

STATEMENT OF PERMISSION TO COPY

In presenting this professional paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this professional paper for financial gain shall not be allowed without my written permission.

Sherry Lee Hithander
Name
6/23/75
Date

147

A 1975 CATALOG OF ALTERNATE AND FREE
SECONDARY SCHOOLS IN MONTANA

by

SHERRY LEE LITHANDER

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

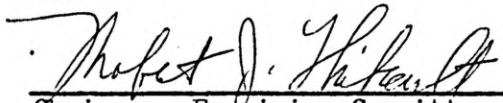
of

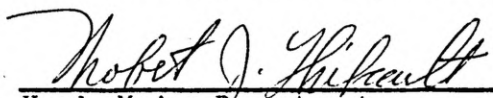
MASTER OF EDUCATION

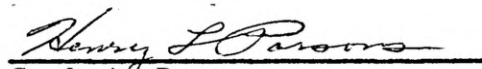
with concentration in

School Administration

Approved:


Chairman, Examining Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

June, 1975

ACKNOWLEDGMENT

The writer wishes to pay particular recognition to three men who have actively supported her educational goals and helped in many ways make the completion of this study possible. The writer would like to sincerely thank her father, Mr. Ed Miller; her husband, Mr. Lars Lithander; and her Committee Chairman, Dr. Robert Thibeault.

TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION	1
STATEMENT OF THE PROBLEM	2
CONTRIBUTION TO EDUCATIONAL THEORY OR PRODUCT	3
GENERAL QUESTIONS TO BE ANSWERED	4
PROCEDURES	5
LIMITATIONS	7
DEFINITION OF TERMS	8
2. REVIEW OF LITERATURE	10
DEVELOPMENTAL STAGES	10
SURVIVAL PROBLEMS	15
A MODEL OF AN ALTERNATE AND A FREE SECONDARY SCHOOL	21
SUMMARY	28
3. NEW SECONDARY SCHOOLS IN MONTANA	30
DIXON ALTERNATIVE SCHOOL	31
BILLINGS ALTERNATIVE JUNIOR HIGH SCHOOL	33
PROJECT 71	38
GREAT FALLS LEARNING CENTER	42
PROJECT 100	46
BLACKFEET COMMUNITY FREE SCHOOL	49
4. SUMMARY	53
RECOMMENDATIONS	56

Chapter	Page
APPENDIX	58
REFERENCES	62

ABSTRACT

The purpose of this professional paper was to form a directory of free and alternate secondary schools presently in operation in Montana. The new school movement that is currently sweeping our country, particularly on the East and West coasts, has also touched less populated areas including Montana. However, there is much more hearsay than documentation about the program development and design of the new schools and this paper has attempted to present a concise, organized directory to inform interested educators and others of the current status of free and alternate secondary schools in this state.

The research technique used for this paper was a detailed survey of six new secondary schools in operation in each of the following cities or towns; Billings, Great Falls, Livingston, Browning, Dixon and Missoula. The writer traveled to each of these schools and visited with the directors and other school members in order to obtain the most current and valid information.

This professional paper reports the information gathered on these new schools by organizing it into the following areas: a brief program description, the relationship the new school has with the local public school system, the pupil selection procedure, how the plan was developed, how decisions are made in the school, how the program and the individual students are evaluated, special resources the school has and any other unusual characteristics or features the school has. General information including the contact person, address, number of students and staff, average cost per pupil and the visitation policy was also incorporated.

This study shows that in the 1974-5 school year, approximately two hundred and sixty students, and forty full time and sixteen part-time staff members have been participating in alternate learning experiences at the secondary level throughout the state. Four of these schools have some direct connection with the public schools as alternative schools, and two, located on Indian reservations, are free community schools with no direct public school relationship. It is apparent that in each of these school settings, emphasis is on the process rather than the subject matter and five of the six are specifically geared to the educationally handicapped and/or drop-out problem student.

Chapter 1

INTRODUCTION

Although there have always been alternative forms of schooling in our country, mainly private schools for those who can afford them and schools within institutions, over the past eight years a new movement has been sweeping the country resulting in many communities forming new schools. These schools have taken form in many ways, but they all seem to reflect that natural things are important, that discovery instead of conformity is the learning style, and that student freedom of choice is paramount. John Bremer, director of the Parkway Program, a Philadelphia based "school without walls", catches the essence of the founding philosophy of this movement when he says:

...this is why the factory model must go. So long as the student is regarded as something to be kept under control, as raw material to be processed, he will not learn. He cannot learn, he will only be taught. His role is essentially passive, not active. He has no contribution to make to his own education. The greatest harm is done by the fact that in no way are students ever given a clear, human and responsible role in the organization of the school. They are not really a part of the educational system at all. They are just the material upon which it feeds. The students know it, and they respond negatively to their position of indignity. This is what must be changed (Bremer, 1971:7-8).

The number one thing these new schools share is their affirmation that the public school system has stagnated and has become a bureaucracy rather than a true learning environment.

Many of the new schools are found in larger metropolitan areas, particularly on the East and West Coasts, but an indication of the significant impact of this movement is that even in less populated areas like Montana some parents, students, educators, and other interested persons in several communities are forming new schools.

STATEMENT OF THE PROBLEM

Various people have heard something about some free and alternate junior and senior high schools being formed in Montana but very few people have any factual knowledge of what the new school movement is about. Because there is so much more hearsay than specific information, the purpose of this study was to gather relevant data on five new secondary schools operating in the state and present a directory of these learning environments for the edification of any interested person.

CONTRIBUTION TO EDUCATIONAL THEORY OR PRODUCT

Reviewing the literature of the new school movement indicates a great need for studies. There is very little evidence of any evaluation, either internally or externally, and there are even fewer descriptive studies of exactly how new schools are organized. The majority of those who have written about free and alternate schools seem to be apologists for them and proponents have not attempted to gather data to support their perspectives; they seem to view empirical research as antithetical to their ideological convictions (Dornbusch, McCauley and Scott, 1972).

Mike Hickey sees the state of evaluating alternate schools as a "state of chaos" and identifies these four essential reasons for evaluation:

1. Internal self-improvement of the program.
2. Defend honor--a basis for establishing credibility.
3. Identifying those strategies that work and those that don't.
4. Evaluation of student progress is very difficult without adequate understanding of where the program itself stands (Hickey, 1972:2).

This study attempted to contribute some factual, descriptive data to assess the impact of the new school movement on secondary education in Montana. As a result of this study, interested persons

will have the basic information on what is happening and the knowledge of how to get in touch with the individual schools and their directors. Beyond the scope of this paper, this researcher hopes to eventually help develop an evaluation technique for these schools as well as present some accurate knowledge to the local public school systems which might provide them with a yardstick to measure some aspects of their own programs.

GENERAL QUESTIONS TO BE ANSWERED

Some questions answered by this study are:

1. Who was involved in starting these new schools and how did the plan develop?
2. What is the school's relationship with the local public school system?
3. How does the power structure operate?, or, How are decisions made and who makes them?
4. What are each school's goals?
5. How does each school evaluate its progress and the progress of its individual students?
6. How many staff and students are involved in each of these programs?
7. What is the average cost per pupil of program operation?
8. What special community resources are involved?

9. How are pupils selected for the school?
10. What unusual or special characteristics does each individual school program have?

PROCEDURES

The interview was the central method of data collection used in this study and this researcher visited each of the schools included in the directory in Chapter 3. This is solely a descriptive study; there are no statistical hypotheses or analysis of data. Rather, this researcher used as a model A Catalog of Optimal Learning Environments in New York State Schools sponsored by the State Education Department of the University of the State of New York in May of 1974.

Three general procedures were used in this study:

Procedure One was to contact each school via mail (see Appendix A) to introduce the project and initiate arrangements to spend a full day at each school collecting and verifying data. Two instruments (see Appendix B) were used as guidelines for data collection. Each school was sent copies of these instruments with a cover letter and were asked if they had any available information already printed up relative to the categories, to share it via mail with this researcher.

Procedure Two was to arrange a field day at each school's convenience for this researcher to visit with the directors and other school people to gather data and clarify information. Each of the following schools was visited for this purpose:

- (A) The Great Falls Learning Center, Great Falls, Montana.
- (B) The Dixon Alternative School, Dixon, Montana.
- (C) Project 100, Missoula, Montana.
- (D) The Billings Alternative Junior High School, Billings, Montana.
- (E) The Blackfeet Community Free School, Browning, Montana.
- (F) Project 71, Livingston, Montana.

Procedure Three was to use the data collected to accurately capsule each program in the following categories:

Program Description. Included in this concise program description is general information such as location, contact person, facilities, number of students and staff, and basic school organization. Of primary importance in this category is the statement of the program's goals and how the program attempts to achieve its objectives.

Relationship With Local Schools. This category describes the new school's relationship with the local public school system, particularly at the secondary level.

Pupil Selection Procedure. This section explains how pupils are selected for each program.

Program Plan. This division will report how the school plan was developed and who, by role definition, participated in the planning.

Decision Making. An explanation of how decisions are made and who is involved in making them is included here.

Evaluation. This category explores two phases of evaluation, program and student evaluation. If either or both types of evaluation are taking place, an explanation of the processes is presented in this category.

Resources. Any special resources--community, funds, personnel, facilities--involved in the program is reported in this section.

Other Information. Any relevant organizational information not included in the other sections is presented here. Also, this category recognizes any special or unusual features the program has that have not already been reported.

LIMITATIONS

This study is limited because each of the new schools included in the study are in a different stage of development and some have more organizational depth and experience than others. Also, due to staff turnover, not all of the directors interviewed have been

with the school since its inception and therefore some second-hand, though accurate, information had to be included.

DEFINITION OF TERMS

For the purposes of this paper, four key concepts are considered in the following contexts:

Secondary Schools

Secondary schools will include both Junior and/or Senior High Schools, grades 7 through 12.

Free Schools

Free schools are alternatives to established public and private schooling rather than alternatives within (Fantini, 1974). Free schools are schools operating independently of the local public schools. They are usually characterized by the following criteria (Cooper, 1971:3):

- (1) they refrain from "institutionalized coercion."
- (2) they de-emphasize traditional curriculum.
- (3) they eliminate dependence on competition and encourage authentic self-motivation.
- (4) they emphasize individual abilities and character--not formal training--in the recruitment of teachers.
- (5) they eliminate rigid age and grade level separation of students.

Alternate Schools

Alternate schools are schools operating within local public school systems but viewed as experimental and allowed large degrees

of freedom for carrying out their own programs. Barr and others (1972:34) put it this way:

Alternate schools are not free schools and most school educators balk at the comparison since, realistically or not, free schools conjure up images of anarchy. To set the record straight, alternate schools may be more free-wheeling than most traditional ones, but they're also emphatically educational.

Although several secondary schools in Montana have alternative programs of some degree operating within their regular framework, such as evening schools for drop-outs, special outdoor science programs and resource centers for educationally handicapped students, this study identified alternate schools as only those complete all day programs operating in space of their own outside the regular school buildings.

New Schools

New schools is a term used to include both free and alternate schools.

The next topic to be considered in this study will be a selected review of related literature and research concerning free and alternate secondary schools. This will be found in Chapter 2.

Chapter 2

REVIEW OF LITERATURE

The purpose of this chapter was to develop, through critical appraisal of the numerous writings on the new schools movement, a greater understanding of what is involved in organizing and maintaining a free or alternate secondary school. This chapter is divided into four sections: Developmental Stages, Survival Problems, A Model of an Alternate and a Free Secondary School, and the Summary.

DEVELOPMENTAL STAGES

Feelings of frustration and resentment of the organization of public schools constitute, according to Robinson (1970:374), "the fuel that is firing the revolution of the New Schools movement." Across the nation parents, educators, students, community organizers and private organizations are bannng together in small groups to start new kinds of schools that will allow a new kind of education. The evolutionary stage of this movement is based on what they consider public education's:

pervasive emphasis on conformity rather than creation, on discipline rather than on independence, on defensive "put down" rather than support, on orderliness rather than joy of discovery, on neatness of the administrative convenience rather than the often untidy environment of true learning (Dornbusch, McCauley, and Scott, 1972:7).

Based on strong personal and often emotional feelings, new schools started across the country over the past ten years presented scant organizational form but did seem to share a common developmental cycle (Cooper, 1971). A national survey on alternative programs identified three developmental phases in new schools and pointed to four key variables affecting the initiation and completion of each stage:

(1) changing needs of students and (2) staff in each developmental stage, (3) dynamics of groups and subgroups which evolve and (4) most generally, the development or lack of development in organizational structures to carry out the functions of the school (Cooper, 1971:48).

Particular attention will be paid to number four in the next section of this chapter as this appears to be one of the most important keys to survival.

The early stage is one of disorientation, Cooper (1971) feels, where students do not know what to do with their new found freedom, staff face unclear roles, some organizational structures must be considered, and operational space must be found. Adorno (1972:2) reports that new schools have found that ". . .you can't build a new community merely by opposing everything the old one stands for and the need to develop positive alternative practices has become apparent." In the midst of disorientation, details

that must have attention include incorporating, non-profit status, state laws building codes, health codes, insurance, records, and transportation (Rasberry and Greenway, 1970).

Cooper (1971) identified the second stage as the organizational stage when goals must be set, power defined, and organizational structures decided on. It is this move from "social movement" to "social organization" that characterizes most new schools (Cooper, 1971:51).

It is very difficult to specify the goals of free educators with any precision for they seem to often fear that standing up for some things more specific than "freedom" infringes on their freedom. Kozol (1972:35) seems to feel very strongly about this and says:

There is only one thing that is unpardonable. That is to sit and smile in some sort of cloud of mystical wide-eyed non-directive and inscrutable meditation--and do nothing.

Researchers at Stanford found that there seemed to be a high positive correlation between a revolutionary orientation of the alternate school and the perceived goal clarity of participants for as schools became more political, teachers and students became more adept at identifying desired characteristics of graduates (Dornbusch, McCauley and Scott, 1972).

The most complete compilation of goals this researcher found are by the Center for New Schools (Harvard Educational Review, 1972:334-5) and are divided as follows into process and outcome goals:

Process Goals

1. A close relationship based on mutual trust and understanding exists between students and staff.
2. Community decision making is shared through active participation by students, parents and staff.
3. The human and physical resources of the entire city become a major resource for learning.
4. The characteristics of the traditional curriculum and educational program are completely reconsidered. Irrelevant subject matter designations, grading procedures and age divisions are either fundamentally changed or eliminated so that learning becomes a more natural and coherent activity related to individual needs and concerns.
5. Students assume a major role in determining the nature and direction of their own learning.
6. Students from diverse cultural backgrounds work together effectively and respect each other.

Outcome Goals

When students leave the school, they will:

1. Learn and act independently.
2. Effectively employ basic skills of reading, writing, math and problem solving.
3. Understand their own emotions and the emotions of others; possess skills and attitudes for effective interpersonal communication and cooperative action.
4. Understand social processes and pressing social issues and participate actively and effectively in the political process.

5. Feel a pride in their own cultural background, coupled with an understanding of an ability to work productively with students from different cultural backgrounds.

6. Continue to develop strong individual interests and aptitudes.

Basic to the organizational structure is the question of power. Most new schools seem to start out with total participatory democracy and often find themselves buried in verbose discussion with no action plans developing. One free school teacher admitted, "Since we had no effective mechanism for making decisions in the school, each person had to act alone--he could expect no support from anyone else" (Bhaerman and Denker, 1972:90). Rasberry and Greenway (1970), the authors of a comprehensive book on how to start a new school, felt strongly that kids know what they want. Perhaps surprisingly, it is usually least of all to be left alone. They feel children are usually far more comfortable with authoritarians than with "libertarians" who say freedom means abandonment (Rasberry and Greenway, 1970). Kozol (1972) believed power should be exercised in either a full democracy or in a small straight forward power structure resembling a kind dictator.

The final developmental stage was defined by Cooper (1971) as the institutional stage when the school is well established, has a stable organizational structure, and has passed through initial growing pains. There are few schools that are old enough

to have reached this stage, but two who seem to be so proven are the Elizabeth Street Cleaner's School in New York and the Parkway Program in Philadelphia. A detailed description of both of these programs will be presented in the third section of this chapter.

SURVIVAL PROBLEMS

In 1971, Cooper (1-3) found 350 new schools in 39 states involving 12,500 students and 4,500 staff and volunteers established and operating. At that time the survival rate was estimated to be 88 per cent (Cooper, 1971:56). In the past four years many more new schools have been started, but this researcher could find no current statistical information on their number and survival rate. However, somewhat in contrast to Cooper's findings, Harvey Haber, founder of the New Schools Exchange, estimated the average life of a new school was eighteen months, after which it may die completely, merge with another school, or alter its course so severely as to cease to be a radically innovative institution (Robinson, 1970).

There appear to be two primary reasons for failure of new schools. The first is facing the reality of the dollar and the second is a philosophical/organizational problem. Looking first at the financial situation, Cooper (1971:93) found that the new school expenditures per pupil in 14 states where 85 per cent of

the schools were found was \$783 per year compared to \$940 for public school per pupil expenditure in the same area. It is important to note that the new school per pupil expenditure cited above did not include capital expenditures. Research encompassing 24 new schools in the Bay Area in California in 1972 indicated tuition charged averaged less than \$50 a month per student and teachers' salaries were \$200 per month or less (Dornbusch, McCauley and Scott, 1972:11).

Money was universally cited as the biggest problem and the reason most cited for failure. Most new schools are started by people who are not rich for the rich have always had alternatives and there are tremendous demands on teachers who work for little pay (Stretch, 1970). Private foundation grant money was sometimes found for seed money, but usually disappeared within a year. Teacher Steve Bhaerman of a Washington, D.C. communal free school reported:

Tuition money and our grant made it unnecessary to find funds of our own. When our funds ran out we weren't strong enough to raise money and maintain a community at the same time. Within the commune, kids expected "freedom" to do as they pleased, yet they needed parents in the form of nursemaids who would cook and wash their clothes. . . . Family relationships continued because kids refused to let go of the comfort of the family. Likewise, our project could not give up the material comforts of our society. We were tied to the purse strings as well as the apron strings. This is the irony of the

middle-class youth revolution (Bhaerman and Denker, 1972:181).

Some educators feel the answer to the financial survival problem is to accomplish reform by developing a network of alternate schools within the public school system. Nichols (1973) cited the real reasons for failure of innovative education programs in the 60's (team teaching, modular scheduling, etc.) were that people were forced into changes they were not ready to make. Also, to the dismay of many conscientious local taxpayers, the innovative idea was supported by additional tax dollars. Nichols believed these problems could both be avoided by establishing public alternate schools.

The second crucial survival problem is based on the "natural organic growth" philosophy (Adorno, 1972:2) that beautiful things will just happen and when they do not, many new school people have not produced a strong organizational structure to get action (learning) freed. Adorno (1972:2-3) cited four general problems that get in the way of this organic growth:

1. Teachers and students bring with them past experiences, attitudes, strengths and weaknesses--e.g., a limited capacity to work co-operatively.
2. Certain functions must be carried out for the school to survive and this reality implies planning, goals and training.

3. Unstructured natural development puts tremendous strain on participants.

4. Class-biased viewpoint of the white middle class gets in the way of reality--e.g., hip students downgrade the importance of making a living, learning to read, etc.

Kozol (1972:61) called the number one reason for free school failure the "cult of incompleteness" for people are afraid to stand up for something and make a virtue of the "interrupted venture, the unsuccessful campaign." He continues by claiming, "free schools cannot with sanity, with candor, or with truth, endeavor to exist within a moral vacuum" (Kozol, 1972:10). From their free school experience, Bhaerman and Denker (1972:216) also claim, "Until the organizers of free schools are engaged in both intellectual and practical activity, we will not be able to create radical alternatives to public schools."

And finally, the third survival problem seems to be a large staff turnover which endangers the continuity of any program. Richard Mechem, principal of Newton High School, Newtonville, Massachusetts, which has an alternate school program, Murray Road, now in its seventh year of operation, frankly admitted that one of the major problems is "that the project is incredibly hard on individual faculty members, both in personal strain and hours on the job" (Weinstock, 1973:45).

One of the biggest challenges new schools offer teachers is to try on new roles. To serve as a learning broker, or as a guide to self-directed learning activities, is a new role for high school teachers and it requires a new kind of conditioning. In a report on a recent conference concerning "the greening of the high school," Ruth Weinstock (1973:73) reported the following changes in teacher role:

They have to learn the mechanics of new daily operations, to discover how to swing to more flexible experimental modes, to examine their assumptions about authority, and to modify their behavior accordingly. They have to learn to talk to students in a different way, and to really listen While there is some question that gentleness and humane behavior can be taught in courses for credit, these traits must, nevertheless, be a supreme goal in recruiting and training.

In one of the few evaluative studies of new schools, Dornbusch, McCauley and Scott (1972) reported that teachers in public and alternate schools do view their tasks differently and that in alternate schools character development is by far the most important task. They continued by reporting that teachers in public schools perceive character development as important but teaching subject matter and maintaining control are only slightly less important.

Not only are teachers called upon to change their roles and expend large quantities of personal as well as professional energy,

they are paid much less on the average than regular public school teachers. As was previously reported, teachers in a study in the Bay Area averaged salaries of \$200 per month (Dornbusch, McCauley and Scott, 1972). Cooper (1973:91) in his study reported the national average monthly teacher salary as \$400. Here, then, the third main survival problem directly relates to the first--money.

Despite some overwhelming survival problems, new schools are surviving. Each in their own, very individual way are providing new models for change that must be evaluated and perhaps incorporated into new roles secondary public education must consider. James Coleman (1972:75) of "Coleman Report" fame has viewed today's schools as obsolete leading to the inescapable conclusion that:

The school of the future must focus on those activities that in the past have largely been accomplished outside school: first, productive action with responsibility that respects the welfare of others, to develop the child's ability to function as a responsible adult; and, second, the development of strategies for making use of the information richness and the information processing capabilities of the environment. The activities that have been central to the school's functioning, such as expansion of the student's factual knowledge and cognitive skills, must come to play an ancillary role.

The next section of this review of literature will examine two new schools; the Parkway Program, an alternate school, and the Elizabeth Cleaners Street School, a free school. It is hoped

that this examination will provide the reader with specific information and a greater understanding of the new schools movement.

A MODEL OF AN ALTERNATE AND
A FREE SECONDARY SCHOOL

The Parkway Program

With the backing of a \$100,000 Ford Foundation Grant, 143 Philadelphia High School students took to the streets in February, 1969, without leaving school (Saxe, 1972). They were the first students in the Parkway Program, a school without walls, which today includes several "units" or "communities" of 200 students each (Saxe, 1972). John Bremer, the director, stated, "when students entered Parkway, they entered a program, not a school; a process, not a place; an activity, not a location" (Bremer and von Moschzischer, 1971:21). Bremer, an Englishman and "born rebel" committed to individual growth, creativity and autonomy, further said, "For the most part, we don't put our faith in subject matter--the kids may not need the information in five to ten years. They need to learn how to learn and how to control the operation" (School Management, 1969:50).

The organizational elements of the Parkway Program include the following six concepts:

1. Tutorial groups serve as the core of the program and consist of a "family" of fifteen students and two teachers who meet two hours a day, four days a week. During this time students plan their course of study, design courses and receive special help and counseling on request.

2. Selection by lottery is the means by which students are chosen for the program. Any student in the system may apply and names are literally drawn from a hat.

3. Faculty selection by committee. The committee includes students, other faculty members and Mr. Bremer. A prospective teacher meets individually with each of these three and then collectively for interviews. Students have an equal vote with the faculty and administrator.

4. Institutional offerings are the courses which the students have set up with the aid of various downtown institutions. These are taught in the business or institution by professionals most knowledgeable in the subject area.

5. Faculty offerings include the courses which are initiated by the faculty members in areas that are of special interest to them and the students. Examples include "Psychology and Personal Problems," vagabond sketching, and ten different languages. (It is important to remember that faculty members are viewed more as counselors than as teachers in the typical classroom sense.)

6. Town meetings are held weekly in each unit of 200 students and are the organization and policy making tool of the program. They are operated democratically with each member, students and faculty, having one vote on all administrative matters (Resnik, 1969:17-18).

This organization structure reflects the means by which the program's following philosophy and objectives are met:

To become a person who is effective in an urban society--continuing after formal schooling.

To develop the skills of management which are the source of power in the community.

To help understand oneself and one's environment.

To develop the basic skills of language and mathematics--stress on listening and speaking.

To learn to be responsible for one's own education, i.e., to become "self-propelling" and to accept the consequences of one's actions.

To enable those who are capable and interested to go on to college or other post-secondary education.

To develop the ability to cooperate in teams.

To become a better, more active citizen.

To learn what must be useful in life.

To become inquisitive and "open" individuals.

To discover the nature of the social organization of which one is a part.

To become process oriented (Bremer and von Moschzisker, 1971:81).

Evaluation of this program is an ongoing process directly related to the town meetings. Teachers evaluate students, students evaluate the courses, themselves and the teachers, and parents evaluate the entire program (Bremer and von Moschizisker, 1971). It is significant to note that during one lottery drawing for the opening of a new unit of 200 students, there were over 3,000 names in the hat (School Management, 1969). Also, the Parkway Program has served as a model for many other school districts who are today involved in running some variation of this school without walls program.

In summary, the essence of what Parkway is about is an attitude; not the lack of a building, the use of community resources, or the

small informal classes. It is "an attitude toward learning, an attitude which suggests that learning is an enjoyable, profitable experience--not something that one stoically endures" (Saxe, 1972:306). A Parkway student put it concisely: "Parkway, you see, isn't a place. It's a state of mind" (Saxe, 1972:305).

The Elizabeth Cleaners Street School

Exactly one year after the start of the Parkway Program, in February, 1970, ten students dissatisfied with their public and private schools in New York City set out with their parents to start their own high school. Six months later, in an abandoned storefront scheduled for demolition, they held their first classes in the Elizabeth Cleaners Street School. The students ranged in age from twelve to seventeen. They were neither drop-outs nor problem students. Some were at the top of their classes. Others were regarded as "underachievers." What bound them all together (and their parents as well) was a common dissatisfaction with conventional schooling (Elizabeth Cleaners Street School People, 1972).

Although many persons might readily equate alternate and free schools, this researcher found great differences in their organizational approaches and from available information, it is impossible to report the Elizabeth Cleaners Street School in the

same manner as the Parkway Program. The students, parents and teachers involved at Elizabeth Street have written a book describing their first year of operation. The book, a venture in creative capitalism to help support the school, recognizes the problems incumbent to those who wish to start a free school and offers support for the creation of other alternatives. However, the book is written in free style and offers only personal experiences--no guidelines. Some of these experiences are capsulized here to try to catch the essence of this free learning environment.

In relating how they came to join the free school, three students had the following things to say:

Buncey, 13: The first thing that impressed me about this school was that you didn't have to raise your hand to talk. I started playing hooky from my regular school, coming to Elizabeth Cleaners because I found that I could be a whole lot more open and I didn't have to be nice to the teacher just to get a good grade. I could enjoy myself more, not just do what everybody else wanted me to do.

Mark McKenna, 16: I was always a mediocre student--all the years I went to public school. I felt held back; I just didn't fit into the rigid structure of public school education. A friend told me about an alternative school he was going to. I visited it--right away I knew it was for me. It was amazing how rapidly I found myself progressing once I had left public school.

Jacob Conrad, 12: Before I came to this school I was at a school that was like a kindergarten for older kids because you didn't really do anything. You just hung around all day and goofed off. When I came to this school

we really did things and discussed things and we had real classes instead of just hanging around all day. It's better because--I don't know--it's more together (Elizabeth Cleaners Street School People, 1972:Introduction).

Throughout the spring and summer of 1970 parents and students met constantly to find a building, clean it up, raise money for two staff members and arrive at some common goals. Finally they were willing to say what the school was not going to be:

1. A room would not be the classroom. The city, New York City, would be the classroom.
2. Teachers wouldn't orate from the mount, stuff heads full of facts. Teachers would be learning too, or they wouldn't be teachers.
3. No individual would have decision-making powers over the educational environment.
4. Attendance would not be mandatory.
5. Subjects to be studied would have to be meaningful to and desired by the students.
6. That nothing would be structured in a way that might limit alternatives and variations, that would be incapable of dealing with changing adrenaline levels, attitudes, or preferences.
7. Social, visual, personal, political understandings were exactly that. And could not be tampered with by the "institution." If these understandings changed as a result of normal human interaction and learning, that was another story (Elizabeth Cleaners Street School People, 1972:15-16).

The first year was full of growth and turmoil and one of the students candidly reported that in free schools you have the same kinds of bureaucracy and exploitation of people that you find in everyday life. After relating some practical examples, he

advised, "If you are starting a free school, you should expect hassles not only from the establishment but from yourselves" (Elizabeth Cleaners Street School People, 1972:61-2).

When the school opened in September of 1971 there were no rules--nothing at all in the way of a formalized decision making process. David Nasaw, one of the teachers, reported that by October the pure anarchy had run its course and regular school meetings were being held to democratically set some kind of a schedule. But Mr. Nasaw recognized that,

Although school appeared to go better with our new structures, it would be naive to believe that we have discovered any permanent solutions. A set of structures can only respond to a particular situation, and a free school--as an organic, growing community--is by definition ever-changing. Creating a free school is and must be an ongoing process rather than a series of acts with a definite conclusion (Elizabeth Cleaners Street School People, 1972:126).

In summary, it is important to listen to the words of one of the parents as he assessed what the first year of the school's operation had meant to him. Jack Mamis made the following observations:

In fact, the school has taught many subjects, though not in the extensive detail and continuum that a full year's conventional class is supposed to do . . . But, instead, there seems to have been a lot of learning how to think for themselves, and surely that's a valid alternative. In addition, there's been educational value in

permitting the students to make their own mistakes along the way--even at the risk of the school itself, sometimes.

Practically speaking, perhaps what the school taught most was maturity. The experiences of being interviewed, of contacting foundations, of appearing at college education classes, of being more than mere high schoolers, have had their effect, just the way starting the school and keeping it going, making decisions, confronting problems, etc., furthered confidence and poise. The students know what to do, who they are, how to be, much more than we did at their age. Shouldn't that really be a parent's expectation" (Elizabeth Cleaners Street School People, 1972:188-9)?

SUMMARY

In the review of literature, this researcher has attempted to present a critical overview of two key aspects of the new schools movement and capsulize an alternate and a free secondary school program. Developmental stages and survival problems were the two aspects considered and the two school models presented were of the Parkway Program and the Elizabeth Cleaners Street School.

The developmental stages are disorientation, organization and institutionalization. Few schools have reached the third stage so there are few final projects to research at this time.

There are three primary survival problems covered. The problem most commonly cited was money. Secondly, new schools recognized philosophical/organizational dilemmas with the belief in the natural organic growth cycle not seeming to happen without careful

organization. The third problem researched was staff turnover.

This turnover seemed to be caused by three things: (1) low pay, (2) tremendous personal demands, and (3) inability to assume new teacher role definitions.

Chapter 3

NEW SECONDARY SCHOOLS IN MONTANA

Dixon Alternative School

Confederation of Salish-Kootenai Tribes

Dixon, Montana 59831

Contact Person - Gerald Slater, Director

Phone: (406) 246-3575

Program Description

The Dixon Alternative School stresses self-consciousness awareness for students; helps students realize that learning is a satisfying and lifelong process; and tries to insure strong community involvement. Director Gerald Slater explained that the school offers individualized programs for interested students modeled after Oregon State's competency based secondary system. The school offers its own nonaccredited diploma or prepares students for the General Education Diploma (GED). Attendance is not mandatory and students can come and participate in any chosen class or activity as long as they do not disrupt someone else's learning.

The thirty-five pupils range in age from fourteen to seventy-two with the majority of students between sixteen and eighteen. There are four full-time teachers and two Indian crafts people working full time. The school also utilizes the talents of three teacher aides and one part-time remedial reading teacher.

Relationship With Local Schools

At this time the Dixon Alternate School has no direct relationship with the local public schools. However, they are currently working on a plan in cooperation with the Dixon High School. They hope to have Dixon accept their curriculum for alternate credit for next year and they will share their students' school foundation monies with the public school.

Pupil Selection Procedure

Initially the school was open to anyone in the community over sixteen. However, due to parental pressure and support from local juvenile authorities, some students under sixteen but of high school age are admitted. In these instances most of the students are on probation and the school is considered as a legitimate alternative to institutionalization. All students are given a reading and math achievement test on entrance to give the staff a measure of their abilities in these areas.

Program Plan

The program plan was developed by the Tribal Education Committee who wrote an HEW Title IV Part B Grant for the first year, 1974-5.

Decision Making

Mr. Slater does have dictatorial power given him by his job definition. He views the decision making process as authoritarian

but always after consultation. Many minor decisions are made by group consensus with the director's approval.

Evaluation

There is a five member committee of reservation people that Mr. Slater answers to and the Tribal Secretary does have some ultimate authority. This committee meets regularly with Mr. Slater and they review the program together.

Records are kept for each student concerning his or her goals and progress and are reviewed with the student on a regular basis.

Resources

The school's average cost per pupil is approximately \$2,000. There is also some Work Study money available and a bus driver is provided through special tribal monies. The school has its own building with several rooms. This building was the Indian Community Action Program's building.

Other Information

The school is developing an ethno-botany course they plan to share with all local school systems. This course includes tapes by elderly Indian people talking about local plants and their uses, a field manual and plant portfolio, and a consultant list for interested teachers. The field manual includes the scientific, common, Flathead and Kootenai names of twenty local plants, their

habitat and range, Indian uses, and what to do with them. The portfolio has a pressed sample of each of the plants.

One special course offered by the school is drum making. Students taking this course must hunt the game, cut and wrap the meat, tan the hide and then make the finished product.

Billings Alternative Junior High School

Tyler Hall, Rocky Mountain College

Billings, Montana 59101

Contact Person: Doug Woltersdorf, Coordinator

Phone: (406) 248-7421, ext. 62

Program Description

The Billings Alternative Junior High School program is currently serving fifty-five students, ages twelve through seventeen. It is an intensive, one year program in its second year of operation designed to lead students back to the regular school programs by motivating the academically despondent student. The program states its objectives in the following manner:

It is our objective to have the student develop a sense of responsibility for the environment and for the society that functions within that setting. We want the student to increase his competencies in deficient academic areas by a minimum of one and one-half grade equivalents and to become aware of possible careers. We also hope that the student will establish an esthetic sense, a curiosity and an awareness that would result in a feeling of joy in one's existence.

Program participation is open-ended, with no set entry or exit time during the year. Students stay in the program for a year and must have accumulated three and one-half credits before they can move back into the regular school programs. The students are allowed to work at their own speed and progress at their own pace. Credit is issued upon completion of the agreed upon objective (What is the "Alternative Junior High School"?, 1975).

The staff consists of five full time teachers, one part-time teacher, three assistant teacher aides, a dietician, a part-time counselor, a part-time school nurse, a secretary, a janitor and the coordinator. Special teacher training is gearing toward students with learning disabilities and the emotionally disturbed. The school is aiming at an average cost per pupil of \$3,000 and during the interview the coordinator stated that he felt their program was really a kind of treatment center. The facilities include the first two floors of Tyler Hall at Rocky Mountain College and visitors are encouraged.

Relationship with Local Schools

This school is an alternative within the public school system and has a very close working relationship with the local schools particularly since one of its main goals is to return students to the regular school program.

Pupil Selection Procedure

Junior high schools or other outside sources refer students through the counselor or dean who sends a survey form on the

prospective student to the Alternative Junior High Coordinator.

The coordinator and staff review the information and establish an interview with both the parents and the student. At this time, permission is obtained from the parents for a psychological evaluation to be done on the prospective student by the Department of Pupil Services.

After this evaluation is completed, a staffing is held with alternate public schools staff members concerning the student's enrollment. Decisions will be made at this time either to accept or reject the applicant. Students are notified by letter if accepted.

Traits that might identify a potential Alternative School candidate would be:

1. An average I.Q. but below average skills.
2. A shy, withdrawn, passive attitude. A lack of friends and an inability to relate to peers and/or those in authority.
3. A rebelliousness, though not severely hostile.
4. Poor study skills. Inability to concentrate.
5. Excessive absences.
6. Attention seeking in anti-social ways.
7. Pro Alternative School feelings on the part of the student and his family.

Program Plan

The idea for the program came from the central office administration from a needs assessment indicating that five to ten per cent of the junior high youth in the Billings public schools experience failure and frustration in their current school experiences. On March 12, 1974, the Alternative Junior High School officially started with an enrollment of twenty-six students.

Decision Making

Basically, decisions are made by the coordinator. However, he seeks considerable staff and student in-put to help make any decision directly affecting them.

Evaluation

Students are in a constant state of evaluation for the school feels that only by keen and continual observation can it really be "tuned-in" on its students. Formal student evaluations are made four times a year with report cards and each teacher supplies a written evaluation for each student at the end of each year. Several different kinds of formalized tests are also used throughout the year to help in the evaluation of students. Such tests include: the IOWA Basic Skills Test, the Stanford Reading Achievement Test, Jesness Inventory Scale, and Piers-Harris Children's Self Concept Scale.

Program evaluation is also constant and frequent staff meetings are held as well as quarterly student evaluations of the school. At the end of each year, a written program evaluation is presented by the staff and coordinator.

Resources

The program's main funding source is through vocational education monies this year, approximately three-sixths, with Title I monies contributing two-sixths and the local district maintaining one-sixth of the costs.

Other Information

The students and staff plan to turn their lunch room into a formal dining room next year complete with background music, round tables, tablecloths, napkins, and a formal dinner once a week.

The key to success of this program is the low teacher pupil ratio and the great importance placed on building relationships with the students; for without a positive relationship, it is very difficult to work on a learning problem.

Project 71

112 West Front Street (Box 669)

Livingston, Montana 59047

Contact Person: Larry Durgan, Director

Phone: (406) 222-0901 or (406) 222-0525

Program Description

In a small two room building donated by the United States Forest Service, Project 71 strives to meet the needs of thirty students, ages fifteen through twenty-five, in an alternate school program started in February of 1971. Operating on a minimal budget of approximately \$500 per year per student, Mr. Durgan and two part-time teachers help students on an individual basis complete high school courses for credit or prepare for the GED. The regular Livingston school nurse and a resource teacher from special education also work with the program on a limited basis. In the future, the project hopes to move into an old school building thus affording much more operating space and the opportunity to have more group experiences and develop a stronger community.

The goal of the program is to help students achieve their diploma or the GED. The program is almost entirely individualized and students are involved in setting up their own programs and are evaluated on a point system rather than graded. The point system allows students to work at their own rate and points are

awarded for all work that is completed. The point system allows students to dismiss the fear of failure and low grades. The amount of work as well as time for completion is agreed upon or contracted for each one-half credit. This is determined on an individual basis between the student and the teacher. These points along with the concept of accepting each student where they are, and as they are, appear to be major contributing factors to the success of the Project.

Relationship with Local Schools

Project 71 is an extension of Park County High School and the Director of Project 71 and the High School Administrators meet regularly to share needs and concerns in a cooperative manner. However, Project 71 is basically allowed to operate as an independent program and is not under direct supervision by local school officials.

Project 71 students are free to use the regular high school library and other facilities and many are eligible for participation in the Park County High School athletic programs.

Pupil Selection Procedure

Applications to Project 71 can be made by individual students, local school administrators, or local social service agencies. After an application is made, all of those involved in making the application, including any interested individual teacher, meet

with the Project Director and the high school administration to decide on the acceptance of the student.

Program Plan

The Federal Projects Director in Livingston originally obtained money for the project after a need was established by the school superintendent, the high school principal and vice-principal, and some interested high school teachers. Project 71 provides academic material in an informal atmosphere to students who most likely would not complete their education within the regular school.

The Project was funded through Title I monies for the first three years. This year, the Project is fully funded (\$15,000) by special education funds through the state office of public instruction.

Decision Making

Basic policy decisions are made by the Director and local school administration. Students are involved with the teachers in setting up their own program and they jointly make individual program decisions.

Evaluation

Evaluation techniques used to evaluate the success of the Project and progress of the participants are as follows:

- A. The results of pre- and post-testing to measure any academic or social gains. Wide Range Achievement Test. Minnesota Counseling Inventory.
- B. Interview with the student, parents, teachers, and administrators to see if any change has taken place.
- C. Amount of work completed by the awarding of five hundred points per one-half credit in a subject area which will be reviewed by a certified teacher.
- D. Direct observation of the students both in school and out.
- E. The number of students that (a) graduate; (b) complete GED; (c) return to high school.

Resources

Special education funds and the donated use of the Project building headquarters by the United States Forest Service constitute the special resources. As was earlier noted, the project also has use of regular school facilities and students may participate in the athletic programs.

Other Information

The Project works very closely with the local social service agencies and many pregnant women students have taken advantage of the program. One other special feature the Project has is that

when students have met the necessary requirements, they can participate in the regular graduation ceremonies at the high school if they so desire.

Great Falls Learning Center

3200 Central

Great Falls, Montana 59401

Contact Person: Dr. George Camp, Director, or Mallary Clarke,
Facilitator

Phone: (406) 761-5800, ext. 383

Program Description

The Great Falls Learning Center is an alternative to the public schools where thirty young people may work toward a diploma or GED and experience a unique learning situation where they are completely responsible for their own learning. The stated objectives of the Center are as follows:

- A. To involve learners in all levels of the decision making process related to the Learning Center.
- B. To build new and reinforce existing bonds between the community and schools.
- C. To provide new academic learning options for learners and to help them use and perform satisfactorily in other options presently available to them.

- D. To help learners develop more positive feelings of self worth.
- E. To allow learners to grow in their ability to set and achieve personal goals.
- F. To help learners electing formal academic goals to make progress toward those goals.

The Learning Center offers a diploma program for students on a contract basis with the public high school. Learners may contract on either an individual or group basis. The Center also offers a GED program in which students may study for the examination with a certified teacher in a group situation or individually.

The Learning Center facilities include three rooms and an office at the St. Thomas Children's Center. Their average cost per pupil is approximately \$1,000 and the staff includes three full-time teachers, three part-time teachers, a secretary and a part-time director. They enjoy visitors but ask that potential visitors call first to make sure someone is there as they often use the community as their classroom.

Relationship with Local Schools

The Title III funds for the Learning Center are administered by the superintendent's office. Also, students working on their diplomas are awarded credit by one of the principals of the two

high schools when the Learning Center student fulfills his credit contract obligations.

Pupil Selection Procedure

After a student or referral source (public school counselors, parents, public school teachers, learners, community members, youth service organizations) has initiated a contact, the student visits the Center for an interview with the staff during which time application can be made. If the student is still enrolled in a public school, the appropriate officials are notified and the student is discussed. If the Learning Center is deemed the best option for the student, he/she begins the admission process.

The applicant is asked to visit the Center for at least a half day to gain a clearer idea of its operation. Then the applicant is interviewed by learners and staff in a group setting. Subjects covered in the interview are: self-motivation, interests, public school history, educational goals, reason for choosing the Learning Center, prior attendance history, etc. The group then discusses and votes on each applicant and they are notified of the decision by phone. Many times applications are accepted but held on file because the Center is full.

Program Plan

The plan was developed by a support board made up of students, parents and community people who were interested in exploring alternate

high school settings for all students, not just specifically drop-outs. The first year of operation, 1973-4, the Center was a free school and independently funded. This year the school is an alternate school with ESEA Title III funding for operational budget.

Decision Making

All decisions, including any disciplinary action, are made by consensus with learners, staff and support board members involved. Each student is expected to participate in at least one committee having to do with the functioning of the school. These committees are responsible for research and groundwork for all decisions and for implementing these decisions, but the actual deciding power remains with the group as a whole.

Evaluation

The program is evaluated on a weekly basis by the staff and learners as they review their progress and make plans for the activities for the next week. The staff are evaluated regularly by the learners by written evaluations and/or individual conferences. The learners are evaluated on a monthly basis by the staff with open-ended written evaluations.

Resources

The Learning Center uses the city as the classroom whenever possible and makes extensive use of community expertise through speakers and discussion leaders.

Other Information

Because of the worth of alternate school settings as demonstrated by the Learning Center, the development of an alternate Junior High School has been strongly supported for the 1975-6 school year.

Project 100

2334 Stephens

Missoula, Montana 59801

Contact Person: Andy Logozzo

Phone: (406) 428-2400, ext. 295

Program Description

Project 100 is an alternate program serving seventy-five students from age fourteen through twenty-one. The five teachers represent diverse curricular disciplines, some with special education certification. They are joined on the staff by the Director, a secretary and an instructional aid and registrar person. The Project has off campus facilities consisting of eight rooms and offers its services at an average cost per pupil of approximately \$1,000. Project 100 people enthusiastically welcome visitors, but ask that for everyone's convenience, appointments be made first.

Through special processes related to the educationally handicapped, the primary goal of Project 100 is for each student

to achieve his or her high school diploma. The methods by which graduation requirements are satisfied are based on an award system interpolated from the regular school grading system. The same number of credits for the same amount of work are needed by Project 100 students as by those at either of the Missoula high schools. However, rather than grades, the students at Project 100 receive a fraction of a credit (one-sixteenth) for each day of satisfactory classroom participation. They receive some credit just for attendance, but it would take a student eleven years to graduate if they just came to school and did not do any work. By receiving credit for attendance and participation, rather than a grade that can often be a discouraging put down for educationally handicapped students, Project 100 presents a less structured and more positive environment than many of their students have encountered in the public school system.

Relationship with Local Schools

Project 100 is an off-campus unit relating to both high schools and all high school students of Missoula County. Some Project 100 students return to one of the high schools to finish their programs after attending Project 100 for a semester or more. Also, students completing their course of study through Project 100 receive their diploma from the high school they previously

attended and are encouraged to participate in the regular graduation ceremonies.

Pupil Selection Procedure

All referrals to Project 100 are processed through a Special Education Committee established through state guidelines.

Program Plan

The plan was developed six years ago as an answer to the high schools' drop-out problems. The superintendent and special services administrator selected the original staff and established the basic philosophy and guidelines.

Decision Making

Most decisions are made by the staff and students with the director's approval. Ultimate authority lies in the superintendent's office through the special services administrator to the director.

Evaluation

The program is evaluated by direct supervisors. The students are evaluated by the staff using conferences, progression charts and Behavior Characteristic Charts.

Resources

The program is funded by special education funds from the state level. Interested community members are encouraged to become involved in the project and extensive use is made of speakers and other community resources.

Other Information

Project 100 works closely with the Probation and the Aftercare Departments in post treatment schooling. Also, they have developed special summer projects to keep summer contact with the students. One very successful summer project is their summer truck garden. Students and staff plant and raise a large all purpose garden and sell their produce to individuals and stores. Students can earn two dollars an hour while working in the garden and this project enhances one of the program's goals of developing a work ethic in the students.

Blackfeet Community Free School

Box 296

Browning, Montana 59417

Contact Person: Carol Juneau, Director

Phone: (406) 338-7363

Program Description

The Blackfeet Community Free School has been in operation in Browning in the old four story commodity house for the past three years. This year the school has served over three hundred people in various programs and they currently have thirty-five regular students enrolled age sixteen and up. The school has a total budget of \$109,000 made available through grants from Title IV - A, the

Emergency School Aid Act and the Johnson O'Mally Program. The regular staff consists of Ms. Juneau, the Director, five teachers, one of whom has his masters in art, one secretary, two janitors and one part-time art instructor.

The school uses art as its primary media and strives to fulfill the following goals: (a) help people attain their GED; (b) create an interest in people who have dropped out of school to get "turned on to learning" through art; and (c) to help people develop a stronger self pride concept. The school offers elective coursework to students regularly enrolled in the local high school and some students attend the high school half days and the free school the other half. The people involved in this program feel its primary strength comes from its continued attempts to remain a free and a community school.

Relationship with Local Schools

The staff of the community school work very closely with people in the local school system and join in many cooperative efforts. The director meets with school administrators weekly to share concerns and ideas. The community school has presented various art programs in the local schools for all grades and have been very well received.

Last summer the free school, school district officials, and Community Action people worked together to set up an adult education

program administered by the free school. Classes were offered two evenings a week and included courses such as GED, continuing Indian affairs, tribal government, home repair and commercial skills.

Pupil Selection Procedure

All of the free school programs are open to any interested community member. Some students are referred to the free school for elective credit by the local high school administrators.

Program Plan

The program was developed three years ago spearheaded by a local high school counselor, Mr. Bill Haw. He was joined by several other school and community people who were primarily concerned with doing something about the growing problem of students dropping out of school at the age of sixteen.

Decision Making

Administrative decisions are made by the director. The director does meet weekly with the staff and students for their in-put into all major decisions.

Evaluation

The program is evaluated by three Advisory Committees formed under the directives set forth by the money grants. The committees consist of parents, students, teachers and interested community members. The director reports to these committees on a monthly

basis. There is no official student evaluation but records are kept on each student on the work done through the program.

Resources

The school benefits from the efforts of many volunteers including VISTA people, people from the tribal agency and several interested community members.

Other Information

The Blackfeet Community Free School is very active in the community and sets up an art and information booth at all of the special activities on the reservation. The school sponsored an art show this past year and community participation was very high.

The school is trying to stress academics more and next year hopes to set up its own curriculum and hire certified teachers.

Chapter 4

SUMMARY

The new school movement has touched Montana to a significant degree during the past six years. As a result of this study, this researcher has identified six secondary schools operating independently or semi-independently of the public school system. In visiting each of these schools in Billings, Great Falls, Livingston, Browning, Dixon, and Missoula, and talking with the directors and various other staff members and students, this researcher was impressed with the enthusiasm and dedication of all involved. They were candid about their problems and concerns as well as excited about their growth in working through these problems together and in sharing successes.

Throughout the state, during the 1974-5 school year, approximately two hundred and sixty students and forty full time and sixteen part-time staff members have been participating in alternate learning experiences at the secondary level. Four of the six schools included in this directory are alternate schools; the Billings Alternative Junior High School, Project 100 in Missoula, the Great Falls Learning Center and Livingston's Project 71. Three of these program plans were developed to basically try to meet the needs of students who had dropped out of school or who were recognized as potential drop-outs. Projects 71 and 100 and the Billings Alternative Junior High

School all recognize in their goal statements that one of their major concerns is to try to meet the needs of special students who are not meeting with success in the regular school program. They all hope to "mainstream" the student back into the regular system or help the student achieve graduation status through their program efforts.

The Great Falls Learning Center is somewhat unique in that it was started as a free school and then incorporated into the regular school district as an alternate high school. Also, the Learning Center does not necessarily gear its program to the drop-out or potential drop-out. They try to provide a stimulating learning environment for any student that is frustrated and unable to perform to their best ability within the regular high school setting. They involve students more fully in each decision made than any of the other new schools seem to and also place a greater emphasis on the learners setting their own goals, deciding how to achieve them and then being held responsible for failures and/or successes. Basically this stems from their stated objective that learners will grow in their sense of having some control over what happens to them. In the transition from a free to an alternate school, only two basic changes had to be made; the school's budget is now administered through the Great Falls Public Schools' General Administration and their facilitators (teachers) must be certified.

The two schools that are not directly connected with the public school system are both on Indian reservations; the Blackfeet Community Free School in Browning, and the Dixon Alternate School in Dixon. These two schools seem to be more closely tied to the community and both have community members enrolled as regular students who are over fifty years old. Students at both of these schools are getting help working toward their GED rather than a regular high school diploma. However, it is interesting to note that both schools are working to strengthen their relationship with the local high schools. Dixon is working on a contractual credit program plan such as the one the Great Falls Learning Center has with the local high school. In this manner they hope to offer regular high school credit through their program next year (1975-6). Browning Free School people identify one of their goals as a need to become more academically oriented as they are basically art oriented at this time. They hope to hire some certified teachers on their staff next year and work more closely with the local public school program.

In each of these school settings it was apparent that the emphasis is on the process rather than the subject matter. Gerald Slater, Director of the Dixon Alternate School, said, "Yes, there is a different kind of learning taking place here that you cannot measure by a standardized test or a grade; but it is learning, and it is exciting!" (Slater, May, 1975). And, Doug Woltersdorf,

Coordinator of the Billings Alternative Junior High School, put it this way, "What it is all about is building relationships; once you have the relationship, then the kid can learn but not until then" (Woltersdorf, April, 1975).

There seem to be two primary reasons as to how and why the process is so important. The first is the low teacher/student ratio maintained at each of these schools; for example, not one has a ratio that is higher than one teacher to eight students. The other reason is the size of the learning community--small. Students are noticed and made to feel that they are a terribly important member of that community. This would seem to indicate that what is happening in the new school movement is far from revolutionary; it is rather a return to the old one-room country school house.

RECOMMENDATIONS

As a result of this study this researcher would make the following recommendations:

1. That people interested and/or involved in the new school movement in this state have an opportunity to meet regularly, at least yearly, to share methods and goals, needs and concerns. Staff and students at each of the schools visited for this study were very interested in what the other five schools were doing and expressed a strong desire to have a chance to meet together with them.

2. School districts across the state should be encouraged by the State Department of Public Instruction to consider alternative high school settings for certain students. However, this researcher would not recommend that the State Department develop a stringent set of standards and guidelines that new schools must follow for it was evident that the success of each school is largely due to its sense of independence and ability to meet its individual community needs in a unique way.

3. New schools should be encouraged to continue to develop evaluative measures for their programs and their students. Many outside persons are critical of new school efforts and without substantial evidence, often refer to them as "sandboxes." This researcher feels strongly that new schools need tools to evaluate their efforts in order to know themselves the degrees and kinds of learning that are taking place in their programs and to be able to help outsiders grasp the significance of their existence.

APPENDIX

APPENDIX A

INTRODUCTORY LETTER

Dear Mr. Slater,

Because there is so much more hearsay than factual information available concerning free and alternate secondary school programs in Montana, I would like very much to develop a descriptive catalog of these programs in hopes of sharing it with interested educators, parents, students and community persons throughout the state. It would be extremely important to include your program in such a catalog and I would greatly appreciate your cooperation. Since I was very involved in helping set up the Great Falls Learning Center, I hope I share your concern for the life and legitimacy of the new school movement in our state.

Enclosed you will find two different information sheets I would like to be able to accurately fill out about your program. If this information is already printed and available, I would appreciate receiving copies within the next week. I will then fill out the information sheets and compile a model of your program. When finished, I will call you and would like to arrange a convenient time to visit your school and check out the accuracy of the model. If you do not have the information readily available, please return the enclosed post card today. Upon receiving the card, I will call and arrange a day at your convenience to visit your school to gather the needed information.

I look forward to spending some time at your school, hope to share my excitement about this project with you, and will be very happy to share a copy of the finished catalog with you later this spring.

Sincerely,

Sherry Lithander
Graduate Student, MSU
Secondary School Administration

APPENDIX B

GENERAL INFORMATION

SCHOOL _____ ADDRESS _____

CONTACT PERSON _____ PHONE _____

STUDENTS

*GRADES OR PROGRAM (GED) _____

*AGES _____

*NUMBER ENROLLED _____

TEACHERS

*NUMBER WORKING FULL TIME _____

*NUMBER WORKING PART TIME _____

*SPECIAL TRAINING _____

OTHER PERSONNEL

POSITION

NUMBER

_____	_____
_____	_____
_____	_____
_____	_____

FACILITIES _____

AVERAGE COST PER PUPIL _____

VISITATION POLICY _____

PROGRAM INFORMATION

A. PROGRAM DESCRIPTION

What are the goals? How does the program attempt to achieve its objectives?

B. RELATIONSHIP WITH LOCAL SCHOOLS

What is the school's relationship with the local public school system?

C. PUPIL SELECTION PROCEDURE

How are the pupils selected for this program?

D. PROGRAM PLAN

How was the plan developed? Who participated in the planning?

E. DECISION MAKING

How are decisions made? Who is involved in making them?

F. EVALUATION

How is your program evaluated? How are your students evaluated?

G. RESOURCES

What special resources--funds, personnel, facilities, community persons--are involved?

H. OTHER INFORMATION

What other unusual characteristics or features does the program have?

REFERENCES

- A Catalog of Optimal Learning Environments in New York State Schools. The University of the State of New York, The State Education Department. Albany, New York, May, 1974.
- Adorno, Paul and others. "Decision-Making in Alternate Secondary Schools," A Report from a National Conference. Center for New Schools Inc., Chicago, May, 1972. Prepared by ERIC Document Reproduction Service, 1972.
- Barr, Robert D., Vernon H. Smith, and Daniel J. Burke. "All About Alternatives," Nation's Schools, Vol. 90, No. 5, November, 1972, pp. 33-39.
- Bhaerman, Steve and Joel Denker. No Particular Place to Go: The Making of a Free High School. New York: Simon and Schuster, 1972.
- Bremer, John, and Michael von Moschzisker. The School Without Walls, Philsdelphia's Parkway Program. New York: Holt, Rinehart and Winston, Inc., 1971.
- Camp, Dr. George. Personal Interview. May 6, 1975.
- Center for New Schools. "Strengthening Alternate High Schools," Harvard Educational Review, Vol. 42, No. 3, August, 1972, pp. 313-350.
- Coleman, James S. "The Children Have Outgrown the Schools," Psychology Today, Feb., 1972, pp. 72+.
- Cooper, Bruce S. Free and Freedom Schools: A National Survey of Alternative Programs. A Report to the President's Commission on School Finance, November, 1971.
- Dornbusch, Sanford M., Brian L. McCauley, and Richard W. Scott. "Evaluation and Authority in Alternative Schools and Public Schools," Technical Report No. 23, Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California, June, 1972, 51 pp.
- Durgan, Larry. Personal Interview. May 20, 1975.

- Elizabeth Cleaners Street School People. Starting Your Own High School. New York: Vintage Books, 1972.
- Fantini, Mario. "Alternative Educational Programs: Promise or Problems?" Educational Leadership, Nov., 1972, pp. 83-87.
- Hickey, Mike. "Evaluating Alternate Schools," Changing Schools, An Occasional Newsletter on Alternate Schools, Indiana University, 1972. Prepared by ERIC Document Reproduction Service, 1972.
- Juneau, Carol. Personal Interview. May 13, 1975.
- Kozol, Jonathan. Free Schools. Boston: Houghton Mifflin Co., 1972.
- Logozzo, Andy. Personal Interview. May 2, 1975.
- Nichols, Roy. "Alternatives in Education," Center Peace, A Free School Magazine, Vol. 11, No. 8, Spring, 1973, p. 3.
- Rasberry, Salli, and Robert Greenway. Rasberry Exercises. Albion, California: The Freestone Publishing Company, 1970.
- Resnik, Henry. "High School With No Walls," Educational Digest, March, 1969, pp. 16-19.
- Robinson, Donald W. "Alternate Schools: Challenge to Traditional Education?" Phi Delta Kappa, Vol. 51, March, 1970, pp. 374-5.
- Saxe, Richard W. (ed.). Opening the Schools. Berkeley, California: McCutchan Publishing Corporation, 1972.
- Slater, Gerald. Personal Interview. May 1, 1975.
- Stretch, Bonnie Barrett. "The Rise of the 'Free School'," Saturday Review, June 20, 1970, pp. 76+.
- "The Anywhere School," School Management, Dec., 1969, pp. 49-55.
- Weinstock, Ruth. The Greening of the High School. New York: Educational Facilities Laboratories, Inc., 1973.

What Is The "Alternative Junior High School"?, Billings Alternative
Junior High School, 1975 Annual Report.

Woltersdorf, Doug. Personal Interview. April 22, 1975.