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ABSTRACT

The rapid increase in the number of alternative schools in the past two years suggests that today's educator should closely examine the topic--whether with a view toward promoting such options or simply in the interest of keeping abreast of major developments that affect American education. This bulletin gives an introductory overview of the alternative school movement and an informal report on the Pasadena Public Schools, a system that successfully utilizes several different kinds of alternatives. Also included in the publication are an annotated bibliography and other sources of information on educational alternatives. These sources include organizations, resource people, ERIC documents (annotated), books, and periodicals. (Author/DN)

OSSC BULLETIN

ALTERNATIVE EDUCATION:
An Introduction, a Special Report on Pasadena, California, and a Bibliography

Oregon School Study Council
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PREFACE

We live in a restless time, a time of social upheaval, of economic and political turmoil, of bitter criticism of the "establishment." All of our public institutions have come under fire in recent years, but none so consistently or so severely as our public schools. Student riots, teacher strikes, and taxpayer revolts are but symptomatic expressions of deep-seated and widespread discontent with the public school system. As many as forty percent of America's educational consumers are dissatisfied with what they are being offered by the public education enterprise.

In the past, when thwarted by the rigidity and traditionalism of public schools, many discontented or unconventional public school participants simply dropped out of the system. Today, an ever-increasing number of educators, students and parents are demanding instead that the system change to offer the consumer more options, more choice in what is to be learned and how it is to be learned.

Although criticism of public schools is by no means new, and every generation has produced its reformers who would "break away from traditional forms and go back to natural methods," the current wave of interest in alternative schools seems to be more than just another fad. It is perhaps a partial answer to the rising tide of demands for the schools to be more responsive to the needs of the people. The rapid increase in the number of alternative schools in the past two years suggests that today's educator should closely examine the topic--whether with a view toward promoting such options or simply in the interest of keeping abreast of major developments that affect American education.

This Bulletin gives an introductory overview of the alternative school movement and an informal report on the Pasadena

Public Schools, which successfully utilizes several different kinds of alternatives. This report is excerpted from a presentation given at an Oregon Association of School Administrators (OASA) seminar, January 28-31, 1974. Also included in this Bulletin is an annotated bibliography and other sources of further information on educational alternatives. Editorial work done by Herman Hughes, Andrea Heid, and Julieanne Thompson is acknowledged with appreciation.

Kenneth A. Erickson
Executive Secretary

INTRODUCTION

While counterculture groups have been setting up their own private alternatives to public schools for some time, reform-minded schoolmen have only recently begun to create options for students within the public school system. Today some sixty school districts across the nation are either operating or developing alternative schools which enroll thousands of students from every socio-economic level. The rate at which alternative schools are emerging makes it difficult to provide accurate numbers, but a recent estimate puts the total figure for alternative elementary and secondary schools at more than 3,000, and one projection indicates that there will be close to 20,000 such schools in operation by 1976. (NASSP Curriculum Report, March 1973)

Just what is an alternative school? There is so much diversity in the use of the term that it is impossible to give an adequate single definition. There are, however, some distinctive characteristics that could help to distinguish most alternative schools from conventional ones. These include (from NASSP Curriculum Report, March 1973):

a. Alternative schools are significantly different from their conventional counterparts in curriculum and in instructional practices.

b. They strive for greater involvement of staff and students in decision making than is the case in most conventional schools.

c. They are more flexible and, therefore, more responsive to evolution and planned change.

d. They tend to make more extensive use of community resources and facilities.

e. They usually have a commitment to be more responsive to some community needs than conventional schools have been.

f. They are most often comparatively small schools, with student bodies ranging from 30 to 400.

What makes the alternative school concept different from other experimental and innovative programs? After all, schools have for some time offered special programs for special students--dropouts, pregnant girls, the disruptive student, the handicapped, the slow learner and the superbright. The chief difference is that alternative schools represent options for the more average student, not just the special case. Also, they are not being developed by educators alone; students and parents often play a major part in planning and implementing the alternatives. Students also are free to choose or reject the alternative school. No student is arbitrarily placed into the school nor pressured into attending, as is the case with many other programs. (Nation's Schools, November 1972)

Alternative schools span a broad spectrum of styles from the free-wheeling schools-without-walls to the highly structured, which uses programmed instruction and follows strict behavioral objectives. They differ strikingly in their goals and in the structures they have developed to achieve these goals. Some alternative schools are designed to offer the student the option of following his own work style. Some are designed to appeal to certain life-styles or cultural groups. Some stress special interests and skills in areas like ecology, futuristics, or the performing arts. Still others seek to promote radical change in society. Some of the more common types are (from OSSC Quarterly Report, Fall 1973):

a. Open Schools. Learning activities in these schools are more individualized and are organized around learning centers within a classroom or within the school building.

b. Magnet Schools and Learning Centers. Some alternative schools are oriented toward a specific interest area; e.g., the visual and performing arts, the musical arts, the sciences, environmental studies. Sometimes these schools are for gifted young people.

c. Schools-Without-Walls. This type of school makes extensive and systematic use of community facilities for educational purposes, holding classes in office buildings, museums, and

public libraries.

d. Drop-out, Drop-in Schools. These are drop-in centers for youngsters who have dropped out of regular high schools, and for potential dropouts. Sometimes the educational program is combined with a community-living center.

e. Alternatives for Disruptive Students. Some schools are trying to stabilize their conventional schools by creating alternative schools with programs designed to give school-rejects--disruptive students--enhanced self-images and other kinds of help.

f. Free Schools. These schools tend to be more radical in ideology and looser in structure than other alternative forms, striving to help young people and adults learn to live together in an atmosphere of freedom. Most free schools are non-public.

g. Freedom Schools. Chiefly community-based and developed, these schools are operated by and for blacks and other ethnic minority groups. They stress ethnic studies and basic learning skills. Most freedom schools are non-public.

h. Career Schools. These newly developed alternatives are trying to find new ways for young people to gain greater knowledge of careers and to acquire more useful job skills. Some of these career schools are federally funded.

Proponents of the alternative school movement are, for the most part, not educational anarchists or social revolutionaries, but humanists who believe that students will learn better in congenial surroundings. They urge only that students (or their parents) should have a choice, not only of subjects to be studied, but of styles of learning; that they should be free to choose a formal or an informal school, a structured or an individualized curriculum, a demanding or an encouraging atmosphere. They seek to extend the currently widespread elective subject system from mere choice of subjects to a choice of ways of working. (Editorial, Phi Delta Kappan, March 1973)

Although the alternative school movement is still relatively new, some writers predict that, as teachers and administrators become more informed about alternative schools, the movement is likely to spread like wildfire; and students and their parents

are not going to want to put it
out!

PASADENA, CALIFORNIA: PUBLIC ALTERNATIVES

This is an informal report of responses made to questions about alternative education by Ramon C. Cortines, Superintendent of Schools, Pasadena, California, during an OASA seminar in January, 1974.

Pasadena Unified School District serves over 25,000 students from a wide range of socio-economic, racial, and cultural backgrounds. The district's policy is to provide learning opportunities which help each student grow and develop at his own pace intellectually, emotionally, physically, socially, and spiritually. One way to provide such opportunities is through "alternative education." These alternatives, in turn, satisfy the "consumers," i.e., the parents--what they want for their children's education. To quote from a pamphlet describing the Pasadena schools:

> Because there is no one way to teach or to learn, the school district has developed educational alternatives which are made available to students and their parents by teaching staffs at every school. Alternatives by definition are choices or other ways of accomplishing something. In Pasadena public schools there are many educational alternatives.

Over fifty special programs and seven alternative schools are available in the Pasadena Unified School District. These alternatives are meeting real needs of the students. Following are questions answered by Supt. Cortines in regard to Pasadena's alternatives, and educational alternatives, generally:

1. What is an alternative?

An alternative is another way of doing something. There are many ways to teach children. Ways different from the "regular" ways to teach are considered alternatives. An alternative school or program is not necessarily a "free school." It can

be any new program and can even embrace an "old-fashioned" fundamental school--back to the three R's. Pasadena has such a school because parents wanted it for their children. Alternatives not only provide choices for students with special needs, but also provide choices for regular students.

When planning an alternative, the important thing is to know specifically what you want and let that come about because of need. Find and understand the need. Define the alternative. Give it some boundaries. Is it for gifted children? for handicapped? Is it an open classroom? a school without walls which works with the community?

Usually alternatives happen because someone is trying to escape from something, e.g., parents complaining or blaming teachers when maybe the problem is in the home; or teachers not really handling the discipline problem or caring enough. They all think a new educational plan will solve these problems, but it doesn't. This sort of motive for having an alternative needs to be weeded out. Then ask yourselves, do you still need an alternative?

The alternative movement has a great deal of razzle-dazzle about it, with open and free schools and all sorts of fancy "innovations." Alternatives can happen in a very simple way, though, if you look at some of the small changes that can be made and the little things that can be done--and if you communicate to your particular community that these things are being done.

2. Why alternatives?

In some cases it's become a fad to have an alternative program or school. To avoid some of the problems that I see school districts throughout the nation having, I think it's necessary to be fully aware and define why it is that you need alternatives. Are there parents in your particular community who are interested in early childhood education? Is there a group of staff members who believe that we should be doing something for young people in the exploratory age--the nine-,

ten-, and eleven-year-olds?

If parents are asking for alternatives--does it have something to do with the fact the kids aren't learning and achievement scores are low? Does it have something to do with the fact there are a great many accelerated kids in the district? Does it have something to do with remediation?

Alternatives should be for a reason--diagnostic, prescriptive in nature. Alternatives should be for meeting the individual needs of young people, rather than for letting students "do their own thing" loosely. Whoever is in charge of the alternative should understand what is happening and why the alternative. If you get to the why and what kind of alternative is needed, and examine what schools and programs you already have, you may find that you already have the alternative you need, mixed in with the "regular" schools. Perhaps all that is needed is a little more implementation of what you already have.

If your community, staff, administration can discuss needs, see what is already in the schools, carefully look at how many are asking for the alternative and why, and it is still felt that an alternative is necessary, then you have a pretty good base from which to start. And you're probably not escaping from anything.

3. What should be the goals of an alternative program?

This of course depends on the program itself. However, general goals of achievement and development should be the same as for the regular schools--especially at the grade school level. That is, the district's educational goals should be valid for all schools in the district--regular and alternative alike.

4. When should a district start considering alternative education?

First of all, be aware that you've already got alternatives--alternatives in that, for example, all third grades are not alike because the teachers are different. These differences need to be encouraged. Appreciate and nurture the alternatives you have.

Listen to complaints, see the problems. Can you correct them with what you have? How great is the complaint? How many people are dissatisfied?

In Eugene, Oregon I heard stories about how 400 parents were meeting to talk about alternative education. When that many parents or any substantial number of parents, students or staff are interested in alternative education, I think administrators need to start, as educators, asking the question, why? Are we doing the job now in the regular school? Are these parents trying to escape from something? You need to find out.

5. How do you choose staff members for an alternative?

Staff selection is important. You need to get young (and some of us are still young, regardless of chronological years), exciting, "turned on" individuals who are knowledgeable in their fields and who say, "I really want to do something!" And as you find parents interested in dynamic teachers for their youngsters, you have a beginning for an alternative.

A thorough process of staff selection is necessary. Find out why the teachers want to teach. How open and flexible are they? The number one prerequisite in an alternative program is that staff, administrators, all those deeply involved in bringing it about, are personally secure individuals. By personally secure I mean that you know who you are, why you are, and you like what you are; you don't feel you have all of the answers, when you make a mistake you say so, and you are professional in your dealings.

Once the staff is selected, you need to set parameters for staff members as well as for students and others involved. There are the free, "liberated" young teachers who come fresh from college and have all of the answers. They often advocate the "do your own thing" kind of education for everyone. "Doing your own thing," as well as all ways of teaching, needs parameters. You've got to have well-thought-out guidelines, so that staff and students aren't floundering around.

6. How do you select students to attend the alternative?

In Pasadena we developed a student selection process which considered the district as a whole. A microcosm of the district is represented in nearly all the alternative schools. We looked at ethnicity, socio-economic levels, and achievement levels. At first, for the Alternative School, we automatically pulled out the cream of the crop--the high-achieving blacks, browns, Asians, and whites. But for another alternative (a more traditional school called the Fundamental School), we didn't do that--we pretty much had a microcosm of the district represented. Regular school parents felt animosity toward the Alternative and asked, "Why aren't we getting what they're getting at the Alternative?"

Having a microcosm of the community represented in a district's alternative schools is extremely important. You need to be careful when establishing a new program, because, in listening to the community, you may be tempted to segregate students too much, and thus create a private school with public school funds. For example, you might be tempted to develop a school for high achievers only. Certain segments of a community seem to want this kind of segregation, so you have to be careful. You can't resegregate ethnic-wise or achievement-wise, or the courts will look askance. You've got to meet the needs of all students--the accelerated kids as well as the slow learners and the mischief-makers too.

Even though you try, through alternatives, to meet the needs of all students, you also have to realize that alternative programs are not for everyone--staff, students, parents. You as administrators have the responsibility to consider all needs of all students, including those who would not benefit from alternative education.

Parents in Pasadena apply for an alternative of their choice. Within the framework of having a microcosm of the community represented in each school, as much as

possible, the parents' choices are granted. As needed, students are bused to their respective schools, or are given public transportation tickets.

8. What are some of the major problems in bringing about alternatives?

The main problem is accurately defining why you need the alternative, and what its purpose is, and how it will serve the students. You also need to expose the new program and its ramifications to community members, staff, and all involved, prior to developing it. You need to consider all factors related to the alternative--factors that will affect the community, parents, students, prospective staff. Remember though, you can't please everybody. If you're the superintendent, you do have expertise and a penchant for making decisions. Use it; be careful!

Once established, you must evaluate the school all along the way. Otherwise, a year or two later, parents might be saying, "I'm not so sure that this is any better than what we had before . . . I'm not so sure that it isn't so similar that we're spinning our wheels or we're spending extra dollars." Or staff who committed themselves to the program might say, "You know, we're really not getting anywhere." Or students, especially high schoolers, who are looking for something else might say, "It's no different. It's fun and games. We're really not learning." Evaluate; account for your alternative.

Money. Money can be a problem . . . which is tied in with accountability. Is the alternative program going to be worth the money poured into it?

9. Does an alternative usually cost more than a regular school?

If you hear some students in the alternative school say, "We're not getting as good an education as the kids in the regular school," the reason might be that the district can't provide the money for the labs or for the expertise

found in the regular schools. Budget-wise, the regular schools seem to come first. As all schools eventually develop alternatives, there will be a more equal distribution of funds. This is ideal.

There are people who say you can have an alternative on a shoestring. Generally, I don't think so. It's vitally important that the administrator be intimately involved in the planning and control of the new alternative school or program; as the alternative develops, he should see that it is continuously evaluated and made comparable to the regular schools. If you're going to do a program comparable to the regular schools, where are the science labs? the shops? physical education facilities? You can share facilities with other schools, but still, the alternative usually can't be done on "a shoestring."

I don't say you shouldn't ever start with less. But if you do, you need to say to the staff, and to the community, what the alternative is and how it needs to be phased in, so that over a period of time the program will be comparable to the regular program. At the primary-elementary level, I suggest it's much easier to provide programs within a regular school than to provide separate sites. For the upper grades, you probably need another site--a permanent home which has sufficient tools for the student to learn necessary skills he'll use to contribute to the community.

Generally, yes, successful alternative programs take more money, more time, more commitment . . . more monitoring to see that they are successful--than in the regular schools. If the kids are "turned on" and they're learning, it's worth it.

10. What are some administrative problems in bringing about alternative schools?

The administration and staff, rather than a group of people who cannot accept responsibility, need to have control of what happens in the alternative school. The reason for this is that when all's well, everyone--students, parents, staff (who should be in

on the designing of the alternative)--takes credit. But when the program's not turning out so well, you, the administrator, have the responsibility--and get the blame, even though the responsibility was shared. Avoid that problem by keeping in control. Remember, you can listen to everyone, but you can't please everyone.

Superintendents should be both good educators and good managers. You've got to know what you're managing. At the same time, you have to realize that the alternatives are designed for the consumer--the parents make the choice. Work with these ideas carefully, and keep control.

When the school or program is on its feet, listen to teachers, students; listen to how they honestly feel about what they're doing. Having control doesn't mean closing doors. It means appropriately leaving them open--for good, honest feedback.

In dealing with the school board, first, realize the nature of your board and let them know your nature. I have both a conservative and liberal board. They know I'll fight hard for some program I feel strongly about. . . .

11. What if you as the superintendent don't agree with a decision made by the board?

Once the board has made a policy decision, and there's no more room for discussion and I've fought hard for my case, if I don't agree, I will still carry out the decision or I will leave. It's a closed issue.

12. What if a superintendent doesn't agree with the type of school being proposed by the parents?

Look carefully at what the parents want. We are designing educational programs for the consumer, not for us. Look at what they want and organize it in such a way that it provides the best education possible--within that framework.

For example, in Pasadena we have the Fundamental School--basically a "3 R's" alternative. In the mornings a bell rings, and

everybody stands in his classroom and turns toward the flagpole while the flag goes up. Then another bell rings and the students immediately turn and give the salute, almost like tin soldiers. This is what approximately 1,500 parents wanted.

You'll probably say you don't approve of that kind of education. But this is what was wanted, and we still worked to make this kind of school as educationally sound as possible, within that framework.

12. Can alternatives exist within a regular school building?

Yes! As mentioned before, you already have alternatives of a kind in the regular school--just by the fact that teachers are different. Other alternatives which might exist in the same building are: give the parents a choice of teachers; incorporate team teaching; use a nongraded program; have a special liaison with the community through career programs or others. You might have a "pull out" program where you work individually with students who have special needs; or a tutorial program where older students tutor younger ones. It's worthwhile and a likely savings in the budget to explore and carry out these and other possibilities. As far as the students from different programs getting along in the same building, generally there's not that much of a problem.

13. What are some of Pasadena's alternatives?

We have alternative programs in many schools in the district--ranging from the traditional classroom, housing one teacher and his or her students, to the open structure, multi-grade, multi-age approach in which students work in large or small groups, in clusters, independently or in tutorial situations. These all are definite choices for parents and their youngsters.

Some of our more extensive alternatives include seven special schools and a variety of special services. Under special services, we have special education classes for pupils with profound language

deficiencies; for the deaf-blind; deaf and hard of hearing; educable mentally retarded; blind and partially sighted; educationally handicapped; speech and language impaired; we have daily service for the physically handicapped; and a class for pregnant teenagers. In addition, we have nine full-time, two part-time psychologists, two full-time social workers, and two school-community aides serving the needs of the entire district.

The seven special alternative schools include:

1. Alternative School--An experimental K-12 school which emphasizes freedom, cooperation, and parent-staff-pupil involvement. It serves 300 pupils and plans to expand to 600-800 pupils by September, 1974.
2. Evening High School--A college-type program stressing independent study and independent decision making about school life. Its purpose is to "turn on" the academically "turned off" student. Serves 300 pupils, grades 9-12.
3. Intermediate Opportunity School--For students who cannot be maintained in regular junior high school. The primary needs of the pupils are to improve citizenship and overcome profound academic disabilities. Serves 40-150 pupils, grades 7-8.
4. Foothill High School--A model continuation high school of 600 pupils (9-12) needing alternative secondary school. The program includes modular, flexible scheduling and broad elective choices.
5. Fundamental School--Gives "traditional" education, stressing fundamental skills, discipline, patriotism. Pupils are selected from a list of voluntary applicants. There are 1,150 pupils, grades K-8. The school plans expansion to 1,500 by September, 1974.
6. Roosevelt School--Provides special education for 100 orthopedically and multiply handicapped, 72 trainable mentally retarded, and 30 Development Center pupils. Supportive, compensatory help is given for those with disabilities so severe that protective services of this special campus are necessary.
7. Diversionary School--This school is operated by the Human Relations Division of the Pasadena City Manager's Office for expelled pupils. It is funded jointly by the City of Pasadena, Pasadena Unified School District, and California Youth Authority.

14. Should there be a separate department in the district which handles alternatives, or can the regular district office manage them?

One of the things I feel strongly about--is to have a center for alternative studies. This center can arrange for alternative and regular programs and schools to share facilities and equipment. Then having alternatives is not such a drain on the budget. The center can also, among other things, study the existing alternative programs in order to replicate them in the regular schools.

15. More and more, parents are asking where their tax dollars go, and whether they are paying for quality education for their children. How can alternatives be accurately accounted for--i.e., evaluated?

It seems that there are very few alternative schools or programs that can give you any substantial kind of evaluation other than, "It feels good, we like it, kids are happy here." This is important, but I want to know, are they really achieving? Not until this year in Pasadena did we really look at some tangible kind of evaluation other than a "feeling." If district educational goals are the goals in every school--be it alternative or regular--then you need to test to see if these basic goals are being met. Are state academic standards being met? More specific tests might be given to students on the specific academic goals of the particular school or program.

Apart from academic and attitudinal considerations, to keep up with the quality of the school or program, students should air their views, e.g., by filling out surveys; and curriculum consultants and psychologists should be solicited as needed. Constant monitoring and staff inservice should be undertaken. The best inservice I've seen is when a district made a commitment to provide time for the staff to meet together. This motivates the staff to re-evaluate and improve their performance. By keeping communication lines open, new, useful ideas are generated.

Superintendent Cortines and Friends

We Teach Each Other

Get..ng It Together For Thanksgiving

Preschool Enthusiasm

Wonders of the Resource Room

All pictures courtesy of the Pasadena Unified School District. Photography by John E. Doran.

16. Do you feel alternative programs have actually improved the overall quality of education offered in your district?

Yes. And I believe that the alternative movement in Pasadena has helped our regular schools become better. By the example of alternative schools meeting individual needs of students, regular schools are motivated to meet these needs of their students. Eventually, we hope to see all our schools as "special" in this way.

BIBLIOGRAPHY

Organizations

The National Consortium on Educational Alternatives
School of Education 32B
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(The above resource people from Nation's Schools, November 1972)

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Pasadena Unified School District
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ERIC Documents

Boulding, Elise
New Approaches to Learning: Alternative Education and Open Schools
ED 051 052*
American Association for the Advancement of Science, Washington, D. C., Commission on Science Education. Pub Date 71
23 p.
EDRS Price MF-$0.65 HC-$3.29

This article focuses on open schools or schools without walls, those experiments within the public school system involving a re-conceptualization of the role of the school in the educational process.

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*This is the microfiche number of this report, assigned by the Educational Resources Information Center (ERIC). All ERIC documents listed in this bibliography are numbered thusly.

A brief review of the free school movement (those experiments outside public schools) is also included. The stated goal of the open school is to help the child and adolescent move between classroom and community through a series of optimally stimulating settings with access to skills when he needs them, and providing learnings congruent with his own major life experiences. Characteristics of such open systems of learning are described, problems analyzed and two requirements for transforming the public schools given: 1) turning the school into a headquarters and the entire community into a complex of learning sites; and 2) reorganization of learning across disciplinary lines. The first will involve a substantial redeployment of personnel and resources in public schools as well as a redefinition of the relationships between school and community, teachers and community persons, adults and children. In addition, scholars and university-based professionals can assist in the development of new curricula and educational materials for flexible and more humanized school systems. Useful references on this new school concept are given as well as an extensive bibliography of resources, periodicals, and books.

Cooper, Bruce S.
Free and Freedom Schools. A National Survey of Alternative Programs
ED 058 499 (microfiche number)
Spons Agency--President's Commission on School Finance, Washington, D. C. Pub Date Nov 71
145 p.
EDRS Price MF-$0.65 HC-$6.58

This survey includes programs that are designed for elementary and high school students and which (1) refrain from "institutional coercion," (2) de-emphasize traditional curriculum, (3) eliminate dependence on competition and encourage authentic self-motivation, (4) emphasize individual abilities and character rather than formal training in the recruitment of teachers, and (5) eliminate rigid age and grade level separation of students. Based on these criteria, 346 private schools are included, 38 of which were accorded site visits and/or telephone interviews. The body of this report centers around five topics: (1) descriptions, models, and growth of alternative schools; (2) growth patterns, developmental phases, and survival rates; (3) conventional functions of unconventional schools and their programs, governance, finances, and legal positions; (4) the future of alternative schools and their impact on conventional schools and communities. Three appendixes provide data on alternative schools, names of the schools visited and contacted, and a selected bibliography.

A Directory of New, Innovative Schools in the United States and Canada
New Schools Exchange, Santa Barbara, California
ED 053 055 (microfiche number)
Pub Date [71]
47 p.
Available from--New Schools Exchange, 301 East Canon Perdido Street, Santa Barbara, California 93101 ($10.00)
EDRS Price MF-$0.65 HC-$3.29

This directory lists new, innovative schools in the United States and Canada, grouping them alphabetically by State or Province. School names and addresses are included along with a special identification of colleges and universities. Both this directory and the supplement are available only by subscription.

ERIC Abstracts: A Collection of ERIC Document Resumes on Alternative Schooling: New Patterns in Education. ERIC Abstracts Series, No. 22
AASA, NASE, ERIC Clearinghouse on Educational Management ED 070 176 (microfiche number)
Spons Agency--National Center for Educational Research and Development (DHEW/OE); Washington, D. C.
Bureau No.--BR-8-5353
Pub Date 72
Contract OEC-0-080353-3514
21 p.
Available from--National Association of School Executives, 1801 N. Moore St., Arlington, Virginia 22209 ($2.00, Quantity discounts)
EDRS Price MF-$0.65 HC-$3.29

ERIC abstracts on alternative schooling, announced in RIE through August 1972, are presented. The key terms used in compiling this collection are "community schools" and "experimental schools." The documents present materials on alternative learning plans, community involvement in developing alternative plans, case studies, and information about starting alternative programs. The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and the abstract. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE.

Gibboney, Richard A. Langsdorf, Michael G.
Final Evaluation Report for the Alternative Schools Project 1971-72
ED 067 775 (microfiche number)
Pennsylvania Univ., Philadelphia. Graduate School of Education
Spons Agency--Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
Pub Date Jul 72
80 p.
EDRS Price MF-$0.65 HC-$3.29

This report presents data pertaining to 13 different project objectives grouped by student, teacher, and community objectives. Student objectives covered self-initiated learning, competency in verbal and math skills, attitudes toward the alternative school, involvement in decision making, community involvement, evaluation, self image, and students functioning as teachers. Teacher objectives were a positive alternative school attitude, use of a variety of teaching methods and materials, participation in decision making, and frequent evaluation of administration. The community objective called for the community to have a positive attitude toward the alternative school. For each objective, the report describes the method of data collection, the data, the procedure used to analyze the data, and the conclusions drawn. The final section of the report on student attitudes compares the attitudes toward school of the alternative school students with those of a comparison group.

Gotz, Ignacio L., Ed.
No Schools
ED 070 252 (microfiche number)
Hofstra Univ., Hempstead, N. Y. Pub Date 71
198 p.
Available from--MSS Educational Publishing Company, Inc., 19 East 48th Street, New York, New York 10017 ($5.00)

The idea of deschooling society is presented in diverse forms by this collection of criticisms, suggestions, and experiments for education. A first group of essays takes the historical perspective and examines the goals and problems of the past and their relation to our present educational system. Other articles criticize modern education, focusing on its rigidity, alienation of the student, and inapplicability to real life. A final group of essays discusses alternatives such as educational vouchers, free schools, schools without walls, and new kinds of teachers.

Hickey, Mike
Evaluating Alternative Schools. Changing Schools, An Occasional Newsletter ED 071 963 (microfiche number)
Indiana Univ., Bloomington. School of Education. Pub Date 72
9 p.; A synthesis of ideas discussed at the Wingspread Conference on Educational Alternatives, April 1972, Racine, Wisconsin.
Available from--Educational Alternatives Project, School of Education, Room 328, Indiana U., Bloomington, Indiana 47401 ($1.00)
EDRS Price MF-$0.65 HC-$3.29

Ideas on the necessity for evaluating alternative programs and on developing evaluation programs are examined in this position paper. Many alternative schools, opposed to measurement of their program from a philosophical and defensive standpoint, view evaluation in a negative light because the purpose is not understood. However, evaluation can be an integral part of an ongoing formative evaluation process; establish credibility for an innovative program; identify workable educational strategies; and set the stage for student evaluation. Problems and issues in alternative education are varied. One of the problems mentioned is that the stereotype of a good evaluation is one where no negative information is brought forth--whereas, in contrast, a good evaluation provides direction for program improvement. Another problem is that an inadequacy of evaluation instruments and evaluators exists. Other issues and problems relate to stringent demands, the role of behavioral objectives, and evaluation by external sources. In summary, evaluation needs to be an integral part of the planning process with staff and the central administration establishing goals and objectives which can be evaluated.

McCausland, Leigh Rockbottom, Gwendolyn
A Guide to Alternative Education in the Bay Area Second Edition. ED 067 876 (microfiche number)
Bay Area Center for Alternative Education; San Francisco, Calif.
Pub Date Sep 72
73 p.
Available from--Bay Area Center for Alternative Education, 1385 Seventh Avenue, San Francisco, California 94122 ($1.00)
EDRS Price MF-$0.65 HC-$3.29

More than 150 schools that offer alternatives to traditional education in San Francisco and the Bay Area are listed in this 60-page catalog. Each entry lists the name, address, phone number and name of the director of each school. Many entries include a 20-200 word description of the school's philosophy, cost, student-teacher ratio,

total registration and the like. Pre-schools, nursery schools, day care centers, elementary schools and junior and senior high schools are listed. The catalog includes a list of sources for more information about educational alternatives in the United States.

New Schools Exchange Newsletter. Supplement to the Directory
New Schools Exchange, Santa Barbara, California
ED 053 056 (microfiche number)
Report No--R-61 Pub Date 71
24 p.
Available from--New Schools Exchange, 301 East Canon Perdido St., Santa Barbara, California 93101 ($10.00)
EDRS Price MF-$0.65 HC-$3.29

This newsletter contains a supplementary directory of alternative schools in the United States and Canada, grouped alphabetically by State or Province including the name, address, and grade levels of each listed new school. Corrections to the Directory of New, Innovative Schools are in a second section. Finally, regional clearinghouses are listed as primary sources of information about alternative schools. Future issues of the newsletter are available by subscription; the Directory, Position Papers, and advertising in the newsletter are included in this rate.

Off Campus High School Evaluation. Research Report
Bellevue Public Schools, Washington
ED 067 733 (microfiche number)
Report No--DR-0093/672:250 Pub Date Jun 72
140 p.; A publication of the Research Office of the Planning Department
EDRS Price MF-$0.65 HC-$6.58

This document describes an alternative high school program developed to provide a continuing educational opportunity for students who had discontinued their education prior to high school graduation. Data collection focus provided comprehensive information about (1) the characteristics of students and applicants, (2) the degree to which the program has been accomplishing its objectives, (3) the nature and effectiveness of curriculum and other strategies, (4) the attitudes of people directly involved, (5) costs, (6) other outcomes, (7) implications, and (8) recommendations. Evaluation procedures included analyzing student records; procuring sample student histories; administering questionnaires to applicants, students, staff, former counselors,

former students, and parents; analyzing the curriculum; comparing pre- and post-tests in reading; and analyzing student performance in respect to regularity of attendance, number of credits earned, number graduating, and post-school activity. Objectives, strategies, and the content of survey questionnaires are detailed.

Parkway Program
ED 047 063 (microfiche number)
Pub Date Jan 71
15 p.
EDRS Price MF-$0.65 HC-$3.29

The Parkway Program was designed to investigate the possibility that a high school could be organized independently of any fixed institutional facilities, whether these be a school building or a fixed faculty. One hundred and forty-three Philadelphia High School students were selected at random from among applicants representing all eight Philadelphia school districts, and the program was committed to operate at a cost which would be equal to or less than the amount required to run a traditional school for a comparable number of students. The students were not graded, had no dress codes and few "rules"; in return they had to find their classrooms, their curriculum, and in some cases their teachers from among the plentiful resources of their urban community. The Program was given the task of trying to integrate school children with the life of the community, a life which under normal conditions they were not expected to enter until leaving school behind them--for although schools are supposed to prepare students for a life in the community, most schools so isolate students from the community that a functional understanding of how it works is considered impossible.

Riordan, Robert C.
Alternative Schools in Action. Fastback Series, No. 11
ED 073 567 (microfiche number)
Phi Delta Kappa Educational Foundation, Bloomington, Indiana
Pub Date 72
46 p.
Available from--Phi Delta Kappa, 8th and Union, Box 789, Bloomington, Indiana 47401 (Individual fastback, $.50, prepaid. Set of six, $2.00, Quantity and membership discounts)
Document Not Available from EDRS

This report discusses the problems of alternative schools in general and describes the experiences of two public alternative

high schools--the Cambridge Pilot School (a "school-within-a-school" in Cambridge, Massachusetts), and Metro High School (a "school without walls" in Chicago). The report (1) describes what goes on inside these two schools; (2) indicates some of the successes, problems, and patterns of development that recur in many alternative schools; and (3) suggests some of the tasks that must be accomplished if alternative schools are to remain true to their initial calling and have a deeper and more lasting impact than previous educational fads. The report devotes more of its discussion to the issue of process--who makes decisions, how people relate to each other, and how the school defines itself relative to the system--than to program content.

Stemnock, Suzanne K.
Alternative High Schools: Some Pioneer Programs
ED 066 812 (microfiche number)
ERS Circular No. 4
Educational Research Service, Washington, D. C. Pub Date Jun 72
58 p.
Available from--Educational Research Service, Box 5, NEA Building, 1201 Sixteenth St., N. W., Washington, D. C. 20036 ($3.00)
EDRS Price MF-$0.65 HC-Not Available from EDRS

The programs discussed in this document are those sponsored by public school systems with enrollments of 12,000 or more in which students voluntarily enroll as an option to the regular high school program available in their district. The characteristics of alternative high schools are outlined and consideration is given to (1) college and university reaction to applications from students who have attended alternative high schools, (2) the reaction of State departments of education to experimental school programs, and (3) procedures followed by regional accreditation associations in approving alternative high school programs. Descriptions of 47 alternative high school programs serving students in 38 school systems are provided, including a majority of those programs that were in operation during the school year 1971-72. A brief bibliography, an index to the programs, and several student and program evaluation forms are provided.

ERIC Documents (cont.)

Watson, Douglas
Alternative Schools: Pioneering Districts Create Options for Students
Education U. S. A. Special Report
ED 071 150 (microfiche number)
National School Public Relations Association, Washington, D. C.
Pub Date 72
65 p.
Available from--National School Public Relations Association, 1801 North Moore St., Arlington, Virginia 22209 (Stock #411-12834, $4.00, Quantity Discounts)
EDRS Price MF-$0.65 HC-Not Available from EDRS

This report examines some of the many varieties of alternatives now available, their problems and pitfalls, and their hopes for the future. After defining alternative schools, the report discusses the rationale for having alternatives and then summarizes the range of alternatives available at both the elementary and secondary levels. Separate chapters are devoted to open plan schools; minischools; elementary alternatives; dropout schools; schools for slow learners, superior students, and for those students with other special problems; schools for racial or ethnic groups; and open schools for all students. Throughout the report descriptions of existing alternative programs in various parts of the country are presented. Chapters at the end of the report present advice on starting an alternative school, evaluating the school and its students, and on the financing and costs of an alternative school program. A 42-item annotated bibliography is included.

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