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BENTON HARBOR AREA SCHOOLS
MAJOR INTERNSHIP

by

Edwin R. Dass

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
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Edwin R. Dass

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SECTION I

INTRODUCTION

The internship in Benton Harbor Area Schools was designed to provide a broad exposure to the administrative process, to procure an opportunity to conceptualize and observe the administrative styles, to gain an insight and an appreciation of the educational and administrative philosophy of the central office administrators, and to obtain a deeper understanding of the emerging Street Academy, and make an adequate contribution in the development of the academy. The internship was arranged with Roderick Halstad, Group Director for Secondary Education at the Benton Harbor Area Schools for a period of eight weeks.

During the eight weeks, the intern procured many profitable experiences in the following areas.

1. The administrative skills.
2. Evaluation and interpretation of the central testing program.
3. Sources and dispensation of federal and state funds.
4. Scheduling of an in-service day for teachers.
5. The political, social and economical pressures borne by the central administrators which quite often go unnoticed by the teachers and other school personnel.
6. The operational facilities of the continuing education program.

7. Political ramification of the compensatory programs.
8. The impact of the minority groups on the system as a whole.

The internship also provided an opportunity to experience a cordial working relationship with the Deputy Superintendent of Instruction, Director of Public Relations, Director of Personnel, Director of Elementary Education, Director of Skill Center, Director of Testing, Director of Publications, and many congenial secretaries and receptionists. As a result of the internship experiences, the intern conceptualized the administrative process better, developed a deep interest in alternative education for the disruptive and maladjustive students, and advanced the knowledge of distinguishing the leadership behaviors from the administrative tasks, and acquired a better understanding of educational and administrative philosophy at the central office of the Benton Harbor Area Schools.

SECTION II

PROSPECTIVE STATEMENT

The Internship

The major internship for the Specialist Project will be served in Benton Harbor Area Schools. The system is integrated and the students are bused from one area to another. The internship will be for a period of eight weeks beginning the week of June 24, 1974, and ending the week of August 12, 1974. The Supervisor for the internship will be Roderick Halstad, Group Director for the Secondary Education.

Main Objectives

There are several objectives which the intern would like to accomplish. However, the following objectives will receive the principal emphasis.

The first objective will be to receive a broad exposure to the administrative process. The intern will obtain a background to the administrative process from the related literature. The intern will make a capacious observation of the central administration from the standpoint of decision making development, and in terms of the major tasks confronting the district in planning, organizing, directing, coordinating and controlling. Planning will denote the working out in broad outline the things that need to be done and the

methods for doing them to accomplish the purpose set for the process. Organizing will confirm the establishment of the formal structure of authority through which work subdivisions are arranged, defined, and coordinated for the defined objectives of the process. Directing will explain the continuous task of making decisions and embodying them in specific and general orders and instructions and serving and facilitating the process. Coordinating will be understood as the all-important duty of interrelating the various parts of the process. Finally, controlling will be perceived in the context of an undertaking and verifying whether the process occurs in conformity with the plans adopted and principles established by the district. The intern, from the above observations and experiences, will glean and delineate his own approach to the administrative process.

The second objective will be to observe various administrative styles. Through the readings in the related literature of administrative styles, the intern will develop a criteria to identify various administrative styles, and objectively identify an administrative style which will appropriately suit the intern.

The third objective will be to gain an insight and an appreciation of the educational and administrative philosophy of the central office administrators. The observations and analysis of the intern will be based on the criteria developed by the intern through his previous readings and research of the related literature and through knowledge gained in many courses taken at Western Michigan University and Andrews University.

The fourth objective will be to obtain a deeper understanding of the emerging Street Academy and make an adequate contribution in the development of the academy. The intern will visit the established alternative programs either within the state or out of the state. The intern will participate in conferences with the administrators at the central level who have both the interest and the influence to develop the Street Academy, and particularly with the Deputy Superintendent of Instruction who has a rich background in alternative education. The intern will be consistently in consultation with his supervisor, the Group Director of Secondary Education who not only has the authority and influence to develop the alternative programs, but has a personal fervor to enhance and maximize the learning experiences of those who lack functional ability for a conventional class room. The intern plans to spend most of his internship experience in developing and working to build an effective Street Academy for the Benton Harbor Area Schools under the supervision of the Group Director of Secondary Education for the district.

Evaluation

A success of any project is directly traceable to an effective on-going evaluation. The intern will evaluate his internship on the basis of the criteria which will comprise the following segments.

(1) The intern will engage in analytic informative and inspective conferences with his supervisor and other administrators at the central office. (2) The intern will analyze his daily experiences, the intern will keep a daily log of every conversation, task, experience and

every appropriate response to meet the set objective. This, the intern thinks, will be an effective determinant to help ascertain his day to day experience during the internship. (3) The intern will also be in constant touch with his University Supervisor, Dr. Rodney Roth, the Head of the Department of Educational Leadership, to determine with his help, a degree of progress made in the internship experience. With the Supervisor's professional assessment of the systematic performance of the internee, many factors could be ascertained, such as: adequate contributions by the intern to the Bontor Harbor Area Schools; gradual realization of the intern's projected objectives to be achieved during the internship and the appropriate assessment of the professional growth.

SECTION III

RATIONALE

The intern had very special reasons to serve his internship in the Benton Harbor Area Schools. Firstly, since the intern is an integral part of the district's Social Studies Staff in secondary education, he interned to obtain a deeper understanding of the educational philosophy of the district as a whole. It was the intention of the intern to procure a better perception of the personal and educational philosophies and values of the central office administrators. The intern was cognizant of the fact that for the fear of confidentiality-breach, administrators may not be open in their discussions due to intern's subordinative position which could be repercussive. The apprehensions of the intern were ill-founded, for every administrator was congenial and open, particularly the intern's supervisor who went out of his way to provide an exposure to many confidential and vital policies and strategies of central administration.

Secondly, the intern chose to serve his internship in the Benton Harbor Area Schools because of the district's unique characteristics of its social, racial, religious, and academic components. Socially, the district is comprised of people who come from all walks of life. It has many large and small industries. The district can profitably elicit the professional assistance of the three institutions of higher learning--Western Michigan University, Andrews University, and Michigan State University, which are within a reasonable reach of the

district. Racially, the district boasts of its cosmopolitan community of blacks, Indians, Whites, Chinese, Asians, Mexicans, Aryans, and Dravidians. Religiously, the district consists of Catholics, Protestants, including the Seventh-day Adventists, Jews, Bhaies, Hindus, Muslims, and various other religious groups.

Considering the political ramifications of integrations and bussing, in recent years, the district has made substantial academic advancement. Besides many on-going academic stimulants, it provides alternatives for disruptive students in the form of "continuing education" and special programs for the academically talented students to stimulate critical thinking.

One of the great incentives for the intern to serve the internship in the Benton Harbor Area Schools was to make some contributions in the development of the emerging Street Academy. The intern has had intensive interest in alternative education for many years, and deemed it a privilege to work with the Group Director of Secondary Education through whose experience and influence he could elicit much knowledge in the field of alternative education. The above mentioned qualities and unique components of the educational programs engendered an interest in the intern to serve his internship in the Benton Harbor Area Schools.

SECTION IV

ADMINISTRATIVE SKILLS

During the internship, the intern concentrated his efforts and energies in acquiring a substantial knowledge in administrative skills and styles, and worked vigorously towards making an adequate contribution towards the development of alternative programs for the Benton Harbor Area Schools.

Through an exposure to the administrative process, the intern learned that arriving at a decision by a democratic process is not only a difficult but rather a complex task. With respect to the realm in which decision making administrators work, three features proved to be outstanding to the intern. (1) It is the enigmatic presentation of the problem by the people who demand a decision that makes the task tedious. Many times the problem is ill-defined and lacks a proper rationale for deliberation. The intern noted that at times the problem is so complicated that all fragments that make up the problem do not have to be considered at once. The administrators who unraveled the complexity of the problem by its priority-segments, established a better working relations with the decision-demanding personnel than those who tried to solve the entire complex problem at once. (2) It was also noted that a successful decision-making behavior is not individualistic or monopolistic, but rather heterogeneous when considered from the point

of view of those who are associated with the problem. (3) It was observed that generally the decision making process does not take the brunt from the administrative superiority but rather from one's charisma and influence.

The intern keenly observed and identified various administrative styles in the administrative circle of the Benton Harbor Area Schools. It was noted that high analysis style was most prevalent in the district. Administrators who were high with respect to this style spent relatively more effort than others in analyzing the situation surrounding each administrative problem. The intern also witnessed other administrative styles. Though the high relationships style may not be an inherent potential of many, however, it was emphasized by the administrators who had a high concern with maintaining organizational relationships, especially relationships with their superiors. The high outside-orientation style was identified in a few who displayed greater readiness than others to respond to pressures from outside the school organization.

The intern observed some situations in which leadership occurred spontaneously. It was not always the administrator in high position or with substantial power who provided the necessary leadership, but rather one who had established effective relationships, and possessed charisma or influence. However, on many occasions, the superintendent depicted the "in command" posture to meet the challenge of the occasion. In many instances, the Group Director of Secondary Education along with the Deputy Superintendent of Instruction exhibited potential

characteristics of a combined educational combatant, facilitator, politico, and a topflight administrator.

The intern was fortunate to work with the Group Director of Secondary Education to develop a functional program for the emerging Street Academy in the district. The intern was allowed to tour with the top administrators, certain facilities which were on sale or rent by various city business men to accommodate the prospective Street Academy. This experience provided the intern an exposure to business transactions, a spontaneous and calculated interaction among the administrators on the issues such as location of the academy, its effects on the neighboring business establishments, its internal physical structures, political and educational concerns, and community involvement. The intern was asked to develop job descriptions for the entire staff of the Street Academy. The intern also was asked to study, compile, and then summarize the philosophies and programs of other established alternative schools. The intern felt that this provided an adequate understanding of the established alternative schools within the state.

The intern conducted and supervised the analysis and organizations of the educational and other material which is associated with the programs of Continuing Education. This experience was rewarding for the intern, for it revealed to him the availability of resource material for low track students. It was interesting to learn about the unique set-up which makes the continuing education programs rewarding, and its physical structure functional.

The intern engaged in many personal interviews with the Directors of Personnel, Elementary Education, Public Relations, and the secondary Principals. These interviews were helpful to analyze administrative strategies, problem-solving approaches, and administrative performances versus leadership behaviors. It is the personal conviction of the intern that the internship in the Benton Harbor Area Schools has both enhanced his professional and educational knowledge, and strengthened his certitude in the democratic process.

SECTION V

LOG OF EXPERIENCES

Week of June 24, to 28, 1974

This being the first week of internship, the intern was asked to spend most of his time in learning the functional procedures of the central administrative office. The intern often visited the technical center to learn what supplementary-educational facilities are available at the center. Substantial time was spent in conferences with Mr. Rod Halstad, who discussed and explained the communicational procedures of his division of administration.

Week of July 1, to 5, 1974

Mr. Halstad discussed and explained the Driver's Education Program for the district. The intern was asked to visit and learn about the administrative procedures used by various secondary school Principals and Assistant Principals in the district. This was a rewarding week for the intern, for he learned different phases of secondary school administration. The intern was also able to observe and identify various administrative styles and leadership potentials.

Week of July 8, to 12, 1974

This week, Mr. Halstad introduced the intern to the files on the district's emerging Street Academy. We discussed at length, the

organization, philosophy and the budgeting of the academy. The intern was asked to learn about the existing alternative programs within the district and outside the district. The intern spent most of his time getting acquainted with the alternative programs in Grand Rapids, Michigan, and South Bend, Indiana.

Week of July 15, to 19, 1974

The intern was asked to develop a Gant Chart, for the division of the Group Director of Secondary Education. Since this was the first time for the intern to develop a chart of this nature, he visited various libraries and A.V. Centers to glean enough information to evolve a Gant Chart which will be geared to the needs of the Group Director of Secondary Education for Benton Harbor Area Schools. The chart was developed on six feet by three feet graph paper. This, the intern felt, was an enriching experience for it exposed him to the intricate details of the division of the Group Director of Secondary Education.

Week of July 22, to 26, 1974

This week, much time was spent in completing the Gant Chart. The intern engaged in conferences about the Street Academy with the Director of Secondary Education, who provided much information on the subject. The intern was also introduced to the personnel that he was to work with in supervising the organization and analysis of the educational material for the programs of Continuing Education. The

intern also visited the district's Service Center to learn about its functions and its resources.

Week of July 29, to August 2, 1974

Due to the change in the administrative staff of the Continuing Education program, the intern was asked to supervise the organization and analysis of the educational material and physical facilities during the interim period of two weeks. During this two weeks period, the intern was up dated regarding many interviews conducted with the applicants applying for the position of Director or Coordinator of Continuing Education. The intern also supervised the taking of inventory of teaching material and other equipment in all the seven buildings of Continuing Education.

Week of August 5, to 9, 1974

After Mr. Halstad outlined the guidelines of federal, state and local fundings, the intern spent substantial amounts of time in developing a suitable budget for the Street Academy. The intern also had to complete various financial and academic evaluation forms required by the State Education Department. It was interesting to know that failure to complete these forms could result in termination of Federal or State funds. The intern was also surprised to learn that both the State and Federal Governments provide an enormous amount of money to the school districts.

Week of August 12, to 16, 1974

This being the last week, the intern engaged in a variety of experiences. Substantial time was spent with the Director of Secondary Education to set up four days of inservice for the Secondary Teachers. The intern also spent time in the office of the Director of Testing, to complete evaluative forms for the State Department. The intern also had personal conferences with the Director of Elementary Education, Director of Public Relations and various other heads to learn more about styles and strategies of these administrators.

SECTION VI

RECOMMENDATIONS FOR IMPROVING INTERNSHIP

Though the internship as a whole was a tremendous benefit to the intern, he, however, feels that the internship could have been improved in the following ways:

1. The intern believes that the internship would have been of a greater benefit to him, had it been served during the regular school time rather than during the summer session. Due to the partial student enrollment for the summer school, the summer session could neither provide a comprehensive exposure to the every day school problems, nor a total view of the administrative process in the district as a whole.
2. The intern feels that the shorter time-segments per day, but stretched out in added weeks would have been more beneficial than the short concentrated summer session. A long durational session could have provided the intern an experience of carrying a program from its infancy to its decisive maturity.
3. The internship would have been of a greater benefit had the intern been delegated a headship of a program or an educational phase of the district. This would have provided a deeper insight of a leadership behavior or an administrative task.

SECTION VII

RELATED LITERATURE ON ALTERNATIVE EDUCATION

At the time when the history of this Nation is confronted with a difficult task of assessing competently the dimensions of social and educational problems, and to delineate the maximum possibilities for improving the educational problems, Bouma and Hoffman¹ warn that "the temptation for those drawing blueprints for improvements in a situation of fluidity is to achieve general applicability by re-treating to such a high level of abstraction as to drain the proposals of any realistic specificity." Nevertheless, there is a growing exigency to amend our existing educational programs to meet the requirements of particular students. The aforementioned authors² insist that 80 per cent of the Junior High Students and 50 per cent of the upper Elementary Students in certain disadvantaged areas need massive remedial help.

Bouma and Hoffman³ further note that the educational system with its institutions is a means whereby traditional culture is preserved. This social system is hard to change. The school program is designed and implemented on the foundation of middle-class

¹Bouma, Donald and Hoffman, J., The Dynamics of School Integration, Grand Rapids, Eerdmans, 1968, p. 140.

²loc. cit., p. 99.

³ibid.

experiences and beliefs, neglecting the conceptual potentials and value system of the lower class.

Although the diversive values have created many misconceptions for the population at large, it is unfortunate, however, that even many stalwart educators equate non-standard cognitive skills of the lower class with inferiority. 'Difference' does not have to equal inferiority or deficiency. The lower class may lack some of the cognitive skills of its "fortunate" contemporary. On the other hand, the middle and high class may lack some of the cognitive skills of the lower class.

Though in recent years, the Supreme Court's Brown Decision, and other powerful forces in education have tried to filter and process multi-cultural values into a concentrated schooling procedure to benefit the diversive ethnic groups. However, by this modus operandi, neither the complexities have been unraveled nor have the ethnic mores and values been genuinely interpreted and understood by the diverse groups. In fact, the incidences of strong intolerance have ravaged the nation in the name of "separate but equal education," heightening racial intolerance in the incidence of as long ago as that of Birmingham to the present day Boston problem.

The educational structure has yet managed to derive its foundational stability from the middle-class values, and in reality education in the defacto segregated black schools in the North and the South has steadily deteriorated under the present system.

Kenneth Clark¹ regrets that the racial inferiority or legal and custom interpretation have given way to more subtle explanations and support for continued inefficient education.

Black Power Movement

In the years 1965 to 1967, the black power movement and its demands for racial separatism further thwarted the function of effective desegregated public schools. Some of the more vocal of the black power advocates who have addressed themselves to the problems of education have explicitly argued for black's control of "black schools." Some have asserted that there should be separate school districts organized to control the schools in all black residential areas, and that there should be Black Boards of Education, Black Superintendents of Schools, Black Faculty, and black curricula and materials. Clark² says that these demands are clearly a rejection of the goals of integrated education and a return to the pursuit of the myth of an efficient and "separate but equal"--or the pathetic wish for a separate and superior, however, racially organized system of education. There is no reason to believe and certainly there is no evidence to support the contention that all-black schools and all other ethnically-oriented schools controlled by blacks and other ethnic groups, will be any more efficient in preparing American

¹Clark, Kenneth, Prejudice and Your Child, New York, Harper & Row, 1963, p. 87.

²loc. cit., p. 39.

children to contribute constructively to the realities of the present and future world.

Saving the Existing System with Alternative
Forms of Education

The present level of public school inefficiency has reached to such an intolerable stage that innovative and realistic approach is inevitable to save the system. To many it will be an appalling revelation to confront the fact that the low status children are not the only victims of the monopolistic inefficiency of the present pattern of organization and functioning of the public schools. It is paradoxical that privileged children whose parents understandably seek to protect them by moving to suburbs or by sending them to private or parochial schools suffer both potentially and instantaneously. Clark¹ argues that business and industry suffer heavy financial burdens of double and triple taxation in seeking to maintain a stable economy in the face of the public school inefficiency, and the cost of correctional, welfare, and health services is intolerably high in seeking to cope with consequences of educational inefficiency. Clark² regrets that a nation which presents itself to the world as the guardian of democracy and the protector of human values, disregards significant ethical principles by condemning one tenth of its population to perpetual educational deficiencies.

¹Clark, Kenneth, Dark Ghetto, New York, Harper & Row, 1967, p. 40.

²loc. cit., p. 124.

In order to survive collectively and provide effective equal education for all, the inner-city and urban public schools will have to bring about changes that are necessary for increased efficiency. The schools of tomorrow cannot be administered according to the schools of today. George Leonard,¹ however, assures that future educators will value fresh approaches and new solutions to our increased educational problems, and may unlearn the old and unacknowledged taboos on true originality and efficiency. Marshall McLuhan,² in conjunction with Leonard, predicts that wide variations between individuals will make competition as we now know it irrelevant, and the unstandardized life will not provide the narrow measures needed for competition, for education will be more concerned with training the senses and perceptions to make the school experience become so rich and compelling that there will be no dropouts, but only determined drop-ins.

Objectives of the Alternative Education

During recent years, a new concept has emerged in public education. Today students, parents and teachers are soliciting options in public education. Communities around the nation are exploring, planning and developing alternative public schools. According to Phi Delta Kappan of March 1973, there are over 30 states in the U.S.A.

¹Leonard, George, Education & Ecstasy, New York, Delacarte, 1968, p. 214.

²McLuhan, Marshall, Understanding Media, New York: McGraw-Hill, 1964, pp. 81-9.

and some provinces in Canada that are operating alternative public schools. Donald Robinson, the editor of the aforementioned reference, summarizes the purpose of alternative education as follows: much, though not all, of the alternative movement is directed toward making schools effective for students who have traditionally been early dropouts. Every alternative is presumably offered as a replacement for the implied "bad" traditional system, "bad" at least for some students. Some Alternative Programs are designed to produce more effective learning through offering the kinds of options that allow students to work in a congenial atmosphere while following their own work style, especially appealing to a life style dominant in the local community--inner-city blacks, low socio-economic groups, and other poor minorities. Many assume that the society is sick and the schools must provide innovations and alternatives in educating for a saner society. Robinson further suggests that alternative education could be flexible enough to fit the enormous range of talents and traits students bring to school and the diverse competencies they and their parents expect to be channeled into fulfilling their potentials and attaining their reasonable goals. The alternative education recognizes the need for structure, sequence, and discipline, but asserts that for many students, a choice of the degree of structure in their school life is as crucial as a choice between studying Spanish or Stenography. The alternative education will promote creativity, provide for the differences, and will promote better choices of educational programs and thus freedom, and equal opportunity.

The alternative idea posits that intelligent decision making is a prime outcome of effective education and that to attain it, the student himself must be permitted and encouraged to make important decisions that directly concern him, especially in the selection of curriculum, structure, and the teacher. Robinson¹ appropriately captures the importance of this concern in the following manner: "The differences of school structure and organization, of course offerings and scheduling, seem still not to be nearly as important as the quality of the teacher. So, if there is any single most valuable alternative, it may be to allow the student some option in the selection of his teacher."

Reflect the needs of the community

The alternative education should be designed to procure a thorough understanding, not only of its aims, but of the needs and potentialities of its students and the community at large. The ultimate objective of any education should be to deal with the child's social background and all disruptive and constructive forces that contribute to his education.

On-going evaluation

In any educational program, an on-going evaluation is very vital. Accurate and unbiased criteria should be developed to measure student

¹Robinson, Donald W., Phi Delta Kappan, (ed.), March 1973, p. 443.

and teacher performance. According to Clark and Kingsbury¹ in Phi Delta Kappan of March 1973, every program should be designed to meet the basic criteria of an explicit and thoughtful rationale and to help students to develop both the capacity and the inclination for reflective analysis.

In expressing his view on accountability in the recent issue of Newsweek, Mario Fantini² warns that conservatives and liberals will soon collide over the question of how their children should be educated. In his book, "Public Schools of Choice," Fantini³ proposed that the newly vocal parents on both ends of the spectrum should force accountability upon slow moving school systems for the establishment of all kinds of schools for all kinds of people.

Financial stability

If any program is to have an opportunity to survive, it should be adequately financed. Kozol⁴ says that one of the problems with the free school movement outside the public school sector is that most, if not all, invariably close down because they cannot meet the payroll. As far as possible the alternative programs should be sponsored and financed by the school district to keep local interest and enthusiasm alive. Kenneth Clark on the other hands, suggests:

¹loc. cit., p. 479.

²Newsweek, October 21, 1974, p. 95.

³Fantini, Mario, Public Schools of Choice, New York: Simon & Schuster, p. 238.

⁴Kozal, Jonathan, Free Schools, Boston, Houghton, Mifflin, 1972, p. 95.

1. that the Regional State Schools should be financed by their respective states which should cut across present urban-suburban boundaries.
2. that the Federal Regional Schools should be financed by the Federal Government out of present State Aid Funds or with additional Federal Funds. These schools should cut through State boundaries and could make provisions for residential students.
3. that the laboratory schools could be financed by colleges and universities. These schools could be opened to the public and not restricted to the children of faculty and students.
4. that the Industrial Demonstration Schools could be financed by industrial business and commercial firms for their employees and selected members of the public.
5. that the Defense Department could be effective in educating not only those students that are needed for military services, but even those who would not be the integral part of the military.

Clark¹ insists that with strong, efficient, and demonstrably excellent parallel systems of public schools, organized and operated on a quasi-private level, and with quality control and professional accountability maintained and determined by federal and state educational standards and supervision, it would be possible to bring back into public education a vitality and dynamism which are now clearly missing.

Open staffing

It has been said that a school is only as good as its professional staff. The staff selections for the alternative education should be decided upon early in the formation and development of the alternative

¹Clark, Kenneth, Dark Ghetto, New York, Harper & Row, 1965, p. 141.

program. Once the staff is selected, the teachers must be encouraged to get involved in the development of the effective alternative program, giving them a choice as to where and how they will teach. As far as possible, an open staffing should be encouraged. Mario Fantini¹ says that the teacher connects with the alternative only that which best enhances his style and talent, and therefore, should be matched with the students that prefer his approach so that maximum educational productivity is obtained without neglecting the ethnic or racial balance and community participation.

Options in Alternative Education

The rapid increase in the number and variety of alternative schools in the last three years and the continuing expansion that seems certain to take place in the next five years both suggest that this is a movement that ought to be examined closely by all those who have any concern for education. Various types of alternatives are in operation. Allen Glatthorn, Director of Teacher Preparation in the Graduate School of Education for the University of Pennsylvania, and Vernon Smith,² an Associate Professor of Education and Co-director of the Educational Alternative Project at the Indiana University, outline various types of alternative schools in their report on alternative education for NASSP, 1973.

¹Fantini, Mario, Public Schools of Choice, New York, Simon & Schuster, 1973, pp. 67, 68.

²National Association of Secondary School Principals, Curriculum Report, Presented by Allan Glatthorn and Vernon Smith, Washington, D.C., March 1973, p. 2.

Open schools

Learning activities in these schools are more individualized and are organized around learning centers within a classroom or within the school building. The St. Paul Open School and the Brown Open School in Louisville, Kentucky, are two instances. Each enrolls about 400 elementary and secondary school students.

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 designed for particularly gifted young people. The Berkeley High School of the Arts is a foremost example of this type of school.

Schools-without-walls

One of the first modern alternative public schools was the Park Program in Philadelphia which, incidentally, is still going strong. It was a leader in making extensive and systematic use of community facilities for education purposes, holding classes in office buildings, museums, and public libraries. Parkway has no school building in the conventional sense.

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. Number Nine in New Haven, Conn., was one of the first efforts to provide this kind of educational opportunity.

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. Philadelphia has just opened some 30 alternative schools designed explicitly to salvage the disruptive student.

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. Pacific High School in Palo Alto, California, is a current example. Most free schools are non-public.

Freedom schools

Chiefly community based and developed, these are schools operated by and for blacks and other ethnic minority students. They stress ethnic studies and basic learning skills. Harlem Prep in New York City was one of the first and is probably the best known of this type of alternative school. Most freedom schools are non-public.

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. The Career Academy, operated by Research for Better Schools, is one of several such schools that have been funded by the U.S. Office of Education.

Survival schools

These are not really schools in any usual sense of the word. Rather, they are groups of adults who take young people into challenging natural environments to teach them how to get along together, how to brave the elements, how to discover who they really are. Outward Bound was one of the first such efforts, and it has spawned a host of followers.

Distinctions Between Alternative and Conventional Schooling

There is so much of diversity in the movement of alternative education that a single definition is risky, but the features which distinguish most of these schools from conventional schools do provide a definition of sorts. Glatthorn and Smith¹ distinguish the alternative schools from their counterparts in the following manner.

They are significantly different from their conventional counterparts in curriculum and in instructional practices.

¹loc. cit., p. 1.

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

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

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

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

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

Educational alternatives can become a major force for constructive reform of public schools, if the organizers of the program can survive the fierce attacks of the proponents of conventional schooling. Many communities resisted alternatives because they were different from the normal forms of education. Mario Fantini¹ warns that when backers of alternative education propose options which refer to terms like "open," "individualized," or "humanistic," then those in standard programs wonder if what they do is closed, non-individualized and dehumanistic. When the notion of alternative and choice are packaged together, some may want to use this plan as a way of maintaining or re-attaining racial or socio-economic exclusivity. Some may even view the alternative programs as schools of extreme permissiveness.

Before legitimizing an alternative program under a public school framework, it should be made available to the community by choice; it should not replace the standard school; it should not promote

¹Fantini, Mario, Public Schools of Choice, New York, Simon & Schuster, 1973, p. 167.

exclusivity; and it should be so organized that it does not require more per capita expenditure than its contemporary conventional school budget. According to the 1971 Gallup Poll, 40 per cent of those who send their children to public schools are dissatisfied with the educational programs of public schools and are more responsive to alternatives. Educational alternatives can become major force for constructive reform of public schools, if the proponents of alternative education can assure the public that the program will promote freedom, creativity, better choice, and will provide for differences.

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