acceptance of the community education concept in Oregon. Statewide cooperation and support of local efforts to develop comprehensive, community-wide educational programs will more readily insure their lasting success and acceptance. This study then will have been of assistance to those communities which were studied and to other communities wishing to develop such programs.

A selected list of terms relevant to the subject of this study was presented in this chapter. The procedures used to select the communities studied were described as well as the procedure used in collecting and reporting the data. Limitations of the case study
method were briefly discussed.

The chapter which follows is a selective review of the literature intended to contribute to the understanding of the community education concept.
The nature of the community largely determines what goes on in school. Therefore to attempt to divorce the school from the community is to engage in unrealistic thinking, which might lead to policies that could wreak havoc with the school and the lives of children. The community and the school are inseparable.

James B. Conant

CHAPTER II

Community Education as a Means of Achieving the American Ideal

L. A. Van Dyke presents a clear statement of the role of education as it relates to the "democratic ideal."

If we grant that the cornerstone of our democracy is a basic commitment to individual worth, personal liberty, and equal opportunity, then the primary unifying goal of education is individual opportunity— that is, opportunity for all to develop their talents and fulfill their aspirations (73, p. 73).

The American democratic ideal, to provide equal opportunity for all people, is the only ideal to which the community education concept aspires. Community education sets for itself no other predetermined goals in its efforts to make the achievement of this ideal more possible.

James A. Dickinson has examined the relationship of several attempts to achieve the ideal community with the modern community school concept. In noting the failure of these attempts to construct
utopian communities both in Europe and in the United States, he observes,

Errors which can be clearly identified as such are not apt to be repeated. For every utopian theory recorded, and especially for every utopian community attempted, the community school concept must be grateful (27, p. 241).

Dickinson goes on to point out that the primary fault of the utopians lay in their predetermined goals for society which were based on a philosophy concerned with the welfare of the community instead of the fulfillment of the individual. The community school concept, he says, deliberately provides no "blueprint" for community life and considers the needs of each of the individuals in the community to be of prime importance.

The community-school concept provides no blueprint. Its protagonists reach no certainties about man's ability to envision the final, perfect, and unalterable organization of society. Recognizing the force of change and innovation, they postulate the necessity of tentative objectives continuously revised and goals that are personalized and cooperatively conceived. Advocating the free play of intelligence, demanding the opportunity of examining all evidence, their program meets and reconstructs the conditions of living on life's own terms (27, p. 249).

It is becoming increasingly apparent that our present educational system, though it too aspires to "the American ideal," has done little toward accomplishing its goals because it looks to arrive at final solutions for the problems it seeks to solve. In this way, the present educational programs may share the characteristics of
of the utopian philosophies. Dickinson's criticisms of the utopians, therefore, are appropriate for contemporary education as well.

Each "Republic" theocracy, divinely ordained kingdom, or utopia offered a final, authoritarian solution of the innumerable problems of human association for all times. Coping with the problems of its own time, each unknowingly tried to make time stand still--to rule out new problems. Since every existing organization is a tentative solution of a social problem which the preceding form of organization could not solve, one cannot simplify new difficulties or existing ones by ignoring or deploring them, or by yearning for archaic living conditions. It is difficult to quarrel with this. What may be adequate today has a way of becoming inadequate tomorrow (27, p. 249).

Education has often been accused of failing to stay in touch with changing needs of the people it serves, and most educators are familiar with the phrase used so frequently to denote this condition. This "fifty-year lag" can be eliminated by the implementation of a more responsive educational system as is forcefully stated by Merle A. Sumption in the preface to School-Community Relations.

... the modern American community is in a continuous state of emergence. It is driven by the forces of social and economic change and either in some measure recognizes, adapts to, and utilizes these changes or is submerged by them. The school will in a large measure help to determine which course the community will take. A school unaware of the elements of change among the people it should serve fails in its basic responsibility. A school unresponsive to changing educational needs fails in its unique function (101).

Many educators recognize the "fifty-year lag" as a condition which threatens the effectiveness of our educational system, but
some educators see in it a much larger threat. In an address to the Minneapolis Community School Workshop, Ernest O. Melby stated:

Rather slowly but surely, even we educators have been forced to reach the conclusion that our present educational system is a stark failure with the poor, with the inner city and with the black people and other minority groups. An even darker cloud is on the horizon, and that is the growing realization that in large measure the whole system is obsolete. We have been so enthralled by our problems with the disadvantaged that we have failed to see our larger failure with all the children and all people.

There can be no doubt of the seriousness of the present social crisis. We are in the beginnings of a revolution. 

Others too have become alarmed about this near-revolution. Donald C. Weaver of Western Michigan University is referring to this state of crisis, made the following statement:

Any informed lay person or professional educator must view with some alarm the current status of our society and is inevitably confronted with two possible solutions. The first and most drastic alternative is to destroy the existing structure through which we have attempted to reach viable solutions in the past. There is, I think, a second alternative which, if properly implemented, may offer greater promise which does not require the complete annihilation of the system. the full implementation of the Community Education concept.

Having been denied the opportunity for fulfillment promised by the American ideal, some of the products of our present educational system are more than willing to destroy that system. The community education concept, by its very nature, is the most
promising alternative to the total destruction of the American educational system. Through community education, the American ideal can become more fully realized in the lives of all American citizens. Community education is now more than ever (in Weaver's words) a "cultural imperative."

The Diversity of Community Education Efforts

As has been indicated in Chapter I, the community education concept is being developed in some form in communities all over the country. While a review of model community education programs would perhaps be desirable at this point, it would serve no useful purpose to do so. All reviewers of potential models are quick to point out that they are not intent on prescribing an overall method for the development of community schools, simply because there is none. The preface of a review of three diverse community schools by the Association for Supervision and Curriculum Development of the National Education Association strongly emphasizes this point:

Warning!

There are no blueprints in this book. This is not a guaranteed guide to the community school in ten easy lessons. The surest way to defeat any developing community education program is to take such reports as those presented here as magic formulas to be followed in step-by-step fashion. Because every community differs from all others in background, needs, resources and leadership, every community must design its own program in its own way. In
this very fact lies the basic challenge and the finest promise of the community school approach to modern education (77).

While the characteristics of community schools differ greatly from one locale to another, attempts have been made to identify those general qualities and purposes which are of significant value for the implementation of the community education concept.

In 1952, Paul R. Hanna and Robert A. Naslund noted the following "emphasis or trends" which were evident in the variety of "community schools" then in existence:

The Community-Centered Curriculum. Schools falling under this head typically look upon the community as a resource for the enrichment of the program of the school.

The Vocational-Centered Curriculum. In this type of community school, the community is primarily a resource to give pupils work experience in various vocational fields.

The Community-Center Function. In this type of community school, the physical facilities of the school are widely used by various groups in the community. Emphasis is primarily on use of the school by the community with little or no attempt to integrate plans and procedures for community improvement.

The Community-Service Program. In this type of community school the emphasis is upon service to the community in improving living. An important emphasis is made on the problems of the community in the curriculum of this type of school. Pupils and parents alike are studying matters of concern to them in achieving better living. Efforts to improve living are not accidental or incidental to either the use of the community by the school or
the use of the school by the community. Interaction is deliberately planned to coordinate the efforts of all to reach this end (44, p. 50-51).

The Graduate Training Division of the Mott Program in Flint, Michigan, conducted a study of community development in colleges and universities in 1966 in which it became apparent that there were several definitions of "community development."

There are some who view it as a process where the important consideration is what happens to people, as individuals, and to the community as a whole. A second viewpoint regards community development as a method, embracing process and objectives, and directed toward the fulfillment of specific ends. Individuals serve as means toward the end, though they will frequently benefit from participation. A third viewpoint focuses on community development as a program, emphasizing the activities being conducted within the community and incorporating those elements previously identified as method. Finally, community development may be thought of as a social movement. This concept suggests that the idea of local improvement has to be sold to the community and that a kind of crusading zeal is required for the activities that are involved (34, p. 20).

The Strengths of the Community Education Concept

The primary advantage of the community education concept is its overall commitment to flexibility and adaptability, and is its most significant distinguishing characteristic. Those model efforts which have had significant success have come to realize that no one method or program offers a final solution to their community's problems. The director of the Ball State University community
education programs describes their efforts in this way:

No one process or method has thus far become a panacea to the implementation of community education in our region: ours is a process of cut-and-try. We have attempted methods ranging from demonstration projects to long-term study groups. Each seems to have advantages and disadvantages (107, n. p.).

Community schools make no efforts to construct "blueprint programs" or handbooks; in fact, they reject such efforts as counter to their aim to serve the changing needs of the community. Consciously aware that community needs and the problems which arise out of these needs change constantly, the community school deliberately strives to work with the community in anticipating and identifying those needs. The true strength of the community education concept lies in its conscious endeavor to cope with change through community cooperation and involvement. Dickinson makes this point clear at the conclusion of his comparison of the community school concept and utopian theories:

Having learned that no plans last forever, [the community school] responds to the evolving needs of the community and, where possible, tries to anticipate them. Its goals and plans are cooperatively devised in terms of the newer developments. Accordingly, there is no compulsion to "escape." Change within the capacity of the individual to absorb it is recognized as a prime reality of the modern social scene. The final postulate is that to be impatient with reality is to be completely unproductive (27, p. 249-250).
Where such a responsive program exists, there is no "inside" and "outside" to the relationship of the community and the school. The walls of the school are not barriers that separate the experience of learning from the experience of living.

What is needed is the development of bridges to the rest of the community and greater openness in the school to outside persons and activities. We need to be providing cooperative education (work-study programs), community service programs, and other means by which school youth can be actively involved in work experience, in community services, in joint civic participation with adults and the like (83, p. 11).

Clyde Campbell, Director of the Mott Institute for Community Improvement in Flint, Michigan, has said that "just opening the doors of the school is not enough. ... Without community involvement, without leadership and participation direction, community education is just another well intentioned program doomed to mediocrity" (19, preface). Curtis van Voorhees of Ball State University has made the same observation.

... community education is a process whereby communities become involved in their own problems and needs. "It does not do things for people but through people." ... in every community in which we have worked the people have been the important element in final decisions. This we believe is imperative if community education is to attain its true stature as a positive change agent in communities of men (107, n. p.).

In all literature dealing with community education, it is community cooperation and interaction that makes the achievement of
real educational goals possible.

In community education, all citizens are teachers, as well as learners. They give of their expertness in an interrelated living process, and by so doing, become active agents in the educational process of community improvement (77, p. 50).

The Responsibility of the Community School to the Larger Community

The primary functions of the community school are to meet the needs of the individuals in the community it serves and to cooperative-ly aid in the solution of community problems. The citizens of every community have special needs which must have the special attention of the community school. The community school utilizes all available resources in a cooperative effort to find solutions to local problems.

It is apparent . . . that, unlike the traditional school which gets its organization from academic subjects, community education is clearly oriented toward helping people solve real problems in the various areas of modern living. . . . these areas include "making a living, utilizing natural resources, maintaining a home, sharing in citizenship, securing an education, maintaining health, worshipping, enjoying leisure time and building good human relationships" (77, p. 54).

The internalized nature of the community education process would seem to indicate that the community education concept presupposes an insular community, but such is not the case. Every local community is an integral part of the larger community.
Paul R. Hanna describes this relationship as a "concentric-circle pattern of communities."

What we actually have, then, in our contemporary world, using as we do most advanced processes and mechanisms of communication, is a series of ever wider communities lying outside the neighborhood and home community much like the concentric rings one sees when a pebble is dropped into a pond of water (43, p. 233).

Hanna goes on to explain the role of the school in relation to this concentric pattern of communities.

... it must be the conscious plan of the school to serve each of the expanding communities of which it is a part. To allow exclusive emphasis on the neighborhood or home community is to deny the child and youth the growth that comes from participation in working with others on the problems of the many communities in which they live and also to deny the wider geographic communities the benefit of the energy of youths who have much to contribute to the improvement of living (43, p. 237).

The citizens of every community face many of the broader problems faced by American society. Through the community school, these social problems can be more effectively coped with as well. Figure 1 shows the community school's role in the utilization of local resources as a means of finding solutions to more general social problems.

Merle R. Sumption also emphasizes the interrelationship of the local community and the larger community, and outlines the necessary responsibility of the community school:
COMMUNITY EDUCATION

THE COMMUNITY SCHOOL

HUMAN AND COMMUNITY DEVELOPMENT

Figure 1. The School as a Catalytic Agent (103).
The implications of this concept for the school are quite significant. It places certain responsibilities and duties, as well as limitations, on the community school. It denies the proposition that the school exists solely for, and serves only, the local community. The fact that the local community is an integral part of the larger community obligates the school to look, plan, and work beyond local horizons. The needs of the nation and the obligations of the state are part and parcel of community life (101, p. 8).

It would be unreasonable to presume that the community school's double responsibility would never meet with conflicting needs and interests between the local community and the larger community or society of which it is a part. Sumption is able to see occasional opposition to the demands of the community as a necessary means of serving their true interests:

The community school may in some cases be in the position of pointing out to the community the nature, extent, and rationale of its obligations to the larger community. . . . In serving the community, the school may find itself in direct opposition to a major segment of the community. . . . This does not mean that the school is against the community, but rather that it recognizes the social responsibility of the community in its larger context. It is in reality serving the local community in the best sense of the word (101, p. 8-9).

The future growth and acceptance of the community education concept is vitally dependent upon the community school's acceptance of its concentric responsibilities to the larger community. Milosh Muntyan concludes a critical analysis of the community education concept with an emphasis on the importance of this role of the
Finally, the school may not identify itself only with the immediate community, since the "rules of the game" which structure the local community are but reflections of regional and national patterns and are not the private property of the local community. . . . Otherwise, efforts at developing community schools will be but partial and incomplete and will be unable to avoid, in the long run, the fate of earlier such efforts--disintegration (69, p. 47).
CHAPTER III

Introduction

The findings have been organized into two major parts to facilitate comparisons between the two school districts studied. Section I relates directly to the data collected at Lakepark, and Section II is a synopsis of data collected at Riverside. These findings are the result of the data accumulated according to the procedures detailed in Chapter I.

Lakepark

The Lakepark Setting

According to the U.S. Bureau of Census figures for 1960 (105), the Lakepark area has a population of 3,678 (p. 39-47); Lakepark itself has a population of 1,501 (p. 39-46). Lakepark County experienced an increase of 68.6% in its urban population between 1950 and 1960, while the rural population increased by only 0.5% (p. 39-41). These last figures compare with a state-wide increase of 34.3% in urban population and a state-wide decrease of 4.8% in rural population.

Lakepark is influenced by its proximity to a large metropolitan area in the adjacent county; 44.2% of its residents earn their incomes
outside their county of residence.) The local economy is based upon forestry and its related industries and upon diversified agriculture. Census figures for Lakepark County indicate that 24.0% of the working population is employed in manufacturing industries; 42.2% is employed in white collar occupation (p. 39-85). The median yearly income for the county is $6,129; 16.5% of the population earn less than $3,000, while 16.0% earns over $10,000 (p. 39-85). These figures compare with a median yearly income of $5,892 for the state of Oregon; 17.0% of the state's population earns less than $3,000, but only 13.9% earns more than $10,000.

The Lakepark Union High School District covers an area of about 240 square miles. The 1968-69 high school enrollment is expected to be approximately 820 students. Table 1 depicts the annual enrollment increase for the past five years. Given the

Table 1. Annual enrollment, Lakepark Union High School, 1963-1968.

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<tbody>
<tr>
<td>9</td>
<td>182</td>
<td>169</td>
<td>186</td>
<td>204</td>
<td>237</td>
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<tr>
<td>10</td>
<td>149</td>
<td>189</td>
<td>183</td>
<td>183</td>
<td>198</td>
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<tr>
<td>11</td>
<td>154</td>
<td>144</td>
<td>194</td>
<td>181</td>
<td>185</td>
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<tr>
<td>12</td>
<td>146</td>
<td>154</td>
<td>131</td>
<td>178</td>
<td>163</td>
</tr>
<tr>
<td>Total</td>
<td>631</td>
<td>656</td>
<td>694</td>
<td>746</td>
<td>783</td>
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ninth grade enrollment figures for 1966-67 and 1967-68, it is obvious
that Lakepark Union High School is presently on the leading edge of a substantial high school enrollment increase.

Nine individual grade school districts and one parochial grade school feed into the Lakepark Union High School District. Graduating classes from these ten schools range from 1 student to 120 students. Enrollments for these elementary school districts as of November, 1967, are shown in the following table:

Table 2. Enrollments for Lakepark elementary school districts, 1967

<table>
<thead>
<tr>
<th>District</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>1</td>
<td>36</td>
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<tr>
<td>2</td>
<td>154</td>
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<tr>
<td>3</td>
<td>895</td>
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<tr>
<td>4</td>
<td>112</td>
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<tr>
<td>5</td>
<td>56</td>
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<tr>
<td>6</td>
<td>260</td>
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<tr>
<td>7</td>
<td>30</td>
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<tr>
<td>8</td>
<td>114</td>
</tr>
<tr>
<td>9</td>
<td>39</td>
</tr>
<tr>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>1,172</td>
</tr>
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</table>

The largest of these ten grade schools, District No. 3, is also faced with growing enrollment problems. At this school, the 1966-67 enrollment was 849; the 1967-68 enrollment increased from 895 in November to over 950 by the end of the year. On December 3, 1968, the Lakepark Elementary School Board of Directors met in special
session to authorize the addition of one more school bus to relieve the problem of students standing in the present busses and the building of additional first grade classrooms to relieve the overcrowding which has occurred. Unless substantial steps are taken by the Lakepark Union High School Board of Directors, future overcrowding, to a degree even greater than at present, is certain.

Because of the varying sizes of the nine elementary schools which send students to Lakepark Union High School, entering students come with diversified educational backgrounds. None of these elementary schools offer pre-vocational offerings or exploratory programs such as industrial arts, home economics, agriculture, business education, or formalized occupational exploration. The student's first exposure to the area of occupational education occurs in the ninth grade at Lakepark Union High School.

Administrative Effort

1. The Lakepark school district does not possess a clearly defined organizational structure, nor are individual administrative responsibilities clearly delineated. There does not presently exist a visual schematic administrative model for the Lakepark Union High School District. An organizational chart was repeatedly requested on the basis of a comment made by the district superintendent that such a chart could be readily created. No such chart was ever received.
Although there are job descriptions for the principal, vice principal, counselors, and department chairmen, there is no district policy handbook. One administrator pointed out, "We need policies, we need communication, organization. Student policy is ambiguous and inconsistent. . . . Administrators need to be a part of the in-service courses. . . . There's a lack of linkage between administration and staff." It was pointed out that the curriculum director was frequently bypassed when curricular decisions were made. Such decisions were often made by the district principal upon direct recommendation of individual departments.

In spite of the apparent frequency of such critical observations, there exists an atmosphere of cooperation and mutual respect among the administrative personnel of this district.

No outside evaluation has been requested that would provide the Lakepark administration with organizational information. Asked what they would do differently if they had the opportunity to begin again, all administrators ranked the necessity of a position report made by an outside study team as of the prime importance. There was a consistent feeling that effective organization was lacking in their administrative structure. With the opportunity to begin again, the superintendent indicated that he would 'develop a nucleus of leadership staff. . . . and would bring the Board, advisory committee and staff to communicate.' Another member of the administrative
staff expressed the desire that he be given a "role identify."

2. The Lakepark administrative personnel and teaching staff were unable to identify their district's present educational goals and objectives. A proposal titled "A Plan for the Improvement of Occupational Education in the Lakepark Community" was submitted to Oregon State University by the Lakepark Vocational Education Department in June, 1968. In this proposal, the following observation appears:

The staff and influential citizens of the Lakepark community need to participate in self-analysis of the educational system to determine the strengths of the existing programs and to provide purpose and direction for future plans (52, p. 3).

When asked to state Lakepark's educational commitment, a member of the Vocational Advisory Committee answered, "I don't think anything exists now . . . We really need a commitment." A member of the administrative staff thought the present educational program's greatest weakness was due to a "failure to integrate total programs into common goals and ways to implement." Asked what were the most important things that should be done given an opportunity to begin again, this same administrator responded, "Design program objectives . . . inventory the present situation in search of program needs."

The high school principal observed that "the staff is uncertain as to how to confront the pressure to provide relevant and comprehensive education and tend to retreat into uncertainty . . . the
administration is uncertain about how to provide the way out for teachers."

The high school principal and the school board member regarded by the superintendent as the "single most influential board member" declined to accept "education for all community members" as the general objective of the Lakepark program. Another board member would not support expansion of the educational program if it would mean additional expense to the district and to the community.

The high school principal stated that "it is not the responsibility of the Union High District to provide for any citizen other than high school aged students." The school board member, when interviewed, declared that the high school program had "no present intention of preparing students for employment."

This same lack of unity or common goals for the Lakepark Union High School district found expression among teaching personnel. There was generally faculty disagreement as to the degree to which employability should be a primary objective of the Lakepark program. One academic department chairman indicated that the present staff was "split, half and half" on this issue.

3. The present Lakepark administration is not involved in an analysis of the district's human and/or economic resource base.

At no point during the interviewing sessions at Lakepark was it mentioned that the administration or faculty, with the exception of
the agricultural personnel and those working with the mentally disadvantaged, had involved itself in a community-wide survey and analysis of the human and/or economic resources within the Lakepark school district. District administrators, however, indicated that this would be one of the first concerns of the Lakepark school district if they could begin anew to build a comprehensive, community-wide educational program.

Lakepark is presently not involving more than a very small percentage of their daytime enrollment in community-centered occupational training programs. Also, very few community members have been utilized during the instructional day although it was recognized by the faculty interviewed that there were citizens in Lakepark who did have specialized talents and were potential resource persons. An employee of the local newspaper indicated that the newspaper would welcome the opportunity to participate in a work-experience program at Lakepark, and would be very willing to provide training for students interested in journalism as an occupation.

At the administrative level, use has occasionally been made of concerned community members through the district's attempts to develop a vocational advisory committee and an agricultural advisory committee. Of these two advisory groups, the agricultural committee continues to function, although the vocational advisory committee has not been functional for over a year.
Further indication of the present lack of analysis of the
district's human and/or economic resource base is evidenced within
the four occupational departments at Lakepark. The Home Economics
Department, in toto, indicated that there was critical need to identify
employment opportunities in the regional and local labor markets;
the Business Education Department felt that a large amount of such
identification was needed; the Agriculture Department indicated that
some identification of localized employment opportunities was needed;
but, the Industrial Arts Department felt that such identification was
"not applicable" (79).

4. **Student follow-up studies, although available, are of questionable validity for the purposes of administrative decision-making related to program content and/or thrust.** Student follow-up studies have been attempted at Lakepark Union High School beginning with the graduating class of 1963-64. There are significant discrepancies, however, between official enrollment figures and those enrollment figures compiled from the returned questionnaires. Data from these follow-up studies has been only partially compiled. The survey for 1963-64 is reported to have been misplaced. Figures for specific categories are not available for each year of the study so useful comparisons cannot be made. No interpretation of the data was available. Recognition of these discrepancies has resulted in renewed efforts to improve upon the present collection instrument.
Both the vocational director and the curriculum coordinator indicated that the need for reliable student follow-up studies was paramount.

Table 3. Enrollment comparison, official figures and follow-up study

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<tbody>
<tr>
<td>Official enrollment</td>
<td>146</td>
<td>154</td>
<td>131</td>
<td>178</td>
</tr>
<tr>
<td>Enrollment shown on follow-up studies</td>
<td>106</td>
<td>145</td>
<td>146</td>
<td>124</td>
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Instructional Effort

1. **There is no official statement of a district-wide educational commitment; only the vocational education department has made a formal statement of long-range objectives and immediate goals.**

The following is the most recent statement made by the vocational education department. In a proposal submitted to the Vocational Division of the School of Education at Oregon State University, the following statement of purposes appears:

The primary purpose of the proposed project is to provide a comprehensive program for occupational education for the Lakepark Union High School community. The program is to be relevant and varied to meet the true needs of each individual in the world of work and human endeavor.

1. To conduct a self-analysis of the existing four divisions of occupational education and to revise, delete, or expand as needs are identified.
2. To develop a systematic plan for use, revision, and continuing follow-up studies;

3. To identify major areas of responsibility in the occupational programs and to develop and implement an inclusive administrative pattern of operation for the total school;

4. To develop a plan for a comprehensive work experience program, including a community survey of work stations, resource people and other agencies helpful in the development of occupational education programs;

5. To prepare a program for occupational exploration in grades seven and eight for elementary schools;

6. To participate in the Oregon State University vocational (leadership, Intern) program and to work cooperatively with the State Department of Education, the Research Coordinating Unit, and Oregon State University in planning, developing and implementing programs;

7. To promote the development of a master plan for facilities and programs in a new school plant; and

8. To promote a student placement procedure for the upper 100% of students.

(52, p. 5-6)

The four vocational education departments underwent a self-evaluation in order to identify their strengths and weaknesses and to provide purpose and direction for future plans. Some of the results of this self-evaluation have been referred to previously. Neither the interviews nor school publications afforded evidence of any comparable set of objectives in any other department of Lakepark Union High School.

The Philosophy of Lakepark Union High School is evidence of a
general commitment and could serve as the basis for the formulation of district-wide instructional objectives:

Lakepark Union High School endeavors to provide educational opportunities, learning experiences, and intellectual stimulation, which will enable each student to develop mentally, physically, and socially to the fullest extent of his capabilities. By encouraging creativity, improving adaptability, and guiding attitudes, the school seeks to assist the student to modify and to improve society.

The school will specifically guide the student so that each will have the opportunity to develop an appreciation for our cultural heritage, an understanding of his rights, privileges, and responsibilities within a democratic society, and an understanding and appreciation for his fellow man.

The school hopes to attain these goals by providing a suitable educational environment in which to train each student in the fundamentals of citizenship, communication, mathematics, science, vocational skills, health, and fine arts (53, p. ).

No plan exists at the present time in the Lakepark School District to illustrate how these ideals are to be achieved in the instructional program.

In a joint, written statement prepared by the district's superintendent, the vocational director, and the curriculum coordinator, and to which "the board unanimously voted support" (55), it was declared:

Self-analysis and student follow-up should lead to meaningful program development and the establishment of priorities in the development of occupational education . . . . . Three years of operating a limited work experience program with some success has
emphasized the need to develop specific guidelines to operate and coordinate the effort before expansion of such a program can occur (52, p. 3).

Attempts to enter into district-wide self analysis for the purpose of establishing school priorities and educational goals have been generally spasmodic and reflect considerable flux and a lack of district-wide articulation. The district administration and faculty in general saw the district's failure to make such a self-analysis as one of its greatest weaknesses.

The high school principal indicated that there was considerable need to develop written, district-wide instructional objectives. These objectives, he stated, could be derived from district in-service programs, where "a full day could be devoted to their development by the district's teaching staff." The curriculum coordinator stated that implementation of any instructional program either at the present time or in the future would be dependent upon the existence of carefully stated program objectives.

All district personnel interviewed held the view that their instructional program should be oriented toward the individual student, but there was no consistency of opinion as to how this could best be accomplished. There was inconsistency of opinion also as to whom the school district's instructional program should serve, whether the students enrolled in the high school or the population of the community as a whole.
The superintendent, for example, noted a trend within the district toward "individualized instruction" and a growing concern for a "relevant program" which moves away from "the subject-matter approach." He added that attempts were being made to "give dignity to all occupations." Listening centers and resource centers had been begun, he said, in order to make students "self-reliant." The curriculum director felt that it was absolutely necessary to provide education for "gainful employment" for all members of the community, regardless of age. Additional related information has been cited earlier under Statement 2, p. It is obvious from the above that the general concern at Lakepark is for individualizing instruction, but further agreement on specific goals and means of implementation is not apparent.

2. The community college is the primary supportive agency available to the Lakepark Union High School District. The history of the adult education programs offered in the Lakepark area has been briefly outlined in a statement made by the Lakepark Vocational Education Department:

The high school district has operated adult education classes since 1959-60 when a pilot program in adult education was first conducted. During the initial years, thirty or more different classes were held each year.

Some programs became saturated. The time allotment for coordinating the programs was reduced. A combination of these and other factors resulted in a decline in enrollment, but the program is now
building. During the 1967-68 school year, the Lakepark Community College assumed the bookkeeping chores of the adult education program; however, the basic planning of the program, publicity, acquisition of instructors, and program coordination is still a function of the high school district (52, p. 13).

According to the assistant dean of occupational education at Lakepark Community College, there are 7,200 people with less than an eighth grade education in the county served by the college. Between 200 and 400 of this number reside in the Lakepark Union High School District. The community college has an "open door" policy which makes any course available when the demand is ten students or more. Those courses offered by the community college during the fall term of 1968 are listed in Appendix D. The 1967-68 adult education enrollment in the Lakepark district was 252. Classes are held wherever necessary to provide for the community; some classes for retired citizens were conducted in their homes. Any retired citizen is eligible to take any community college class without payment of tuition.

Both administrators interviewed at the community college stressed that the community college programs needed the cooperation of local school districts to be effective. "If school district personnel coordinate local adult education programs, as much can be achieved in one year as in five without this local aid. . . . Utilization of the community college in a community is entirely dependent upon the
flexibility of the leadership in each local school district."

While only two of those interviewed in the Lakepark school district saw the community college as a resource for the improvement of their instructional program, $1,500 was allocated in the past year's budget to pay the tuition for high school students in need of classes provided by the community college. When these interviews were conducted, only one Lakepark student was enrolled in a community college class.

3. In the area of vocational education community involvement in the organization and implementation of comprehensive, community-wide educational programming has been sought on a limited basis. Within the organizational framework of the Lakepark school district, provisions have been made for the use of advisory committees in curricular areas. Also, participation has been granted to a citizen's advisory committee to study district building needs as well as to a citizen's committee to facilitate passage of a proposed 1966-67 school bonding issue. After the defeat of the bond issue, the Building Advisory Committee was dismissed.

Two major advisory committees are utilized in Lakepark; the service area advisory committees and the general occupational education advisory committee.

Four service areas are represented by advisory committees. These are in the areas of agriculture, business, home economics,
and industrial arts. Agriculture and industrial arts are further divided into sub-committees for different instructional areas. Of these sub-committees, provisions were made for production agriculture, forestry, ornamental horticulture, mechanical metals, electricity, and construction. The service area advisory committees are the main working components of the advisory system. These meet as frequently as once each month, reviewing instructional materials, assisting in student-related activities, work placement, and in the development of instructional equipment and facilities recommendations.

Not all of the service area advisory committees are presently functional. The curriculum coordinator stated, "Several of these committees met quite faithfully, but in other areas, perhaps because of a lack of staff orientation or commitment, the committees failed to function." In an interview with the Lakepark librarian, it was revealed that the total vocational education periodical library consisted of a small number of periodicals to serve students in the home economics and agriculture areas. The librarian commented that she received few if any requests from the vocational education department even though she had expressed the willingness to expand the library's holdings in this area. She said also that there had been no demands to supply books or periodicals for the adult education classes held in Lakepark.
The general occupational education advisory committee is composed of representatives of the various service committees, as well as representatives from the employment service, the school board, the extension service, and a local community college. This group meets periodically to review the recommendations of the service committees and to develop proposals to be submitted to the Lakepark Board of Education.

Of the four vocational departments, however, both home economics and business indicated that there was "critical need" for additional support in placing representatives of employers and qualified workers from these respective professions on the present advisory committees. Industrial arts and agriculture departments indicated that "some additional support" was needed (79).

The citizens of Lakepark are proud of the school agriculture program. Faculty and administrators consistently refer to it as the model for future program implementation. There was agreement as to why this program was perceived as a model:

1. Widespread use of advisory groups.
2. Work-study program permeates the community.
3. The community interest in agriculture.

A review of the Lakepark Weekly Newspaper would provide one additional reason. During the past year, there was seldom a publication that did not carry at least one excellent report of activities
in the agriculture program.

4. There is growing concern among administrators at Lakepark that adequate linkage with the total Lakepark community has not been established. At present, the district vice-principal has been assigned the task of coordinating school-to-community communications efforts. Written district policy statements delineate the following responsibilities.

- To serve as a liaison with community organizations which cooperate with the school in any way.
- To maintain a "Use of Building" schedule for community and school activities.
- To post all notices on the community activity board.
- To maintain calendar regarding school athletic facilities and the use by outside groups as well as school groups.
- To keep parents and the public informed of the school activity programs.
- To publicize and interpret school policy and practice to individuals and to the parents-teachers organization, the Dads Club, civic organizations, and other community groups.

In these aforementioned ways, communications linkage with the Lakepark community has been provided for. (See Appendix E for a complete list of administrative responsibilities.)

Most of those who were interviewed, however, indicated dissatisfaction with the present degree of communication with the staff and with the community. Responses in the interviews suggest that
the recent failure to gain voter approval of a bond issue aimed at the building of a new high school building (although the district is presently debt-free) is a sign of inadequate communication linkage with the Lakepark community. The defeat of a major district consolidation issue may indicate this inadequacy also.

The vice-principal said one of the major problems faced by the district in the development of its educational program was inadequate community support. A member of the teaching staff make the same observation and added that it was because communication with the community was not adequate. With the opportunity to begin again, many of those interviewed stated that a revision of the communications system would be desirable. Several indicated that the appointment of a public relations director would considerably improve communication both internally and externally. The superintendent, for example, said he would first develop a nucleus of leadership on his staff, and then bring the school board, the various advisory committees, and the staff into a "communicative posture" with the community with the aid of a district-employed professional public relations director.

5. The Lakepark Union High School administration has made noticeable effort to involve the district's teaching faculty in in-service programs. The greatest impact of district-wide in-service has been in the development of a receptive climate for student opinion and for general student activity. Written district policy states:
Teachers are encouraged to attend meetings which will provide professional improvement. Be alert to departmental meetings which are held on various college campuses. If you wish to attend such meetings, submit your request in writing to the superintendent. Mileage and reasonable expenses may be paid for attendance at meetings deemed worthwhile.

District in-service attempts also show a relatively clear pattern of district intent. The Lakepark Union High School district recently sponsored a class on the "inquiry method of teaching" for the district's faculty. The bulk of the expense of this class was financed with district funds. In August, 1968, the district financed and sent a number of counselors and teaching faculty to a "group sensitivity workshop" sponsored by the Oregon Small School Compact. Also, during the fall quarter of 1968, the four vocational departments at Lakepark involved themselves in a "self-evaluation study" conducted jointly by the Oregon State Department of Education and the Research Coordinating Unit of the Vocational Division, Oregon State University. Many of those interviewed stressed that the recent emphasis upon student-oriented programming derived from in-service programs for faculty. One faculty member commented that "in one week one teacher changed completely to student-oriented instruction after attending a sensitivity training session."

The mathematics faculty was sent to the 1967-68 National Conference for Teachers of Mathematics held in Las Vegas, Nevada. The chairman of the Agriculture Department was sent to the National
Association of Vocational Administrators Conference in Dallas, Texas, during the fall of 1968. In both cases, substitute teachers were found and paid by the Lakepark School District.

The Lakepark administration encourages faculty observation of "model programs" in neighboring districts. Both the Lakepark principal and the vice-principal indicated that Lakepark's proximity to such model programs and the district's willingness to provide released time for such observations were extremely significant factors relative to present developmental effort and curricular improvements.

In a recent opinion survey conducted by students, 64 Lakepark students were asked: How do you feel about Lakepark as a school? Are you proud of Lakepark and would you let people know that you attend this school? Thirty-seven percent of the students indicated that they were proud of Lakepark High School; 36% said that they were not proud, and 28% gave unclassifiable answers. A majority of 48 students questioned would let other people know that they attended Lakepark, but 13 said they would be embarrassed to admit it.

Thirty-one percent of the students polled believed that Lakepark High was "a good school." Forty percent considered it "a typical high school," and 13% felt that the school was "below average" (9). Student statements about Lakepark Union High School showed considerable variance. A freshman commented:
Lakepark doesn't get the kids active in the different activities. It seems they just get people who are well known. . . . The kids don't seem to accept other kids for what they are. . . . Most teachers are just as bad as the kids.

On the other extreme, a junior at Lakepark stated:

Lakepark has the freedom within the high school to let students discover for themselves. . . . The faculty listens to us and encourages us to share ideas to better our learning. . . . This enables us to work by ourselves for ourselves.

6. The instructional program offered by the Lakepark Union High School District revolves around a desire to utilize all in-school resources for the purpose of stimulating independent study.

An eight-period instructional day was designed in 1967-68 to replace the former six-period day. The 1968-69 Curriculum Handbook describes the history of this change:

During the 1967-68 school year the faculty and administration of Lakepark Union High have been reviewing, discussing, visiting, and evaluating various programs types for high schools. Over the last three summers, seven of the staff have spent two weeks in the Oregon Compact workshops on studying methods for flexible scheduling, large and small group instruction, and individual approaches to teaching-learning. Board of Education authorization was given to implement an eight period day. . . . Teachers, administrators, and students will be continuously evaluating the effectiveness of this unique scheduling approach (49, p. 4-5).

The 1969-70 Curriculum Handbook points out that the most significant result of the change to an eight-period day was that students were subsequently allowed more time for independent study in labs, or departmental resource centers, or the library. Their stated purpose
is to "foster and develop 'self-instruction' as a life-long process"
(50, p. 2). The Curriculum Handbook points to several other ad-
vantages of the eight-period day and most of those faculty members
and administrators interviewed pointed to these same factors as the
greatest sources of strength in the Lakepark instructional program.

1. Students have increased opportunities to exercise
self-discipline, to develop study habits and to as-
sume responsibility for their own learning.

2. Students and teachers may confer on a one-to-one
basis during the school day without using valuable
class time.

3. Students may see their counselors without missing
important instructional activities.

4. Independent study time allows all students to use
special facilities, such as labs and resource
centers, during the regular school day.

5. Greater variety in each day's schedule and a more
desirable time pattern for some courses are
achieved by having lab classes meet two times per
week for eighty minutes and once for forty minutes. Non-lab classes meet every day for forty minutes.

6. Utilization of facilities is increased without extending
the school day.

7. Special guidance programs featuring college and vo-
cational information and miscellaneous audio-visual
programs are provided during independent study
time. This eliminates the usual practice of taking
class time for these activities.

8. The eight period day provides time for interested
students to participate as student assistants in
classrooms, laboratories and resource centers.
9. Teacher aides supervise all resource centers and thus provide teachers with time to work with individual students.

10. Students may elect to take elective type courses on a "pass" or "fail" basis.

11. Students may work without credit or grades during their study time in other than regularly assigned classes (50, p. 2).

A comparison of the current 1969-70 Curriculum Handbook with that for the previous year indicates that although the curriculum offerings have stayed virtually the same, the guidance program has been expanded and the "special programs" area of the curriculum has been substantially altered. (See Appendix F for a comparative list of course offerings. Appendix G is a sample listing of complete course descriptions.) In the previous year's handbook, little mention was made of the purposes and activities of the guidance program. The 1969-70 Handbook states that the vocational and education guidance program is designed to "provide time and consideration of the student as an individual" (50, p. 4).

The 1969-70 Handbook also shows that a placement service has been designed by the guidance department which provides the following services: (1) information and placement for local part-time work, (2) placement through a local youth corps for full- and part-time jobs for high school students 16 and older who qualify along economic guidelines, (3) a work-study program for vocational
students who qualify economically, (4) a projected entry-level job placement program for graduates and former students, and (5) information and placement for those wishing to continue their formal education.

Two programs are listed in the 1968-69 Handbook under the title, "Special Programs Forecast." A federally funded orientation program for ninth grade students was to be offered that was meant to "improve work-study habits, to develop self-confidence in school tasks, and to strengthen communication between the parents, the pupil, and the school" (49, p. 6). This program does not appear in the 1969-70 Curriculum Handbook.

The second program was a "Human Relations" pilot project, a laboratory class in learning with emphasis on experience working with young children and the aged. The proposal for this project, submitted by a member of the guidance department, clearly outlines the purposes and expected results of the project, and is reprinted in its entirety in Appendix H. This program likewise does not reappear in the 1969-70 revised handbook.

The current handbook describes only one special program offering, the student assistant program. The program allows the student the opportunity to serve as secretarial/clerical, laboratory assistant, tutor, or classroom assistant in an area of special interest. The student can participate in this program during one of his
independent study periods. According to the vice principal, this non-credit activity had 85 participants at the time of his interview.

Limitations to the Success of the Instructional Effort

1. At the present time, the Lakepark school administration and teaching staff are aware of a critical need for facilities expansion. The Vocational Education Department's proposal to Oregon State University provides the following description of the Lakepark district's attempts to solve their space problems.

Both high school and elementary school plants in the Lakepark area can generally be described as filled or overcrowded. The high school double shifted in 1966-67. An unsuccessful bond election for a building program in November 1966 resulted in the construction of temporary classroom buildings to permit a single shift program in 1967-68. One reason cited for the failure of the building bond election was the lack of administrative organization that could assure utilization of the old school plant as a junior high school (52, p. 10).

The proposal refers to a mutual desire on the part of the high school district and the elementary districts to institute some cooperative occupational programs that would be designed to "make their programs more relevant to the needs of the students." According to one of the Lakepark administrators, the proposed exploratory occupational program to be offered in the seventh and eighth grades of the elementary districts has not been organized or implemented.

During the 1967-68 school year, both the Lakepark Union High
School District and the elementary districts attempted to win public approval of a unification proposal that would allow for area-wide building and program planning. The proposal was defeated by approximately a three to two vote in April, 1968 (52, p. 10). The Lakepark superintendent and one of the faculty of the vocational education department both referred to the need for district unification as a factor which limited the success of their present improvement efforts.

Since the defeats of the building bond election and the unification proposal, attempts have been made to find alternative solutions to the still inadequate facilities of the Lakepark High School. At a December 5, 1968 school board meeting, the superintendent submitted the following possible solutions for consideration:

1. Use present facilities only
   a. 12-month school . . . would provide for own students for the next two years.
   b. Double shift . . . would provide for students for next 10 years.

2. Use of present site with additional building in parking area . . . could provide for enough classrooms for up to about 6 years.

3. Build on new site
   a. Construct the number of classrooms to provide for year enrollment increase and budget for it on a pay as you go basis.
   b. Build for about 500 students (two classes) . . . no gymnasium and minimum number of shop areas.
   c. Build to full extent of bonding capacity. (48)

Of these proposed solutions, only the first met with any general approval. The high school superintendent indicated that both the
district's high school board and the elementary school board were nearing agreement on the feasibility of designing a 12-month school year to circumvent the problem of overcrowding in the present facilities. One school board member, stated however, that "even this alternative would leave us with our present inadequacies."

One of the faculty members interviewed cited as a reason for the defeat of the 1966 bond election "a block of vocal, ultra-conservative people in the district." One board member said there was a need to "charge the air a little," that the school board feared the community would not support financially any new programs or facilities. Another faculty member pointed to an inadequate system of communication that made it difficult to convince the people of the community that a new program was necessary.

2. The administration and some faculty members at Lakepark are noticeably concerned about a general lack of educational commitment among the district's teaching staff. It has been noted earlier that the instructional day was increased to eight periods as the result of a series of workshops sponsored by the Oregon Small School Compact. The recent concern for individualizing instruction was partially the result of these workshops, according to one of the teaching staff. He emphasized the significant changes that had come about in the teaching attitude of one of the staff members who had attended a sensitivity training session. A social science teacher said that the growing
concern for student-oriented instruction was "step one" toward the achievement of total staff commitment to relevant education for all Lakepark students.

Most of the administrators interviewed, however, pointed to the lack of concern or commitment on the part of the teaching staff as one of the major problems affecting the development of a new educational program. The principal pointed to a tendency among his staff to "retreat into uncertainty" when faced with pressure to provide relevant and comprehensive education. The administration, he said, is "uncertain about how to provide the way out for teachers." Another administrator pointed to a "lack of concept," an inability to "see other programs," as a weakness of many members of the teaching staff. One staff member said, "There are too many '8 to 5' teachers who don't have time to get involved with kids, and they aren't concerned about kids." The vice principal and principal concurred in this opinion. The superintendent said that the greatest obstacle to the improvement of the Lakepark program was the difficulty in "getting teachers to see the need for something other than general and 'college-bound' education."

A member of the vocational advisory committee said the committee had discovered a need for improved counseling techniques. "Kids have no goals," he said, "they're not making up their minds until they're seniors or even later." No guidance counselors were
named as important change agents by any of those interviewed. The curriculum director also pointed to a need for more help in counseling.

Those who were concerned about these problems saw participation in district-sponsored in-service programs and the encouragement of involvement with the profession as the most promising solutions. The curriculum director saw district encouragement as the first step in increasing the low percentage of staff affiliation with professional organizations and the low attendance at professional meetings. By providing released time and travel allowances, it was thought that involvement would be greatly stimulated.

The Oregon Small School Compact was consistently mentioned by all of those interviewed as one of the most important resources for stimulating staff involvement. Several mentioned that in-service programs provided through the Division of Continuing Education should be expanded to allow teachers greater opportunities for additional professional discussion and instruction. One administrator said it would be advisable to increase linkage and improve communication between the administration and teaching staff by joint participation in leadership conferences and in-service programs.

Teacher preparation was given as another solution to the problems created by the lack of commitment and enthusiasm on the part of the teaching staff. The superintendent said that teachers would
perhaps be less concerned about "covering the material" and would be more willing to accept the value of the comprehensive educational program if they had had "earlier and more field experience prior to entry into the profession." Asked how the problem of "too many '8 to 5' teachers' could be overcome, a teacher responded, "Go back to teacher education. I got nothing. You need more involvement. You learn more your first year out than you learned in college in four years. We need an internship."

Positive Influences on the Instructional Effort

1. The Lakepark administration recognizes certain catalysts that have helped stimulate the present desire to improve the educational program in the district. All of those personnel interviewed in the Lakepark school district pointed to the newly revised and expanded agriculture program as a model, a resource, or a catalyst for the continued improvement of the education program as a whole. The superintendent stated, "We haven't provided a meaningful program for all. We have made big steps but we have a long way to go. The agriculture program piloted the excitement and provided us with a model program." The high school principal expressed a similar view. "The existing agriculture program is a strong resource. People can see the product."

The agriculture teacher said the department's program had
been helped greatly by "a new and facilitative administration and by encouragement from Oregon State University's Summer Conferences."

He added that many people were important also as catalysts, the former vocational education director, the curriculum director, the English teachers who had been involved in reworking their own department's course offerings, and the social science teacher who has been referred to earlier. The agriculture teacher attributed the program's success also to "a staff that is concerned and devoted to working with students as individuals."

Of the others interviewed, responses consistently pointed to "a facilitative administration" as a valuable asset. The principal commented that, in general, those people who were "'idea people' that could 'break out', that can teach and 'think change'" were the most important resources in the efforts to improve the Lakepark program. The vice principal said, "a group of us wanted change but needed a facilitative administration. The opportunity came with the new superintendent and principal."

One of the teaching staff remarked that since the arrival of the new principal, "We are now breaking away and gearing to student needs."
According to the U.S. Bureau of Census figures for 1960 (105), the city of Riverside has a population of 11,467, which represents an increase of 36.7% over the years 1950-1960 (p. 39-14). Riverside County experienced a disproportionate increase in urban population during this period, an increase of 132.9%, compared with a state-wide increase of only 34.3%. The rural population increased also by 6.0%, while the rural population of the state as a whole decreased by 4.8% (p. 39-14).

Riverside is largely dissociated, except by freeway, from any other large urban center; only 2.3% of the people in the county earn their incomes outside the county compared with the state-wide figure of 10.1% (p. 39-85). The economic base of the Riverside community is primarily forestry, its related industries, and some diversified agriculture. Other industries, although not as extensive, are diversified and include plastic products, mobile homes, baseball bats, ceramic goods, and lighting fixtures. The many streams, parks, and forests in the Riverside area also provide excellent recreational potential and are a source of revenue for the Riverside community. Forty-one percent of Riverside County's working population is employed in manufacturing industries, while 31.8% is employed in white
collar occupations. Figures for the state of Oregon as a whole are inverse; 23.4% are in manufacturing occupations and 42.0% are in white collar occupations (p. 39-85). The median yearly income in Riverside is $6,438 compared with the state figure of $5,892. Only 13.8% of the population earns less than $3,000 yearly compared with 17.0% for the state. Those who earn over $10,000 represent 17.5% of the population in Riverside, but represent only 13.9% of the population in the state as a whole (p. 39-83, 39-85).

Riverside's dissociation from other urban areas has forced the Riverside Unified School District toward a degree of self-sufficiency not uncommon in other locales in Oregon. The lack of an adjacent population complex has meant that Riverside is primarily responsible for providing most of the educational services currently available to the members of the Riverside community.

The Riverside Unified School District provides an educational program for students of grades 1 through 12. The district encompasses approximately 242 square miles and now enrolls approximately 6,750 students in 12 elementary schools, two junior high schools, and one senior high school. Average growth of enrollment during the ten-year period from 1952 to 1962 was 206 students per year, or an increase from 3,990 to 6,258. The pupil enrollment that for many years has crowded the elementary schools is now at the junior and senior high school levels. Table 4 shows the present and
predicted enrollments for grades 7 through 12 from 1967 through the school year 1972-73.

Table 4. Predicted Riverside enrollment using no survival ratio.

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In general, the Riverside community has, over the past ten years, shown a steady increase in population. Such an increase is reflected in their annual school enrollments and in their projected school enrollment figures. The economic base is consistent with the major state-wide economic strengths. The influence of tourism may well provide a greater means of economic prosperity in the Riverside community than it does presently.

Administrative Effort

1. The organizational structure of the Riverside school district undergoes constant re-examination with a view toward the effective implementation of its educational objectives as they become more clearly defined. The re-examination of the instructional programs
offered by the Riverside school district was first brought about when a 1966 county-wide study "illustrated some of the problems [they] were faced with" (80, p. 1). A subsequent self-evaluation conducted by the State Board of Education in 1967 "strengthened [their] belief that [Riverside was] falling short of meeting the needs of the majority of [its] students in vocational education" (80, p. 1).

Revision of the organizational structure of the Riverside district was one of the first results of their self-evaluation. The addition of a second assistant superintendent's position was one of the initial steps proposed at that time. The former organizational structure was revised to accommodate the effective utilization of this new position. (See Appendix I.)

This initial revision reduced the load of the district's administrators and provided additional personnel to handle the expanded activity of the educational program. Coordinators of the non-instructional activities allowed the superintendent and his two assistant superintendents the opportunity to be primarily concerned with the planning, organizing, and implementing of expanding educational programs. The vice principal of Riverside High School wrote in a letter to Oregon State University,

With the hiring of . . . the assistant superintendent in charge of curriculum, [the assistant superintendent in charge of special programs] has been able to spend 50% of his time on Occupational Education . . . and has used the additional time to be the force behind the district's accomplishments in this area (94, p. 2).
Further change has occurred since this initial revision with the addition of several advisory committees and the utilization of student follow-up evaluations and student opinionnaires. Since the most recent revision of the organizational structure, the former policy handbook has been brought up to date and approved. The most current organizational chart is shown in Figure 2.

Further organizational changes are being anticipated in the future. The assistant superintendent in charge of curriculum indicated in an interview that a "community coordinating council" was anticipated that would attempt to coordinate the efforts of all available community agencies with the educational efforts of the Riverside School District. According to the vocational education department's recently prepared handbook, the establishment of a position for a vocational education director is essential to the success of their proposed plans for improving vocational education. This handbook carefully outlines the duties and responsibilities of the vocational education director and specifically demands that anyone appointed to the position have "the ability to organize" (92, p. 16).

2. All administrators interviewed in the Riverside district are strongly committed to the future welfare of each of their students.

The superintendent of the Riverside school district pointed to long-range district-wide objectives in stating, "Expansion from a student-oriented program to one involving the total community is
RIVERSIDE VOTERS

BOARD OF DIRECTORS

ARCHITECT  ATTY  CLERK  ACCOUNTANT

SUPT OF SCHOOLS

ASSIST SUPT. SPECIAL PROGRAMS

ASSIST SUPT. CURRICULUM

ATHLETIC DIRECTOR

BUSINESS MANAGER

VOC ED

CONT. ED

GOVT PROGRAMS

RECRUITING

AGRICULTURE

IND. ARTS

BUSINESS

AUTOMOTIVE

FORESTRY

RIVERSIDE SCHOOLS

HIGH SCHOOL

JR HIGH SCHOOLS

ELEM SCHOOLS

VOCATIONAL ED.

GENERAL ED

COLLEGE PREP

STUDENT FOLLOW-UP EVAL.

ORGANIZATIONAL STRUCTURE
RIVERSIDE SCHOOL DISTRICT

FIGURE 2
foreseen when a new facility is acquired and when the community has become sufficiently involved to demand such a program." Other administrators focus their attention on more immediate goals revolving around the students enrolled in the district's schools.

The assistant superintendent responsible for special programs said the greatest strength of the Riverside program was that it arose out of the community's and faculty's desire to bring about changes that would provide students with a "relevant education." He stated that he personally realized the need for change when

as a principal, I found myself dealing with children I knew were being short-changed. You either stick your head in the sand and ignore the kid or you re-direct him--sometimes it had to be away from school.

A member of a vocational advisory committee said the present educational goal at Riverside was to "give every student a chance to be a productive citizen." The assistant superintendent in charge of curriculum said the present educational effort was stimulated by a "dedication to the worth of the individual" and that necessary changes had been made possible by an effective administrative team. The support of an equally committed school board was also cited as a factor that had made change possible.

The assistant superintendent in charge of curriculum summed up the general administrative commitment in saying, "All administrators are committed to design a better program and to be willing to
'take the lumps' . . . to be expendable if necessary."

3. Although the Riverside administrators are unable to identify those factors which brought about their educational effort at this particular time, they do recognize certain catalysts which facilitated the initial planning and organization of their efforts. Throughout the interviews, an attempt was made to find out what it was that brought the need for change to the attention of the Riverside administration and why the current educational effort had begun when it did. Responses were inconsistent, ranging from "We felt we would be able to get the necessary financial support then," to "Community pressure spurred the effort," to an admitted "I really don't know."

Many, however, pointed to "catalytic agents" which facilitated their planning efforts, the most significant of which are mentioned below.

Identification of the need to create a more relevant instructional program is reported to have emerged to the stage of conspicuous concern in late 1966 with the publication of a federally funded study entitled, A Study of the Employment Opportunities, Human Resources, and Vocational Education Resources in Riverside County. This study set in motion a series of evaluative procedures leading to the development of preliminary goals and objectives. In general summary, the study reported:

The vocational offerings of the high schools are shown to be very inadequate to meet a vocational goal of job entry . . . the schools, communities and parents must
provide increased assistance to the student in occupational planning. Additional course offerings, facilities, and equipment and improved counseling and guidance system will provide students with the means of attaining their individual occupational goals (100, p. 114-115).

In May, 1967, the four vocational departments at Riverside involved themselves in a self-evaluation study conducted jointly by the Oregon State Department of Education and the Research Coordinating Unit of the Vocational Division, Oregon State University. A plan for the expansion of vocational education was the result of this study. A proposal was subsequently developed and submitted to Oregon State University, Division of Vocational Education, for evaluation. The Division of Vocational Education pledged to support the development and implementation of this program as one of five model school efforts.

Scope and sequence committees spent the entire summer of 1968 in developing vocational curriculum guides. A team consisting of the high school curriculum director, the heads of the industrial arts and agriculture departments, and one of the woodshop instructors attended the Vocational Leadership Workshop held at Oregon State University during the summer of 1968.

Vocational consultants from Oregon State University and from the State Board of Education have been involved throughout Riverside's planning efforts. A team of 18 educational specialists conducted a Standardization Evaluation of the Riverside school district
in December of 1968. The report of this team has provided additional
information for community-faculty discussion and planning.

Throughout this activity, the method of planning has been in-
ductive--one of examining a problem, gathering pertinent data repre-
senting the needs of students, and involving the community and faculty
in the development of instructional programs that will assure job
entry success for each student.

4. Although the initial planning stages utilized primarily external
studies and evaluations, the emphasis has now shifted to self-analysis
and to evaluative instruments increasingly internal in nature.

The Riverside school district, in attempting to implement its
stated philosophy of maximal education for each school-age student,
has found it necessary to seek resources beyond the usual school fa-
cilities. Advisory committees have been appointed to each of five
vocational clusters: forestry, agriculture, industrial arts, business,
and automotive programs. Both the vice principal of the high school
and the assistant superintendent of schools responsible for the voca-
tional program stated that these committees have been most influen-
tial in locating sources of employment for those students in the work
experience program that is currently being developed, and have also
been influential in gathering community support for the program.

Two hundred businesses are being surveyed by these committees;
over 50% of those which had responded at the time of this writing
were willing to cooperate with the schools in initiating a work experience program (94, p. 1).

The superintendent expressed the hope that expansion of the Riverside programs in the near future would include cooperative arrangements with other community agencies in an attempt to coordinate all educational programs in the community. The current search for resources has led to the discovery of several of those community resources, both human and economic, which could be utilized to satisfy their needs.

The high school vice principal reported to Oregon State University in January of 1969 that "Evaluation of our school program is progressing . . . but work on a continuous evaluation program has not been given enough attention" (94, p. 2).

During February, 1969, a questionnaire was given to all students enrolled in grades 9 to 12. The school district administrators point out that this instrument was not intended to be a sophisticated instrument but that the results have some meaning and are useful in preliminary planning. The complete questionnaire is presented in Appendix J.

The results of this questionnaire have been tabulated and are presented in Table 5 (92, p. 9). The Riverside Vocational Education Handbook made the following observations about the information gathered from this questionnaire:
Table 5. Results of Riverside's student survey.

<table>
<thead>
<tr>
<th>Plans after School</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate employment</td>
<td>42</td>
<td>48</td>
<td>69</td>
<td>69</td>
<td>228</td>
<td>12</td>
</tr>
<tr>
<td>Military service</td>
<td>66</td>
<td>52</td>
<td>59</td>
<td>30</td>
<td>207</td>
<td>11</td>
</tr>
<tr>
<td>Marriage</td>
<td>18</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>73</td>
<td>4</td>
</tr>
<tr>
<td>Four-year college</td>
<td>174</td>
<td>166</td>
<td>192</td>
<td>127</td>
<td>659</td>
<td>34</td>
</tr>
<tr>
<td>Technical, community or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>business college</td>
<td>172</td>
<td>187</td>
<td>203</td>
<td>185</td>
<td>747</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational Areas</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical</td>
<td>72</td>
<td>52</td>
<td>54</td>
<td>38</td>
<td>216</td>
<td>14</td>
</tr>
<tr>
<td>General clerical</td>
<td>21</td>
<td>29</td>
<td>24</td>
<td>25</td>
<td>99</td>
<td>6</td>
</tr>
<tr>
<td>Basic marketing</td>
<td>24</td>
<td>29</td>
<td>46</td>
<td>39</td>
<td>138</td>
<td>9</td>
</tr>
<tr>
<td>Horticulture, floriculture</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>7</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>Food service</td>
<td>11</td>
<td>13</td>
<td>11</td>
<td>14</td>
<td>59</td>
<td>4</td>
</tr>
<tr>
<td>Building construction</td>
<td>40</td>
<td>28</td>
<td>28</td>
<td>26</td>
<td>122</td>
<td>8</td>
</tr>
<tr>
<td>Wood products</td>
<td>20</td>
<td>16</td>
<td>19</td>
<td>19</td>
<td>74</td>
<td>5</td>
</tr>
<tr>
<td>Secretarial</td>
<td>82</td>
<td>65</td>
<td>54</td>
<td>48</td>
<td>249</td>
<td>16</td>
</tr>
<tr>
<td>Metal</td>
<td>15</td>
<td>17</td>
<td>27</td>
<td>16</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>Bookkeeping and accounting</td>
<td>29</td>
<td>29</td>
<td>26</td>
<td>31</td>
<td>115</td>
<td>7</td>
</tr>
<tr>
<td>Health occupations</td>
<td>45</td>
<td>36</td>
<td>45</td>
<td>27</td>
<td>153</td>
<td>10</td>
</tr>
<tr>
<td>Electrical, electronics</td>
<td>37</td>
<td>25</td>
<td>26</td>
<td>32</td>
<td>108</td>
<td>6</td>
</tr>
<tr>
<td>Child care</td>
<td>22</td>
<td>28</td>
<td>26</td>
<td>32</td>
<td>108</td>
<td>6</td>
</tr>
<tr>
<td>Agriculture</td>
<td>8</td>
<td>5</td>
<td>12</td>
<td>8</td>
<td>33</td>
<td>2</td>
</tr>
</tbody>
</table>

A. Eighty percent of those who were surveyed expressed an interest in one of the fourteen areas.

B. A significant number of students going to a four-year college were planning work in one of the fourteen clusters.

C. Thirty-eight percent of those replying were interested in business education.

D. Young people can make tentative choices.
E. Student interest in tentative choices appears to be fairly stable.

F. Sixty-six percent of our students did not plan to attend a four-year college (92, p. 10)

A work experience program began on a limited basis in the Riverside community at the beginning of the second semester in 1969. The high school vice principal said of this program:

Hopefully, this limited program will allow us to locate and solve some of the problems which are sure to occur. Also this experience should be valuable in planning a full fledged program for next year (94, p. 1).

To aid in planning for future development of the work experience program, weekly instructor-employer interviews are held for each student participating. The interview is recorded on a standardized form, one copy of which is placed in the student's file for future use in job placement. (See Appendix K.)

The initiation of a post-high school follow-up program is proposed for the summer of 1969. The preliminary group to be questioned will be all students who have graduated from Riverside High School in the past three years. At the time of this writing, a mailing list had been prepared, but questionnaire forms had not been created.

Throughout Riverside's attempts to locate useful information from these internal sources, the district has continued to solicit advice and evaluation from Oregon State University and the Oregon State Board of Education. The high school vice principal stated in
his report to Oregon State University:

We are strongly considering the cluster approach in vocational education, as recommended by the State Department of Education. These clusters and parts of clusters which appear to fit our needs are being studied for implementation now or in the new school. Perhaps you would advise us of information sources in this area, such as literature, existing programs, individuals who have knowledge of this type of program, etc. (94, p. 2).

In short, the Riverside school district has taken every opportunity to maintain supportive linkage with the profession as it gathers documentary evidence for use as guidelines in the organization and projection of proposed programs.

### Instructional Effort

1. Both long range goals and immediate goals have been developed or are in the process of being developed by the Riverside School District. There is generally a noticeable consensus related to future program thrusts. As self-analysis continues in the Riverside school district, so does the examination and redefinition of their goals and objectives. This is summarized forcefully by a statement in the vocational education handbook:

   Change is certain. Change in education is needed; however, change should not be a series of uncoordinated happenings but should be a planned, orderly process of instituting those ideas and programs that are beneficial. Inherent in this planned change is the deletion of those ideas and programs which do not have sufficient benefit to warrant their inclusion in an educational program (92, p. 1).
An attempt is made in the planning process at Riverside to recognize those factors which limit the accomplishment of their immediate goals. The proposal made to Oregon State University by the Riverside school district begins with the following statement:

This proposal should first of all be prefaced by the phrase "Expansion within existing facilities." This will allow for a more honest evaluation of progress and future expansion (91, p. 1).

Throughout the data collection interviews, there was a general concern over the failure of the present school program to meet the needs and interests of all students. The staff, administrators and board members professed a commitment to individualize and personalize education to meet the needs of each student.

The philosophy for the Riverside Public Schools has been cooperatively developed by the staff and is readily available to all staff members of the school district. This statement of philosophy sets forth the purpose and responsibility of the Riverside Schools as follows:

... to teach those skills, knowledges, and understandings that will enable youth to fulfill their rightful place in the community. By recognizing that differences do exist among individuals, the schools provide opportunities for learning experiences adapted to specific interests and abilities. In this way, the fullest possible development of all students may be accomplished... the highest type of learning occurs when individuals are able to think clearly and reflectively. This implies skill in resolving problems and issues, the formation of conclusions, and actions in accordance with socially acceptable ends.

(See Appendix L for complete philosophy.)
The very recent Riverside Handbook for Vocational Education summarizes its educational objectives with the following "implications for change:"

If our educational program in Riverside is to truly reach its fruition in the philosophy that every child be educated to the maximum of his ability, we then make the following recommendations:

1. That our schools, and particularly our senior high, become a comprehensive school. Comprehensive in that it offers a relevant curriculum to all students.

2. That it provides entry level skills for all students.
   - Entry into occupations
   - Entry into military service
   - Entry into vocational schools
   - Entry into college
   - Entry into family living

3. Anything less than the possibility of these levels is short changing our students and our community. These are the real goals in life for our individual students (92, p. 4-5).

2. Within the community of Riverside several agencies exist for the purpose of providing educational programs. The Riverside Community College was established in 1964 by a four to one supportive vote of the area. This school has now completed the first of a four-stage building program and the first classes have begun at the new facility. Previous to the completion of the new facility, the instructional program was restricted to offerings for which facilities could be rented. The majority of the classes were held in the public school
buildings during the hours these buildings were not otherwise in use.

A general comparison of instructional program enrollments over the last two-year period is presented in Table 6 below.


<table>
<thead>
<tr>
<th></th>
<th>1967-68</th>
<th>1068-69</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparative Headcount Figures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Headcount</td>
<td>992</td>
<td>1314</td>
<td>+32%</td>
</tr>
<tr>
<td>College-Transfer Division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>115</td>
<td>82</td>
<td>-29</td>
</tr>
<tr>
<td>Full-time</td>
<td>224</td>
<td>277</td>
<td>+24</td>
</tr>
<tr>
<td>Total</td>
<td>339</td>
<td>359</td>
<td>+6</td>
</tr>
<tr>
<td>Vocational-Technical Division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>203</td>
<td>302</td>
<td>+48</td>
</tr>
<tr>
<td>Full-time</td>
<td>112</td>
<td>193</td>
<td>+72</td>
</tr>
<tr>
<td>Total</td>
<td>315</td>
<td>495</td>
<td>+57</td>
</tr>
<tr>
<td>Adult Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All part-time</td>
<td>338</td>
<td>460</td>
<td>+36</td>
</tr>
<tr>
<td><strong>Comparative F. T. E. Figures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total F. T. E.</td>
<td>487.0</td>
<td>650.4</td>
<td>+33</td>
</tr>
<tr>
<td>College-Transfer Division</td>
<td>248.5</td>
<td>296.7</td>
<td>+19</td>
</tr>
<tr>
<td>Vocational-Technical Division</td>
<td>192.8</td>
<td>291.3</td>
<td>+51</td>
</tr>
<tr>
<td>Adult Education</td>
<td>45.7</td>
<td>62.4</td>
<td>+36</td>
</tr>
</tbody>
</table>

The 1968-69 Riverside Community College Catalog lists the following offerings under the Division of Vocational-Technical Education: automotive mechanics, business education (both stenography and clerical-general accounting), engineering technology, forestry technology, practical nursing, fire science, law enforcement, and
additional short-term special programs in real estate, key punch operation, manpower development and training, and heavy equipment operation. The college transfer and general education programs are similar in nature to those offered by other community colleges.

The Dean of Instruction at Riverside Community College reflected a concern that financial reimbursement regulations have a tendency to control the instructional program. Recreational offerings are not reimbursable, so the community college does little to solicit enrollment in these types of programs. In expressing his own opinion, the dean commented, "The State should finance programs, not people." The dean looks to the expansion of the services of the community college into outlying communities. He stated, "The time will come (five to ten years from now) when subsidiary buildings will be provided in off-campus locations. High school facilities are not adequate for our programs."

The Riverside Y. M. C. A. boasts of having completed 20 years of service to the community. This agency now operates in a beautiful eight-year-old facility with a swimming pool, tennis courts and a country club setting. According to the Y. M. C. A. Program Director in Riverside, the National Y. M. C. A. insists that each unit be self-supporting. Funds, therefore, most come from membership dues, tuition, leasing of facilities, and donations.

The Y. M. C. A. Constitution presents a philosophy that
encompasses the many diverse activities sponsored by this unique organization:

The purpose of this Association shall be the spiritual, intellectual, social, and physical growth of its members and constituency, consistent with the spirit and teachings of Jesus Christ; and in cooperation with other constructive agencies, render such services in the community as will tend to better social, economic, moral, and spiritual conditions for society.

The Program Director of the Y. M. C. A. states:

We are looking at community needs—primarily young adults, including junior high and high school students. At the same time, programs at the Y. M. C. A. now include activities for senior citizens, parents without partners, and entire families. Programs are really only the vehicle to developing personal growth and helping individuals to understand themselves and others. We initiated a Young Ladies Charm School for junior high school age girls. The enrollment was so large that we had to turn down students. Often programs initiated by the Y. M. C. A. are taken over by other community groups; this we like, because it means we can use our resources to provide for other community needs.

Programs currently being offered include: A day-long aquatic schedule for children and adults, basketball leagues, men's volleyball, teen night, family night, young adult night, single adults, boxing, jogging, scuba diving, tumbling, sauna, ladies gym, judo, Senior Friendship Club, Y-Indian Guides, Tri-Hi-Y, Junior-Hi-Y, Gra-Y, and summer camp.

The Division of Continuing Education maintains a regional center of service in Riverside. The courses being offered spring quarter, 1969, will be discussed later in connection with the
in-service program for the Riverside Public Schools.

The City of Riverside and the Riverside School District jointly sponsor and finance a summer recreation program in the community. The program involves about 2,000 young people each summer.

Two private schools function within the community of Riverside. A school of business enrolls approximately 35 students in business and secretarial courses. A beauticians' training school also serves a small number of students.

The county is served by an active staff of seven county extension agents. Four of these agents represent specialization in agriculture, two work with 4-H and other youth activities, and one is assigned home economics and family living.

3. The Riverside School District is committed to the involvement of the community in the organization and implementation of comprehensive educational programming. Extensive community involvement is both recent and expanding. The Riverside School District philosophy regarding community involvement is no secret. The Vocational Education Handbook, distributed widely into the community through the work experience program, states:

Vocational education of any kind should involve the entire community on a broad level. Involvement should be planned carefully and community personnel chosen who are truly representative of their trade or craft. This area has great power for the secondary school for it will not only return dividends in program development but will also provide placement and involvement of the student in the
community; no longer will there by an "inside" and an "outside" to the educational program. . . . advisory service is an absolute necessity if a quality and up-to-date program is to be developed and maintained (92, p. 21).

Three major steps toward expanded community involvement are presently visible in this district although the thrust toward comprehensive education is still fairly new.

Beginning with the fall of 1968 a corps of volunteer teacher aides was organized by lay community leaders. The services of these aides are made available upon request of the faculty through the leadership of the group. Paid teacher aides and volunteer student tutors unite with the volunteer aides to make up an extensive human resource for both faculty and students. The opportunity to share some of the responsibilities of teaching is met with excitement and enthusiasm. The teachers aides enjoy being a part of the team responsible for the education of children. The vice principal of the high school noted this response in stating, "It is the responsibility of the district to show community people how they can help--they want to help."

Vocational advisory committees have been expanded from the single representation of agriculture to include forestry, trade and industry, business and automotive programs. The district handbook for vocational education recommends that an advisory committee be established for each cluster in vocational education as it is developed
(92, p. 24). The assistant superintendent responsible for vocational education pledges the appointment of a general vocational advisory council before the beginning of the next school year.

The expansion of the vocational advisory committees has resulted in a third thrust in community involvement, the institution of the cooperative work experience program which has been referred to earlier. The school district is only beginning to become aware of the possibilities of community cooperation in this area, as was pointed out by the head counselor:

We aren't even aware of all the agencies and services available in the community. As we develop our vocational education program, we will need to know how to use these agencies and how to work with the families in the community.

A cabinet-maker who is a member of one of the vocational advisory committees was asked in an interview what the community response would be to a work experience program in retail sales. His response was, "Tops! Local merchants would support such a program with enthusiasm."

The Riverside Board of Directors uniquely represents many parts of the community. Included in its membership is a cabinet-maker, a medical doctor, a forest engineer, a farmer, a banker, a real estate dealer, and an accountant. There is mutual agreement among the administrators that this board is the source of much community support as well as a source of security for educational
program planning. The assistant superintendent in charge of curriculum said of the Board:

We have one of the finest school boards I have ever seen. They are a real "catalyst" group. . . . They are not afraid to commit themselves or go out on a limb. The administration and the Board give each other mutual support.

4. Even though there is little in the way of a formal plan for disseminating information to the community, there is widespread agreement and commitment to increase the communication channels to the community. One assistant superintendent, after pointing to the need for continued expansion of the communication processes added, "If we can communicate, we can do almost anything." The superintendent's reply, when questioned about anticipated problems in the development of expanding programs, pointed to the need to communicate with the community. "We don't expect problems in implementing programs as long as we plan jointly with the people of our community." A counselor states that "Communication will be essential in selling our program to the community." In fact, later in this same interview, communication with faculty and community was ranked the number-one concern in the successful development of expanding school programs.

Both the daily newspaper and the local radio station are represented at all meetings of the Board of Directors. The television station is represented at most of the Board meetings, but whenever
it is not, communication takes places the following day. Communication with newspaper personnel was evident each time the interviewer visited the district's central administrative office, either by telephone or in person. Each building administrator is responsible for the dissemination of newsworthy happenings in his building. Short visits with staff members indicated that internal communication is taking place through extensive in-service and staff involvement in the joint planning of district goals and objectives.

5. The in-service effort of the Riverside School District is an across-the-board effort to individualize and improve the instruction offered to students at all grade levels. The planning of a new high school to house the eleventh and twelfth grades and the restructuring of grades seven through ten into two units of grades seven and eight and grades nine and ten have provided additional purpose for departmental planning of future instructional programs. The vice principal of the high school asserted, "We are using the inductive approach with our faculty--'What can we do for these kids to bring about a relevant instructional program?'"

The reorganization of grade clusters into a 6-2-2-2 pattern has focused much attention toward the instructional program for the upper six grades. This has not, however, curtailed in-service in other areas of instruction. The teachers and administrators demonstrate their overall instructional concerns by enrolling in professional
courses offered through the Division of Continuing Education. The following courses were offered in spring quarter, 1969.

**Ed 407** Seminar: Counseling and the Elementary Teacher. (Emphasis on the individual child and facilitation of relationships.)

**Lib 432** The School Library. (Emphasis on the materials-centered libraries in elementary and secondary schools.)

**Ed 441** History of American Education

**FST 507** Recent Developments in Food Processing

**Ed 535** Social Studies in the Elementary School

**Ed 537** Reading in the Elementary School

**Ed 576** School Buildings

**Parent Effectiveness Training**

Arrangements are now being made with Oregon State University to provide a summer workshop on the ramifications of differentiated staffing. This summer conference will be extended with a monthly three-hour meeting throughout the following school year. Plans are also being made to develop training programs for these various levels of staff. Administrative in-service efforts have included a concern for all groups involved with the instructional programs. Board and advisory committee members are provided all pertinent publications of the school district. Building planning committees are examining model physical facilities where available.
6. The present efforts of the Riverside school district educators and the Riverside community to improve their school's instructional program are based on a desire to provide a relevant curriculum to meet the needs of all of their students. The Riverside superintendent stated in his interview that the present educational effort came about with the realization that there was an over-emphasis upon the college preparatory program.

We became aware that we were over-oriented to the academic and had been leaving out the rest. Before "Sputnik" we were trying to look after all students—then we lost sight of that goal. We are only now readjusting.

Asked to state what he considered the program's greatest strengths, the high school vice principal named the college preparatory program; the program's greatest weakness, he said, was "everything else . . . the present program doesn't provide for many." The high school principal made an identical statement and pointed to the current efforts to expand the occupational program as a promising alternative to the inadequacies of the former instructional program.

The Riverside district invited a State Standardization Evaluation in the fall of 1968. Among the observations made by this evaluating team, the following are appropriate here.

Within the severe facility limitations which exist at this school, a very commendable instructional program has been organized. This program is well balanced for meeting a variety of educational needs facing the approximately 1600 students attending this unit. The availability
of courses to students and the very structure of many courses are greatly restricted by inadequate or inappropriate instructional space. The vocational education program is well organized and occupation oriented. Facilities are inadequate for developing the program to meet the needs of students. The implementation of the planned vocational cluster program based on the district's vocational evaluation needs to be expedited (81, p. 2).

A complete listing of the course offerings in the Riverside High School and a sample listing of course descriptions are included in Appendices M and N. Improvement and expansion of the Riverside curriculum has been based primarily upon the schedule of proposed changes submitted to Oregon State University in late 1968. Four major curriculum changes were then proposed, and steps have since then been taken to implement these changes. All of these changes are to be made in an effort to strengthen the vocational education program at Riverside in order to correct the over-emphasis upon college-preparatory courses.

The first proposed change was the establishment of a S. U. T. O. E. program (Self Understanding Through Occupational Education). This program was described as follows:

This course of study is an integral part of our vocational curriculum sequence and affords a student who is planning to go out into the world of work an opportunity to explore and make evaluations of the various occupations available to him. This course will also provide many valuable counseling services not now provided relative to occupational choices (93, p. 1).

The program provides a schedule of vocational preparation for the
ninth through the twelfth grades, beginning with exploratory courses in the ninth grade and extending through laboratory coursework in school to a practical work experience program in the twelfth grade.

A second change proposed was that of making year-long vocational courses into survey courses of a semester's length to allow more occupational exploration in the tenth grade. The third step was the organization and expansion of our eleventh and twelfth grade vocational offerings into meaningful clusters more in line with student needs and certainly expanding the related job opportunities upon which these skills are based (91, p. 3).

The fourth change, the work experience program, has been referred to earlier and is in its initial stages of implementation. The program offers practical work experience for the twelfth grade student in a vocational area of interest. The student receives both pay and credit for his participation in the program. There were 35 students involved in this pilot program at the time the interviews were made. Further expansion is planned, according to the assistant superintendent in charge of special programs, to include juniors as well as seniors on a non-pay basis in the work experience program.

Limitations to the Success of the Instructional Effort

1. The inadequacy of the present facilities in the Riverside district presents the severest barrier to the improvement and expansion of the instructional program. The administration recognizes that the
achievement of their long-range objectives is dependent upon the elimination of this handicap. The State Standardization Evaluation requested by the Riverside district in late 1968 commended the efforts of the district to improve the instructional offerings at Riverside, but pointed to inadequate physical facilities at all levels.

... many building deficiencies exist which are restricting the instructional program and limiting the effectiveness of instruction, counseling, library, and administration. Most of these needs are recognized by the school staff, district school board, and the community (81, p. 5).

To alleviate these difficulties, the State's evaluating team recommended a building program that corresponds with the projected long-range building plans made by the district four years earlier. This building program includes the building of a new high school to house the eleventh and twelfth grades, and utilization of present facilities in the 6-2-2-2 pattern which has been referred to earlier.

Short-range instructional goals have been set within the limitations of the present facilities; implementation of long-range plans for further expansion depend entirely upon the expansion of the physical facilities. The proposal to expand the vocational education program at Riverside was prefaced by the phrase "expansion within existing facilities." The S. U. T. O. E. program soon to be initiated at the senior high level will be expanded to include the junior high only after adequate facilities are provided to handle the enrollment. New
courses and more courses can be added to handle the increasing student demand only after the expansion of facilities, according to the Riverside administration.

As has been noted earlier, the superintendent foresees expansion of the comprehensive educational program to include members of the community other than school-age students when facilities are adequate to support such expansion (p. 73). He said in his interview that the lack of adequate facilities is the primary weakness of the current educational program, that inadequacies of this kind are greatly impeding the progress of their efforts to expand the program to meet the needs of all the students. Both the assistant superintendent in charge of special programs and the high school principal emphasized that the present facilities in the Riverside district would not accommodate a comprehensive educational program. The high school vice principal said that two efforts were being made, one to "implement what we can do now" given the present facilities, and the other to plan a long-range program on the basis of appropriate and adequate facilities anticipated in the near future. All building plans have been designed to accommodate an expanded program. The primary concern then, is not to merely provide additional space for a continually increasing enrollment, but to provide the additional space needed to implement long-range plans for the improvement and revision of the present instructional program.
A bond issue to build a new high school will be presented to the voters of this district in September of 1969. The administration is working with interested groups in the community to develop support for the new facility and for the new program. Administrators are hopeful that the recent expansion of community involvement through volunteer teacher aides, the work experience program, and the utilization of community advisory committees will result in favorable community support of the bond issue.

2. Although the Riverside school district personnel do not feel adequately prepared as teachers and counselors to implement a comprehensive educational program, they are determined to overcome this obstacle.

The Riverside administration in general is aware of a concern felt by the counseling staff that they are not adequately prepared to advise students in the area of vocational education. The assistant superintendent in charge of curriculum said the counselors are acutely aware of their lack of preparation in this area; the high school principal said the counselors were among the first to identify a need for broader preparation in the area of vocational education. "They are interested," he said, "but unprepared." The assistant superintendent in charge of special programs emphasized that while the new instructional program for the new facility provides for a counselor in vocational education, it would be difficult to employ a counselor
with adequate background in the area of comprehensive education.

The head counselor himself was most aware of the problems the counseling staff would face in providing for students in the new instructional program. "Counselors are ill prepared to handle the comprehensive program," he said. "The 'Ivory Tower' may not meet this need. . . . We may have to function entirely through business and industry. Industry is overwhelmingly cooperative." He gave an example of one industry in the area that was willing to provide an in-service program for counselors upon request. "We will eventually need family counseling also," he said, "and we're totally unprepared."

Teachers as well as counselors, however, face many of the same problems according to those who were interviewed in the Riverside district. The assistant superintendent in charge of curriculum recognized a kind of insecurity among the Riverside teaching staff.

Some teachers resist and fear change; they feel that the present program has been successful enough, that the risk of changing to something new and hitherto unknown to them is too great. Teacher education programs are making our problems more critical by not creating teachers who know new techniques and who are willing to examine new processes. . . . Teacher education must change. It is too lonely out here otherwise. More field experience will help, perhaps more experience as teachers aides.

When asked at the end of his interview whether there was any information he wished to add, the junior high school principal made an identical observation. "Teachers need more teaching experience along with the theory of teaching."
The high school vice principal pointed to a need to "orient the staff to relevant education" and proposes to accomplish this by encouraging them to look for and visit model programs "so they can see the big picture along with the specifics." Observation of model programs is a major aspect of Riverside's "inductive approach" to solving the problems they face in the implementation of new programs.

The vice principal said of the district in general, however:

We have visited, we have taken workshops, we have searched everywhere, but we haven't found answers. . . . There were no suggestions anywhere. Only after a frustrating visit with State Department of Education personnel, were we able to obtain help. We were sent one man (from the State Department of Education) to work with us in designing a model program.

The assistant superintendent in charge of special programs said that outside resources could be made more helpful in several ways. The training program for teachers in vocational education should be made more commensurate with the needs of the comprehensive educational program. A prime need in this area, he emphasized, was for an accessible teacher preparation program for occupational specialist teachers. He noted a need also to establish more model schools for observation to eliminate the necessity for what he termed "flying blind."

Most of those interviewed in Riverside recognized another barrier to the accomplishment of a more relevant vocational educational program in the inflexibility of the class schedules. There was a
consistent objection to the traditional segmented instructional day because it did not provide longer blocks of time to accommodate the work experience program.

Positive Influences on the Instructional Effort

1. The high level of activity which characterizes the present educational efforts in the Riverside district is consistently attributed to the influence of a determined and enthusiastic team of administrators. A comment made by the assistant superintendent in charge of special programs has been referred to earlier in which he stated that much of the success of the current educational effort was due to the support of the school Board and those community people who make up the advisory committees for vocational education. Interviews with these people, however, indicate that the school district personnel are seen as reciprocally responsible for this success.

A member of the vocational advisory committee said most of the present effort had been stimulated by the assistant superintendent in charge of special programs, that he became the "real pusher" when he assumed his role as assistant superintendent. This committee member said he had been advocating an occupational education program in the school district for a long time and added, "I've been here in Riverside since 1936, and this is the first good thing the schools have done."
A member of the Board of Directors said that he too had been an active supporter of a vocational education program since he had become a member of the Board. He too saw the assistant superintendent as a vital change agent or catalyst; "He's been probably 50% of the push," he emphasized.

The high school principal attributed the growing community support of the vocational education program to a number of factors. According to him, there was a mutual supportive relationship between the community and the Riverside school district. He declined to rank what he listed as essential resources in the development of a comprehensive educational program; all were equally necessary, he said. These resources include "a supportive administration and Board, advisory committees, overall enthusiasm in the community, and an excited staff."

The principal said a stimulus had been provided in the person of the present superintendent in charge of special programs when he had assumed that newly created position. Like the others who were interviewed, he referred to this administrator as "the pusher." The other assistant superintendent was considered a "catalyst" in that he was "knowledgeable and had professional linkage," that he had been able to obtain support from both the State Department of Education and Oregon State University.

The high school vice principal said that he and the assistant
superintendent had assumed their positions at the same time and had "joined forces" in responding to the growing community support and demand for "relevant education for all kids." The counseling staff, he said, was at that time "pushing for a program for all kids," and the agriculture department's work study program along with a cadet teaching program (which included students whose parents were members of the advisory committees) had been a real source of motivation for the community.

Those citizens of the community who are members of the school Board of Directors and the vocational advisory committees view the Riverside school district administrators as generally a cooperative and enthusiastic team. The Riverside administrators, on the other hand, claim that none of their efforts to improve the program would have been successful without the enthusiastic support of the citizens of the community.
CHAPTER IV

Little is to be gained from the mere summarization of the data which appears in detail in Chapter III unless, at the same time, it is examined closely for significant differences and similarities between the two districts studied. Such a comparison would likewise serve little purpose unless it were an interpretive one that attempted to identify the respective relationships of the two districts to the community-wide comprehensive education concept as defined in Chapter I (p. 10-13).

Considering the nature and sources of the data presented in Chapter III, interpretation must necessarily be subjective. In the case of Lakepark, the data collected was generally inconsistent and interpretation is consequently made more difficult. This researcher is convinced, however, that the data as presented in Chapter III for Lakepark is representative of the situation he found there. The data for Riverside, while it is more consistent and uniform, is felt to be equally representative of the situation in that community. In either case, the character and distinguishing characteristics of each community are not to be found exclusively in the information obtained from interviews and district publications. For the purposes of this study, the absence of certain kinds of information is of equal importance, and, in some instances, may be of greater significance than
the data which was actually obtained from each district.

**Administrative Climates**

The atmosphere in the Riverside district is characterized by a uniform determination to succeed and by a strong conviction that the success of their efforts is of vital importance. The determination of this district's personnel as a group has enabled them to overcome or circumvent those barriers they meet along the way without losing sight of their objectives.

The Lakepark administrators, on the other hand, do not possess the cohesiveness as a group, either in their convictions or attitudes, that would allow them to make rapid progress in the direction of educational improvement. The enthusiasm of the group as a whole is low, and the impact of their efforts is often dissipated by the administration's failure to establish district-wide goals and objectives. They fear the loss of community support, and in anticipating resistance to innovative improvement efforts, tend to be overly cautious and ultimately, ineffective.

**Differences Between the Lakepark and Riverside School Districts**

There are differences between the Lakepark and Riverside school districts which account for their differing administrative
climates. The most significant difference has been identified already, the differences between the educational commitments of each district. The written goals of the Riverside district revolve around the intention to provide a relevant curriculum for all students (p. 82); responses in the interviews consistently referred to "relevant education" as the district's goal as well. The administrators and staff of this district are in general agreement about what direction their efforts ought to take, and each person interviewed sees "relevant education for all kids" as the district's commitment as well as his own. That the administrators consciously share a common goal better insures their chance of success in the proposed expansion and revision of the instructional program at Riverside.

It is difficult to identify a district-wide educational commitment in Lakepark if such a commitment exists. While those who responded in the interviews generally had worthwhile educational commitments, they remained personal in nature; some pointed to the absence of common goals and objectives as a source of frustration. The most common goal mentioned was that of "individualizing instruction," but others were evident also. "Education for gainful employment" was the most important to one administrator, but was rejected by another. "The self-reliant student" was the response of one, but this was not mentioned by anyone else. The written proposal submitted to Oregon State University committed Lakepark to providing a program
"relevant and varied to meet the needs of each individual in the world of work and human endeavor" (p. 43-44), but several members of the staff and one administrator were not even aware that such a proposal had been made, nor did the responses of any of those interviewed echo this written statement. Many of the administrators interviewed, however, felt the lack of common goals was a severe disadvantage to the effective administration of their school district, and some saw this as the primary factor inhibiting educational improvement efforts.

The planning methods of these two districts differ also. Lakepark, in its proposal to Oregon State University, advocated a district-wide self-analysis for the purpose of identifying program needs. Such a self-analysis was to "determine the strengths of the existing programs and to provide purpose and direction for future plans" (p. 38). Riverside's four vocational education departments conducted a self-evaluation and attempted to determine program needs prior to writing its proposal for the expansion of the vocational education program. Riverside's self-evaluation identified in a more definite and realistic manner what the program needs were before the proposal was written and submitted. Such a planning procedure is primarily an inductive one; program revisions were not proposed on the basis of postulated needs, but on the basis of needs realistically defined through critical evaluation of existing programs.

That such an inductive planning process continues to be used by
the Riverside district is evidenced by the subsequent creation of their vocational education handbook. This handbook openly states the district's receptiveness to change and its willingness to make whatever changes are necessary to provide "a relevant curriculum" for their students (p. 80). This handbook proposed further program expansion and alteration as a result of data collected from preliminary student interest opinionnaires. This district anticipates further program readjustment as soon as a scheduled follow-up study of Riverside graduates is completed. Clearly, the Riverside district's willingness to continually alter its plans in an attempt to meet educational needs as they are more clearly understood is evidence of an organizational climate receptive to change and innovation.

In contrast, the planning procedure at Lakepark has been largely deductive. Lakepark's self-evaluation led to no notable changes in their initial plans for expansion as outlined in their proposal. No student interest questionnaires have been distributed, nor has a follow-up study of recent graduates been scheduled. No evaluative instruments have been developed that could test the validity of those statements of need made in the original proposal, and the plans for improvement outlined in this proposal have not been augmented or superseded by any other plans.

Lakepark and Riverside also differ noticeably in their utilization of administrative staff. The Lakepark district has a vocational
director and a curriculum director to administer the instructional program, but although there are written responsibilities for some administrative positions, several of those interviewed were frustrated by a lack of clearly defined responsibilities for all of the administrative staff. While their staff was sufficient in number, the Lakepark district personnel were insecure because of poorly delegated administrative authority.

Riverside did not have sufficient personnel to administer an expanded instructional program and immediately restructured their administrative organization to accommodate the increased educational activity in the district. Administrative responsibilities are clearly understood by all of the staff and are more clearly defined in written policy statements. As a result of their continued planning efforts, the administration has recognized the need for a vocational director to administer the vocational education program and has begun to delineate the duties of that position as well.

Riverside's dynamic organizational structure has facilitated the successful implementation of its plans for educational improvement. Included in Riverside's proposal to Oregon State University was a calendar to which the district has adhered as much as possible in the course of its recent activity. Where conditions prevented the implementation of a program revision on schedule, as in the case of the S. U. T. O. E. program, new dates were set and efforts were made
to solve those problems which had prevented its scheduled implementation. Lakepark, on the other hand, apparently abandoned its implementation calendar after the completion of the first step, their self-evaluation. Lakepark's self-evaluation did not effectively influence program development or the establishment of goals and objectives as had been hoped by those who wrote the original proposal. No steps have been taken since that time which would indicate that any further implementation of the proposal is anticipated.

Riverside so far has made effective use of various evaluative instruments within the district such as student interest opinionnaires, and follow-up procedures for their work experience program; Lakepark has made only sporadic efforts in this area. Riverside has continually tried to reinforce their linkage with professional educators outside their district; Lakepark has sought this supportive linkage to a much lesser degree. Riverside requested a state standardization evaluation and has solicited advice and support from Oregon State University and the State Department of Education throughout its efforts. The district informed Oregon State University of the results of its self-evaluation and keeps the University up to date on the progress of their educational plans as a whole. As educational activity increased within the Riverside district, problems arose which forced the district to search for answers elsewhere, but, according to one administrator, that search has so far been a fruitless one (p. 99).
While the Lakepark school district has had some professional assistance, it has so far not sought this assistance so actively as has the Riverside district.

The degree of community involvement in the educational efforts of these two districts differs significantly, and has a direct relationship to the attitude or atmosphere which pervades each of these districts. The climate for change in the Riverside district is the result of a reciprocally supportive relationship between community representatives and the school district administration. Advisory committees for vocational education have been formed and function regularly. A preliminary community survey is in progress to identify those people in the community who would participate in an expanded work experience program. The formation of the advisory committees has already resulted in the community support necessary to implement a pilot work experience program. Much community enthusiasm has been generated by the district's support of a volunteer teacher aides program. The Riverside district's determination to develop a relevant educational program for its students has led to a kind of dialogue with the community that stimulates further educational activity and generates community support for its programs.

Such community participation in educational program planning and implementation is not evident in the Lakepark district except in the agricultural department. A work experience program has been
in operation for more than three years through that department, but, as their proposal indicated, follow-up procedures must be developed before further expansion of the program can occur (p. 45). It has been stated earlier in this chapter that no follow-up procedures of any kind are expected to be developed in the near future. Advisory committees were appointed to assist in program development, but all committees, except the agricultural advisory committee, have since ceased to function regularly. According to one administrator, the failure of these advisory committees was due to a "lack of staff orientation or commitment" (p. 50). What community support does exist in the Lakepark school district is not the result of any continuing innovative efforts to involve the community in the determination of program needs and educational objectives. In contrast with the situation in the Riverside community, the Lakepark school district administration is hesitant to implement program innovations because it fears the loss of the community's financial support. The district's fear of community resistance to change and its failure to effectively involve community representatives in program development have been severe handicaps in Lakepark's educational improvement efforts.

Why Neither Riverside nor Lakepark are Community Schools

While the Lakepark and Riverside school districts differ markedly in several important respects, they also have some
characteristics in common which are equally significant. The preceding description of these two districts' differences has shown why the Riverside district has made more progress toward the successful implementation of educational improvement plans than has the Lakepark school district. Identifying their similarities will in a similar fashion show why neither of these school districts are community schools in terms of those criteria presented in Chapters I and II.

Neither Riverside nor Lakepark are community schools because, during their planning efforts, neither district visualized comprehensive community-wide education as a means of solving their educational problems. Their plans pertained exclusively to the revision and improvement of their own district's vocational education program and did not provide for the development of a comprehensive community-wide educational program.

Responses in the interviews revealed that the district's concern was only for the education of school-age students, that the responsibility of providing instruction for other members of the community belonged to other separate educational agencies or institutions. Both districts operated on the traditional assumption that their responsibility ended with a student's graduation from high school. Only in one instance, in the Riverside district, was it mentioned that the expansion of the present educational program to include other members of the community was anticipated (p. 72).
Both districts tended to see the expansion of their vocational education programs as the primary solution to their educational problems. Their emphasis on vocational education was in reaction to what these districts saw as an overemphasis on academic college preparatory programs. Plans for improvement extended only as far as the expansion of vocational offerings in the instructional program and the initiation of classroom laboratory work and work experience programs. Instead of developing an instructional program intended to be of increased value to all students and to the community as a whole, concern merely shifted from the college-bound student to the vocationally oriented student. Even such program improvements as those proposed by Lakepark and Riverside are not comprehensive enough to benefit all of their students. The balance of their instructional programs has been subordinated to vocational education by this shift in emphasis. A comprehensive education program provides academic, vocational, and recreational opportunities of equal value for each individual in the community.

One possible reason why neither the Lakepark nor Riverside school districts planned for the development of a truly comprehensive educational program may lie in their failure to survey their respective communities prior to their planning efforts. The administrative personnel in both districts consistently indicated that, were they to start their educational efforts over again, the first step would be a
community survey to determine program needs and to locate community resources. Through cooperative planning of this kind, a truly comprehensive educational program could subsequently have been developed that would effectively meet the many different needs of the community. While the community as a whole was involved very little in the Riverside and Lakepark planning efforts, community participation in the implementation of plans has been invited and encouraged. The degree to which this kind of community involvement has occurred in each district has been discussed earlier in this chapter.

In both communities studied, various educational and recreational agencies coexist with the public elementary and secondary school system. A community college is located near Lakepark and holds classes in that area; the same is true of the community college in Riverside. Riverside also possessed a successful Y. M. C. A. chapter, a business college, and a beautician's training school. The City of Riverside and the Riverside school district jointly sponsor a summer recreational program. In both communities, the Division of Continuing Education offered in-service programs for the teaching staff. In spite of the proximity of all these educational resources, neither the Lakepark district nor the Riverside district has deliberately sought the overall inter-agency cooperation which might have resulted in less duplication of effort and less waste of the energy of
those devoted community workers in each district. Attitudes ranging from jealousy to indifference prevented these potentially worthwhile partnerships. The closer coordination of their educational efforts with these other institutions and the sharing of educational resources and facilities would have enabled the Lakepark and Riverside school districts to be instrumental in the development of effective community-wide educational programs in their respective communities.

In their attempts to implement their district's proposed programs, the administrative personnel of both the Lakepark and Riverside school districts have encountered some severe obstacles. The primary problem, these districts have discovered, is the difficulty of stimulating their faculties' acceptance and support of innovative program changes. According to those interviewed, their teachers are, in general, reluctant to accept change and hesitant about utilizing innovative methods in their classrooms. They were variously criticized for "lack of vision," for "inability to see change," "for lack of concern for students as individuals," and for "inability to implement changes toward relevant education." For many of those interviewed, obtaining faculty cooperation was as difficult as obtaining community support. In those cases where members of the teaching staff were willing to cooperate in bringing about change, many were forced to admit they did not have the background in comprehensive education that was required. They were uncertain as to how to
achieve a relevant and comprehensive instructional program. In-service programs, visitation of models, and district recognition and support of "idea people" were the most frequently mentioned solutions to their present problems, while revision of teacher education programs to include more field experience and more experimentation with new methods was often suggested for the preparation of future teachers.

Both districts have also been handicapped by increasingly inadequate physical facilities. Enrollments have increased steadily in both communities and have caused severe overcrowding. Riverside has also found that those facilities they now have, even if they were large enough, would not accommodate an expanded vocational education program. Lakepark made an unsuccessful attempt to obtain passage of a bond issue for a new building, and consequently had to build temporary classrooms to contain their enrollment. The Riverside district plans to present a bond issue to the community in September, 1969, in order to obtain the necessary facilities to fully implement a vocational education program. Meanwhile, this district has attempted to implement what it could within the restricting facilities it now has. The need for a new physical plant in Lakepark, however, has almost totally obstructed their implementation efforts.

Traditional instructional scheduling has also been a source of concern in these districts. Lakepark changed from a six-period day
to an eight-period day with the hope of allowing students more free
time for independent study, special programs, and work experience,
and is so far satisfied with those advantages they have gained from
this change. Riverside has not made such a change but plans to
initiate semester courses instead of year-long courses to facilitate
their vocational exploration program in the tenth grade and has found
it necessary to shorten an English block to allow adequate time for
the ninth grade S. U. T. O. E. program.

**Catalysts and "Idea People"**

The Riverside and Lakepark school districts have recognized
certain catalysts which helped to stimulate the desire for educational
expansion and improvement in their schools. In both districts, a
successful and well supported agricultural program existed that drew
the attention of the rest of the school district to its use of advisory
committees and work experience programs. Those interviewed in
both districts emphasized the role their agricultural programs had
played in the early planning stages of their present educational ef-
forts. No other program in the district was mentioned as a model in
this sense, and the attitude toward the agricultural program in each
district was consistently one of pride in the program's accomplish-
ments. The public was proud of their school's agricultural program
also, and the agricultural departments in each district keep the public
informed through the local news media of the program's successes and progress.

A few administrators in each district were consistently and frequently mentioned as catalysts or change agents, as people whose strong commitments and unfaltering determination to effect change had continually influenced the attitudes of the rest of the staff and the level of educational activity in the district as a whole. The administrative staff and those teachers interviewed in Riverside named the assistant superintendent in charge of special programs as a "pusher," and credited that administrator with the continuing progress of their educational efforts. This administrator together with the high school vice principal created the vocational education handbook for the Riverside district. He was recently appointed from within the district to the newly created position of assistant superintendent in charge of special programs; the educational effort really began, according to the interviews, when he assumed this position and was given the authority that was necessary for the implementation of his innovative ideas.

Other Riverside administrators were named as catalysts or facilitators; because they shared the same commitment as the assistant superintendent in charge of special programs, they worked in concert to bring about those changes they thought were desirable and necessary. The assistant superintendent in charge of
curriculum was named as a catalyst for his ability to solicit outside assistance because of his prior professional linkage. Because the Riverside administration was staffed by educators with varying capabilities of this kind, and because they consciously worked toward a common goal, these people made up an effective leadership team.

The Lakepark administration included "idea people" and facilitators also, but because there was no commitment to a common educational goal, the Lakepark administrative team was less effective than Riverside's. The curriculum director and the high school principal, both of whom were named as change agents in the district, have resigned their positions since the interviews were conducted. According to the curriculum director, "the necessary ingredients for change were not present" in the district. The failure of the Lakepark administrators to establish and work toward a common goal has blocked any further progress toward the implementation of plans for the improvement of the occupational education program. Innovative planning is one necessary ingredient for change, but teamwork and administrative support for innovation are equally essential.

**The Potential for Riverside**

Neither Lakepark nor Riverside are presently community schools, but for several important reasons, the Riverside community possesses the potential for the unintentional discovery of the
community education concept. Because the Riverside district's approach to problem solving has been inductive and innovative, because the district possesses an effective administrative team, and because it has continued to expand its involvement with the Riverside community, a climate for change has been established that may eventually pay dividends in the successful development of a comprehensive, community-wide educational program.

The Riverside school district arrived at no blueprint solutions to those educational inadequacies they came to recognize in their instructional program. Self-analysis and external evaluations resulted in only tentative plans for improvement. The district resolved to delete or change any ideas or programs that did not prove beneficial to their students. Consequently, their tentative plans included the utilization of evaluative instruments that would allow for continuous evaluation of their progress toward the common goal of providing a relevant curriculum for their students. The Riverside planning procedure operates to their advantage in that it is change-oriented and responsive to the specific needs of students.

The Riverside administrative team has actively sought to create this climate for change. Innovation is recognized and supported, and the implementation of worthwhile ideas for improvement is facilitated by the determination of the school district personnel to succeed in their attempts to create a relevant educational program for Riverside
students. The district's commitment to this common goal and their acceptance and encouragement of innovation is reflected in the steady progress they have made in implementing their current program objectives.

Community involvement in the planning and implementation stages of the district's educational effort continues to increase as program needs are identified. The community is represented by several vocational education advisory committees that meet regularly to make program recommendations. A survey is underway to locate community resources for the work experience program. A two-way dialogue is consequently developing between the school and the community that stimulates community support for school programs and promises to generate further educational activity. The district is only now becoming aware of the many resources available in the community and how willing the community is to share in the school's educational responsibilities.

The Riverside school district has nevertheless encountered severe problems in its educational efforts, problems that are not easily solved by a single community or by a single school district. Both the administration and faculty in the district are uncertain about how to successfully develop and implement a comprehensive educational program. They have attempted to supplement what they feel is an inadequate background in comprehensive education by visiting
models, by attending workshops, and by soliciting professional advice and assistance from outside the district. So far, Riverside's questions have not been answered. In the words of their vice principal, "We have visited, we have taken workshops, we have searched everywhere, but we haven't found answers. . . . There are no suggestions anywhere."
CHAPTER V

One must conclude from the present position and possible fate of the two communities studied that the concept of community-wide education as defined in Chapter I and as justified in Chapter II is not visualized as a solution to their educational problems. Interpretation of the data in Chapter III must lead to the conclusion that high walls or barriers exist that prevent the visualization and acceptance of the community education concept. These walls are the result of a kind of "professional isolationism" which is inherent in the traditions of our present educational hierarchy.

The "Blueprint" Method of Educational Planning

Traditional planning methods utilized by the education profession perpetuate this isolation from the real needs and problems of a community. The prevalent deductive or "blueprint" planning methods of educational programming fail to identify the real needs of a community, a community that is by nature unique in its problems. The imposition of any program based on these methods too frequently leaves the community's real problems unsolved. The predetermined educational goals upon which these programs are based are too often irrelevant and outmoded.

The inductive planning process, on the other hand, is based
upon a desire to develop relevant educational programs responsive to
real needs. Educational needs are identified before goals are estab-
lished and before programs are designed. Further, goals are con-
tinually reexamined and programs constantly revised as those needs
change. Continuous evaluation of goals in relation to needs neces-
sarily must establish an inductive planning method responsive to
change.

The community education concept is based upon the inductive
process. Commitment to the inductive method of educational plan-
nning will establish the organizational climate for change which is
prerequisite to the development and effective implementation of the
community-wide education concept.

Lack of Coordinated Professional Assistance

The information and data received from the Riverside school
district reveals, however, that the utilization of an inductive planning
process is not all that is necessary for the development of a com-
munity school. Such a planning process produces the necessary or-
ganizational climate for change, but does not automatically provide
ready answers to educational problems. To avoid the necessity of
"flying blind" which was experienced throughout Riverside's educa-
tional improvement efforts, direction, support, and leadership must
be provided through the education profession as a whole. Devoted
and committed educators in the local community must otherwise uselessly expend their time and energy if they are not given professional recognition and support.

The difficulty of obtaining professional assistance is a significant barrier to the state-wide development and acceptance of the community education concept. The present organizational structure of the state's educational system does not adequately provide for innovation. Locations for model educational programs or model schools are too frequently arbitrarily selected; decisions of this nature are too often made on the basis of proposals that do not represent the real nature of the districts from which they originate. Meanwhile, other districts, more receptive to change and more actively involved in a search for solutions to their educational problems, are neglected and, consequently, doomed to fight "the lonely battle" without professional assistance. Without such assistance from informed educational leaders, such innovative efforts face the threat of disintegration, mediocrity, and possible self-destruction.

Professional educators have long seen educational improvement as their exclusive responsibility and tend to discount as annoying and irrelevant the desires of organizations and citizens of the community who wish to share in that responsibility. It has long been assumed that innovative ideas originate only at the apex of the educational structure and then naturally filter down to those who will benefit.
Educators must acquire the professional confidence to recognize the potential value of all innovative ideas, regardless of their point of origin, and must learn to see community pressure for educational improvement as a positive force in the realization of goals and objectives.

Recommendations

Generally speaking, those barriers which retard the growth and acceptance of the community education concept in Oregon must be removed from the present educational system. To do this, an attitude of mutual support and cooperation must be fostered within the profession by the establishment of an "idea center" whose primary responsibility is the effective collection and dissemination of innovative ideas. The mutual exchange of ideas among educators in the field, community citizens, representatives of all Oregon universities and colleges, and all members of the state's system of public education will help to establish the state-wide climate for change that is necessary for the development and acceptance of the community education concept.

Some of the specific activities and responsibilities of such an "idea center" are listed below, although this list is by no means an exhaustive one.
1. The "idea center" would actively search for innovative educational programs, whether public or private, regardless of size or location, and would reinforce the conviction and determination of those involved in the effort through professional recognition and assistance.

2. After recognizing such potential models, the educators involved would be provided consultant services and would have direct access through the center to practical research material pertaining to
   a. Possible sources of finance
   b. Structures for learning
   c. Organizational structures
   d. Self-evaluations and external evaluations
   e. Histories of community involvement and community support
   f. Any other reliable information from external sources that could benefit local educational improvement efforts.

3. The "idea center" would pilot desirable concepts with leadership conferences and practical research programs geared to pragmatic interpretation of all pertinent information.

4. It would establish model community school programs and model educational programs that would serve not only as
evidence of potential but would also serve as centers for
the preparation of community school teachers, counselors,
and administrators.

The "idea center" must be established in such a way that it is
able to command the respect and support of all people who are sin-
cerely interested in the improvement and expansion of available edu-
cational programs. The center can inspire this kind of confidence if
it is staffed and administered by "idea people" who are selected on
the basis of their ability to effectively stimulate, develop, and imple-
ment worthwhile innovations.

The primary principle under which the "idea center" must
operate is that all educational goals must be considered tentative.
With continual evaluation of working models and with a constant ex-
change of ideas that propose improvement, new evidence will arise
that will lead to the constant readjustment of learning approaches to
the changing needs of the broad spectrum of people education must
serve.

The "idea center" cannot function properly, however, without
a realistic understanding of those aspects of community education
programs which are essential to the effective implementation and
continuing support of the community school concept. The imaginative
and constructive study of some of the more significant implications
of this case study may be one of the first steps toward the acquisition
of this understanding. It is recommended that the following areas be subjected to intensive evaluation and study:

1. Study the structures and purposes of the various organizations serving a community in an attempt to discover the reasons for the varying degrees of community support given them. Such organizations should include the county extension service, private vocational schools, community colleges, welfare agencies, public and parochial schools, city government services, the Y.M.C.A., and other community service organizations. Study as many aspects of these organizations as possible, including the source and extent of their financial support, their utilization of facilities, time schedules, any special community services provided, and so on.

2. Conduct inductive studies of educator preparation programs. Establish formal follow-up and interview procedures that will provide the evaluative data necessary for the revision of those college programs for teachers, counselors, and administrators that are now in existence.

3. Study the teacher-administrator preparation program for agriculture to see why it is consistently referred to as a model and a catalyst by both faculty members and community citizens. Identify the reasons for the broad support given their community advisory committees and work experience programs.

4. Examine the feasibility of revising the traditional school
calendar to allow for more flexibility for internal educational improvement efforts to facilitate more instructional cooperation between all educational agencies. Gather information from both educational and non-educational sources. Identify the advantages and disadvantages of using shorter blocks of time for instruction, and of using a scheduling system that matches those of all other educational institutions. Investigate the possible alternative of implementing a uniform flexible four-quarter system throughout education that would incorporate flexible daily scheduling and blocks of instruction shorter than the traditional nine months, and that would not only permit but encourage extensive inter-agency cooperation and exchange.

Only studies of such a comprehensive scope can result in reliable information that can be readily applied to the planning, organization, and implementation of more relevant and effective educational programs. Only studies of this kind can reveal the promise of the community education concept to those concerned educators in the state of Oregon and to the education profession as a whole.
BIBLIOGRAPHY


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95. Rogers, Carl R. The facilitation of significant learning. Unpublished paper. La Jolla, California, Western Behavioral Sciences Institute, n. d.


100. A study of the employment opportunities, human resources, and vocational education resources in Riverside County. Riverside, Oregon, August, 1966. 124 p.


APPENDIX A

FORMAL INTERVIEWS CONDUCTED
AND MEETINGS ATTENDED

Lakepark Union High School District

Administrative Personnel:

Superintendent
Curriculum Director
High School Principal
Vice Principal
Director of Vocational Education (Vocational Counselor)
Two of five members of School Board of Directors
Two Advisory Committee members
Head Counselor

Teaching staff:

Head, Department of English
Head, Department of Agriculture
Librarian
Social science teacher
Business teacher

Meetings attended:

Self-evaluation meeting, Department of Vocational Education
Board meeting, Solutions to overcrowded facilities problem
Department of Home Economics staff meeting, gainful employment

Lakepark Community College

Interviews:

Assistant Dean of Occupational Education
Associate Dean of Instruction

Riverside School District

Administrative Personnel:

Superintendent
Assistant Superintendent in charge of Curriculum
Assistant Superintendent in charge of Special Programs
High School Principal
High School Vice Principal
Counselor
Junior High School Principal
Two members of School Board of Directors
Two Advisory Committee members

Teaching staff:
Industrial Arts teacher
Librarian
Home Economics staff (group interview)

Meetings attended:
First planning session for new high school building,
administration and architect attending

Riverside Community College
Interview:
Dean of Instruction

Y.M.C.A.
Interview:
Program Director

Riverside Business School
Interview:
Director
APPENDIX B

QUESTIONNAIRE FOR ALL FORMAL INTERVIEWS

1.0 What do you consider to be an appropriate definition of a comprehensive community-wide education program? (Or a "total community educational program.")

2.0 Given this definition, what programs do you have in progress which you would consider thrust or catalyst programs leading to comprehensive community-wide education?

2.1 List programs.

2.2 Identify the three most significant programs in terms of their assisting your effort to implement comprehensive community-wide education.

2.3 Probe programs mentioned in Question 2.0. (such as: academic, recreational, adult, occupational, guidance, advanced placement, disadvantaged, special learners, supportive retraining . . .).

2.4 What programs do you anticipate in the future which will reflect comprehensive community-wide education?

3.0 What problems has your district faced in developing your educational program?

3.1 List problems and rank the three most severe barriers to the development of a community educational program.

4.0 What resources are available to you and your district in assisting you in resolving these problems?

4.1 List in-district resources and rank if possible (most beneficial to least beneficial).

4.2 List out-of-district resources and rank if possible (most beneficial to least beneficial).

4.3 Probe problems mentioned. (such as: Community work positions and facilities, use of school positions in work-study, community specialists, other educational or work programs, community college, State Department of Education, Division of Continuing Education, in-service, universities . . .)
4.4 How might these resources be made more helpful to your district?

5.0 What do you consider to be your educational program's greatest strengths?

5.1 What do you consider to be your educational program's greatest weaknesses?

6.0 Assume that you hold your current position in a school district not offering a comprehensive community educational program. What steps would you consider desirable in planning and initiating a community education program?

6.1 What would you consider the three most important steps?

6.2 Probe steps listed above . . . draw a line and continue to probe any of the following areas not mentioned.

1) Position Report—evaluation of present position
2) How and when objectives would be determined
3) Potential partnerships or use of resources
4) Communication systems, internal and external
5) Community involvement
6) Staff in-service . . . counselors, librarians, administrators, board members, noncertified staff, etc.
7) Physical facilities
8) Organization for the thrust
9) Program scheduling
10) Recruiting procedures
11) Enrollment regulations

7.0 What are the main factors which stimulated the development of your effort to implement a community education program?

8.0 Will you give me some names of people you think of as thrust leaders or change agents in each of the following classifications?

1) Administrators
2) Counselors
3) Board members
4) Advisory Committee members
5) Teachers
6) Community

9.0 Is there information not included in this questionnaire that you would like to have considered in this report?
APPENDIX C
CORRESPONDENCE WITH SCHOOL DISTRICTS SELECTED FOR STUDY

To the Superintendents of Lakepark Union High School District and Riverside School District:

Letter I

Dear __________:

As the Director of the Regional Research Coordinating Unit, housed on the Oregon State University campus, I have been asked by Mr. Tyrus S. Brown, a doctoral candidate in our School of Education, to assist him in the selection of two Oregon school districts which are presently involved in the organization, development, and implementation of a community-wide comprehensive educational program.

Mr. Brown is concerned with the problems, barriers, and possible administrative solutions essential in the implementation of a truly community-wide comprehensive educational program. Since the expected outcome of Mr. Brown's study will be in the development of recommendations related to the implementation of a comprehensive educational offering, I have advised him that he should only study those Oregon districts which are presently involved in the development of such a program.

It is my recommendation that Lakepark School District be included as one of the two Oregon school districts Mr. Brown might use in his study.

Mr. Brown should send you a letter in the near future requesting permission to include your school district as one of those to be used in this study. Neither my recommendation nor Mr. Brown's request should be regarded as being restrictive; if it is not possible or convenient for you to participate, please do not hesitate to make this known to Mr. Brown.

Thank you for your assistance.

Sincerely,

Director, Research Coordinating Unit
Letter II

Dear _____:

I am currently involved as a doctoral candidate in the School of Education, Oregon State University. As a dissertation topic, I have requested permission to study the problems, barriers, and possible solutions to the development and implementation of community-wide comprehensive educational programming.

In making this request, I have asked the Regional Research Coordinating Unit, centered at Oregon State University, to make recommendations related to those schools presently involved in the planning, coordination, and implementation of community-wide comprehensive educational programs.

As a result of your present involvement in such an attempt, Riverside School District is one of two Oregon schools recommended for this study by the Research Coordinating Unit.

With your permission, I am asking if it would be possible to meet with you personally regarding the nature, intent, and possible significance of this study; both for your school, and more generally, to other educators in the State of Oregon.

Of course, it is my hope that Riverside School District will be willing and able to participate in this study. I am looking forward to meeting with you on any day which would be of convenience for you. Should you desire, following our meeting, I would be happy to meet with the members of your staff and members of your school board.

Thank you for your attention.

Sincerely,

Tyrus S. Brown
School of Education
Response from Lakepark Union High School District, November 26, 1968:

Dear Mr. Brown:

The Lakepark Union High School Board of Directors meeting in regular session on November 21, 1968 approved your request which I conveyed to them in regard to our school participating in your study.

I feel, and the School Board concurred, that the study should be of value to us as we continue our efforts in attempting to develop a better school program for our students.

You may be assured of the cooperation of our staff and myself in your work at our school.

Our vocational evaluation is set for December 4th and we are looking forward to your visitation on that day.

Sincerely,

Superintendent

* The Superintendent of the Riverside School District responded by telephone and granted permission to conduct the study October 15, 1968.
APPENDIX D
ADULT EDUCATION OFFERINGS
Fall Term, 1968

The following adult education classes will be offered in the Lakepark area in cooperation with Lakepark Community College. Classes begin the week of September 30-October 4. Registration will be completed during the first class period. Fees listed are for the instruction only.

Lakepark High School

<table>
<thead>
<tr>
<th>Course number</th>
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<td>9.904</td>
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Contact building coordinator for further information on above schedule and to suggest new classes for winter quarter.

Lakepark Elementary School

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Responsibilities of the Principal

A. General Responsibilities

1. To be directly responsible to the superintendent and shall keep him informed of all pertinent matters relating to the areas of responsibility assigned to the principal.

2. To fulfill the responsibilities of the superintendent in his absence.

3. To serve with the superintendent in providing instructional leadership for Lakepark Union High School.

4. Implements district policies and regulations as established by the school board and superintendent.

5. To represent Lakepark Union High School in the Wilco League Administrators Association, the Oregon Secondary Principals Association, and the O. S. A. A.

6. To prepare and maintain accurate records and reports as required by law and by the superintendent.

7. To encourage professional growth and cooperation on the part of all teachers.

8. To attend school board meetings and to inform the board of matters relating to areas of his duties.

9. Assumes over-all supervision of all student body funds, signs all student body checks, and maintains proper accounting of all funds.

10. Approves the selection of textbooks upon the recommendation of curriculum personnel and departmental chairmen.

11. Perform such other duties as requested by the superintendent.
B. Personnel

1. To make recommendations regarding the selection, retention, and assignment of all staff personnel.

2. To assist the superintendent in supervising and evaluating all instructional personnel.

3. To assist in maintaining a file of pertinent information on all personnel.

4. To provide the necessary orientation for new staff members.

5. To assist in making provision for an on-going program of professional in-service training.

6. To work with the departmental chairman and the teachers in the improvement of the education program.

7. To assist the superintendent in maintaining a high level of staff morale.

8. To visit classrooms for the purpose of observation.

9. To develop the master teaching schedule.

C. Students

1. To serve as the advisor to the student council.

2. Certifies students for graduation.

3. To provide adequate reports to parents of student progress.

4. To assume responsibility for conferences and decisions in regard to probations and suspensions of students for academic or conduct standards.

5. To be responsible for health, safety, and welfare of the students while they are in the school building.

6. To enforce school regulations and to take necessary action in dealing with student behavior problems.

7. To supervise the registration and scheduling of the students.
8. To supervise and coordinate the entire co-curricular program.

9. To establish and maintain channels of communication with the students regarding the operation of the school program.

10. To work with the transportation supervisor and bus drivers in regard to any student problems on the school buses.

11. To exercise leadership to see that the lunchroom and other areas of the school building are properly supervised.

12. To provide regulations for visiting students.

D. Attendance

1. To organize and supervise attendance procedures.

2. To provide accurate attendance reports for the use of the school and for IED office.

3. To emphasize to the students the importance of maintaining a good attendance record.

4. To confer with students, parents, and counselors on attendance problems.

5. To supervise the entrance and registration of new students and to personally interview students known to have a past record of attendance or behavioral problems.

6. To determine the nature of student absences and to supervise investigation of questionable absences.

E. Public Relations

1. To keep parents informed of the school program and pupil progress.

2. To assist in keeping the public informed of the school program, problems, and needs.

3. To publicize and interpret school policy and regulations to individuals and to the PTA, Dads Club, civic organizations, and other community groups.
4. To prepare and screen news releases regarding the school program.

Responsibilities of the Assistant Principal

A. General Responsibilities

1. To be directly responsible to the principal and shall keep him informed in all matters relating to the areas of responsibility assigned to the vice-principal.

2. To fulfill administrative responsibilities of the principal in the event of his absence.

3. To coordinate the co-curricular activities as an integral part of the school program.

4. To serve as liaison with community organizations which cooperate with the school in any way.

5. To enforce necessary school rules and regulations.

6. To work with the principal in administering the total school program, through staff contacts, faculty meetings, period conferences, and meetings designated for special purposes.

7. Direct pre-registration and programming phases of schedules.

8. Assist in the development of the master schedule and in the scheduling process.

9. To assist the superintendent and the principal in the regular evaluation of the school personnel.

10. Supervises the school safety program, including provisions for regular fire drills.

11. Perform such other duties as requested by the principal.

B. Coordination of School Functions

1. To enlist the cooperation of teachers in sponsoring activities and clubs.
2. To supervise arrangements for school programs, dances, and assemblies.

3. To prepare and circulate, monthly, a calendar of school functions.

4. To maintain a Use of Building schedule for community and school activities.

5. To be responsible for the posting of notices on the community activity board.

C. Co-Curricular Activities

1. To serve as co-advisor to the student council.

2. To lend general supervision and assistance during athletic events, school performances, dances, and assemblies.

3. To lend administrative leadership and guidance to the student lunchroom program, bus loading and building supervision.

D. Athletics

1. To serve as liaison between coaches and administration.

2. To schedule all inter-school athletic activities.

3. To make recommendations on the hiring and assignment of all coaching personnel.

4. To be responsible for the financial operation of the athletic program including the collection of gate receipts determining budgetary needs, exercise control of expenditures, and maintaining adequate accounting of all funds.

5. To arrange bus scheduling for all trips away from school, for home schedules, and for after school practice.

6. To arrange for insurance of athletes and collection of premiums.

7. To arrange for physical examination of athletes and keep
active file on exam records.

8. To make eligibility lists for athletes in all sports.

9. To supervise pre-game arrangements, i.e., lining of football fields prior to games; parking; programs; PA systems; scoreboard; ticket sales; policemen; etc.

10. To make ticket arrangements for school personnel at inter-school games away from home.

11. To maintain calendar regarding school athletic facilities and use by outside groups as well as school groups.

12. To represent Lakepark Union High School at all meetings of the Wilco League Athletic Directors.

13. To verify the eligibility of athletes in regard to the O. S. A. A. and school regulations.

E. Public Relations

1. To keep parents and public informed of the school activity program.

2. To publicize and interpret school policy and practice to individuals and to PTO, Dads Club, civic organizations and other community groups.

Responsibilities of Counselors

The purpose of the Counseling and Guidance department is to aid the young people in the school to achieve their potential. In carrying out this purpose the Counseling and Guidance department have the following responsibilities:

1. To provide an opportunity for all students to discuss their problems or plans for the future with a counselor.

2. To provide the student with information about himself, further education, or career opportunities in order that he may be better prepared to make wise decisions.
3. To provide information and assistance to teachers in order that they may enhance their effectiveness in working with students.

4. To provide an opportunity for parents to obtain information of counseling assistance where this may serve the best interests of the student and the school.

5. To cooperate with local referral agencies to obtain the most satisfactory service from community resources.

6. To operate a testing program which will assist in evaluating student performance, curriculum, or other aspects of the total school program.

7. To conduct research and follow-up studies on students to determine how the school may best influence students to become successful citizens.

8. To make periodic checks on the permanent records to determine that all pertinent information is completely and accurately recorded.

9. To give all assistance possible in helping students prepare the necessary forms for scholarships and college admission and to take the responsibility for seeing that transcripts are prepared and forwarded to the proper institutions.

The classroom teacher is a key person in the referral of students to the counselor, and in working with the student and the counselor. Therefore, it is extremely important that both teacher and counselor work together after a referral is made.

Responsibilities and Activities of the Department Head

A. Improvement of Instruction

1. To assist teachers to differentiate instruction in meeting individual differences of pupils and to teach the pupil as a person.

2. To aid teachers to develop their talents and to teach creatively.
3. To inform himself and his teachers about current methods, recent materials, and the best current thinking in his field.

4. To assist in selecting, obtaining, and evaluating instructional materials.

5. To aid in the use of television and other audiovisual programs.

6. To assist substitute teachers in understanding lesson plans and mode of operation for staff absentees in department.

7. To encourage teacher membership and participation in professional organizations.

8. To help teachers develop as broadly educated individuals.

9. To acknowledge good work by students and teachers and to encourage their further progress.

10. To participate as members of the high school council for the improvement of instruction.

B. Curriculum Building

1. To help develop and try out new courses.

2. To plan for use of resource material, such as field trips, speakers.

3. To plan or coordinate audio-visual activities.

4. To assist in planning and implementing courses of study.

5. To interpret to teachers the educational philosophy of the high school and to help teachers apply it.

6. To assist in development of file of community resource persons.

C. Individual and Group Guidance

1. To cooperate in the counseling and registration programs.
2. To advise students referred by teachers, counselors, and administrators.

3. To help select instructional materials to meet various needs of pupils.

4. To confer with and aid teachers regarding their educational problems.

5. To keep the principal and others informed of proposed changes and experimental results in their respective departments.

D. Administrative Opportunities

1. To aid in the orientation of new teachers.

2. To coordinate activities within the department.

3. To fit department work into the whole school program.

4. To publicize appropriately the school and the department program.

5. To maintain contact and cooperate with community groups.

E. Clerical Responsibilities

1. To requisition instructional supplies and materials.

2. To aid in the effective allocation and distribution of books, supplies and equipment.

3. To keep current inventory of department equipment and non-expendable supplies.
# APPENDIX F

**LAKEPARK UNION HIGH SCHOOL**

**1969-70 Curriculum**

+ New courses, 1969-70
- 1968-69 courses, deleted 1969-70

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APPENDIX G
SAMPLE OF COURSE DESCRIPTIONS
Lakepark Union High School

English

All English classes will operate on regular schedule.

Subject 101 English I  
Units 1  
Grade 9

In the first year of high school English, a continuous effort will be made to supply ways for all students to develop in the listening, speaking, writing, and reading skills appropriate to their readiness and ability.

Since reading is considered such a vital part of all learning, the reading laboratory will be used extensively in the ninth grade program. Study skills beneficial throughout high school will be emphasized through outlining, oral reports, using reference materials and the library.

In the study of grammar for the ninth grade, application of rules of sentence structure is made through writing various kinds of paragraphs.

There will be an introduction to different forms of literature—short stories, non-fiction, plays, novels, and poetry. Each student keeps a notebook containing his own original writings.

English Program for grades 10, 11, 12 - Nongraded

The primary aim of the nongraded English program is to offer a variety of language arts courses designed to meet individual students' needs and interests. Students are encouraged to choose courses in composition, literature, reading and elective areas which will benefit them in improving skills, as well as fulfill their individual preferences.

Students progress in courses following numerical sequence. For example, a student who enrolled in Composition 142 one year would logically progress to Composition 143 the next year. A student who successfully passed a course would not repeat that course, nor would he enroll in Composition 141 after completing 142. Each student
should strive for higher attainment in successive years of high school. Grades in nine week courses will be averaged for a semester grade. English course credit will be given on the basis of course length.

1/4 unit - one quarter
1/2 unit - one semester
1 unit - two semesters

Requirements

Composition - Each student is required to enroll in at least one composition course every year to improve proficiency in written expression. Students should evaluate their own abilities and interests realistically before selecting composition classes.

Reading - Because reading with speed and adequate comprehension is a skill used continuously in learning, all students are urged to achieve minimal tenth grade level proficiency.

Each student must choose an English program by total pattern for the entire year - The following yearly patterns will be offered for students' selection. Each student should consider his future courses in high school, and project his remaining choices in the English program. Consult the course descriptions for additional information about individual course in each pattern. In addition to the required English a student may elect courses on a semester basis from the Language Arts Programs.

<table>
<thead>
<tr>
<th>Pattern</th>
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<tr>
<td>180</td>
<td>111, 121, 141</td>
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<td>Fundamentals of reading, spelling, writing.</td>
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<td>181</td>
<td>112, 121, 142</td>
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<td>141, 121, 173, 151</td>
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<td>Fundamentals of writing, spelling, drama, literature.</td>
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<td>184</td>
<td>176, 141, 151, 152</td>
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<td>Fundamentals of journalism, writing, literature.</td>
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<td>Developmental writing, journalism, literature.</td>
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<td>186</td>
<td>141, 122, 112</td>
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<td>Developmental writing, reading, advanced vocabulary.</td>
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Pattern | Course Numbers
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187 | 142, 122, 113
| Developmental writing, advanced spelling, advanced reading.
188 | 121, 161, 142, 152
| Spelling, literature, developmental writing.
189 | 121, 161, 147, 152
| Spelling, literature, creative writing.
190 | 143, 176, 153
| Writing, journalism, American literature.
191 | 143, 176, 153
| Developmental writing, journalism, American literature.
192 | 153, 143, 132
| American literature, writing, advanced grammar.
193 | 153, 147, 132
| American literature, creative writing, advanced grammar.
194 | 146, 148, 154
| Advanced writing, research paper, English literature.
195 | 146, 147, 154
| Advanced writing, creative writing, English literature.
196 | 154, 143, 122
| English literature, writing, advanced grammar.
198 | 171, 173, 122, 143
| Speech, drama, advanced spelling, writing.

**AREA I READING**

*Units all 1/2*

**Subject 111 FUNDAMENTAL READING SKILLS**

Work will be centered on improving reading comprehension, speed, basic reading skills, and vocabulary. Students will be given as much individual instruction as the size of the class will allow. This course is designed to help students achieve grade level in reading.

**Subject 112 DEVELOPMENTAL READING**

This class is designed to help the student who is reading at grade level to increase his speed and understanding in reading through the use of reading machines and mechanical devices, as well as books. Some time is also spent on improving study skills in subject areas.

**Subject 113 ADVANCED READING**

Students reading at or above the eleventh grade level may elect to
take this course once. It should not be repeated except upon recommendation of the teacher. This course should help the student improve his over-all reading speed, comprehension, and vocabulary. The student should learn to use the speed best suited to the material and purpose, to recognize implications and draw logical inferences, to recognize style, purpose and main idea, and to choose the most effective methods of reading or study.

AREA II  SPELLING AND VOCABULARY  Units  all 1/2

Subject  121  FUNDAMENTALS OF SPELLING AND VOCABULARY

Spelling instruction emphasizes mastery of words most commonly misspelled, correct pronunciation, writing words in original sentences, and frequent oral practice. Vocabulary building focuses on learning words from reading context, studying roots and prefixes of words, and using new words in composition. Learning activities include outside reading for a book report, short compositions, and weekly tests. Students use dictionaries independently.

Subject  122  ADVANCED VOCABULARY USE

This course is designed for those students who wish to increase their vocabulary level on an individual basis for business or further schooling. Oral and written reports based on outside reading will be given by students, as well as instruction in elementary semantics, propaganda, words related to literature and science, and the background of the English language. Spelling words are chosen from mastery lists and fundamental spelling rules and techniques are applied.

AREA III  GRAMMAR  Units 1/4

Subject  141  PRACTICAL COMPOSITION

Students learn to write complete and meaningful sentences in short, frequent compositions. Attention is given to organization of ideas, use of clear, descriptive words, as well as to understanding correct sentence structure. A review of principles of grammar will be incorporated in the writing assignments to include practice in word usage, punctuation, and capitalization.
Subject 142  PARAGRAPH DEVELOPMENT

This course includes practice in writing paragraphs of definition, comparison and contrast, and cause and effect. Attention is placed on logical development of ideas through transition words, arrangement of details, and general conclusions. Outside reading provides an opportunity for writing one book report.

Subject 143  THEME DEVELOPMENT

This course emphasizes writing rough drafts and revising them for multiparagraph themes of 300-400 words. Sample themes are read in class to examine and evaluate in improving style in writing. Practice in summarizing material, writing brief reports, and introducing logical exposition of ideas will be stressed. One written book report based on a biography will be required.

Subject 146  ADVANCED COMPOSITION

This course offers an opportunity for mature students to write a variety of longer expository papers. Topics are related to conditions of society and to literary works read and discussed in class. Some narrative writing is included. Emphasis is placed on diction, style, and logic in composition. The course is primarily designed as an introduction to college composition, but is open to all seniors interested in writing.

Subject 147  CREATIVE WRITING

This course will be offered to the student who wishes to express himself through his own choice of writing. This may be original short stories, poetry, essays or narratives. Supplementary reading will be related to the study of techniques of writing.

Subject 148  THE RESEARCH PAPER

The Research Paper is designed for the college-bound student specifically, and offered to seniors only. Steps include learning format, research methodology, focus, and expository writing style. One finished paper is the end requirement. Organizational pattern of the class follows the sequential steps necessary for writing a complete research paper.
AREA V  LITERATURE

Subject  151  APPROACHES TO LITERATURE  Units  1/4

Types of literature read include short stories, one novel, one drama, and a selection of poems. Students also learn the terminology needed to discuss and evaluate various forms of literature. Compositions are written in conjunction with the literature. In addition one written book report is required.

Subject  152  CONTEMPORARY WORLD LITERATURE  Units  1/4

Students read a variety of stories or short novels by French, German, Russian, British and American authors of the modern world. Students select one particular author to study more intensively and write one report on a book by a well-known twentieth century writer. Emphasis is placed on discussion of ideas presented in contemporary literature and students' interpretation and evaluation.

Subject  153  AMERICAN LITERATURE - 1 Semester  Units  1/2

This semester course presents recognized examples of American literature from the Colonial Period to the Twentieth Century. Students read essays, stories, a drama, and poetry. Short oral and written reports are incorporated in the course. It is recommended that students enroll in the course concurrently with American History.

Subject  154  SURVEY OF ENGLISH LITERATURE  Units  1/2

1 Semester

This survey of English literature ranges from the Anglo-Saxon period to modern literary examples over a semester. Specific authors studies include Chaucer, Shakespeare, Milton, and Shaw. Study of the social and political history of the British people supplements the reading and discussion of poetry, drama, and prose. Two reports based on outside reading are required each nine weeks.

Subject  161  MYTHOLOGY  Units  1/4

The study of ancient Greek, Roman, and Norse mythology is imperative for a better understanding of literature and everyday reading. This course will cover the major ideas and legends of the Greek, Roman and Germanic cultures.
SPECIAL COURSES

Subject 171  INTRODUCTORY SPEECH - 9 weeks  Units 1/4

The goal is to become more effective when appearing before an audience. Time will be spent on oral interpretation, pantomime, preparing and delivering speeches, and developing good listening habits.

Subject 172  SPEECH I - 1 Semester  Units 1/4

Speech I will help develop the following skills--organizing ideas, maintaining eye contact with the audience, learning to listen, and participating in discussions. Emphasis is placed on developing self-confidence and poise in making oral deliveries.

Subject 173  INTRODUCTORY DRAMA - 9 weeks  Units 1/4

This course is designed for students who are interested in a beginning course in acting and speaking. The principal goal of this course is to help the student to be at ease before an audience. This will be accomplished through pantomime, speaking assignments, and working on a one-act play.

Subject 174  DRAMA  Units 1

Several of the goals to be attained in the drama class are as follows -- to understand and enjoy drama - its forms, styles, and history, and to produce the drama, learning the techniques necessary in interpreting drama. In both semesters emphasis is placed upon the fundamental techniques of action, pantomime, voice and diction, improvisation, and characterization. This class is designed for students who wish to participate in play production and acting. Each student will be required to act in a one-act play and to help others with their production.

Subject 175  RADIO-TELEVISION-FILM  Units 1/4

Students in this course will explore radio, television, and film as a means of persuasion, entertainment, and personal expression. Students may have an opportunity to make a short film and/or a short radio program.
AGRICULTURE

Any student taking courses in vocational agriculture may become a member in the FFA. The leadership program in FFA is taught in four core classes of agriculture—concepts of agriculture, production agriculture, livestock science, agriculture business and farm management. Courses in agriculture are open to both girls and boys.

Projects - Students are encouraged to develop and carry to completion a home project, such as raising field or garden crops, livestock, or a combination of crops and livestock. An additional one-half unit may be earned if the project has received prior approval of the instructor and the quality of work, records, and completion of the project have met the standards set by the agriculture department.

A project may be carried by students registered in agriculture in grades 9, 10, 11, or 12. In some instances a project started in grade 9 can be expanded and renewed yearly through instructor advisement and approval.

Subject 831 CONCEPTS OF AGRICULTURE Units 1
Grade 9
Lab Schedule

This class is designed to acquaint the student with the biological and economic principles upon which agriculture is based. Plants and animals are studied, and the principles learned are applied both in laboratory and home projects. Leadership training, career and job opportunities, conservation, and record keeping units assist in developing personal goals and responsibilities associated with classroom and project work. A home project program is desirable, but not required.

Subject 832 PRODUCTION AGRICULTURE Units 1
Grades 10, 11, 12

This course is designed to acquaint students with the scientific, recommended practices of livestock and crop production. Farm mechanics related to crops and livestock will also be given major emphasis. Three instructors will be involved in teaching this class. Each instructional period will be for 12 weeks with each
class group rotating from one of the instructional areas to the others at the end of the 12 week period. Team teaching will be used in this class whenever possible. Emphasis in teaching will be on meaningful activities associated with profitable livestock and crop production. This course should be of value to the student who plans to go into any of a large number of agricultural careers or to a school of agriculture at a university.

Subject 833 LIVESTOCK SCIENCE
Prerequisite Production Agriculture or consent of instructor
Units 1 Grades 11, 12

This is a year course recommended for the student who wishes to continue his study of livestock. Topics will include more detail about the principles of feeding livestock, of livestock improvement, and of livestock diseases. If possible the student should start this class at the beginning of the school year and continue for the entire year.

Subject 834 FARM MANAGEMENT AND AGRICULTURAL BUSINESS
Prerequisite One year of agriculture
Units 1 Grade 12 Lab Schedule

The main objectives of this course are to show the relationships that exist between all phases of farming and agricultural business, and to study opportunities that exist for careers and jobs in agriculture. The areas for study are designed to meet the many interests of students for pursuing work or further education after high school graduation. Particular emphasis is placed on the following topics—choosing a farm to rent, lease or own, planning and organizing the total business operation and management of a farm, marketing, using agriculture chemicals, irrigation systems, and listening to and observing persons in a variety of jobs in the field.

Subject 835 FORESTRY AND WILDLIFE CONSERVATION
Units 1 Grades 11, 12 Lab Schedule

This class is offered as an elective course to any student who may be interested in the opportunities for work and, or, careers related to forestry and wildlife conservation. Skills, such as use of the engineer's level, cruising timber, soil judging, dendrology, scaling, reforestation, reading contour maps, running a power saw, and tree identification will be taught. About one-third of the class time will be spent in learning experience on the five-acre forestry laboratory plot. A unit on fish and game conservation will be added to the course outline this year.
Subject 836 ORNAMENTAL HORTICULTURE
Prerequisite Production agriculture or consent of instructor
Units 1
Grades 11, 12

Ornamental horticulture is an activity centered course designed to teach students skills and knowledge used in home gardening, landscaping and in the nursery and flower industry. Student laboratory work includes starting plants from seeds, cuttings, and bulbs, growing and decorating potted plants, pruning and grafting shrubs and fruit trees, landscaping, preparing shrubs for market, field planting of nursery stock and flower arranging. Boys and girls interested in the science of plant growth are encouraged to enroll.
HUMAN RELATIONS PROGRAM PROPOSAL
Lakepark Union High School

**Reasons for this Proposal**

I. Many students of Lakepark Union High School find little or no relevance between the traditional curriculum and their present level of understanding and aspiration. This further development of the curriculum would be an attempt to provide experiences and learnings that would be relevant to the student and give more meaning to his life.

II. Many students of Lakepark Union High School are predisposed to an unsatisfactory school experience because their previous school experiences have convinced them that they cannot be successful in school. This further development of the curriculum would be an attempt to provide these students an opportunity to experience some success in high school. Since nothing succeeds like success, it is hoped that there would be some change in the attitude of the students which would be reflected in increased achievement in other curriculum areas.

III. Many students of Lakepark Union High School, because conditions noted in Reasons I and II above, and for many other reasons, most of which are well known to us all, have developed self images that limit their prospects of developing their
potential and of relating in a healthy way with their associates. The end result of these conditions and circumstances is that a number of students do not complete high school, or marry too soon. Many students who do manage to graduate are not able to find a satisfactory situation in the community. In many instances these students become delinquent or dependent members of the community. Their own lives are inadequate and they create hardship and expense to the community.

In sum, the purposes of this proposal is to provide opportunities and experiences which will enable these students to become successful members of the community, and lead lives which will have meaning and value to themselves and to the community.

Assumptions upon Which This Proposal is Based

The underlying assumptions upon which this proposal is based are detailed for the most part in the 1966 and 1967 yearbooks of the Association for Supervision and Curriculum Development, "Learning and Mental Health in Our Schools," and "Evaluation as Feedback and Guide." Also, the writings of Allpart, Maslow, Carl Rogers, and others contain the same ideas. In brief, these assumptions are as following:

1. In all organisms, including man, growth is inherent.
2. In man, the direction and extent of growth contains the element of choice.
3. In man, these choices are guided by his concept of what he is and what he may become.

4. To a great degree, man's concept of what he is and what he may become, is determined by his estimate of other people's opinions of him, and by his ability to operate successfully in the situations in which he finds himself.

"As a man thinketh in his heart, so he is."

5. Our present curriculum and educational practices create in many students' minds the conviction that they are persons of little worth and ability.

6. The surest way to provide meaning and value to one's life and to develop a positive self-concept is to become important in the lives of others.

Proposal

1. Institute a seminar and activity type program. This program could be entitled "Introductory Psychology" (a popular title), "Introductory Sociology" or "Human-Relations Laboratory."

Both boys and girls would participate in the program.

2. This program would enroll between twenty and thirty students. The exact number would be determined later.

3. This program should be scheduled on the basis of at least two consecutive periods.
4. These students would meet with faculty leaders in groups of not more than ten, two to three times a week for the seminar part of the program. The situation might be such that they could meet twice one week, and three times the following week.

5. The periods in which the students were not involved in seminar would be devoted to activities.

6. The activities would be carried on in two general areas as follows:
   a. Part of the students would be involved with small children in a kindergarten or day care type situation. There are many preschool children in the community who would benefit from a do it yourself headstart type program.
   b. Part of the students would be involved in situations in which they helped the aged, reading to them, visiting with them, etc. I am sure that there are some nearby homes for the aged that would be happy to have the students participate in their programs in this way.

7. The students would rotate between these two types of activities.

8. The seminar part of the program would be carried out in an informal fashion. Many pamphlets and booklets would be provided for the students' use. These materials would deal with child care, gerontology, self-understanding, and relationships with others. We could use audio-visual materials, and
would have resource people meet with the students.

9. We would operate on the basis of joint planning carried on by the students and the faculty leader.

10. This program would be guidance oriented. Grades would be determined by the faculty leader and the group in discussion together. There would be no tests. Operating on the basis of two periods per day the class would carry two units of credit.

11. Some of the activities of this class would provide opportunities for participation by other areas of the school. Art and shop classes could provide materials for use in the program. Speech and drama groups could provide story hours, skits, and pantomimes. The music department could provide trios, quartets, and other offerings which would be stimulating and provide cultural background.

Some of the Practicalities Involved

1. Someone will have to take the responsibility for the great deal of detail that will be required to get this program off to a good start. A teacher in the program can not be expected to contact the parents of the children involved, and make arrangements for the carrying of that part of the program that is concerned with the aged.

2. It will be necessary to become informed about supplies and
general techniques of operation with very young children.

3. It will be necessary to carefully choose and provide the necessary materials and equipment. These materials would consist of toys, blocks, picture books, and other items. Also, a carefully selected list of books and pamphlets would have to be provided for the students. Arrangements would have to be made to schedule films and resource people.

4. The administration will have to find space and work out the scheduling the program would involve.

5. The choice of a person to be faculty leader is of paramount importance. It must be someone who will have a strong interest in such a program. Also, the person involved must be able to relate well with youngsters.

6. The students involved in the program should be chosen by the guidance staff and the administration.

7. In the beginning, the students should be seniors, with some juniors. We would want some of the "best" students involved in the program but the purpose of the program is to provide opportunity for those students who will benefit most.

8. A matter to be decided is the length of the program. Should it be a one semester or a two semester program?
Some Hoped for Outcomes

1. A strengthening of the student's feeling of his own worth and value.

2. A better understanding of himself and others.

3. An improved ability to meet and deal with other people, especially some breakdown of the teenage isolation from the older age groups of our community.

4. The ability to operate with a greater degree of adequacy in other areas of school activity.

5. Greater awareness of social problems.

6. There is much opportunity in this program for participation of people and groups in the community. It is hoped that as time went by the school and community would be collaborating in many ways.

Means of Determining Outcomes

1. At the start and at the end of the program each student would be given a self-evaluation and a value ratings battery.

2. At the beginning and at the end of the program each student would be involved in sociometric ratings.

3. Personal observations and comments of other teachers in the school who would be in contact with these students.

4. A personal statement on the part of the student.
I realize that this proposal is incomplete. It is my hope that through discussion with others, details will be filled in and many fruitful suggestions will be incorporated into this proposal. School should not be just an institution that runs students through progressively finer meshes to sort and grade and label them for the future. It should be a place which encourages young people to grow.
APPENDIX I

DUTIES AND FUNCTIONS OF
ADMINISTRATIVE AND SUPERVISORY STAFF
Riverside Public Schools

Superintendent of Schools

1. Executive officer of the School Board.
2. All communications to the School Board must be channeled through him and other communications through line and staff organization.

Assistant Superintendent

1. The Assistant Superintendent is responsible for the general direction and supervision of the instructional program.
2. He is director of the "Continuing Curriculum Improvement Program."
3. He works under the direction of the Superintendent of Schools in administering delegated responsibilities pertaining to such activities as:
   a. N.D.E.A.
   b. Public Law 874
   c. Attendance reports
   d. Publications
   e. Census enumeration
   f. School supplies and other activities as needed
4. He is responsible for the ESEA Title I and Title II programs.

School District Clerk

1. Chief accountant and paymaster. He is responsible for accurate accounts and financial reports of the district.
2. Secretary for School Board and its meetings.

Business Manager

1. Is responsible for the active administration of the business affairs of the school district. He is directly responsible for the proper management of all aspects of:
   a. Purchasing
   b. Warehousing
   c. Maintenance
   d. Public activities accounting
   e. Control reports
   f. Food service
   g. Transportation
Principals

The Building Principal:
1. Is the responsible head of his institution with due regard to the needs of his particular school and the use of the physical plant by school and outside organizations.
2. Is supervisor and administrator of the educational program of his building.
3. Will at all times consider the intellectual, social, physical and emotional growths of the pupils under his control.

Supervision of School Services

1. Audio Visual Aids and Materials Center
   a. Provides a central source of teaching materials consisting of film strips and slides.
   b. The supervisor will coordinate the ordering and distribution of motion picture film and other material requested by teachers from district and county resource centers.
   c. Requests for films, et cetera are to be made on forms from the building principals.

2. Special Education and Child Services
   a. Provides special services for handicapped children in these areas: remedial reading, speech correction, home instruction, special school placement.
   b. This department also administers the district-wide testing program.

3. ESEA Title I
   a. The Project Director will plan, aid, supervise, and evaluate the ESEA reading program for grades 1-12.

4. The County School Nurse
   a. The county school nurse works out of the County Health Office. Riverside schools are scheduled on a once a week basis.

5. The County Health Department Services
   a. Immunization clinics are held every 4th year in the Riverside district.
   b. Tuberculin tests are given in grades 1-7-12.
   c. Parental permit slips are required for above.
   d. Home visits limited.
   e. Audiometer testing - state wide schedule.
   f. Crippled children's services - referral.
   g. Child Guidance Clinic.
APPENDIX J

OCCUPATIONAL INTEREST QUESTIONNAIRE
Riverside Senior High School

NAME ____________________________ CLASS IN SCHOOL 9 10 11 12

PLANS AFTER SCHOOL - My present plans upon graduation from high school are:

____ 1. Immediate entry into employment.
____ 2. Military service.
____ 4. Enter four-year college program.
____ 5. Technical school, community college, or business college.

Dear Student:

This questionnaire will provide us with needed information about proposed courses and programs in vocational education at Riverside Senior High School. If we are able to offer courses in the areas listed below, we need to know the number of students who potentially might enroll in each. While indicating your preference, consider that as a junior or senior you might have the opportunity to attend a two-hour class each day which would provide realistic laboratory experiences in each of the areas we have listed.

If the opportunity was offered to you to select one of the following occupational areas, which one would you choose? Circle the number preceding your first choice and make one selection only.

1. Mechanical and repair including areas of automotive, diesel and industrial mechanics, perhaps others.

2. General clerical including office occupations, data processing, library assisting and instructional materials technology.

3. Basic marketing including retail sales, merchandising, public relations, transportation and general business, perhaps hotel-motel management.

4. Horticulture and floriculture including landscaping, shrub and flower propagation plus allied occupations.

5. Food service including quantity food preparation in cooking and baking areas as well as commercial food handling and management.
6. Building construction including technical drafting, building maintenance, structural technology, carpentry and surveying.

7. Wood products including forest product technology, wood industries and pulp and paper manufacturing.

8. Secretarial including experiences and activities in several areas such as legal, executive, medical, and technical secretaries as well as experiences as a court stenographer.

9. Metal working including experiences in all types of welding, machine tool technology, machine shop and metal fabrication.

10. Bookkeeping and accounting including experiences in accounting and financial management, accounting systems programmer, bookkeeping, purchasing and perhaps data processing.

11. Health occupations, including such areas as dental and medical assistants, practical and technical nursing, x-ray, optical technology and physical therapy.

12. Electrical occupations including areas in industrial electronics, electrical construction, radio communications, electrical and computer technology as well as radio and television serving.

13. Child care including areas in care and nutrition of children, basic psychology of behavior, childhood disease symptoms, and some basic developmental processes.

14. Agriculture including areas related to modern technological advances in agriculture mechanics, horticulture, production agriculture, and agricultural marketing.
APPENDIX K

INSTRUCTOR-EMPLOYER INTERVIEW REPORT
Riverside Public Schools

Student's Name ____________________________________________

Date and Time of Interview __________________________________

Name of Firm ____________________________________________

Name of "On Job Supervisor" __________________________________

Vocational Related Area ____________________________________

Instructor's Name _________________________________________

1. Description of type of training student is presently involved in.

2. Training deficiencies indicated by this interview.

3. Employer's feelings about student in general.

4. Areas of cooperative training indicated by this interview.

5. Other:
APPENDIX L

PHILOSOPHY OF THE RIVERSIDE PUBLIC SCHOOLS

Purposes: The purpose and responsibility of the Riverside Public Schools is to teach those skills, knowledges, and understanding that will enable youth to fulfill their rightful place in the community. By recognizing that differences do exist among individuals, the schools provide opportunities for learning experiences adapted to specific interests and abilities. In this way the fullest possible development of all students may be accomplished.

Basic Learning: The context of the school work prepares for life as a whole. The methods necessary to impart the basic areas of knowledge provide enterprises destined to enrich the work through the participation of the learner as well as to provide through study the mastery of formal subjects. The highest type of learning occurs when individuals are able to think clearly and reflectively. This implies skill in resolving problems and issues, the formation of conclusions, and actions in accordance with socially acceptable ends.

Health: The school stresses an understanding of good physical and mental health so that beneficial patterns and habits of health and hygiene are acquired early and carried through adult life.

Moral and Spiritual Values: Moral instruction is incorporated as the need arises in the classroom and in group activity situations within the school. The school seeks the development of individuals with moral responsibility, respect for the dignity of man, and a belief in religious freedom.

Social and Family Life: Well planned, useful group social experiences are presented to provide an environment conducive to democratic group living, thereby helping the student adjust to a changing society. To accomplish this the school must provide as much freedom as the student can wisely use.

Economic Life: The school emphasizes an understanding of our economic system and the American concept of free enterprise.

Citizenship: The school develops a sense of relationship and loyalty among its students to the community, state, and country. Understanding and appreciation of our country's role in seeking world peace and cooperation is taught. Students are helped to develop skills
enabling them to participate actively as citizens in a democracy.

Evaluation and Summary: A continuous process of evaluation through the Riverside Public Schools will be conducted to evaluate growth in all its objectives. The school program will be modified whenever an evaluation shows that it is not contributing to growth in the stated objectives. Without the help and benefit derived from the home, church, industry, and community life the purposes stated herein could not be achieved. Working in cooperation with these other institutions, the schools contribute their efforts in the total learning process of the child.

-Cooperatively Developed, 1961
### English
- Remedial English
- Basic English
- Regular English
- Advanced English
- Sophomore English
- Junior English
- Senior English
- Non-College English
- College Prep. English
- Adv. Placement English
- Speech I
- Speech II
- Speech III
- Drama
- Journalism I
- Journalism II Newsp.
- Yearbook
- Creative Writing

### Science (Cont.)
- General Physics
- Chemistry I
- Chemistry II
- Intro. to Physical Science

### Social Science
- Modern Problems
- U. S. History
- World History

### Physical Education
- Boys P. E., 10th
- Girls P. E., 10th
- Adv. P. E. Boys
- Adv. P. E. Girls

### Foreign Language
- French I
- French II
- French III
- French IV
- Spanish I
- Spanish II
- Spanish III
- Spanish IV
- German I
- German II
- German III
- Latin I
- Latin II

### Fine Arts
- Chorus, Soph. Mixed
### Fine Arts (Cont.)
- Chorus, Jr. Mixed
- Chorus, Sr. Mixed
- Girls Glee Club
- A Cappella Choir
- Cadet Band
- Senior Band
- Band Theory
- Art I
- Commercial Art I
- Commercial Art II
- Commercial Art III
- Drawing and Painting I
- Drawing and Painting II
- Drawing and Painting III
- Ceramics I
- Ceramics II
- Ceramics III
- Library Science

### Business Education (Cont.)
- Bookkeeping I
- Bookkeeping II
- Shorthand I
- Stenography
- Office Practice
- General Business
- Work Experience

### Industrial Arts
- Mech. Drawing I
- Mech. Drawing II
- Metals, Cold
- Metals, Hot
- Metals II
- Woodworking I
- Woodworking II
- Woodworking III
- Auto Mechanics I
- Auto Mechanics II
- Vocational Auto Mech.
- Power Mech. & Basic Elect.
- Power Mechanics
- Basic Electricity
- Work Experience

### Agriculture
- Agriculture Science
- Agriculture Production
- Mechanical Agriculture
- Technical Agriculture I
- Technical Agriculture II
- Forestry I
- Forestry II
- Work Experience

### Homemaking
#### Sophomore:
- Color and Design
- Child Development
- Foods and Nutrition
- Clothing

#### Junior:
- Foods and Nutrition
- Home & Personal Mgmt.
- Clothing

#### Senior:
- Home and Personal Mgmt.
- Foods and Nutrition
- Clothing
- Work Experience

### Business Education
- Typing I
- Office Procedures
- Business Communication
APPENDIX N

SAMPLE OF COURSE DESCRIPTIONS
Riverside Public Schools

English

English or its equivalent, is required every year for all students. Seniors may replace regular English with one of the electives: Speech, Journalism, or Creative Writing, provided that their English grades throughout high school have been 2's or 1's and that they obtain the signature of the department head. A junior or senior may register for three English courses only if he has an over-all average of 3.5 and if he has the proper signatures for his elective English courses.

English classes, in order to provide a challenge for each student and to offer instruction designed for his needs, are divided into four specific groupings. These four groupings are remedial, basic, regular, and advanced English. Test, past records, and teacher's recommendations provide information necessary to place each student correctly.

Remedial English
Students are registered on the basis of test scores, past records and teacher's recommendations.

The purpose of remedial English is to give a student with retarded reading skill an opportunity to increase speed and comprehension to a reading level peculiar to his age and grade. The work is not competitive but individual to help each student overcome his problem.

Basic English
Students are registered on the basis of test scores, past records and teacher's recommendations.

The purpose of basic English is to provide instruction in the fundamentals of grammar and reading comprehension.

Regular English
Students are registered on the basis of test scores, past records, and teacher's recommendations.
The purpose of regular English is to provide instruction to those students who have satisfactorily met standard requirements by pre-test.

**Advanced English**  
Students are registered on the basis of test scores, past records, and teacher's recommendations.

The purpose of advanced English is to provide an opportunity for students to study literature in depth and to increase their ability in writing.

**Sophomore English**  
Sophomore English is required of all sophomores. English Co-op test scores are used to place each student.

**Junior English**  
Junior English is required of all juniors. English Co-op test scores are used to place each student.

**Senior English**  
Senior English is required of all seniors. Barret-Ryon-Schrammel test scores are used to place each student. Students who do not pass this minimum essentials test will be required to take a course in English Fundamentals. Students who do pass this test may take one of three courses: Non-college, College preparatory, or Advanced Placement English.

**Non-college English**  
This course is for students who do not plan to attend college. The curriculum will include the study of contemporary literary works and their developments. Composition will be taught in connection with literature.

**College Preparatory English**  
College Preparatory provides an opportunity for advance work in sentence structure and for practice in writing expository prose useful for college. Reading will be based on selections from English literature.

**Advanced Placement English**  
Advanced Placement English is a college-level composition and literature course for seniors only. Students interested should apply to the Dean of Boys or Dean of Girls. Selections will then be made by the following criteria: available test scores, previous work done
in English classes, and teachers' recommendations. At the end of the course students may take an Advanced Placement examination to qualify for college credits. The number of college credits granted will depend on the student's ability to communicate effectively the ideas he has gained not only from advanced study but from previous English courses. This examination is not required and does not in any way affect college entrance.

**Journalism I**

Open to: Sophomores and Juniors  
Pre req: Better than average English ability

1. An introduction to various types of newspaper stories, both as to studying them and writing them.  
2. Study of workings of a school paper, story writing, advertising, finance, etc.

**Journalism II (Orange R)**

Open to: Juniors and Seniors  
Publication of the school newspaper.

**Annual**

Open to: Juniors and Seniors  
Pre-req: Above average English, typing, bookkeeping, or art grades, depending on the position desired.

Publication and financing of the school annual by students holding these positions: editor, assistant editor, business manager, sports editor, advertising manager, two typists, copywriter, and artist.

**Speech I**

Open to: All students (Sophomores, Juniors, and Seniors)

The purpose of Speech I is to study most aspects of public speaking, drama, broadcasting, and debate.

**Speech II**

Open to: All students who have taken Speech I

The purpose of Speech II is to study more deeply the various aspects of public speaking.

**Speech III**

Open to: All students who have taken Speech I and Speech II
Called "Debate," this class will concentrate on all tournament requirements, and compete in any tournaments that arise. Students will be expected to do as much public speaking as possible.

Creative Writing
Open to: Juniors and Seniors only
Pre-req: Signature of instructor and demonstration of creative ability. Any student wishing to take the course should submit an original essay, poem, or short story before securing the signature of the instructor. ($1.25 fee for Creative Writing Magazine.)

The purpose of this course is to provide an opportunity for pupils to try out and develop a writing ability for enjoyment, not for commercial benefit.

Dramatics
Open to: Juniors and Seniors who have had Speech I or have participated in school plays.
Pre-req: Signature of teacher.

The purpose of this course is to create an understanding and appreciation for dramatic arts. The course will include the study of all areas of the theatre. Experience will be gained through work on school plays and musicals as well as classroom productions.

Industrial Arts

Each student who enrolls in an Industrial Arts course is required to pay for all materials used. This can vary from several dollars to much more, depending on the class and the individual student. All Mechanical Drawing students are required to furnish their own set of drafting instruments.

Mechanical Drawing I
Open to: Sophomores, Juniors and Seniors (Boys and Girls)
This course is a basic drafting course designed to give the student experience and knowledge in the field of drafting. The course material may be used in every day life of most students as an aid in drawing plans of all kinds. It is suggested that Mechanical Drawing I be taken before a student enrolls in Metals, Woodworking, or Auto Mechanics.

Any student considering a career in engineering, drafting or skilled trades should plan to complete two years of Mechanical Drawing in high school.

The course includes use and care of drawing instruments, drafting machines, orthographic projection, pictorial projections, working drawings, sectional drawings, welding drawings, furniture drawings and lettering.

**Mechanical Drawing II**

**Open to:** Sophomores, Juniors, and Seniors

**Pre-req:** Mechanical Drawing I with grade of 3 or better and signature of instructor.

Sophomores should have a 1 or 2 in Mechanical Drawing I and signature of instructor.

This course is devoted largely to engineering drawing, besides working on more advanced types of machine drawings the student will have experiences drawing auxiliary views, oblique (double auxiliary) views, sheet metal developments, aircraft drawings and fasteners. Students interested in the fields of engineering are encouraged to enroll in this course as many colleges now require a basic proficiency in Mechanical Drawing upon entering the Engineering School.

**Metals - Cold**

**Open to:** Sophomores, Juniors and Seniors

**Pre-req:** Mechanical Drawing I recommended

In the cold metals course the student will spend 18 weeks in the bench metal and sheet metal work. The use of machines and hand tools necessary to do this work is stressed.

Estimated cost involved in this course is $5.00.

**Metals - Hot**

**Open to:** Sophomores, Juniors and Seniors

**Pre-req:** Mechanical Drawing I recommended
18 weeks also will be spent in the hot metals area where the students should learn fundamentals of oxy-acetylene, electric arc and foundry processes. Included in this course, also, will be an exploration of occupational opportunities. Project work in this course is assigned in order to cover as many processes as possible.

Estimated cost involved in this course is $3.00.

**Metals II**

Open to: Junior and Senior Boys  
Pre-req: Metals I, and Mechanical Drawing I, minimum grade of 3 and signature of the instructor.

Instruction in the use of machines, shaper, milling machine, machine tool maintenance, and advanced sheet metal exercises.

**Woodworking I**

Open to: Sophomores, Juniors and Seniors (Boys only)  
Pre-req: Recommend Mechanical Drawing I

Students entering this course should expect a good share of their work to be done with hand tools. Approximately 20% of the class time is given to book, lecture-demonstrations, film, or other forms of instruction.

Some projects are assigned, and in most cases, the assignments will be flexible so the selection will meet the student's needs. Projects are required for credit. Experience with the power tools, including turning, will be covered.

**Woodworking II**

Open to: Juniors and Seniors (Boys only)  
Pre-req: Woodworking I, and Mechanical Drawing I; signature of the instructor.

Power tool operation is stressed with more complex projects. Related material in the form of books, movies, reports, will be approximately 20% of the class work. Work in carpentry, cabinet work, and formica will be included.

**Woodworking III**

Open to: Senior Boys only  
Pre-req: Boys selected from Woodworking II, entry by instructor's signature only.
An advanced or specialized course covering selected phases of the woodworking industry. Special project work by the individual will be required according to his interest. The student will also be instructed in shop practices and assist the instructor in such areas as material accounting, roll call, and clean up supervision. The duties will vary according to the need of the instructor. The student will assume these duties only under the direct supervision of the instructor. This class is open to 12 students, two students in each scheduled woodworking class. Those students enrolled in this class must be capable of accepting responsibility and working independently.

**Auto Mechanics I**

Open to: Sophomores, Juniors and Seniors (Boys only).
Signature of instructor required.

Auto Mechanics I is offered to students who feel they will have a need for the fundamentals of automobile maintenance. It is for the student who will become an operator or owner of an automobile. A background in the operation of such units as the engine, electrical system, fuel system, engine lubrication, clutches, transmissions, differentials, front systems, etc., is explored quite thoroughly. Much of the basic information needed in Auto Mechanics II and Vocational Auto Mechanics is presented in this course.

**Auto Mechanics II**

Open to: Junior boys
Pre-req: Auto Mechanics I and signature of instructor

This course is aimed at the vocational level and is for those select boys who are definitely interested in Auto Mechanics as a profession and are able to carry on effectively. It is divided into four main divisions: (1) Engine work, (2) Chassis work, (3) Electrical work, (4) Trouble Shooting.

**Power Mechanics and Basic Electricity**

Open to: Sophomores, Juniors and Seniors (Boys and Girls)

**Power Mechanics**

A one semester course in the care, and maintenance, and repair of small gasoline engines.

**Basic Electricity**

A study of electricity from its most basic form (static charges) up to electronics. Emphasis in the course will be on laboratory experience and practical applications (1 semester).