

AERO-GRAMME #22

The Alternative Education Resource Organization Newsletter

417 Roslyn Rd., Roslyn Heights, NY 11577 * ISSN # 10679219

516 621-2195 FAX 516 625-3257 E mail: jmintz@igc.apc.org

Web site: [HTTP://www.speakeasy.org/~aero](http://www.speakeasy.org/~aero) FALL 1997

Changing Schools: New Section of AERO-GRAMME grows out of the International Alternative Education Conference

Alternative Educators from around the United States gathered in Ann Arbor, MI from June 26-28 for the 27th Annual International Alternative Education Conference. Dianne Duthie coordinated the conference, under the auspices of the Michigan Alternative Education Organization. The group, consisting mostly of public alternative school teachers and administrators, has always used the Changing Schools magazine to coordinate publicity about its annual meetings, because they have no official office and are not an actual organization. Ray Morley of the Iowa Department of Education has helped organize the International Affiliation of Alternative School Associations and Personnel to help with some of the group's tasks (IA Dept of Ed, Des Moines, IA 50319).

Therefore it was significant that in a meeting at the conference a decision was made to have AERO-GRAMME continue the Changing Schools tradition by printing a Changing Schools section, which appears at the back of this issue. It consists of articles about alternative education, in greater depth than we have had in the past. In addition to our regular subscribers, this issue is being mailed to the Changing Schools subscribers whose subscriptions were still current. It includes an article by Len Solo, principal of Graham and Parks, a public alternative school in Cambridge, MA. In it he outlines his experiences in the early days of the current movement, when he pioneered the Teacher Dropout Center. Another article is by Dave Lehman and Chris Sperry of the Alternative Community School in Ithaca, NY. It describes the democratic processes which have evolved at their public alternative. In the Changing Schools section we also have an article edited by Albert Lamb of a talk on democracy given by Roland Meighan, who heads Education Now, in England. In the section we also have a transcript of the Education Revolution radio interview we did with David Colfax. Colfax home-educated his sons, three of whom have gone to Harvard.

This year's International Alternative Education Conference will be from June 24-27 1998, at Chapman University, in Orange, California. For further information contact Lynn Hartzler, CA Department of Education, Educational Options, PO Box 944272, Sacramento, CA 95814. Ph: 916 323-5034.

PHOTO

Diane Duthie (l) at International Alternative Education Conference

PHOTO

Michigan Alternative Education Organization banner

Confronting National Standards

In May I attended the Education Writers Association meeting in Washington, DC. Secretary of Education Richard Riley spoke to the writers about the proposed national standards which he has been touting. Speaking from a microphone in the audience, I had a chance to make a statement and ask him the following question:

Mr. Secretary:

I represent a group of people, many of whom strongly object to the concept of imposed or "voluntary" national standards. This group consists of alternative educators, from public and private alternative schools, and home educators. I edited a directory which lists over 6000 such educational alternatives. These groups and individuals are quite pleased with their educational approaches, have had wonderful results, and fear that these "voluntary standards" will eventually become more than voluntary. Furthermore, the concept of arbitrary standards is antithetical to the learner-centered concepts of these alternatives.

I want to point out that we can see and hear you in this room today because of a homeschooler who was considered uneducable by the school system: Thomas Edison.

My question is, how can these groups and individuals be protected from these national standards?

Secretary Riley's response was that he thought that these standards would be "helpful to everyone," including alternative schools and homeschoolers.

After Riley's talk, three reporters from major newspapers rushed up to me to give me their cards. They are doing stories on the national standards. JM

Lynn Stoddard , author of Growing Greatness, sent this e mail message in response to the above:: "I want to publicly thank Jerry Mintz for the brilliant question he posed to Secretary Riley at the National Press Writers Conference, and urge us all to stand up for the needs of individual learners. Secretary Riley's answer was typical of those who are infested with the political/corporate philosophy of assembly line education. It is a terrible disease that will not be cured until we can help these people see the damage that is being done by trying to standardize students. I believe this philosophy must take part of the blame for a large number of the dropouts, suicides, and those who turn to crime and drugs. Our jails are bulging at the seams, and the cost is a heavy burden on all of us.

As most of you already know, the view of non-educators who run the school system is of students who are passive recipients of knowledge -- students who are not responsible for their own learning, but who are raw material to be shaped according to the "experts" who develop a curriculum that is to be imposed upon them by workers (teachers) who serve their masters in educational factories called schools. This process is degrading

to teachers, students, and parents. It ignores the knowledge and skills these people have and imposes the will of people who are far removed from the scene.

I believe it is time for teachers everywhere to express their indignation for being treated with such disrespect and to declare their independence from state imposed curriculum. Only in this way can we begin to meet the needs of individual learners -- learners who are not "raw material", but who are creative thinkers who build themselves through personal inquiry, and have unique gifts to develop and use for the benefit of all of us. We can replace high standards for uniformity (an oxyoron) with high standards for developing diversity. It is time to organize a movement. I feel that there is no way that we could serve our country better than to rally around a different vision than the one that is taking us to destruction."

PHOTO

John Merrow at Education Writers Assn Conference. Merrow had a new series on PBS in September on controversial education issues

PHOTO

Ted Sizer, founder of Coalition of Essential Schools at EWA

FLASH! Education Revolution Radio Show is Moving to Prime Time!

We just got good news:

Our radio show, the Education Revolution, on the Talk America Network is now on prime time Prime Time! Starting September 7th, we are on the air every Sunday at 9 PM Eastern time. The show goes to over forty stations and on the internet, at www.talkamerica.com.

We don't have the current list of stations yet, but others can be added in your community if they want to carry the show. E mail me or call to find out if you have a station carrying the show in your area.

Our sponsors include the Clonlara Home Based Education Program, Ron Miller's Great Ideas in Education Catalog, Arthur Morgan School, The Meeting School, Summerhill School, Horizons School, Stone Soup School, and Stone Mountain School. We have room for a few more sponsors.

To call into the show, dial 800 298-8255, any Sunday from 9-19 EST. Excerpts of the Education Revolution interview with David Colfax are in the Changing Sechools section of this issue. This will give you a good idea of what the show is like.

PHOTO

Jerry Mintz, broadcasting Education Revolution Show from Talk America studio

PHOTO

Sponsor Clonlara School's new building in Ann Arbor. Grand opening October 25th.

Special offer to AERO-GRAMME readers. Get The Almanac of Education Choices for only \$12 ! (The usual price is \$20) We bought out the supply from Macmillan! (Macmillan still sells the older hard cover version for \$110) Send a check to AERO or do it by credit card by calling us at 800 769-4171. Add \$3 for postage.

Report on the International Democratic Education Conference in England

This was the fifth annual meeting of IDEC. The first one was organized at Hadera School in Israel in 1993. It is a gathering of teachers and students of democratic schools from all around the world. What made this particular conference unique was that it was organized entirely by students. The key organizers were Jessica and Rachel, 17 and 16 years old, of the Sands School in Ashburton, England, in Devon, where this conference was held from July 7-18.

PHOTO

IDEC welcome sign in three languages

PHOTO

Rachel, a Sands school student and co-organizer

Even though this is always an exciting conference, some have felt the process was a little flawed in the past because the conference itself did not reflect the democratic approaches of the schools involved, and had too many "talking head" adult workshops. Jessica and Rachel decided to try to rectify this by organizing a conference entirely by students. The pair kept the cost as low as possible so that as many schools as wanted to could participate in it. They were able to get a 10,000 pound grant to help them with basic expenses! They used some of these funds to rent a nearby camp site, and a big tent as a central meeting place for the conference, minibuses for transportation and field trips, as well as food. The cost to participants was 50 pounds for the ten day gathering! It was decided that instead of a two or three day conference, this would be a ten day event. It was held during the summer so that there could be a sort of living situation of the participants, not only to discuss the democratic schools, but also to create a temporary international democratic school at Sands School. I had been in regular communication with Jessica and Rachel through mail, fax, and telephone.

PHOTO

Jeff, Mariah and Nicolas at an Abby ruin near Summerhill

PHOTO

Stephen. reading at Summerhill

We brought three American students on the trip. One of them was Mariah Moates. She is a 14 year old homeschooler from Virginia and had been wanting to go on an AERO trip for a long time. Her great interest is ballet and dance. In anticipation of the trip, she had read the book Summerhill, knowing we were planning to go to the Summerhill School after the Sands Conference. A second participant was Jeff Donovan, 13, a

homeschooler from Spokane, Washington. The third American was Stephen Sanford from Missoula, Montana. He had participated in the international summer camp in France last summer and wanted to go on another adventure with AERO. He's 12. Seven years ago, I helped his mother establish an alternative school in Missoula. We were joined at Sands School by the fourth participant in our group, Nicolas Malaquin, who had also attended last year's summer camp in France. His parents drove him over from their home in France. He is 13. Other people whom we had contacted to arrange for their participation in IDEC included Albert Lamb, an American living in England, who is a former Summerhill student and teacher and whose children also had gone to Summerhill. We had also contacted Oleg Belin, a teacher at the Stork Family School in the Ukraine.

PHOTO

Albert Lamb (r) and Oleg Belin at IDEC

PHOTO

Two girls trying out tamburelli

Our group went by train from London's Heathrow Airport, arriving in Totnes about three hours later. The Sands School is right in the village of Ashburton and has several acres of grounds which include several buildings, a basketball court, a tennis court. And they had resurrected their table tennis table just for me so I could teach table tennis to the participants. Most of the people were camping out at the campgrounds. Our group was able to stay in the school with our sleeping bags. Groups began arriving from places such as Israel, Austria, and representatives of schools in New Zealand and Japan.

Most of the Sands School students participated. Nothing was really scheduled for the first day and people just met and talked. The next day's meeting was one of the most extraordinary I've seen at any conference. The girls had hired a parent of one of the Sands students to help them through a process in which the entire curriculum of the conference/demonstration school was to be co-created.

We met in the large tent. Three large bulletin boards were placed in front of the group. On one of them were written the dates and times available for presentations. The second one was blank except for the days of the week. We were asked to write down any ideas we had for workshops we could give or ones which we would like to have given. Then one by one each person explained what these presentations would be. Then they were placed on the second bulletin board until the entire space was filled up for the first five days of the conference. In addition, on a third bulletin board, people placed other activities which were not really time sensitive but which they could offer or would like to see offered. This then became our schedule. Incredibly, virtually all of these events came to pass. They included such diverse activities as rock climbing, David Gribble's workshop about the schools he visited around the world, cave exploring, a trip to the moors, swimming and cliff diving, pottery and sculpture, a workshop I did on the decision making processes at different schools, a trip to visit

the Park School, an elementary alternative in Totnes, as well as the Open School which is a distance learning and homeschooling center, and a visit to Schumacher College, all of which are on the grounds of the former Dartington Hall School. Schumacher is an environmentally oriented seminar center.

There was also an ongoing workshop in a new sport called Tamburelli which is similar to badminton and uses a shuttlecock but the bats are made of modified tambourines. The kids there absolutely loved this sport and I think it would be worthwhile for us to bring it to other places in the world. Right now there are only a few hundred participants. Adam Cohen, one of the students at Sands School, was promoting this sport. I also had an ongoing workshop in table tennis and taught perhaps 25 or 30 people during the conference. We even had two tournaments.

Mariah's workshop on homeschooling was well attended and created great food for thought. She had been taking college classes since she was 10 years old and on her own had become interested in reading Shakespeare and the Greek tragedies, as well as becoming a serious dancer. Some of the older Sands students who attended her workshop wondered if they would have the same self-discipline to do a similar thing. Sean Bellamy, the head teacher of Sands School, and I also discussed this and wondered if there were some aspect of homeschooling that might be missing or needed to be incorporated into the process of democratic schools to further empower learners to go off and really pursue their own directions.

Two days into the conference, Albert Lamb arrived and did a workshop on Summerhill. Jessica and Rachel were quite disappointed that no Summerhill students or staff had come to the conference and also no representatives from Sudbury Valley School in the United States which had been one of the founders of IDEC. There were some organizational problems with the conference, but I think these were far outweighed by the unique form which the conference took.

Wonderful international friendships were created. Mariah talked long hours into the night with students from Israel and has been invited to come there and visit. Jeff organized one of the table tennis tournaments. I taught table tennis to about 25 people. I love teaching it because it is really an international language as well as cross-generational.

During the conference we tried to make use of Sands' computer communications but their good computer had been stolen a while back so the one we used was not very good for e-mail. Nevertheless, we set up a discussion coordinated through the Open School about democratic education vs. homeschooling. On the other end were students who were studying through the Open School, including one young man who had Tourettes syndrome doubted whether he could function in any school. The Sands students who were participating in online discussions invited him to come visit and felt that the students there would be understanding of his situation.

More than half the time we had serious problems with the computer and getting e-mail, but one day when we were setting up the follow-up

discussion, on the second day, we didn't have any technicians there except for the youngest student at Sands School, a 10 years old. He proved himself to be quite fluent in this new language, having grown up with it. He did a very good job connecting us up with the Teliweb Network, which is sort of an alternative to the internet being used in England for students.

On another day a group of us went to Nathan Gribble's house to connect on the internet to the MOO that Puget Sound Community School has set up to see if people would like to talk to us at the conference. We did have a good discussion with Andy Smallman, the Director of PSCS.

We had a meeting to discuss where next year's conference would be. It seems they have put it pretty squarely in my hands. Several ideas were thrown out, including having it in the United States, Russia or in the Ukraine. We need to start working on this right away.

In quality, I think it would be really hard to top what happened in this year's conference. It was a true demonstration of an international democratic alternative school and a tribute to the vision and organizational ability of the students who helped create it. It is important to maintain this kind of level of student involvement in the creation of the conference.

After the conference we brought our group by train to Albert and Popsy Lamb's house for a couple of beautiful days in the Cotswolds, after which we visited Summerhill School for the last several days of their term. One of the students, Stephen, subsequently decided to become the first American student at Summerhill in several years. He's probably there as you read this.

PHOTO

A sign in a pub near the Lamb's house

PHOTO

Summerhill School, in Leiston, Suffolk

After the Summerhill end-of-term party, we went first to a meeting with a group in Lewes who want to start a new school, then to Brighton, on the ocean, and finally to London for a final two days. In Brighton station there was no place to leave our luggage, because of fear of the IRS blowing things up. In order to see the waterfront we were forced to wheel our baggage, piled high on the luggage cart, a mile and a half to the bottom of the hill!

David Higgins of the Chase School, arranged a flat for our group to stay in while we were in London. There we saw the expected, such as Westminster Cathedral, the Tower of London, etc., but other favorites were the Hard Rock Cafe, feeding the pigeons in Trafalgar Square, and getting portraits made in Covent Garden. If students, parents or teachers are interested in joining AERO trips in the future, contact the AERO office.

PHOTO

A jumbo size chess match at Summerhill

PHOTO

Jeff, pigeon in hand, at Trafalgar Square

PHOTO

Mariah with jimi Hendrix at Hard Rock Cafe

Growing Without Schooling, Founded by John Holt, Celebrates with a 20th Anniversary Conference

They had never done anything quite like this before. They didn't know if anyone would come, to a fancy conference in a big hotel. Well, 700 people did come, from all over the world to Waltham, MA, from August 8-10.

The speakers were a virtual Who's Who of the homeschool movement, including John Taylor Gatto, the Coxfaxes, Cafi Cohen, the Kasemans, Nancy Plent, Seth Rockmuller and Katherine Houk of ALLPIE, Linda Dobson, Mark Hegener, and GWS staff members Susannah Sheffer and Pat Farenga. Day Farenga was the chief coordinator. I enjoyed meeting people I hadn't seen for a long time, like the Heuers, or for the first time, such as Jean Reed, who has taken over for the late Don Reed.

PHOTO

Day Farenga, working hard at GWS Conference

PHOTO

John Gatto holds court

I was asked to lead two discussion groups. The first was entitled "International Homeschooling and Alternative Schools." Although it was a late evening discussion, more than 40 people participated, including representatives of England's Education Otherwise and Japan's Japan Otherwise. In the discussion it became clear that homeschooling is now a world-wide phenomenon, and quite a struggle in some places.

The last workshop of the conference was a demonstration of democratic decision-making process with the homeschooled teen-agers. About 15 attended, but the "demonstration-discussion" soon became a process to create a homeschool organization of homeschooled students which would be organized and led by them. As the conference ended, parents came by to try to collect their children from the meeting, some of whom were not ready to leave. In the end the group created LOYO-Learn On Your Own, and agreed to continue their work through e mail and a newsletter. Any interested students are free to join. Write to AERO or send a message to jmintz@igc.apc.org.

PHOTO

Representatives of Education Otherwise, England and Japan

PHOTO

Students at GWS Conference

MAIL AND COMMUNICATIONS

Edited by Carol Morley

We are reprinting, with permission, the following abstract of the dissertation by Joy Rosenzweig of the Claremont Graduate School, 1997:

The Life and Times of Innovative Colleges and Universities:

Factors Affecting the Endurance and Transformation of Institutional Reforms in Higher Education

"This investigation examined the history and durability of educational innovation at six colleges and universities that were founded in the 1960s and 1970s as alternatives to the mainstream of American higher education. The goal of the research was to understand how and why innovative or experimental campuses preserve their founding missions or dreams in a changing -- often non-supportive -- social, political, and economic climate.

"Four- to five-day site visits were conducted at six distinctive institutions across the United States: Pitzer College in California; New College of the University of South Florida; Hampshire College in Massachusetts; University of Wisconsin-Green Bay; University of California, Santa Cruz; and The Evergreen State College in Washington. Altogether, 151 interviews were held with founding or long-time faculty members, administrators, students, alumnae/i, and trustees. Interviews were supplemented with observational research and archival document review. Data were analyzed inductively both within and across sites.

"The results of this study demonstrate that smaller innovative campuses are more likely to maintain their distinctive missions than larger public universities. The findings suggest that innovation is more likely to endure at institutions where there still is a significant presence of charter professors, where faculty are recruited on the basis of their interest in innovative approaches, where academics are rewarded for distinctive teaching and curricular development, where organizational hierarchies and departmental structures are minimized; and where there is administrative support for innovation. The results also indicate that affiliation with a consortium of institutions, a later start-up date, the ability to adapt and change, and community support may enhance the survival of a distinctive campus.

"At the same time, the pressures and constraints imposed by a public university system, enrollment declines, and increasing student-to-faculty ratios have been found to inhibit the endurance of innovation at alternative institutions. Among the most fundamental challenges facing distinctive campuses are the retirements of founding faculty, campus image problems, student attrition, onerous faculty workloads, faculty immobility, and the ability to remain both innovative and innovating. The general implications of these findings point to the need for national recognition and promotion of creative alternatives in higher education." Joy Rosenzweig; 1365 SunnyField Circle; Upland, CA 91784.

Mail from Dave Lehman: "Dear Jerry, Just received AEROgramme #21 and quickly skimmed it cover to cover and I want to let you know how impressed I am with your continued efforts to expand this communication link! The sections are great, easily read, informative, and timely - carrying the

message that education/learning/teaching can be different, can be better. I was particularly pleased to see the 'Teachers, Jobs & Internships' section expanding - this is a resource to which I will increasingly be referring those who ask if such a service is available. We have "interns" almost every year (actually an area I am working on expanding) and they look for a venue to advertise themselves. And, congratulations on the radio show! I'll have to try to catch it." Thank you for your endorsement of our work! Dave reports that the Alternative Community School this September will begin its 24th year with 260 students and a waiting list of almost that many. ACS; 111 Chestnut St.; Ithaca, NY 14850. Tel: 607-274-2183. Fax: 607-274-2351.

Our readers may be interested in a feature in the May 1997 Mobilization for Equity publication entitled "Ten Student Rights Will Ensure High Standards for All." The rights, listed here, include more detailed explanations in the paper. "All children are entitled to... 1. Have parents, advocates, and concerned educators involved in all decisions affecting their education. 2. Integrated and diverse classrooms that support different learning styles and abilities. 3. Developmentally appropriate and culturally supportive curriculum and teaching strategies offered in languages they can understand. 4. Full access to a common body of knowledge along with the opportunity to learn higher-order skills. 5. Assessment and grading strategies that enhance individual strengths and potential. 6. Support services that address individual needs. 7. Schools that are safe, attractive, and free from prejudice. 8. Attend school unless they pose a danger to other children or school staff. 9. Instruction by teachers who hold high expectations for all students and who are fully prepared to meet the challenges of diverse classrooms. 10. Equal opportunity for education supported by greater resources for schools serving students most vulnerable to academic failure." The National Coalition of Advocates for Students; 100 Boylston St., Ste. 737; Boston, MA 02116-4610. Tel: 617-357-8507. Fax: 617-357-9549. [HTTP://www.ncas1.org](http://www.ncas1.org).

The staff of The Enterprise School decided the need for information management had become critical. To meet this need, they developed a fully integrated, easy-to-use software package, Foundations for Education Information Management Software for Alternative Schools and At-Risk Students. It's an all-inclusive, interactive software package including intake, history, discipline, report cards, progress and meeting notes, and contracts. Contact Michele Surwit, Principal; Enterprise School; 1529 Beulah Rd.; Vienna, VA 22182-1920. Tel: 1-703-281-2232; 1-800-270-7328.

There is a 6 hour video set of edible wild plant classroom instruction plus demonstrations, field trips, a cooking class and a "weed feed" banquet called Dining on the Wilds. 280 wild edibles from all over North America are studied including their identification, habitat, seasons, edible parts,

food preparation, herbal usage and nutritive value. There are also sections on edible flowers, herbs, mushrooms, and poisonous plants. It is available from Outdoor Eduquip; 24414 University Ave #34; Loma Linda, CA 92354. Tel: 909-796-8501.

Michael Sunanda of Open Eco Sky suggests the following additional questions for our educator's survey: 1. How many current or planned programs now focus on nature, being outdoors in it? 2. What creative project and nature trips do students do, % of total learning? 3. How much native Indian studies do they want, learn, research, and enjoy? 4. What plants and animals do the students get direct contact for? POB 2081; Pahoa, HI 96778.

If Alternative Schools Are the Answer ... What's the Question? is an article by Robert Fizzell and Mary Anne Raywid in Reaching Today's Youth, Vol 1, Issue 2. The article defines three types of alternative schools: The Innovative School; The Reform School; and The Beef 'em up and Send 'em Back School. The authors say that the reasons these schools differ is because of their core beliefs which spring from the way they view which problems are being addressed and who is being served. The four major areas of disagreement which characterize the basic contrasts between the three types of schools are: Broken Kid vs. Broken System; Traditional vs. Nontraditional Curriculum; Custodial Role vs. Educational Role; and Educational Services vs. Social Services. The same issue included an essay by Troy Sean Welcome called You Can Always Find Someone To Talk To in which he describes how one counselor in his public junior high school was so responsive to him and respected him that they developed a bond. Sandra Druitt, the counselor, was always there when he needed him, even at his lowest points. Reaching Today's Youth; 1252 Loesch Rd.; PO Box 8; Bloomington, IN 47402.

Skipping Stones is accepting entries for their 1998 Honor Awards which recognizes exceptional contributions to ecological and multicultural education in books, magazines, and educational videos. For an entry form and explanation of categories, etc, contact them at PO Box 3939; Eugene, OR 97403. Tel: 541-342-4956.

A new survey by the National Center for Fair & Open Testing (FairTest) shows that at least 280 four-year college and university campuses now do not use ACT or SAT results to make admissions decisions for many applicants. That represents an increase of more than four dozen test score optional schools since 1995 and a rise in the total by almost one hundred since 1994. In addition to the 280 schools on the list, FairTest found that hundreds of other undergraduate institutions have de-emphasized standardized exams in their admissions processes but have not yet taken the step of dropping their test score requirements. For a free copy of the

updated list, send a stamped, self-addressed envelope to "Tests Optional" at FairTest, 342 Broadway, Cambridge, MA 02139, or e-mail: <http://fairtest.org>.

The Folk Education Association of America (FEAA) is considering changing its name to the Organization for People's Education (OPEN). The change must be approved by FEAA's current membership. A mailing will be sent asking members for comments and approval or disapproval. FEAA publishes the newsletter, *Conversations*; 107 Vernon St.; Northampton, MA 01060.

An article entitled *Janusz Korczak and Children's Rights* by Michael Parciak, Chief Architect of Korczak City on the Internet, was printed in the Newsletter of Medford Education International, Inc. (Vol. 3, No. 5). Korczak, who lived in Poland, built and ran an orphanage for 200 Jewish children which became the Warsaw Ghetto. He was "an advocate of the rights of children and was always far ahead of his time. He was a living active example of innovative and progressive pedagogy and development ... In an exemplary way, Korczak realized within these homes his ideals of democracy, social life and justice by creating the children's court, the children's newspaper, and children's elections." For more information on his life and methods, contact MEI; 214 Stark St.; Medford, OR 97504-7132.

According to YALP!, newsletter of The Children's Learning Project, the present American education system embodies 15 general principles: "1. Children must be forced to learn. 2. Learning requires teaching. 3. Schools are the primary site for learning. 4. Learning is individual, not social. 5. Rewards and punishments are decisive motives for learning. 6. Children should be segregated by age. 7. Knowledge and skills can be learned outside the context of their use. 8. Children's school work must be continuously judged and graded by people other than themselves. 9. Knowledge must be divided into subjects studied in standard daily units of time; and should be organized in a temporal sequence through which children progress in a linear, orderly way. 10. The knowledge and skills needed to succeed in high school require eight years of elementary school. 11. The knowledge and skills needed to succeed in college requires four years of high school. 12. The responsibilities of educational leadership begin and end when children enter and leave school. 13. Adult notions of logical organization should dictate the organization and structure of schools. 14. Central authority should make all important decisions about curriculum and define what children should know and be able to do at specific ages. 15. Only a uniform educational system will produce a minimum uniformity of learning outcomes." The CLP; 1525 E. 53rd St., Suite 408; Chicago, IL 60615.

The summer 1997 edition of *Skole* was full of interesting articles including an interview with with Jonathan Kozol (on his night in jail for an anti-

war demonstration: "It was one of the most interesting evenings of my life."); John Potter; Mario Cuomo; John Taylor Gatto ("If any American dream is universal, owning a home is it -- but few government schools bother teaching you how to build one. Why is that?"); Thomas Armstrong, PhD ('Why I believe Attention Deficit Disorder is a Myth'); and 'Just for Fun,' a hilarious letter by Christopher Leeds to the IRS ("I am responding to your letter denying the deduction for two of the three dependents I claimed on my 1994 Federal Tax return. Thank you. I have questioned whether these are my children or not for years. They are evil and expensive This year they are yours!"). I'm still laughing. Skole; 72 Philip St.; Albany, NY 12202. Tel: 518-432-1578. Fax: 462-6836. E-mail: MarySKOLE@aol.com.

I*EARN is a program that teaches grade school students reading, writing, arithmetic, technological and planning skills, collaboration, and community involvement. A video produced by the Southwest Educational Development Laboratory documents how three New Mexico schools are implementing I*EARN (International Educational and Resource Network). The students use computer networks to communicate with other children in over 400 schools in 22 countries. The video is available from Southwest Ed. Development Lab.; 211 E. Seventh St.; Austin, TX 78701. Tel: 512-476-6861. Reported in R & D Watch, May 1997; Cedar; 2000 L Street, NW, Suite 601; Washington, DC 20036.

The FairTest Examiner reported in its Spring 1997 issue that "President Clinton Continues to Push for National Tests." The tests Clinton is calling for are for 4th grade reading and 8th grade math and will be about 80 percent multiple choice. Reaction from education organizations has been generally favorable. For a pack of articles presenting the case against national tests, send an SASE to National Tests at FairTest; 342 Cambridge, MA 02139-1802. Department of Education materials on the proposed exams are available on the internet at <http://www.ed.gov/nationaltests>.

LUNO (Learning Unlimited Network of Oregon) now can be reached online at luno@cse.com. They would like to contact and to share information and programs with others who have common concerns, especially for a Network of Independent Learning Centers. LUNO; 31960 SE Chin St.; Boring, OR 97009.

The summer 1997 edition of Rethinking Schools, An Urban Educational Journal, focused on Global Sweatshops. In it are articles about Paulo Freire; Teachers Unions; Standards, Funding and Promises; How Our Schools Could Be; Splits in the Wisconsin Voucher Movement; and Taking Action against Disney. 1001 E. Keefe Ave.; Milwaukee, WI 53212.

A new book by Laurel Tanner examines the practices and policies of John Dewey's Laboratory School from their inception to today. Dewey's

Laboratory School: Lessons for Today provides practical guidance on how schools today can introduce reforms the way Dewey originally and successfully practiced them. Topics covered include Dewey's Developmental Curriculum; Dewey's School as a Learning Community; Looking at Reform the Dewey Way; and Teachers' Reports. Teachers College Press; Columbia University; New York, NY 10027.

An account of author Rabbi Yehudah Fine's efforts to help kids struggling in the harsh street subculture of New York City has been published in a book called Times Square Rabbi: Finding Hope in Lost Kids' Lives. Rabbi Fine uses an eight-step program for self discovery and renewal based on the teachings of Hebrew philosopher Maimonides. The stories in this book illustrate how crisis can produce transformation, and how one person can make a difference in the lives of others. Available from Hazelden; PO Box 11; Center City, MN 55012-0011. Tel: 612-257-4010. Fax: 612-257-5101.

Michaelia Morgan wrote telling us about her trip to Summerhill in England with her eight-year-old son. They stayed at a nearby Bed and Breakfast, but spent every day for two weeks at Summerhill. Her son was the only American child there. She says: "He was so busy playing his first day there that he took no meals ... I saw he was satiated in other ways." She offered yoga, massage, and sign language lessons which were well attended and received. She goes on to say: "I became quite close to one student, William Lambden -- whose last term is ending this month -- and when it came time for us to leave, he said he wished we could stay. Frankly, I felt the same way So, I said to William, 'You ask Zoe this time' and he did. Again, she agreed and I guess we set a record visit at Summerhill -- 2 weeks ... I was basically blessed out of my mind. Why? Because of the friendships I'd made with some of the beautiful hearts. When I asked one 16-year-old, Hajime, where he would go after Summerhill and he told me University in England, I stopped short and then asked him (thinking of his gentle, open heart) "How will you do it, dear Hajime? University is so different from Summerhill." He gestured widely with his arms and remarked happily, "I have a lot of space -- I am stress-free." I almost cried on the spot." Michaelia and her son are now back home in Pacific Grove, CA. Editor's note: One of the students on the AERO trip to England will be attending Summerhill this year. Contact the AERO office for a Summerhill brochure.

E-mail from Arnold Greenberg filled us in on the progress being made on Liberty School. They have a 4 acre site with a house and a large carriage house (which will become an internet-based library). They are building a school for 30 students which they hope to have ready in September. These first students "will experience something no other students in the school's history will know. Starting it." They are holding many fundraising/informational events to raise funds for a matching grant. He would

appreciate any advice or help. His e-mail address is grnbrg@downeast.net.

Woodbury Reports is a networking newsletter for professionals working with children and young adults. The focus is on emotional growth schools and programs which are designed to be less expensive alternatives for children with behavior or emotional problems. For more information on this newsletter, contact them at PO Box 1107; Bonners Ferry, ID 83805. Tel: 208-267-5550. E-mail: Lon@woodbury.com.

Robert W. Klous, Th.M, has put together a very large resource directory which includes Alternative Health Care; Spiritual Growth Resources; Home Education Resources; Counseling Services; Government Reform; Education Reform/OBE; Public Policy/Think Tanks; and much more. The book, Traditional Values in Action Resource Directory, highlights 7,400 organizations providing over 10,000 services including e-mail, web site, publication, and CEO indices. It is available from Christian Values in Action Coalition; PO Box 663; Concord, VA 24538-0663. Tel: 804-993-3484.

PUBLIC ALTERNATIVES

Legislative proposals regarding charter schools during the '97 sessions were made in 13 states. California, Minnesota, Michigan all proposed to repeal caps on charter schools statewide. Kansas, Idaho, New York, and Tennessee proposed to study or to establish charter schools. In New York, AB 960 establishes an Alternate Teachers' Certification program which would allow individuals who have demonstrated subject matter qualification to be certified without having completed course work. This information is from Vol. 1, No. 4 of Opportunity, The Magazine of the Education Leaders Council; 1001 Connecticut Ave., NW, Suite 204; Washington, DC 20036.

The Goals 2000 program in particular and how education policy can affect individual liberty and cultural diversity in general are examined in Stephen Arons' book, Short Route to Chaos. Arons presents specific suggestions for reform based on the principle that education, like religion, is a matter of conscience in which families should be free to choose how their children will be educated. Arons asserts: "The Goals 2000: Educate America Act of 1994 is a classic example of how government - mandated education reform can become its own worst enemy" (p. 4). He also proposes discussion about a possible education amendment to the Constitution. Incisive and well-documented, this book presents a compelling argument for preventing government agencies from controlling the content of schooling. University of Massachusetts Press; Amherst, MA 01004.

The Summer 1997 issue of Holistic Education Review featured an article by John Gust called This Is What We Can Do! about Gust's experience with his

seven and eight-year-old students in the Watts section of Los Angeles. In their experimenting with applying Goulet and Dolbec's (1989) Ends / Means Trajectory Systems Design Methodology to the democratic learning community in his classroom, the students described how their school and neighborhood would be if it were their "dream school." They used these descriptions to create posters which they put up in their neighborhood. Some of the students' ideals: "We would be special; There would be no violence; There would be no drugs; There would be no guns; There would be no pollution; We would care about each other; People would be happy." After much cutting through red tape, petitioning, and meetings, the class teamed with the 4-H to design and build a new playground. They called the project "Caution: Children At Work!" One of the 4-H leaders was invited to Washington, DC to explain the program to Henry G. Cisneros, the Secretary of the U.S. Department of Housing and Urban Development. He was also at a press conference where he was interviewed by reporters from CBS and NBC. He even received a letter from President Clinton thanking him and the 4-H group for all their good work! Holistic Education Review; PO Box 328; Brandon, VT 05733-0328.

From Fine Print: A Careful Look at School Reform of May 1997: A new policy of the National Collegiate Athletic Association, as part of its eligibility review process, began asking high schools to submit a brief description of their courses. On the basis of these descriptions and criteria it developed, the NCAA decided which courses would be acceptable preparation for college. The new rules, called "A New Game Plan," has resulted in some students who are National Merit Scholars, honors students and learning disabled students who excelled being declared ineligible to compete in college athletics! Center for School Change; Hubert H. Humphrey Institute of Public Affairs; 301 19th Ave. S.; University of Minnesota; Minneapolis, MN 55455.

From The Center for Education Reform, May/June 1997: In circulation around the country is a report the National Education Association commissioned to analyze where it has gone wrong and what it can do to get back on track. "An Institution at Risk, An External Communications Review of the National Education Association, (January 1997) is an ASTONISHING acknowledgment of the waning influence of the NEA and unions in general, and the recommendations call for not exactly a substantive change in what they do, but better PROMOTION of the programs they have and co-opting the language of the 'opponents.' The authors, the Kamber Group, liken the NEA status today to that of Britain's before the Battle of Britain." One quote from the report: "Stake out a clear risk through a crisis strategy that seeks to win not by silencing the opposition, but by co-opting the other side's turf..."

From The Center for Education Reform, April, 1997: "Take Cover --- Charter

Numbers Rising this fall! The Center has done an informal survey of new charter states and is pleased to report that more than 190 charter schools are approved to open this fall." This issue also reports that Ted Kolderie has started the Charter School Friends Network. The network is run by Jon Schroeder and will create a support network of charter groups, resources, and advocates. Jon can be reached at 612-645-0200. The Center's address is 1001 Connecticut Ave, NW, Suite 204; Washington, DC 20036. Tel: 202-822-5077.

More about Charter Schools in the Charter School Newsletter of Summer 1997: "There are 491 charter schools currently operating nationwide. An additional 206 are scheduled to open in September 1997. Over 105,000 children nationwide attend charter schools. In 1997-98, 165,000 children will attend charter schools. (National Data from Center for Education Reform)"

The newsletter is published by the Pioneer Institute; Charter School Resource Center; 85 Devonshire St., 8th Floor; Boston, MA 02109.

The following editorial by Jerry Mintz was printed in Newsday, Sunday, May 18, 1997, titled There's No School Choice in NY. "The case of Sergey and Nadezhda Zhivotenko, who sent their child to a public school of their choice, and were prosecuted for it ("Parents to Pay in School Switching," May 7), is an example of a crime being created by where you happen to live, rather than by what you did. If they had lived in Minnesota, their act would not only have been legal, but quite commonplace. In Minnesota, the law allows parents to choose any public school they wish for their children. It is not only in the area of choice that New York is well behind the curve of educational change. NY is one of a dwindling number of states with no charter school law allowing groups of parents, teachers and students to start innovative public schools and programs. And although NY has fairly good laws for parents who want to home educate, it does not give the children of these tax-paying home educators the right to make use of public school facilities. If we want to have a better education system we have to break up the monolithic monopoly of the public school system and allow families to choose what is best for their children, and not make criminals out of those parents who want to make those choices."

The May 1997 issue of the Pennsylvania Alternative Educators' Association featured an article by Dr. Barry Kanpol called Critical Pedagogy. In it, he defines critical pedagogy and says that "ultimately, critical pedagogy is democratic in intent and equates a high moral fiber to social justice. Also, critical pedagogy is undergoing some transformation itself. Not wanting to 'outline' its moral platform for fear of being too rigid, critical pedagogists are struggling with the question of what is a moral and just platform of an educated society, one that is both critical of the injustices that are ever pervasive as well as visionary of social justice

for the 21st century." PO Box 201; Quakertown, PA 18951.

U. S. Secretary of Education Richard W. Riley and the Partnership for Family Involvement in Education this year are encouraging parents to get involved in their children's education with their America Goes Back to School initiative. They suggest that every American spend more time reading with a child, educate students to prevent substance abuse, expand after-school programs, recruit and organize tutors for help after school, coach a child in math, sponsor a career, work study, or internship, volunteer to assist teachers, help to bring technology into the schools, and learn more about taking the 1999 national tests in 4th grade reading and 8th grade math. Jerry notes: "Sounds like moving toward homeschooling." This information came from Community Update; US Dept. of Education; Washington, DC 20202-0498. Web: <http://www.ed.gov/G2K/community>.

HOME EDUCATION NEWS

E-mail from Shad Sterling described for us Grace Llewellen's camp. Grace wrote the book, Teenage Liberation Handbook. The campers were in the 12 to 19 year age range. The price (depending on registration date) was \$250 or \$275. They spent 2 nights at Honeyman State Park and 5 at Camp Myrtlewood. The funds can be raised by the campers themselves by selling for Genius Tribe/Lowry House. Shad's new e-mail address is Polyergic@aol.com.

Kate Kerman reports that Phoenix Farm, near Keene, New Hampshire, has celebrated the first graduation of a farm homeschooler. Goroh "Waycool" Matsui celebrated her successful completion of high school with the Upattinas program on May 23rd, with songs, clown, a space shuttle cake and an exchange of written appreciations. Goroh has been accepted at the Embry-Riddle Aeronautical University in Daytona Beach, Florida, where she plans to major in space studies. Another Phoenix Farm homeschooler, Peter Cline, is biking from Seattle to Maine - as of mid-August he had traversed a number of more than mile high passes and is on the flatlands of Montana. Phoenix Farm, 350 Troy Road, Marlborough NH 03455 (603) 876-4562 or bababear@galaxy-g.mv.com.

A book based on the findings of Dr. Brian D. Ray's second nationwide study of homeschooling in America, has recently been published. A wide range of topics is covered including the high academic achievements of homeschoolers; their social activities; impact of family income; and the progress of homeschool graduates. The book, titled Strengths of Their Own, is published by NHERI Publications, the book is available from them at PO Box 13939; Salem, OR 97309.

A published songwriter/professional recording artist is teaching songwriting and/or guitar (acoustic and electric) to 3 to 13 year olds in your house or his. He has six years of alternative education experience and 25 years experience in the music business. His approach is unequivocally child-centered. If your child is interested, call Steve Rosenthal at 201-437-8296 or write him at 179 W. 48th St; Bayonne, NJ 07002.

Snakefoot, a homeschool resource center, reports in their Spring 1997 issue that their negotiations with the Rockbridge County school to participate in a dual enrollment with homeschoolers has failed to materialize. Now, they are looking instead at attaining private school status and hope to relocate soon. This year, Snakefoot's 8 students get together one day a week with 16 homeschoolers to participate in creative writing and science workshops. The students and homeschoolers range in age from 7 to 16 and the program has been rewarding for both groups. Snakefoot Educational Association; PO Box 189; Lexington, VA 24450.

Both sides of the issue of whether or not homeschoolers should be able to participate in classes or extracurricular activities in public schools are presented in the May/June 1997 issue of Greenhouse Report. Yvonne Bunn wrote "Access: A Threat to Home Schooling" in which she asserts that access means more governmental regulations which threaten homeschoolers' freedoms and control over their education. Access also will put home educators in a weakened position and expose them to unwarranted intrusion by social services. Will Shaw presents the case for access in "Access? Yes." He argues that as members of the tax-paying community, homeschoolers are entitled to access to the schools, whether they choose to use them or not. He believes that the fears that homeschoolers have are baseless, but that in any case, if access is allowed, homeschoolers still have the choice not to participate. North Carolinians for Home Education; 419 N. Boylan Ave.; Raleigh, North Carolina 27603-1211.

Billy Greer compares Unschooling to organic gardening in an article called "Organic Learning" in Issue No. 8 of F.U.N. NEWS "I believe the term refers ... to a 'holistic' approach in which the entire organism is considered and not just individual components...Sometimes I see our home environment as the garden and our children as the plants; other times I see our children as the garden and knowledge as the plants. Each perspective has its merits. In either case, one of our goals is to produce self-sufficient learners with deep, strong roots to acquire their own knowledge and to provide a solid base for continued future growth." F.U.N. NEWS; 1688 Belhaven Woods Court; Pasadena, MD 21122-3727. E-mail: FUNNews@MCIemail.com.

Two stories about groups, each with a specific focus, created and run by

kids, were in Issue #115 of Growing Without Schooling. Maureen Carey of Massachusetts reports that her 11-year-old daughter, Aidin, and 7 of her homeschooling friends have been meeting twice weekly in a study club. It started when Aidin and 2 friends, who wanted to tackle more academic work, decided to get together to study and work. Since then, the group has expanded and now includes a literature class. Kate Dennis of Michigan says that she has been leading a book discussion group with five of her friends. They meet about once a month. Books are read on the homeschoolers' own time, then at the meetings they discuss the book and perhaps watch films of the books and discuss them too. They write short summaries of the books they read in preparation for the discussion. Kate says she enjoys the responsibility of leading the group. GWS; 2269 Massachusetts Ave.; Cambridge, MA 02140.

NATHHAN News is a newsletter of the National Challenged Homeschoolers Associated Network. The Summer 1997 issue printed articles on Nathans's building project; "So, Why Do You Homeschool?"; Putting Together an I.E.P. - Ideal Education Program; Is Your Child Properly Socialized?; and Healthy Eating. The newsletter also includes resource reviews, a resource list, and classified ads. 5393 Alpine Rd. S.E.; Olalla, WA 98359. Tel: 253-857-4257.

Christian McKee has been unschooling all his life and recently put together a college admissions portfolio with his parents' help. It was so successfully received that Christian was accepted at four schools and received an almost complete scholarship to Kalamazoo College, his first choice. As a result of that success and to be of assistance to other unschoolers, homeschoolers, students, and young adults who may want to apply to college, Alison McKee, Christian's mother, has documented their experiences in a book, From Homeschool to College and Work. Information covered includes: Getting Started; The Documentation Process; Compiling the Data; The Portfolio; Common Concerns and Questions. Also included are Portions of an Actual Portfolio; Enclosures Included with Typical College Applications; Samples of Attachments to the Portfolio; and Resources. Available Bittersweet House; PO Box 5211; Madison, WI 53705-5211.

INTERNATIONAL NEWS AND CORRESPONDENCE

RUSSIA

EFFE (European Forum for Freedom in Education) held their 15th Colloquium in St. Petersburg May 10 - 15, 1997. The theme was "The Teacher of the 21st Century." Workgroups included "The Competency of the Teacher in the 21st Century"; "Parents and School"; and "The Beautiful School." Presentations were made on Peace Education; Museum Pedagogy; Religious Education; Women's Education; and City as School, among others. EFFE: Annener Berg 15; D-58454 Witten.

BRAZIL

In Brazil, poor children and street kids are rejected by society and have even been murdered by death squads. Ironically, Brazil has also spawned a most innovative effort to rescue these children from the cycle of violence to which they are exposed. Children for Social Change: Education for Citizenship of Street and Working Children in Brazil by Anthony Swift investigates the pedagogy of love, respect and solidarity evolving by street educators and society's outcast children. This response is rooted in liberation theology, the work of Don Rosco and the ideas of Paulo Freire. It's placing children commonly branded as delinquents at the forefront of the struggle for children's rights. Both educators and children are exploring new dimensions of citizenship, challenging the pursuit of individual well-being at the cost of abandoning others to lives of poverty. Book available from Educational Heretics Press; 113 Arundel Dr.; Bramcote Hills, Nottingham, NG9 3FQ.

ENGLAND

An article by Anthony Swift about excluded and endangered children was printed in the summer 1997 issue of Education Now. Swift noted Britain's "frequent spasms of angst about its children," most recently "a threatened strike by teachers demanding the exclusion from their school of violent and uncontrollable pupils. In the past year alone, ... 13,419 children were permanently excluded from school in the UK" in addition to the 100,000 already disaffected and marginalized children there. In all the debates, articles, blame casting, and admonishments, "scarcely a word has been breathed of the two unfashionable experiences children need most - love and respect. It is as though, in our consumer and market focused culture, the very terms are lost to us, let alone how we might accomplish what they stand for." Education Now; 113 Arundel Dr.; Bramcote Hills; Nottingham NG9 3FQ.

The Spring 1997 issue of Education Now printed the following about The Open School of London: "The Open School ... is a national educational charity tackling problems of access and underachievement and supporting children's learning through new technology and innovative materials. Since 1991, The Open School has pioneered distance learning for young people using fax and e-mail. Teletutoring provides support to a variety of students (in school, in hospital, at home or in other situations) where educational access is either limited or where classroom teaching is inappropriate. A range of programs is offered: direct teletutoring to students - often customized to an individual's needs, training for teletutors, or consultancy to help LEAs and others to develop their own distance learning solutions." They can be contacted at Park Road; Dartington, Totnes TQ9 6EQ. Tel: 01803 866542. E-mail: openschool @dial. pipex.com.

Roland Meighan has compiled a book based on his twenty years of researching home-based education entitled, *The Next Learning System: and Why Home-Schoolers are Trailblazers*. In an article he wrote in his newsletter, *Education Otherwise*, he says that "It has already been said that this book enables home-schoolers to hold their heads high. They are ahead - it is the others who are behind and risking their children in an obsolete schooling system." The book and newsletter are available from Education Otherwise; PO Box 7420; London N9 9SG. E-mail: http://www.netlink.co.un/users/e_o.

HUNGARY

E-mail received about the Rogers School in Budapest informs us that the school moved into two rooms of another alternative school for the summer. They have managed to find a building to rent in September for the start of the new school year. Till then, there are still many hurdles to get over, and we wish them well in their new "home."

NEPAL

Cynthia Edwards reports that she has helped to establish a new school in Nepal in which, "No child is turned away for lack of money, with active parent involvement, and with a curriculum which teaches rural children skills they can use in their daily lives. As far as we know it's the first of its kind in Nepal." They are trying to "raise \$3000 to help the 83 children currently attending, plus lay the groundwork for future permaculture education there. " They would like to start a School Linking Program. For more info: Jarkajot Permaculture Program, GPO Box 10908, Kathmandu, Nepal, or Cynthis Edwards at ce@terracom.net

NETHERLANDS, FRANCE

News: *Schools for Tomorrow* June, 1997 reported from EFFE News that in the Netherlands, "69% of primary school children and 78% of pupils in secondary and higher education attend institutions which are independently run and yet financed by the state." The Dutch Education Council has recommended a proposal which would make it easier for non-Dutch ethnic groups to establish their own schools if the proposal is passed by Parliament. The proposal will also make it easier for parents and teachers who wish to use special pedagogical methods to establish new schools. The same issue gave an short explanation of the Freinet Movement which was pioneered by Celestin Freinet (1896-1966), a French Resistance worker. He based his movement on democratic, cooperative and active learning. "After WW2, his methods were accepted by the French educational establishment as a valid alternative to traditional methods. His approach includes children's own weekly work plans, self-assessment, investigation and presentation to peers, pupils' councils, a children's journal and interschool correspondence." Teachers in France are permitted to follow Freinet methods; however, there are no schools there which are entirely Freinet

run. Human Scale Education; 96 Carlington; Near Bath, BA2 8AW.

DENMARK

An efterskole is a boarding school in Denmark for students in the 9th and 10th grades. From February to May, 1996, Joyce Johnson did some research about these schools and wrote about them in an article in the Yancey Common Times Journal (Jan. 8, 1997). "At an efterskole, classes, work, leisure time, family time are all linked together to form a community. This community provides security and demands responsibility to the group. One of the fundamental principles is that one is free to shape one's own life, but one is also responsible, not only to oneself, but to the community as well; with freedom goes responsibility. This gives students self-confidence and a sense of their own worth."

JAPAN

Nat Needle writes: At Kyoto International Learning Center, I am teaching a seminar called "Educational Alternatives" open to people of all nationalities. Last term we used Ikue Tezuka's book about the public alternative schools developed by Giichiro Yamanouchi, which were based on involvement with the adult community and connection with nature. Children planted a forest, and raised carp (a delicate task) under the guidance of adults in that mountain village. (The book is called School with Forest and Meadow). Now we are using the book edited by Matt Hern, called Deschooling Our Lives, which includes articles about Albany Free School, Sudbury Valley School, Summerhill, and many homeschoolers and other pioneers. Later this term, we will use the book edited by Dayle Bethel, called, Compulsory Schooling and Human Learning,, which includes both Japanese and American perspectives (articles by Kazu, Pat Montgomery, and many other luminaries). Needle-Wakabayashi family alternative education news: Mihoko and I maintain a Saturday afternoon "holistic English" program for kids of all ages where we do drama, cooking, outdoor stuff, music, arts and crafts, and FOOLING AROUND (hide-and-seek and messing with bubbles are popular sports). I find it's best not to overdo the planned activity, and instead to leave room for things to happen spontaneously, like running up and down the street, which thrilled little Asa no end. Unfortunately, our "Let's Play in English" approach is a tough sell in this culturally conservative city! 8 Shokakucho, Fukakusa, Fushimi-ku, Kyoto 612 JAPAN

From the AERO Web Site

E mail addresses are:

jmintz@acl.nyit.edu

jmintz@igc.apc.org

JerryAERO@AOL.com

DPMX82A@prodigy.com.

Web site is <http://www.speakeasy.org/~aero>

Melissa Tyson, behzad.bigdeli@pss.boeing.com

Can anyone help me find information regarding the opening of a free private school? I am fascinated by the subject and would very much like to know what it takes to run such a place.

Lindy Barnes, brnstorm@primenet.com

Greetings! I had typed "Alternative Education" in a search engine box, found your site, e-mailed you and now have Aero-Gramme #20 as a sample issue. Tomorrow, assuming the difference in our time will allow it, I am going to call and place an order. I am a middle-aged college student attempting to earn my teacher certification. I think my time and my money would be much better spent studying Liberal Arts and then teaching children who really are in school because they want to be and not because they are forced. I am also a full-time teacher's aide and our children are mostly bored to disruption. Well I think you know what I am talking about.

Wendy Dix, bentley@surfsouth.com

I work with Communities In Schools, a non-profit org. that targets kids at risk. I'm the project director for a rural public primary and alternative school. Thanks for the info.

George Varghese, v_george@hotmail.com

Hello! I'm from India and had heard about the Sudbury Valley School and their system back in India from a friend who runs a school on similar lines. This school in the Nilgiri Hills in India is for rural and tribal children and is situated in a small town in the hills. Education here is almost free since very few of the people there can afford to pay for it. Keeping fees very low also encourages the kids' parents to send them to school, rather than making them work to supplement the family income. This school is run entirely with contributions from well wishers and grants from other support organisations. Currently, since the monsoon (rainy) season is on in that part of the world, the school is in vacation and a programme for training tribal teachers is going on. These tribal teachers would then go back to their villages and start schools for the local children and impart education in regions otherwise untouched by schools. It would be a great help if a school or a group of well-wishers in the US could get together to support programmes being conducted there. It sounded like a great idea where one school in the U.S would support a school in a backward area in India so that the rural & tribal students had a chance for a better life. Otherwise, anyone could sponsor a child for a full year by donating \$120 (About Rs.4000 in Indian Currency). Do get in touch with me for more details -George Varghese.(617) 577 7530 (res)(617) 374 8618 (off)

Drew Ridama, garcia@mpx.com.au

HI, I'm an Australian teacher traveling around the world on a bit of a fact finding mission. I've just spent 4 long years in the regressive English

system and badly need to find myself working in a environment that respects children. I'm looking for information about progressive schooling in the states, considering visiting a few schools, and checking out work opportunities while I'm here. I'm also drawing up a proposal for the kind of 'learning centre' that I'd like to open myself one day. Hopefully, whilst I'm in N.Y. I'll get a chance to look you guys up and check out what appears to be an impressive range of information.

Sveta Shepard, rubytrue@hotmail.com

Thank you for realizing that education is more than a room full of unwilling students ignoring an unhappy teacher. You are making a difference. Thank you.

Maria Stephens, ssteph7259@aol.com

I'm a veteran mother and new school creator/teacher currently in transition from Oregon to So. Calif. coast. Would like to see network similar to John Holt's New Schools Exchange (of the '70's). Desire to share ideas and encouragement with others setting up or looking for more humane, holistic places and people for our precious children.

Andrea Proulx, andrea-proulx@uiowa.edu

I'm a third year Ph.D. candidate at the University of Iowa studying communication in personal relationships and education. I'm putting together the seeds of a dissertation looking at family relationships in home schooling families. I have a hunch that home schooling families do a lot of interesting work breaking the traditions of education in America and breaking-negotiating new family roles. I think this is fascinating. If you are a home schooling family or would just like to talk more about these issues, please feel free to e-mail me.

Perry A. Castelli, Ph.D., PACastelli@AOL.COM

Interested in additional information on Summerhill. I am a former inner-city school teacher (music)from Cleveland, Ohio and Baltimore, Maryland. Am currently teaching at the university level in the area of foundations of education (history, philosophy and sociology of education). Neill and Summerhill are still a part of my lectures/discussions. Would like to learn more about the current status of the school.

McNeal Holmes, mcneal@ou.edu

I am so glad to find this site! My mother named me McNeal after A.S. Neill.

Harry Bennett

Was doing research for a speech on the failure of the K-12 California public school system for a college speech course I'm in the process of taking this semester. Both of my children are in a Independent Study program through the Southern Kern County school district which is handled

in a very similar fashion to home schooling. The program has been the best alternative I've found here. Students, typically those who are not being adequately challenged by the traditional school program, are given an opportunity to become part of a educational program which allows them to continue acquiring the necessary basic skills and promotes student involvement in areas of their choosing. This approach has allowed both of my children to excel beyond their peers and advance over two years beyond in the areas of science and mathematics.

Vince Jones, vjones@ysaofpa.org

Looking for any info to improve my alternative program--contacts, resources, etc. We service referrals from local public schools, 15 max student body. Facility is small-community involvement/assistance a definite focus.

Tamara Rosenberg, 4320 Old Dominion Dr, Arlington, Va 22207

I am 16, and while working over the summer at a library a year ago found a few books on Summerhill. I was immediately interested. All my life I have never really liked school. It was always boring, and everything I was being "taught" seemed pointless. So when I found the books on Summerhill I thought my prayers had been answered. But unfortunately my mom said "no" to going to Summerhill. It's okay though. I would have been too old anyway. So instead of going to Summerhill, I want to go to college and major in psychology and one day open up my own school based on A.S. Neill's ideas.

Joseph T. Casazza, joewanna@msn.com

Am interested in contact with serious individuals interested in starting an alternative to public education K-12 school. Am a certified teacher and practicing school administrator.

Martin L. Pryor, mpryor@redlands.nsw.edu.au

Keen to explore any avenues to expand my teaching expertise...finding increasingly that existing educational situations do not work! Cross-referencing with lots of investigation into futures research and happy to hear from anyone with similar concerns. Thanks for a wonderful resource for someone "down under". Hope I can access the Radio Show sometime soon.

Eric Kling, erkling@msn.com

I am doing research on the Summerhill School, A. S. Neill, and the students who attended the school. Any additional information would be greatly appreciated.

Kimberly Ann Pawling, Kapfsu@aol.com

I have e-mailed Jerry Mintz requesting information on this organization and all other information that I can obtain for my graduate research project at

Florida State University. I am a Special Education major: learning disabled/emotionally handicapped field. I am VERY EXCITED about school reform/ alternative ed./ charter schools/ private industry in public ed. ! I now want to teach in one of these environments or become a key player in one of these movements - hence, my research project at FSU!

Lois Ann Handrich, lahandrich@cmds.com

I was a high school English teacher for 18 years. I left teaching because I no longer felt I was being a 'great' teacher. I kept many options open and decided to just stop and see what might happen. I now work for a company which designs, develops, sells and supports administrative computer software for higher education. I recently applied for a school board position. I will learn in the next week whether or not I was chosen. My concern about and interest in education is interwoven in the fabric of my life. I am always looking for ideas about how the educational process may be improved.

Helen Papp, hpapp@kpmg.com

I am seeking out other homeschooling families in NYC, for a possible collaborative effort; specifically, I'm interested in forming a group that would share homeschooling responsibilities (1 day/week per family, for a 4 to 5-day school week). My son is 3 1/2 yrs. old. I am 25. I'm a consultant in the financial services industry. Although I was raised in the Roman Catholic faith, I hold no particular personal religious beliefs. My objective in homeschooling my son is to raise an inquisitive, kind, self-assured, globally aware and empowered child (is that asking too much?) I currently live on the Upper E. Side, but I'm flexible in terms of location. I would probably be ready to begin this effort in 1998, but I would start earlier if necessary. I'm trying to pull together what I believe is sometimes termed a "family school," primarily because I am a single parent who is not in the position to quit work in order to homeschool full-time. However, I strongly believe that a collaboration among several families will ultimately provide a richer experience for all children involved (and personally, I think I'd go nuts spending all of my time one-on-one with my son!) If this sounds at all interesting to you, and you'd like to meet over a cup of coffee (or a beer), please reply.

Valerie T. Mccaffrey, valerie.mccaffrey@paonline.com

I am trying to find other alternative education teachers who would be interested in having our students correspond over the net.

John H Bolitho, jhbolitho@aol.com

I am trying to remember what I read in the book "Summerhill" that I read while in high school 25 years ago, and to correlate that to the responsibilities of being a parent in Santa Barbara, California today. also, I am researching for a term paper that I am writing for a class that

I am taking to obtain a teaching credential.

Elbert Westcott, elbert_westcott@redwoodfn.org

I just wanted to thank you for what appears to be a great service. This is my first time here. I heard about you on TalkAmerica Radio Network. My youngest daughter is home-schooled so any info that you could e-mail me regarding resources available from your group would be greatly appreciated!

Mary Kalipolites, MMKRAND@AOL.COM

I teach at an inner city junior high school and we are in the process of designing an alternative education program within our school. I would appreciate any information that anyone has on this project. I believe that there is a great deal of information out there and I hope that some of you can share some with me. Thanks!

Paul Godden, The Galloway Small School, gss@godd.demon.co.uk

Website: The Galloway Small School

We're opening a new progressive / internationalist school in South West Scotland this September. Visit our web site for details. Thanks.

Unity Charter School, unity@bellatlantic.net

Unity Charter School is a public school of choice forming in Morristown/Morris Township, New Jersey. This democratic school designed around the ideals of freedom, choice and responsibility, is scheduled to open September 1998. Unity will be a learning community for people of all ages, enrolling students ages five through eighteen. We are seeking educators to help in the design and implementation of Unity's ecologically and people centered learning environment. Unity teachers will need to be fully certified. Come September 1997, we will be looking for families interested in involving themselves in design of the school. For further information, please contact us via e-mail at unity@bellatlantic.net or write to us at: Unity, 40 Franklin Street. Morristown, NJ 07960.

Adam Barrett

Looking forward to having Mr. Mintz as a guest on my morning talk show on WIL0 1570 AM Frankfort, IN, reaching north central Indiana. The site is informative and eye opening.

Sharon Sperling, s9703573@cougar.vut.edu.au

I am working in an alternative setting in Australia, Melbourne. I am very interested in finding out more information about alternative settings around the world.

J. Scott Kimbrell, Email: jscott1228@aol.com

Website: Woodworking For the Amateur

"Word of mouth" actually means I woke up in the middle of the night last

night 2-3 a.m. EST (or daylight whichever) and heard your 2nd radio program. I live near Tallahassee, FL , picked up your broadcast on Panama City, FL talk radio station 101.1 FM either WIOO or WY00. Also called in on your 1-800 #. Got your WEB address from the Radio announcer. Been up ever since.

Max Francis, max@pptsml.prestel.co.uk

Always nice to see references to Neill and Summerhill...I shall look out for the new book, if it ever surfaces in England! By the way, has anyone read: "How to talk so kids will listen and listen so kids will talk" It is absolutely WONDERFUL and very Neillian, I had trouble getting hold of it in England, but found it in the US.

Kim Goldstein, king@bbcresearch.com

I am delighted to have stumbled onto such a perfect site for myself. I am just beginning to look for resources to find out as much as I can about existing alternative schools (mostly high schools and summer camps), and also places where I can be trained on the administrative aspect of running schools like this. My focus (when I say alternative) is mostly on providing a place which encourages community, leadership, creativity, independence and passionate motivation in children who are able to receive such qualities.

Brent Cameron, brentcameron@intouch.bc.ca

Website: Wondertree Foundation for Natural Learning

Wondertree was founded in 1983 to support learning communities that enfranchise youth to create their own learning paths with the support of friends and mentors. We currently have programs for youth ages 6 to 18. We work in Vancouver, BC Canada and are currently writing a book and webcourse on Natural Learning.

Cathy Waters, tnsadmin@nj5.injersey.com

Website: The New School of Monmouth County Web Site

Hi. I'm currently in the process of setting up the above web site for an ungraded, alternative elementary school. I plan to add your site to our links. It would be great if you linked to us as well. We're still new at this and aren't yet linked to search engines. Even so we would welcome any feedback you might have on our site.

-----Special Section:

Changing Schools

Since 1973: The Journal of Alternative
Education_____

Democratic School Governance --- The Tenth Principle
by Chris Sperry & Dave Lehman

Authors' note: This article was reviewed, revised, and edited by a group of four seniors in an "Alternative Education Study Group" at the Alternative Community School -- Karim Beers, Maggie Lehman, Sebastian Ruth, and Avi Smith.

Introduction

We appreciate and respect the work of the Coalition of Essential Schools, and we think that the "Nine Common Principles" are an excellent guide to radical (in the grassroots sense) school change. However, there is a "Tenth Principle" that is an essential component of United States school reform for the 21st century -- "democratic school governance."

By democratic school governance we mean the genuine and meaningful involvement of students -- as well as parents, teachers and principals -- in the day-to-day governing of our high schools. We do not mean the facade of student government that currently exists in most U.S. high schools. As Ted Sizer points out in *Horace's Compromise*, few students take that kind of school government seriously. Throughout the United States there are examples of schools that have been excelling for years under real democratic school governance. These include small alternative schools, inner-city public schools, and large suburban high schools. It is not surprising that many of these schools are also members of the Coalition.

Democratic school governance takes different forms, but all have a common theme of involving participants directly in the running of the school. Most democratic schools have a "town meeting" - style forum for making decisions about school rules, policies, and important issues. In small schools this might be weekly all-school meetings. In larger schools it might be an elected body of students, staff, administrators, and even school board members and parents. In all cases this group is a primary policy-making body for the school and seriously involves students in governing their institution.

Many democratic schools have some sort of committee structure where small groups of students, with staff supervision, oversee and administer governance responsibilities such as the school's disciplinary process, budget, admissions, attendance, or drug policy. Most democratic schools have small, on-going advisory groups where a teacher meets regularly with a group of students to work together on school and personal issues, variously referred to as "Family Groups," "Home Groups," or "Advisory Groups." Possible components or particular models of democratic school governance will be discussed later. The Coalition has correctly left its models vague and up to each school. It is the principle of democratic school governance which needs explanation here, as does its essential link to other Coalition principles.

Background

The great majority of U.S. schools are autocratic institutions which try, albeit often unsuccessfully, to gain the obedience and compliance of young people. Schools teach our young people to follow rules, but not how to create them; to respect authority, but not how to take responsibility for it; to learn about democracy, but not to practice it. If we expect our young people to take their choices in life seriously, to take responsibility for themselves and ownership of a positive future, then our schools must help them develop as moral actors in a democratic society. We must give students practice in democratic decision-making, teach them to consider the perspectives of others, and offer them opportunities to take responsibility for the world around them. It should be the charge of our schools to aid rather than to hinder such development.

As a part of a democratic community's structures and processes, students are encouraged to grapple with their own beliefs and actions as individuals within a community. They spend time daily listening to others and debating moral issues of fairness and caring, individual and community rights, and rules and expectations. Through this process of discussion and group decision-making, students are helped to understand the thoughts and feelings of others and to clarify their own. Research backs this type of empathy-building experience within a school as one of the most positive and effective forms of social and moral education (such as the research of the late Lawrence Kohlberg and his colleagues at Harvard, comparing the moral development of students in conventionally governed schools with students in "Just Community" or democratically run schools).

Students in conventional schools are taught to obey the rules out of fear of punishment. They tend to feel little responsibility for the enforcement of school rules and rarely value their schools as caring communities. In short, there is little in the structure of traditionally governed high schools that encourages the moral and civic development of young people. Democratic schools expect students to take greater responsibility for their school and peers, to take ownership for positive norms and rules in the school, and to value their school as a caring community. It seems obvious that if students are involved in making decisions about their school, they will be more responsible citizens.

More schools each year are turning to the philosophies and structures of democratic school governance to address curricular goals of teaching citizenship skills; educational goals of empowering students; and administrative goals of involving students, staff, and parents effectively in helping to govern their schools. This latter area is particularly significant in New York State, where the Board of Regents and Commissioner, in their "New Compact for Learning," are calling for "Site-Based, Shared Decision-Making" in all schools and districts throughout New York. In addition, schools with very diverse student bodies have used democratic school governance as a way to build a more positive school climate and

sense of community. Why should this "tenth Principle" be incorporated into the Coalition's work? Because democratic school governance is an essential outgrowth of, prerequisite for, and catalyst to other Coalition Principles.

Democratic School Governance and the Nine Common Principles

Our suggested Tenth Principle of democratic school governance is related in various ways to several of the Nine Common Principles of the Coalition. This link is most clearly made through Principle #7, dealing with decency. Within our pluralistic, multi-ethnic, multi-religious society, decency and democracy are inseparable. It is through our democratic traditions, our democratic principles, and our Constitution and Bill of Rights that citizens of the United States struggle to redefine our society's standards of decency. Our individual values, morals, and definitions of decency clearly grow out of our diverse cultural histories, but our public definition (including our public school's definition) must evolve out of the democratic process.

Decency cannot be imposed, even on children or youth; it must be nurtured. It grows out of a moral environment that cultivates the development of decency. The critical challenge is in defining and then creating the decent/moral environment. We agree with Ted Sizer that the ownership for that environment must come from its participants: "The sought-for decency will emerge only when the students as well as the faculty want it, when its local definition is 'theirs,' when they have 'ownership,' of 'it'" (p. 125). Or, as one of our students of at the Alternative Community School recently stated, "Everyone becomes part of shared responsibility, therefore you have to be involved in the school."

High schools waste precious energy trying to coerce students into their definition of decency. The resulting power struggle overrules and consequently undermines the adults' authentic involvement in their students' development of decency. As Sizer says, "America must take its young people more seriously ... out of simple human courtesy and recognition that adolescents do have power, power that can be influenced to serve decent and constructive ends" (p. 220). The experience of democratic schools shows that when students are genuinely involved in the democrat process of governing their schools, a more decent, moral, caring environment is formed. Where students have a stake in their community (the school), where they feel empowered to take responsibility for making the environment a healthy place -- it is in this environment that the student becomes the worker for decency. Or, as another ACS student said, "It [participating in our democratic school governance] has given me respect for other people's ideas and viewpoints, and the feeling that I have a voice that I can use to be heard."

"Helping adolescents to learn to use their minds well" -- Principle #1 -- certainly is at the heart of the democratic process. A major belief stated in our nation's Constitution is that all of our citizens can and must become critical thinkers in a democracy. And we believe strongly that

such 'learning to use their minds well' must be applied to the crucial learning and experiencing of democratic decision-making. Principle #2, focusing on the "mastery of a limited number of essential skills and areas of knowledge," is another crucial link with our Tenth Principle -- what could be more essential in a democratic society than learning to put into practice the principles of democratic governance? And clearly our Tenth Principle can, and indeed "should apply to all students," as called for in Principle #3. Democratic school governance can be "tailor-made to meet the needs of every group or class of adolescents," as called for in this principle. If one takes seriously Principle #5, about the "student-as-worker," and believes that students must take ownership for creating a decent school, then democratic school governance is essential here as well. It uses the "student-as-worker" in creating the values of "unanxious expectation, trust, and decency" in a school community.

A democratic school works hard to establish an expectation of responsibility which firmly places the ownership of school rules, norms, and community spirit in the hands of students, staff, and families. This expectation of responsibility grows out of the democratic process where participants assume an active role in decision-making. When something goes wrong in the school, they assume responsibility; and when the school celebrates success, they all take pride. It is not enough to give civics lectures on the Constitution, or to have "final exhibitions" about democracy (as called for in Principle #6) where students write essays on government. Rather, students must demonstrate and perform the skills of a democratic society throughout their high school experience. For students will learn another lesson when they leave the classroom and are confronted by an autocracy that teaches passivity and assent, and we want our students to have the skills needed to counter this powerlessness.

The Case for the Tenth Principle

To authentically engage students in educating for democracy, they must be given "learners' permits" for driving the democratic process. Students need to learn how to deal with power in a democracy, how to listen, how to empathize, how to involve themselves in the process. Students need to feel a sense of efficacy, to know that they can make a difference, to see themselves as responsible participants. Students need to practice taking responsibility, making group decisions, taking leadership, and working as a community. This can't be left up to the sports program alone. We need to be coaching students on these critical skills and values both on and off the playing fields.

When students grapple with the essential questions involved in governing a school, they stretch the limits of their intellectual and moral capabilities. To have a diverse group of students authentically engaged in decision-making about school rules, or deciding an appropriate and helpful punishment for a student caught cheating, or working on creating a fair and thoughtful drug policy, is to have students-as-workers, as the doers, in a

democratic society.

Here at the Alternative Community School, we have developed a number of school-wide structures and processes which form the matrix of our democratic self-governance. At the heart of these are the shared values of mutual respect and trust emphasized by Ted Sizer in his 1992 address to the Coalition's annual Fall Forum, held in Philadelphia. At an earlier Fall Forum, held in Providence in the fall of 1988, Judy Coddling -- now principal of Pasadena High School in California, former principal of the Scarsdale Alternative High School in New York, and the protégé of the late Lawrence Kohlberg -- described the following five structures as essential ingredients of genuinely democratically run schools where students and teachers have a real voice in what happens:

- 1) a "forum" for non-curricular issues and decision-making (Here at ACS we use weekly All-School Town Meetings planned and run by a student Agenda Committee);
- 2) small (ideally 8 to 12 members) "advisory and core groups" for nurturing (We have Family Groups for which staff serve as teacher-counselors, student advocates, advisors, and liaisons with parents, and in which students plan activities together, keep track of their academic program, and discuss personal and school issues);
- 3) a student "court" or "fairness committee" for sharing rule enforcement (We have a student-run Review Board and a Students' Rights and Responsibilities/Appeals Committee);
- 4) "moral dilemma discussions," (Done at ACS in several of our courses or projects, particularly in Social Studies, as well as in many of our Family Groups);
- 5) "community service" (a graduation requirement at ACS, done in a variety of ways both in-school and out-of-school in the greater community).

We suggest that these five structures could be the substance of the Tenth Principle of the Coalition of Essential Schools -- "Democratic School Governance" -- with the particulars to be worked out at the grassroots level of each school, as the Coalition encourages for the other nine principles.

The abilities to make decisions, to think critically and deliberately, and to participate in a community are some of the most essential skills that we teach -- or fail to teach -- to developing adolescents. Ted Sizer criticizes typical character education in schools because it "infrequently goes beyond its rhetoric, except for the periodic, well-intentioned exhortations by principals" (p. 124). Let the Coalition of Essential Schools not compromise its Principles, but give Democratic School Governance, the Tenth Principle, an essential place in the

Coalition's work to reform and restructure our secondary schools.

Reference

Sizer, T. Horace's Compromise: The Dilemma of the American High School.
Boston: Houghton Mifflin, 1985.

Dave Lehman is Principal Teacher at the Alternative Community School in Ithaca, New York. Chris Sperry teaches social studies and media. ACS is a member of the Coalition of Essential Schools.

THE COMMON PRINCIPLES

1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by "subjects" as conventionally defined. The aphorism "Less Is More" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.

3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.

4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogues must be unreservedly placed in the hands of the principal and staff.

5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke the students to learn how to learn and thus to teach themselves.

6. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful demonstration of mastery for graduation -- an "Exhibition." This Exhibition by the student of his or her grasp of the central skills

and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused), and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.

8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.

Coalition of Essential Schools; Box 1969, Brown University; Providence, RI 02912. Tel: 401-863- 3384.

ALTERNATIVE SCHOOL HISTORY: THE SECOND COMING, SORT OF

By LEN SOLO, Principal of Graham and Parks School, Cambridge, MA

Sometimes, a personal journey mirrors the movement of the larger society. It also can be a lamp which throws light on that history.

Without seeming immodest, in many ways I think my history with alternative schools in the late 1960's and 1970's is a metaphor for that time.

In 1969, Stan Barondes and I established the Teacher Drop-Out Center. Initially, TDOC was located in the School of Education at UMass in Amherst, where the Dean, Dwight Allen, had created a loose, informal climate which supported experimentation. Just about anything someone wanted to try was supported.

Stan and I had been high school teachers who had become disenchanted with the intolerance toward change in the public schools in the area where we taught just northwest of New York City.

We cared about the curriculum, we cared about the kids and we cared about linking the two into an electric unity. We talked with students, we tried to explore moral and intellectual ideas that we and the students were engaged with, we experimented with breaking classes into smaller groups, we individualized work, and we tried hands-on activities. We both got into trouble with our administrators.

So, we dropped out of teaching, sensing that there were others like

us yearning to create good learning places for students. (This was about the time that Herb Kohl published a piece in the New York Review of Books about the kind of work he was doing with kids in his class in Harlem. Herb expanded this piece and it was published as 36 Children.) We thought there must be places for people like us to teach in. Our vague idea in establishing the Teacher Drop-Out Center was to find these "good places". Simultaneously, we hoped to develop a list of people who were, like us, looking for such "good places" in which to teach. We thought we could serve as a kind of marriage service -- matching specific people with specific schools.

We began to look for good schools. Early on, I contacted John Holt in Boston. John had published *How Children Fail*, which became quite popular, and he was invited all over the country to speak. In his travels he had come across a number of good schools and he had begun to compile a list of them. We contacted these schools for information. People in these schools referred us to other schools in their areas, which we contacted. Friends and colleagues at UMass referred us to schools. Within a few months, we had established an annotated list of about two hundred schools.

Most of these were fairly new, small, private, alternative schools. They were modeled after Summerhill, the British Infant Schools which flourished in the 60's, and Montessori schools. There were Waldorf schools, farm schools, storefront schools, open schools, community schools, free schools, urban academies, parent cooperatives, schools-without walls and schools-within-schools. There were many different kinds of schools with a wide variety of beliefs and practices, sometimes conflicting.

We found these schools in many places, though most were clustered in or near New York City, northern New Jersey, Cambridge/Boston, Philadelphia, Seattle, Berkeley and San Francisco. Most of these schools were on the East and West coasts, though there were a number in St. Paul, Chicago, Lansing and connected (directly or indirectly) to colleges and universities. Others were scattered about the country, though there were not many in the South or the Southwest.

We discovered a world of excitement in these "new" schools -- an excitement generated by a closeness between adults and students in environments where teachers were given the freedom and the responsibility to try out their ideas. We discovered that the number of these schools was growing monthly. By the middle 70's, we had a list of over 3,000 of these new, innovative and alternative schools.

When we had developed our initial list in 1969 and early 1970, we mailed out information about our services to schools and asked them to list their job openings with us. We began a modest newsletter that profiled schools and announced our services.

TDOC quickly became widely known. Newspapers and magazines wrote about us, and we appeared on radio and TV programs. We were deluged with letters from teachers who wanted information about these schools. (Most of these letters told of teachers' struggles to try new ideas in the classroom

and of bureaucracies that stifled them.) We did serve as a sort of marriage broker for a few months, matching teachers and schools, but the sheer volume of teachers looking for good schools forced us to abandon these efforts. (We had gone to UMass as doctoral students. I did my entire program as a series of independent studies and TDOC was initially one of my projects. I set up a teacher training program that involved students from the 5 colleges in the area. These students spent a year working in various alternative schools in the Northeast. I also helped to establish an MAT program that was community-oriented and focused on one school.)

We started to list the positions in our newsletter and to charge a small fee for it. We also published articles about alternative schools: about how they were structured, how they worked, how teachers taught, how they solved legal problems, and other similar issues. We wrote about materials, books and resources for teachers and schools. Soon, we were getting articles from teachers, administrators, parents and students, which we published. People like John Holt and Jonathan Kozol gave us articles.

This was a very heady time for us. Indeed, it was a time of educational celebrities, most of them our friends: John Holt, Herb Kohl, Jonathan Kozol, George Dennison, Paul Goodman, Bea and Ron Gross, and Neil Postman.

It was a time of great educational excitement: everything that was part of the traditional, accepted educational system was being questioned and confronted. Why should we all teach the same thing? Why does curriculum have to be standardized? Why should basal readers be used to teach reading? Why shouldn't teachers personalize education? Why do kids have to sit in rows and be talked to by an adult standing in the front of the room? Shouldn't the style of teaching fit the student's style of learning? Could students work cooperatively, using materials and projects? Couldn't curriculum be integrated? Does school have to occur in a building? Are there other ways to evaluate a student since grades tend to degrade students? Who can and should be teachers? What can be studied? Should the range of courses be traditionally narrow or can practically anything in the world be studied and accredited? Should kids be required to attend classes? Can students help to make school decisions? What better way to teach democracy than by having students live in a democratic school? Could schools be centers for radical political action? Could we meld these alternative schools into a national "movement"? Shouldn't educators see themselves as radicals? Of course, this "greening of American education" was happening in the midst of *The Crisis in the Classroom* and *The Greening of America*.

Most of this questioning focused on pedagogical issues, while some school reformers confronted the sociological functions of traditional education of making children loyal and well-functioning members of society, while serving as sorting institutions.

This was a heady time and we were right in the middle of this new

energy around the re-thinking of schools, teaching and learning. It was something like the progressive school movement in the 1890 - 1930 period. Indeed, one of the exciting things for the alternative schools people in the '60's and '70's was discovering the books and the schools from that period and seeing the parallels with our own period. In some ways, it was the second coming of the progressive schools.

In hindsight, it is clear that this was more like a mini-second coming. In the '60's and '70's, people spoke about an "alternative schools movement", but it was not really a movement since it effected no more than 1% or 2% of the student population and since it lasted for only 12 to 15 years.

TDOC helped to organize conferences about alternative schools. Of course, these were informal, alternative conferences -- very different from the traditional conferences of present-a-paper, with one or two responders and a question-and-answer session. Our conferences were more like fairs, with face-painting, music, home-cooked meals, "new" games, and community meeting types of discussions which involved adults and students.

We also helped individuals and groups to establish alternative schools.

While we were establishing TDOC on the East Coast, unknown to us, a similar group was forming on the West Coast. They called themselves the New Schools Exchange and they began to publish a newsletter, similar to ours, but more "professional" looking. We were literally mirroring each other's activities. We did make contact with each other in the early '70's, but we never really worked together.

By the middle '70's, there were about a dozen small, alternative school journals and newsletters being published around the country. Each of these publications became a center of information and activism about alternative schools.

Except for TDOC and Changing Schools, these publications were short-lived, mirroring the schools themselves. Many of the alternative schools which were founded in the '60's and early 1970's died out fairly quickly.

They died out for many reasons -- lack of money, poor implementation of ideas, weak leadership, starry-eyed teachers, political pressures, and the like. My sense, based on first-hand knowledge, was that significant numbers of these alternative schools were not very good. (See Terry Deal and my discussions of these ideas in articles and letters in Changing Schools in the middle 1970's.)

But the good alternative schools -- the Cambridge Alternative Public School; Dave Lehman's Community School in Ithaca, NY; and Margaret Skutch's Early Learning Center in Stamford, CT, for example -- were very good, indeed. You would not want to send your child anywhere else once you saw them.

For those of you who want to learn more about what a school during this period was like, I'd recommend George Dennison's The Lives of

Children, probably the best book from this time. It tells the story of a small alternative school in NYC. Actually, it is the story of a John Dewey/Paul Goodman inspired teacher and the kids he taught. For those of you who want to explore this period further, I would recommend Allen Graubard's *Free the Children: Radical Reform and the Free School Movement* (1973).

In 1971, I moved to New Jersey to start and run an alternative teacher training program, which was oriented toward public education, at Stockton State College. Simultaneously, I established the Atlantic County New School, a K-6, open classroom school, loosely connected to the college, which I initially started for my own children. I also directed a state-wide network of public and private alternative schools.

Alternative public schools were established early on. That's where kids were and that's where the possibility of sustained funding was. People felt the power of the ideas from the private alternatives and wanted similar kinds of schools in the public sector.

Obviously, alternative public schools sprang up in the same areas where there were private ones: in and around New York City, Cambridge, Boston, Seattle, Philadelphia, Berkeley, and San Francisco.

By the middle '70's, with funding from the federal Department of Education, a number of these cities had established networks of alternative schools. Most prominent were those in Berkeley, San Francisco, St. Paul/Minneapolis and Seattle. Even smaller cities like Montclair, NJ, developed a system of choice as the basis for their public schools. The concept of neighborhood schools was abolished and in its place parents could choose from a variety of different kinds of schools.

Again, these alternative schools were incredibly varied: open schools with multi-graded classrooms, Montessori schools, free schools, schools-without-walls, fundamental or back-to-basics schools, schools-within-schools, and the like. There were traditional schools where one or two teacher trying new ideas, in the same ways that Herb Kohl had done a few years earlier. Some, like the Angier School (Newton, MA) developed an open classroom sequence along with the traditional set of graded classrooms.

But there were differences between the private and public alternative schools. The latter, too, were mostly small schools, but they were still larger than most private ones. The fervor and radicalism lessened or changed, though groups in urban areas seized the opportunity to assert community control over schools in their neighborhoods. Of course, Oceanhill-Brownsville in NYC became famous as parents struggled with the Board of Education and the American Federation of Teachers for control of their schools. Such struggles occurred in many cities; for example, TDOC was instrumental in helping groups of parents gain control of the Adams School in Washington, DC. We also found them a principal and a number of teachers. Next door, the Morgan district became community controlled and chose Ken Haskins as their principal.

By the middle '70's, cities began using alternative schools as "magnets" to help desegregate their public schools. (This was another turn in the continuing use of alternative schools for other than just educational reasons; from their beginnings, alternative schools were political.) These magnet schools -- supported by federal, state, and local funds -- quickly became widespread. Thousands of magnet schools grew up all over the country in cities large and small: in Boston, MA; Hartford, CT; Chicago, IL; and Rochester, NY.

Massachusetts established a very strong racial balance law concerning schools and supported financially the development of a system of "controlled choice" and magnet schools as a way for school systems to achieve racial balance. (One could choose whatever public school one wanted, regardless of area, just as long as there was space and racial balance was maintained.) Cambridge was the first district to establish a controlled choice system in the early '80's and it is still in operation now. (The plan was based on the Cambridge Alternative Public School, founded in 1972 by a group of parents, before the concept of "magnet schools" existed. I became principal of CAPS in 1974. CAPS evolved into the Graham & Parks Alternative Public School in 1981. I remained as principal and have been there since then.) Each of the 15 elementary schools was encouraged to become a magnet, to distinguish itself in some way. We now have 3 open, alternative schools, a two-way bilingual school, a technology-based school, a basic school and an inclusion school. The other schools are all evolving separate, distinct identities. The high school is a system of houses and alternative programs. Almost a dozen other districts in the state have established similar, controlled choice systems.

There was an ominous appropriation of "alternative" schools by many public school districts: this was the establishment of special "alternative" schools for "special" students. Kids who caused problems, potential or actual drop-outs and special-needs students were isolated off into separate, "alternative" programs. This appropriation became so pervasive that the word "alternative" is now understood by most public school educators to mean these "special" schools for these "special" groups of students.

I see this as a co-option and a perversion of the entire notion of alternative schools. It is a perversion of one of the main goals of alternative schools: to have a balanced group of students -- balanced by race, gender, social-economic backgrounds, styles of learning, and age. The idea is to have good schools for all children.

The starting point for learning in a democracy has to be with a balanced group of diverse students. From this starting point, a school can begin to grapple with other structures: how to engage these heterogeneous students to work together; how to establish curriculum that engages adults and children in moral, intellectual and ethical issues as well as in basic skills; how to work out decision-making processes that involve everyone;

and how to establish teaching and learning practices that are consonant with democratic ideals.

Len Solo; 61 Surrey Lane, Sudbury, MA 01776.

ALBERT'S ARCHIVE

Editor's note: Albert Lamb will be doing a regular section in AEROG-GRAMME. He is the Editor of Summerhill, a New View of Childhood. He was a student, staff member and parent of children at Summerhill and still lives in England.

Education Now and the Institute for Democracy in Education put on their first International Conference on Democracy in Education this last May in the North of England and I attended for the P.E.T.T. Archive. I did some tape-recording, ran a workshop about Summerhill, and had a very good time. A highlight of the event was a keynote speech by the Minister of Education in South Africa, Professor Sme Bengu. The Conference Director, Roland Meighan, who has been a guiding light in the Education Now organisation for many years, gave the final keynote address. I have excerpted some of Roland's interesting speech here.

Democratic Discipline, Democratic Lives and the Next Learning System
by Roland Meighan

So much has been said about democracy in the conference that I will only single out two aspects. One is the difference between moral and immoral democracy, the other is the difference between shallow and deep democracy.

Aristotle noted that there could be the rule of the untutored mob voting for any fashion or whim that took its fancy - this is immoral democracy. Moral democracy, on the other hand, is underpinned by the value system of human rights. Shallow democracy only allows limited power-sharing and restricted participation in decision-making. Deep democracy allows more and more power-sharing, and in the end, the setting of the agenda itself. Thus in schools, learners may be allowed to make choices from a catalogue curriculum - this is shallow democracy. When they move on to construct the curriculum itself, or devise the catalogue, they are engaging in deeper democracy.

It is now clear that in a complex modern society, three behaviour patterns and forms of discipline - authoritarian, autonomous and democratic - are needed. Authoritarian discipline can be expressed in the slogan 'You will do it our way!' Autonomous discipline is summed up in the slogan 'I did it my way!' Democratic discipline has the spirit of 'We did it our way!' People schooled in only one form of behaviour are handicapped in the modern world which requires that we switch, at will, from one type to the other according to the circumstances. With rapidly changing technologies, economies and life-styles, there is a chronic need for adaptability and flexibility in learning and in behaviour. A system based on uniformity is, therefore, counterproductive.

A key feature of democracy is the principle that those who are affected by a decision have the right to take part in the decision-making. This is expressed in slogans such as 'No taxation without representation!' If we apply this to schools, we get, 'No learning and therefore no curriculum without the learners having a say in the decision-making'. In the authoritarian approach to schooling, however, there is a chronic fear of trusting students and sharing power with them, and a general fear of opting for the discipline of democracy. In contrast, the new Republic of South Africa made it law that schools should be living democracies and not authoritarian in style.

In an article written by Don Glines of the Educational Futures Project, USA, he asked whether mass schooling could survive much longer. He thought not. A new synthesis is already coming into being and there are several ideas that are at work moving the present system into more flexible patterns.

We now know of thirty different learning styles in humans. It follows that any uniform approach is intellectual death to some, and often most, of the learners, and is therefore suspect.

We now know of at least seven types of intelligence. So-called 'ordinary' people are capable of feats of intellectual or creative activity in rich, challenging, non-threatening, co-operative learning environments and the narrow competitive tests currently in use to achieve 'the raising of standards', just prevent this from happening.

The idea that essential learning is best concentrated between the ages of five and sixteen, and for some up to twenty-one, has increasingly given way to the necessity for life-long learning.

When mass schooling was established, people lived in an information-poor environment. Since then, radio, television, the explosion of specialist magazines, computers, videos and the like, have all provided the means of making most of the products of the knowledge explosion readily available to anyone who wants it and can learn to sift the good from the bad.

The arrival of voice recognition technology is likely to move us gently and inevitably into a new oracy age. This technology breaks the domination of print literacy. Of course, books and other reading material will still be useful and will not disappear, but their domination is gone. Machines can read and write for us occasionally, or most of the time, or all of the time as we choose and according to the situation. The arrival of voice recognition technology is already transforming the world for many dyslexics and others with print literacy problems.

The analysis above of the time switches of change, implies that a new synthesis will emerge. It means a new learning system with more flexible patterns that both costs less than the present arrangements and also gives better results. But people trying to persist with the rigid approaches of mass schooling will only consign our children to the obsolescence of the rigid mind-set.

Nowadays, my thesis that compulsory mass schooling is obsolete, meets less and less opposition. There is more shock, if not actual horror, however, at the proposal that the academic curriculum is also obsolete. Many parents are busy stoking up the expectation of their children that pursuing grammar school type curriculum will get them jobs. They are misreading the sign. The sign is beginning to say, in Monopoly board game style, 'Go straight to obsolescence, Do not pass Go, Do not collect a job.'

The point of academic schooling, whatever the rhetoric proclaims, has been to produce an army of clerks. Those who left at 16 with their examination certificates would go to work as bank clerks - as I did myself for a few years. Alternatively, they would become insurance clerks, or building society clerks, or something similar.

These former safe paths into jobs are now treacherous. Every time a bank, building society or insurance company announces its annual profits, it also announces the dismissal of more clerks. Thus, banking has now less than half the workforce of clerks than it did a few years ago. Moreover, the 'new' clerks in direct banking by telephone are not recruited for their examination prowess, but for their personal confidence and verbal, telephone skills. Indeed, examination success is often seen as a negative indicator that the prized independence and conversational skills may have withered or been sacrificed in the 'tell them and test them' machinery of school and university.

If further indication is needed about the decline of the academic pathway, the recent survey (1996) by the St. Mungo Association of the homeless, and mostly workless, adults in its hostels, shows that 50% have academic qualifications, and 10% a degree. In a recent lecture I gave the illustration that undergraduates struggling to get through university by working part-time at McDonalds, sometimes find that graduate unemployment forces them to go on to work full-time at McDonalds on graduation - not quite what they had been led to expect. A voice from the audience said, 'Tesco's - in my case it was Tesco's.' For those who find enjoyment and satisfaction in the academic curriculum, it should, of course, be available as part of the catalogue curriculum. It is now becoming a lie, however, to claim that it will guarantee jobs. Indeed the US economist and adviser to the US government, Jeremy Rifkin, warns us in his book, *The End Of Work*, that we may move into a situation where only a minority of the generation currently in the early stages of its school journey, can have any kind of job at any given time.

The clerk mentality is produced most effectively by the whole class teaching approach. The method has a low efficiency rate as regards learning. The short-term recall of material taught this way is usually in the region of 5 to 10%. For long-term recall the figure is halved. By increasing the technical skill of the instructor, it is possible to get the figure for short-term recall up to 20%, and for long-term recall, 10%.

I refused to believe this as a young teacher and threw myself into getting better results than this. The pre-testing and post-testing showed

that the research was correct and I could not refute it in my own practice. The illusion that this approach is more efficient than this is sustained by two factors. One is that most effective way to learn material is to teach it. The teacher remembers as much as 90% of the lesson! Because the teacher remembers it so well, he or she can easily slip into the illusion that the students do too. They do not.

The second factor is that the method is shored-up by homework. The recent studies from the Pacific Rim countries extolling the virtues of whole class teaching also show that two hours homework before school and at least two more hours afterwards are common.

Whole class teaching and the 'tell them and test them' approach in general, is not only inefficient, it has lethal side effects. It produces the gridlock mentality - dependent learners addicted to the right answers provided by authority.

Russian educators have also expressed concern at this mentality. 'Soviet children normally demonstrate better results in mathematics and science...' than their counterparts in UK and elsewhere, Froumin tells us in *Creating and Managing the Democratic School* (1995). Nevertheless, he and his fellow writers want to abandon the authoritarian school, imposed curriculum, whole class teaching pedagogy (shored up by heavy doses of homework) and the testing that is responsible for these results, because they deliver the wrong kind of person. They produce the servile, authority-dependent outlook, and people good at selected mental tricks, rather than the democratic, life-long learning and flexible mentality. Neither the Russian nor the Australian scholars writing in this book want to follow the British reforms of the last few years, for they see them as totally misguided and counter-productive.

The National Curriculum is obsolete. An adult-imposed curriculum, whether national or not, is part of the authoritarian approach to education. The democratic and the autonomous approaches have different concepts to offer and different forms of curriculum. Although these can be, and are, given technical sounding names, we need an analogy that connects with people.

In this endeavour, I have proposed the idea of the Catalogue Curriculum. The learners are offered a catalogue of learning opportunities, which can be published if required.

Because the catalogue includes pre-planned, negotiated and individual options, it serves the requirements of both the democratic and autonomous approaches whilst also allowing authoritarian offers to be included. There are several operating examples of the catalogue curriculum approach in existence, although none of them, to my knowledge, is quite as broad-ranging as that I have in mind. Thus, the City as Schools initiative in the USA presents its students with a catalogue of hundreds of opportunities for work experience/learning at work placements and any associated college-based course options, from which they devise their personal study programme in consultation with a tutor.

Of course, the catalogue approach is common in Further and Higher Education. Further Education Colleges all produce a prospectus and the Open University, the UK's leading teaching university, is the best example of a catalogue approach to devising your own degree programme.

The case for the catalogue curriculum to replace all versions of imposed set curriculum, is that the flexibility that it facilitates, is now more functional for the individuals in their changing society.

The next learning system could develop in a variety of ways. It could be driven into being by commerce and market forces. As a democrat, I prefer the next learning system to be subject to democratic values and democratic controls. Winston Churchill noted that democracy was the worst system of organisation - except for all the others. If you do not have democracy, of the moral type, you are bound to have something worse, such as tyranny, totalitarianism, fascism, bureaucracy, or some other form of domination. The next learning system can be a liberation, if we exercise democratic discipline and develop democratic lives.

Education Now

113 Arundel Drive

Bramcote Hills

Nottingham NG9 3FQ UK

Tel: 0115 925 7261

Fax: 0115 925 7261

Contact: Professor Roland Meighan

The Planned Environment Therapy Trust

Archive and Study Centre

Church Lane

Toddington

Cheltenham

Glos GL54 5DQ

Tel: 01242 620125

e-mail: albertlamb@compuserve.com

Contact: Albert Lamb

Interview with David Colfax, June 30, 1997 on "Education Revolution" Radio Show

JERRY: For those people who haven't heard of the Colfaxes, they are homeschoolers who raised their kids on a goat farm and their three oldest kids wound up going to Harvard. The oldest is now a practicing physician. They wrote Homeschooling for Excellence and Hard Times in Paradise. Another thing that might surprise people is that the Colfaxes are also involved with their local public school board. David, what is your position with the board?

DAVID: : Well, I've been on it for about 12 years and I've been past president for a couple of years, so I'm the senior person here in official bureaucratic education in my county.

Have the voters discovered that you're homeschooling your kids yet?

DAVID: Oh, the voters have known that from the beginning, and we've had an important role, in the last dozen years making some of these homeschooling ideas and concepts part of the issues we discuss in education.

JERRY: Has anyone challenged you on that basis, saying, "Hey, he's not really interested in the public schools?"

DAVID: On that basis, no. We've had people challenge us more directly on the question of some of the issues we've raised. Actually, we've had the wonderful experience of putting a county school superintendent in jail. I don't think there are too many schools who have put a county school superintendent in jail for stealing money on a regular basis from the taxpayers. It's not one of the most edifying things one could do on a school board, but certainly it says there is a lot of work to be done out there.

BREAK

JERRY: Joan in Del Ray Beach, go ahead.

Joan: This is a program that is absolutely right on target, at least as far as my problem is concerned.

JERRY: Okay! What's your problem?

Joan: I have a grandson; he's 18 and his mother and dad were divorced some years ago. He's now been with his dad for a year and a half. They get along very well but while he was with his mother he had a very spotty education. As a result of that, my son tried to put him into an alternative school. That didn't work. You know, he didn't have the routine of the mother seeing to it that he went to school everyday, did his homework, asking him about his school work, sat down and did some ... the way my mother did with the seven children that she had ... and made him understand that that's what he's supposed to do at that age. But anyway, now my son is remarried, so he's living with his wife and the new baby that was just born and he's really very sweet. He's working now.

JERRY: Is he not in school anymore?

Joan: No, he's not.

JERRY: So what are you trying to find for him now?

Joan: Well, what we're trying to do is thiScott: We'd like for him to get his high school diploma, even if he has to get a GED. But during his early years he used to spend the summer with me and I noticed that he could draw. My husband himself is an artist. He'd always be drawing on paper bags or books, and we bought him some sketch books and he'd sketch. Now, he's been told that he really is talented and should go to art school.

JERRY: I see. Well, you know that there are a number of ... one of the things that I think we could talk to David about is ... there are a number of programs that kids can get into that don't have a high school diploma. There are a lot of colleges, for example, that will take kids if they just indicate that they have the ability to do the work.

Joan: He certainly does that! He reads all the time ...

JERRY: Dave, do you want to comment on that?

DAVID: Yes, I have a couple of suggestions here. Of course, you know your

grandson far better than I do, but I have a couple of things that I would say right off the bat. Getting a GED -- sometimes the GED means that you really haven't met some standard somewhere else. Nobody asks for your high school diploma these days. They're more interested in what you can do, in what you can deliver. And, having had an artist's background myself, I would suggest here that somebody like that -- 18 years old, out in the real world, a young man, personable, whatever

Joan: He's very personable ...

DAVID: Put together a portfolio and he carries that portfolio around town. Find out who the art directors are out there in California. You make a case for yourself. Get on the internet outlets and see what's available in whatever he's interested in -- animation, commercial art, art history. The portfolio is what's going to sell the boy to a potential employer or to an art school, university, or college. These days, a high school diploma is not worth a heck of a lot and the reality is what you can show you can do. I don't care if you have a diploma from the best high school in California, if you can't talk, if you can't express yourself, if you don't have any idea of why you want to do anything, that's the issue. Not the fact that you've got a piece of paper that says, "I certify that you are an educated person." So I would say this young man should be allowed to express himself creatively.

Joan: David, how can his father talk to you personally? Would that be possible?

DAVID: Sure.

BREAK

JERRY: Scott in West Palm Beach, go ahead.

SCOTT: I've got a son, 14, and a daughter, 11, and they've both been homeschooled their whole academic career. My son has finished up all of his high school work and the last couple of semesters he's been taking some classes over at one of the private colleges here in town.

JERRY: The 14 year old.

SCOTT: My question is that we're kind of stumped as to trying to find scholarship or grant money for a 14 year old who's trying to move ahead in his college career.

JERRY: Do you have any ideas about that, David ?

DAVID: I would suggest here that, 14 -- moving ahead -- again, not knowing your 14 year old, he's probably interested in a lot of things, but I would say take advantage of the programs that are around. Also, I'm a little concerned about kids who are what they call "hurry up" kids. I think maybe if you give him a little space here, then at 16, he'll have no trouble getting scholarships across the board. There's a book out by Cafi Cohen and it's available from Growing Without Schooling in Cambridge, Massachusetts. I'm sure Jerry can give you all the information. It gives a sense of what is available and how you can go about it. It's a great little book.

SCOTT: David, I certainly understand what you're talking about in rushing

kids and getting them ahead of where they should be and we've been very cautious about doing that. But he's the type of child that once he grasps a concept, he loses interest in the busy work of repetitive learning and things like that -- like typical school rooms. We have not pressed or pushed him in any way; we've only given him what he's been asking for. He's a self-starter, self-motivated, very enthusiastic about learning and about academics. That's why he's gone the distance that he has. My daughter, on the other hand, is very artistically inclined with dance and piano and things of that nature and is not quite as advanced academically as my son was at the same age. We're kind of letting them take their own speed, go at their own rate, and this is what he's done. On the CTBS scores, he scored 12.7 or 12.9 over that "plus 12" point, whatever it is, in every one of the categories.

JERRY: Scott, what kinds of fields is he particularly interested in?

SCOTT: Well, he hasn't made up his mind yet. He's looking toward engineering or law.

JERRY: Does he have hobbies or things like that, that he really likes to do?

SCOTT: Yea, logic puzzles. He's got a subscription to one of the logic puzzle game type magazines where he gets them every month and has them done within the month. He did take the SATs and scored 1200 about a year and a half ago. So we know he can do the work. One of the things we're talking about doing is allowing him, or trying to find an engineering firm or a law firm to get him in the door to experience a little bit of what it's like to be in the different fields.

JERRY: That would be great. Yea, this kind of experience is absolutely fantastic and it's the kind of thing that you can do when you're homeschooling.

BREAK

JERRY: We have Harry out in Auburn, California. Go ahead, Harry.

H: Good evening, gentlemen. I support the idea of homeschools. I think that's a good approach and Dave, you seem to feel you haven't really given up on the public school system. I wonder if I could perhaps give a little success story that happened some years ago in the public schools.

JERRY: Sure, go ahead.

H: In a fact a few of you may be aware of this. Some years ago, around 1972, in New York City in the Ocean Hill Brownsville school district, a mixed community of blacks, Puerto Ricans, Asians, poor whites, etc. A community that was very poor with extremely poor school attendance, drop-outs, low grades, an overall educational disaster. As you are probably familiar, this goes on in many urban centers throughout the country. The community got together and formed a board that was controlled, not by the school bureaucracy and the school board, but by the people of the community, the very people whose children were suffering the effects of this deteriorating school system. They now had complete control, and with that control some of the first things that they did was

to dismiss -- fire -- incompetent, racist teachers

JERRY: They actually had the power to do that?

H: Yes, they did, and they were doing it.

JERRY: When was this? How long ago?

H: It's well known; it's documented; it was on one of the recent TV programs. Probably 1972 or thereabouts. I may be wrong on the year.

JERRY: Well, with the teachers' unions, I think it might be pretty hard to do this.

H: Oh! I'm going to get to that point. When the community took control of the schools, an important thing happened. School attendance improved dramatically, grades increased. And they did have the power to fire the teachers who were not doing their job and they did that. There was a powerful movement by the school bureaucracy and the school board, along with the American Federation of Teachers, to break this community control and return the power to the school bureaucracy.

JERRY: Did that in fact happen? Was it broken?

H: Yes it was. The mayor, also, and with all of this power coming down on the community, an experiment in education that was very successful deteriorated and went back to its old ways.

JERRY: So it sounds like your question to David is, in the light of this kind of thing, do you still, and if you do, why do you still have confidence in the public school system? Is that so?

H: Yes, that, and maybe a comment or two.

JERRY: Ok, go ahead, David.

DAVID: Well, I think your example there is a great one. That's why it's important that people who are truly concerned about education get on the school boards. I would say that here in California the amount of involvement -- I've been involved with the California school boards association, one of the most pitiful, pathetic organizations that exists probably in any state anywhere in this country -- and I am regarded by the California school boards association as a pariah. I'm regarded as somebody they will not allow to run for office, precisely because of the fact that I am raising serious questions about education. Nothing terribly provocative, nothing terribly offensive, but essentially what happens is that people that end up on school boards for the most part don't know anything about education and don't really care anything about education. They do it either as a stepping stone to political power or they do it because they feel if they spend four years doing community service of some nominal sort, they've accomplished something of value in their community, which is nonsense. It's really important for anybody who truly cares about education to get on school boards where when you speak, administrators have to listen. You can sit in a room week after week, month after month, as a citizen and talk to your school board and they can tell you, "Thank you very much," essentially, "Go home." Or you can speak and others have to listen. I found this to be an amazingly powerful role to be in, in this backward school district here in California I've been in. And I found it a

very satisfying experience.

JERRY: David: , how did you get the courage to run to begin with?

DAVID: Because people said, "Listen, you've done such a terrific job with your own kids, how about showing some interest in the community?" I said, "I tried that years ago and nobody was interested. Now that I've been very successful, sure, I'll run." And I ran and I won, and I won 3 consecutive elections and I'm up for election this fall. There are still people who will do anything to get me off this board.

JERRY: You're saying that people should have the confidence to give it a shot, huh?

DAVID: Absolutely. It doesn't take a whole lot of skill, it doesn't take anything more than a real concern about education and a willingness to speak up. Now, I'm not saying I accomplished a whole lot. What I am saying, though, is that for the first time in a dozen years -- and the rest of my school board members will say this now because they all pretty much have come on board. I've gotten people who have been empowered because I've done it. We've got probably the best school board in the United States. I'm terrifically proud of it, precisely because people who would never have considered running for the school board before have run because I was on the board. I was telling the truth. Other people said, what the heck, I'll get on it as well.

JERRY: What do you think about the trend now -- it started in California and it's beginning to spread around the country -- of the public school system setting up programs for homeschoolers?

DAVID: Well, I think that's a good one. It has real possibilities. It also has very, very real danger. There are a lot of parents out there who don't feel they have the competence to do homeschooling themselves, and if there's a good program, if it's a good starter kind of thing, it's very valuable. On the other hand, I think there's the danger of co-optation and I think there's the very real trend to have parents do "school at home." In other words, get the kid out of the classroom, where he or she may be not interested, so now you put the burden on the parents. I don't agree with that. I think we really need to open up alternative education in the home, and school districts and school boards have to support that. It's a difficult kind of demand to put on these agencies because they're not used to it and they're not prepared for it.

BREAK

JERRY: This is the last segment for the hour of the Education Revolution and boy, did it go fast. A lot of people out there really have a lot to say about education in their communities. You know, David , the last story and some of the things you said reminded me of something that happened when I was going to Goddard College. Tim Pitkin was the President of Goddard, and he was right from that community. He ran for the school board there and lost to a local woman without any particular education qualifications. I once asked the local doctor, Doc Corson, "How come people didn't vote for Tim Pitkin? I mean, he's a well-known educator, his father was born here,

his grandfather, and his great grandfather was one of the founders of the town!" Doc Corson slowly said to me, "Yea, but that was Caleb Pitkin, and he was a Democrat!"

DAVID: I think that one of the things you do when you run for a school board is make some of your points very clear. Most people don't pay a whole lot of attention to education. Once you start picking up on some of the themes and concerns people have, I think, whether you're a Democrat, Republican, independent, Green Party or whatever, I think you get a real response. I'm regarded as pretty radical educationally. I'm regarded as pretty radical in a lot of ways, but people recognize the fact that my main concern is making sure that kids, whatever their conditions are, whatever their home situations are, that they get a decent education.

JERRY: Do you still feel that the public school system is salvageable?

DAVID: Truth of the matter? No. But I really recognize also the fact that a lot of kids in my lifetime, certainly, are going to be in the public schools. I just don't feel that I can abandon them and say that my job is to take care of the elite. My kids had a great advantage because they had two parents who were very interested in education. A lot of our friends too. But there are a lot of kids who come from poor homes, split homes, single parent homes, and so forth, where homeschooling is possible but they just haven't gotten the message. And until they do, I feel that the best thing I can do is at least get some of the ideas of alternative education and homeschooling into the thinking of administrators. And I tell you, out here in California, the hottest thing going right now among educators is home education because they realize the huge number of people who want to be home educated and maybe they should get in on it.

JERRY: I just went to a conference out in Ann Arbor, Michigan, and on the train back I was talking to a kid who went to a Catholic school; he was about 15 years old. He said that of the 60 kids in his class, 5 of them are leaving to homeschool. He was shocked. There are one million people, they say now, that are homeschooling. That's going to be one of the most powerful forces for changing education. Well, David, it's been great talking to you; we'll have to do this again.

HERE'S A NOTE FROM MARGIT WATTS, AN EDUCATION PROFESSOR IN HAWAII, WHOM WE INTERVIEWED ON OUR FIRST 2 AM EASTERN TIME SHOW:

Aloha...thanks for asking me..it was fun...and SO much a slice of American life. I swear, I was trying hard not to burst out laughing: first the guy whose insomnia you cured, then the woman with the neighbor with the 15 year old daughter that she talks to in the neighborhood on nice days, and the man who wanted me to become a revolutionary in support of seeing eye dogs!!!!...God, what a crack up...great stuff...now I want to be a radio show host and learn more about those folks out there!!! Margit Watts
watts@hawaii.edu

AUDIOCASSETTES of Education Revolution Show

New! \$5 each! The tapes from our new show, The Education Revolution on the TalkAmerica Network are now available. The shows we have on tape now are #2:Homeschoolers Leni and Anthony Santoro. She talks about a lending library of educational games and toys she has developed. #3 Live from Youth Summit, in MA, Chris Kawicki a Hampshire College graduate starting a new school in VT, and with a Berea College student. #4. Live from NCACS conference in Chicago. Interviews with Marvin Garcia about Pedro Albizu Campos School, and with a teacher at Clonlara School #5 Steve Boncheck of Harmony School in Indiana. #6: John Potter, founder of the New School of Northern VA # 7 Mary Leue, founder of the Free School in Albany #8: Andy Smallman, founder of Puget Sound Community School, Seattle #9: Interview with Professor Margit Watts, expert on educational uses of Internet #10 Mary Adams and Andy Shaffer, who raised their children using Doman concepts #11: Joanna Camp, about remineralizing the Earth, and Ron Miller, editor of Great Ideas in Education #12: Joe Weber of Contra Costa Alternative School #13 Les Garber of Horizons School, Atlanta #14: Elaine Young, about the NYS Charter bill #15: David Colfax, CA homeschooler #16: Mike Denisenko, graduate of School Within a School, Brookline, MA

TEACHERS, JOBS AND INTERNSHIPS

Stonesoup School, in North Florida is seeking a woman or man and wife for staff members. Requires stable, dedicated persons to teach youth with social difficulties in a rural, live-in situation. Room, board and modest stipend are provided. Frank Beeman, Star Rt 1 Box 127, Crescent City, FL 32112, Ph: 904 698-2516

The Computer School, an alternative middle school on New York's Upper West Side, is seeking a computer facilitator for September. The position involves teaching sixth, seventh, and eight graders, and working collaboratively with other teachers on curriculum and project development. Knowledge of Logo, and of AppleShare and Novel networks are pluses. Steve Siegelbaum, Director, The Computer School 100 West 77th Street, New York NY 10023, 212 678 2785 or 718 601 2674

Counselor/Instructor position open at Spectrum Community School, a public alternative high school about an hour west of Seattle. School has been in vigorous existence for 12 years, about 130 students. It is "by student choice" and has innovative human rights program and nationally known exchange with Russia. Job is non-continuing (one year only) and involves some classroom teaching. Closing date is Aug 1 or until filled. For official information call Noth Kitsap School District (360) 779-8711. Phil J. Davis, phjdavis@ix.netcom.com

Kathryn Hopkins has a B.A. in Educational Studies and Public Policy. She is experienced in teaching environmental education, preschool, and English

skills to refugee children. She is interested in starting a school one day, but for now would love to teach or work for an organization associated with school reform, alternative education, etc. She would like to stay in California or the Northwest. She can be reached at 117 Culligan Ct.; Boulder Creek, CA 95006. Tel: 408-338-9480. E-mail: KHopkin7@aol.com.

Katie O'Connor is looking for a good alternative school in which to teach which "focuses on the happiness and security of children's, parents' and teachers' lives at the present" rather than "panic over an uncertain future." 417 Brookway Rd, Merion, PA 19066.

Also interested in employment in an alternative school is John H. Loflin. As a graduate student at Boise State University, John planned, started and worked in a program in Indianapolis called Street Academy. He has experience teaching in alternative schools and is deeply committed to assisting at-risk children and youth. Please contact him at 2455 Shelby St., Apt. 2; Indianapolis, IN 46203. Tel: 317-788-6604.

Anne Santoro, ASantoro@CCAC.EDU: I am Certified in Secondary Biology in the state of PA. I am currently working as a developmental and Science tutor at the Community College of Allegheny County, Boyce campus. Our college is also the site of an alternative education program for several school districts. I am interested in teaching in an alternative setting.

CONFERENCES

October 1-5, Alternative Education/Home School Conference and Camp, Venice Community School, 31191 Road 180, Visalia, CA 93292 PH: 209 592-4999

October 2 - 4: The Council for Children with Behavioral Disorders will sponsor its International Conference in (Irving), Texas. The focus will be Creating Positive School Communities for the 21st Century: Strategies for Keeping Kids with Problem Behaviors in School. Contact Dr. Lyndal M. Bulluck; PO Box 50599, Denton, Tx 76206-0599. Tel: 940-565-3583. Fax: 940-565-4055. E-mail: bullock@tac.cor.unt.edu.

October 8-10, Louisville, KY, Educating At-Risk Youth Conference, Eastern KY University, Stratton Building, Room 300, Richmond, KY 40475, Ph: 606 622-6259.

October 18th, NY, NY, Social Emotional Learning and the Passage into Adolescence, Teachers College, Columbia University, Box 132, 525 W 120th St, NY, NY 10027

October 24-5, Toronto, Ontario, Canada, Holistic Education Conference, Breaking New Ground, 252 Bloor St W, Room 12-203, Toronto, M5S 1V6, 416

923-6641 x2078.

October 22-25, Quality and Leadership in Experiential Education, Kansas City, MO, National Society for Experiential Education, 3509 Haworth Dr, Suite 207, Raleigh, NC 27609, 919 787-3263

October 25-6, Ann Arbor, MI, 2nd Annual North American Conference on Waldorf Methods for Home Schooling and Enrichment, Rahima Baldwin Dancy, PO Box 3675, Ann Arbor, MI 48106, Ph: 313 662-6857

October 27-28, Minneapolis, MN, Increasing Student Achievement: Approaches that Work, Center for School Change, U of MN, 301 19th Ave South, Minneapolis, MN, 55455

December 1-8, in Bali, World University Roundtable, Celebrating 50 years in World University, PO Box 2470, Benson, AZ 85602, Ph: 520 588-2985

December 4-5, Dallas, TX, Strategies for Reaching Disruptive and Angry Youth, Creating Caring Schools and Communities, National Education Service, 1252 Loesch Rd, PO Box 8, Bloomington, IN 47402

July 19-21, 1998, Chicago, IL, Future Quest: Strategies for the New Millennium, World Future Society, 7910 Woodmont Ave, Suite 450, Bethesda, MD 20814, 800-989-8274

July 30-August 2, 1998, Washington, DC, National Coalition of Education Activists Conference, PO Box 679, Rhinebeck, NY 12572

Dear AERO-GRAMME ReaderScott:

Please give us feedback on our new format, what you liked and didn't like about it. Thanks!

AERO BOOKS, VIDEOS, SUBSCRIPTION, ORDERING INFORMATION:

Note: You can now order by credit card by calling 800 769-4171 !!

AERO-GRAMME SUBSCRIPTION \$15/Yr_____ \$20 Out of US_____

Supporting contribution to AERO_____ (Make checks payable to AERO/School of Living) \$25_____ \$50_____ \$100_____ Other \$_____

*BACK ISSUES of AERO-GRAMME 1 through 21 \$5 each. \$_____

*THE ALMANAC OF EDUCATION CHOICES , edited by Jerry Mintz, with over 6000 entries by state in zip order, and a dozen informative essays about how to start a new alternative, how to start homeschooling, use of computers by alternatives, etc. Includes the Montessori, Waldorf, Quaker, charter, public choice and at-risk schools. Send \$20 plus \$3 postage. Canada, add \$5. Out of US, add \$10-\$15 for air mail postage. _____(SEE SPECIAL OFFER IN THIS ISSUE)

*SUMMERHILL SCHOOL, A New View of Childhood, A.S. Neill, Edited by Albert Lamb. This is a new editing of Neill's writings, an update of the original book, Summerhill. . \$15, including postage _____

*The HANDBOOK OF ALTERNATIVE EDUCATION, Edited by Jerry Mintz, Raymond Solomon and Sidney Solomon Associate Editors
With over 7300 educational alternatives described, chapters by Ron Miller, Mary Ann Raywid, JERRY: Mintz, Pat Farenga, Dave Lehman, Tim Seldin, and others, many indexes. Hard cover reference book, published by Macmillan and Solomon press. \$75_____
Contact AERO for sets of labels from the Handbook database. Entire list is \$60 per thousand names. Subsets can be custom-created

*My Life As a Traveling Homeschooler by Jenifer Goldman, Solomon Press
An 11 year old describes her adventures visiting homeschoolers and helping her uncle JERRY: Mintz start new alternative schools around the USA and Canada. Kids everywhere are reading this book and deciding to write their own books!
NOW ONLY \$6.50 for AERO-GRAMME subscribers_____

*GREEN REVOLUTION, the newsletter of the School of Living
AERO-GRAMME readers can become members of the School of Living and get a subscription to the Green Revolution for half price. The SOL is a 60 year old organization which pioneered the environmental protection movement, consumer protection, and is involved with land trust and communities movements, and is the sponsor of AERO. \$10_____

AUDIOCASSETTESCOTT:

New! \$5 each! The tapes from our new show, The Education Revolution on the TalkAmerica Network are now available. The shows we have on tape now are #2:Homeschoolers Leni and Anthony Santoro. She talks about a lending library of educational games and toys she has developed. #3 Live from Youth Summit, in MA, Chris Kawicki a Hampshire College graduate starting a new school in VT, and with a Berea College student. #4. Live from NCACS conference in Chicago. Interviews with Marvin Garcia about Pedro Albizu Campos School, and with a teacher at Clonlara School #5 Steve Boncheck of Harmony School in Indiana. #6: John Potter, founder of the New School of

Northern VA # 7 Mary Leue, founder of the Free School in Albany #8: Andy Smallman, founder of Puget Sound Community School, Seattle #9: Interview with Professor Margit Watts, expert on educational uses of Internet #10 Mary Adams and Andy Shaffer, who raised their children using Doman concepts #11: Joanna Camp, about remineralizing the Earth, and Ron Miller, editor of Great Ideas in Education #12: Joe Weber of Contra Costa Alternative School #13 Les Garber of Horizons School, Atlanta #14: Elaine Young, about the NYS Charter bill #15: David Colfax, CA homeschooler #16: Mike Denisenko, Graduate of School Within a School, Brookline, MA \$5 each_____

VIDEOS

(Note: An AERO intern has recently begin cataloging AERO's extensive video library of educational alternatives and conferences, with over 150 done so far. Let us know if you would like a list of the ones done to date.)

*22 Minute video of the FRENCH-AMERICAN ALTERNATIVE CAMP at Theleme School, in the French Pyrenees \$10 _____

*2 hour video of the DEMOCRATIC SCHOOLS CONFERENCE at HADERA SCHOOL, in Israel, April 1996. Includes tour of Hadera School.....\$25 _____

*7 Country trip to Europe and Russia, Including European Forum for Freedom in Education Conference, Democratic Schools Conference in Vienna, Eureka Avant Garde, in Ijevsk, Russia, School of Self-Determination, Moscow International Film School, Brockwood Park Krishnamurti School, Herman Jordan Montessori School, Theleme School \$20_____

CONTACT AERO FOR VIDEOS OF OUR OTHER RUSSIAN TRIPS

*SUMMERHILL VIDEO:

Two videos in one: the 1990 International Alternative School Conference at Summerhill, with interviews of Summerhill students and alumni, as well as vivid footage of the Summerhill end of term celebration. Also, Summerhill's 70th anniversary celebration in August, 1991, featuring more alumni interviews, and a Summerhill democratic meeting. We also have a 1995 tape of Sands School and Summerhill \$25_____

*Nellie Dick and the Modern School Movement:

A fascinating two hour interview with a 96 year old pioneer in the alternative education movement. Born in the Ukraine of Jewish anarchist parents in 1893, she started anarchist schools in England back in 1908, went to the United States in 1917 to teach at the Modern School, in New Jersey, based on the work of Francisco Ferrer, and taught at and ran Modern Schools until 1958. Her son Jim, who was a student at the Modern Schools and is now a 70 year old pediatrician is also interviewed. There are also

excerpts from the Modern School reunion in 1989 which featured the Spanish Modern Schools. \$25_____

*Transcript of Nellie Dick and the Modern School! \$5_____
CONTACT AERO FOR FOUR OTHER MODERN SCHOOL VIDEOS

*DEMOCRATIC MEETINGS SCOTT:

A two-hour tape of demonstrations of various democratic meetings, including one at Summerhill, a meeting of Russian students at the New Schools Festival in the Crimea (translated into English), a demonstration meeting with Long Island homeschoolers, age 4-13, a meeting setting up a democratic system for an "at risk" public high school alternative, and a democratic meeting at a public "choice" high school. \$25_____

*CODE CRASH--For quickly learning the Morse Code

Hundreds sold! This is a tape in which two 12 year old homeschoolers, a boy and a girl, each learn the Morse code by our unique copyrighted association method, in less than 20 minutes each. People interested in getting their amateur radio license will be amazed. It works. We guarantee it. You'll learn it. Show to a whole class. Recently glowingly reviewed in Growing Without schooling " We were all amazed and impressed with ourselves that we suddenly knew the whole Morse code in an hour." \$20_____

*HOMESCHOOL RESOURCE CENTERS

A video of a homeschool resource center, featuring the Snakefoot Education Center, at Common Ground Community. This is a group of families that created a center in which 15 homeschooled children meet three times a week. They also hired a resource person.

\$20_____

*Two WPIX TV shows about Homeschooling and Alternative Education.

In the first, Jerry Mintz introduces alternatives in the tri-state area, with on site visitation of the Long Island Homeschoolers, and Manhattan Country School. In the second, Jerry and two homeschoolers are grilled by WPIX interviewer in the studio. One homeschooler started because her son had cancer, and the schools refused to teach him. She homeschooled, and when he was cured, returned to find he had passed his class. If you want, we'll add the interview with Jerry Mintz and Jenifer Goldman on CBS Up to the Minute, in which they discuss their books. 25_____

*GABRIELLE SHOW, November 1995 A one hour video aired nationally on the FOX Network, featuring homeschooling and a homeschool resource center, with public and homeschooled children, and Jerry Mintz debating with a public school union representative. \$25_____

Add \$3 for postage for books and videos.

TOTAL ORDER, AMOUNT ENCLOSED \$ _____

Name _____ Phone() _____

Address _____

e mail _____