

Formerly AERO-gramme

With special CHANGING SCHOOLS section

The Magazine of the Alternative Education Resource Organization

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#26 DOUBLE ISSUE

With this double issue we celebrate the beginning of AERO's tenth year with a name change for our magazine. Our publication has made a gradual transformation from an letter to friends, to a newsletter, an in-house magazine, and now to a magazine with a more general audience. With our incorporation of Changing Schools into AERO-Gramme, we began to run longer and more in-depth articles. Finally, we have decided to rename AERO-Gramme with the name of our two radio shows, the Education Revolution, reflecting our mission, and the reality of the changes for which we hopes to be both a reporter and catalyst.

HOMESCHOOL RESOURCE CENTERS, LEARNING CENTERS

Within the next 20 years community learning centers will become increasingly important as educational sources, often replacing what we now refer to as "schools." We now see the beginnings of this movement. Almost every day, AERO is contacted by people who are interested in starting such a center, or for whom this is an answer. AERO is developing a kind of kit for people who want to start such programs.

This issue features three of these cutting edge centers: Puget Sound Community School and Clearwater School, in Seattle, and Pathfinder Learning Center, in Amherst, MA.

This year's National Association of Broadcasters meeting was in Seattle. I decided to go to the conference because it would also give me a change to visit Puget Sound Community School at Clearwater School, which are both in the Seattle area.

I was wonderfully tended to by the greater AERO community in the form of help from PSCS, and Andy Smallman, its director. Arrangements were made for me to stay at the home of Sherry Grindeland, a newspaper reporter and friend of PSCS. We also did a radio show from there as part of a pot luck.

PSCS represents an important new approach to learning. It was started by Smallman, who had worked at the Little School, a pioneering alternative elementary school. He perceived a need for a learning center to meeting the needs of junior high through highschool students.

First, the school is not a school. All the students are homeschoolers, where the parents and students take the primary responsibility for their

own education. Second, they have an office but not a school building. They meet three days a week in different donated locations, in different parts of Seattle.

I observed them in all three locations that week. The first one was in a fraternity on the University of Washington campus. The second was in a youth center, and the third was in a community center converted from a firehouse. The students have internships set up for the fourth day.

In the fraternity location I participated in a video documentary class, and used it to set up the video documentary which I made of this visit to PSCS and Clearwater. After that I went to a class called, "How to make the best use of PSCS." One of the students led me to the UW cafeteria for lunch. On the way back I discovered a dorm with a ping pong table, and later in the day gave a table tennis class to several students.

The PSCS students are very serious about their classes, perhaps because the classes form a core of their activities since they do not meet in their own building. Nevertheless there were always spaces in which to just hang out, for those students who wanted to do that.

The students seemed somewhat uncomfortable in the fraternity space, and in fact, arranged a different meeting space for that day not long after that. Also, when I visited the school was experimenting with a new program, more academically oriented, for a group of its older students. Eventually some in the school were not happy with the separateness of the group and the program is being reevaluated. The point is, the school is flexible and always changing, willing to try new approaches to learning.

Early one morning I went to a meeting at the PSCS office of their Internet Team in Bellevue, across Lake Washington, from Seattle. There I finally got to meet Greg Morris, a PSCS student who has been webmaster of the AERO website since he was 14 years old. He is now 17, 6'6", and is about to go to go away to college, perhaps Stanford, although he has already accrued two years of college credit. It was great to finally be able to thank Greg in person for the wonderful work he's done for us.

After the meeting I drove across to Seattle to visit Clearwater school. It is also a homeschool resource center, based somewhat on Sudbury Valley School in Massachusetts. It has 25 kids, all homeschoolers, aged 5 to 13. They meet at Stephanie Seranto's home, which has a spectacular view, overlooking Lake Washington. They are looking for permanent site. When I walked in there was a mandatory meeting going on, discussing procedures for looking for staff, hiring them, and confidentiality of student files.

In this story I'm not going to go into much detail, because we have

transcribed the radio interview with Stephanie and her son, Cory, in the Changing Schools section, but I do want to tell one story:

During the mandatory meeting, the two youngest 5 year olds made so much noise they were asked to leave the meeting. they were told they were going to be "written up," that is, the case was to be given to their judicial committee.

In the middle of the second item it was suggested that maybe this shouldn't be a mandatory meeting. Everybody said, "Great!" and left, except for three girls and the rest of the staff. They talked for a little while longer about this issue and that was the end of that part of the meeting.

A bunch of the kids went downstairs to play with some little cars which would scoot across the floor, and they were creating games with them. Some of the kids were playing video and computer games.

It was interesting to me how many similarities there were between Clearwater and my school. For example they did create something like the stop rule (a word cue which was used to prevent fights and conflicts), and they did have a warning system because they didn't want to be too punitive. They just wanted to give members community censure about behavior which was affecting other people's freedom.

A judicial committee commenced upstairs in the attic space. They were talking about the two youngest kids. As a result of this meeting the committee debated, and decided to give the kids a warning, so that the next time that they would be made to leave the next five meetings without the ability to vote. One of the student members of the Judicial Committee said, "This is probably not much punishment. They probably want to leave anyway!"

They brought the two five year olds back in and, sure enough, that was pretty much their reaction.

"That's what we wanted," Lucas said.

"See, I told you!" said the committee member. But I think they did get the idea that people were not pleased with their behavior.

After the meeting I talked to Lucas, one of the five year olds (also Stephanie's son). I asked him what he thought about the decision and suggested that perhaps he could make a proposal that he and the other boy could be excused from mandatory meetings, rather than just trying to get kicked out.

He responded, "That's possible, but I don't think that it would pass."

I said, "But you could always say that it wasn't fair to you because the vocabulary that people use in the meetings is sometimes too difficult, and you can't always understand everything that is going on."

Lucas stood up, looked me straight in the eye and said, very clearly "Yes, but that wouldn't be true! I understand everything that's going on."

I said, "For example, did you understand all those teacher qualifications that they were discussing?"

"Yes, I did," Lucas responded. "But the meetings are boring!"

I did get to the National Association of Broadcasters meeting, met Michael Horn, head of the Cable Radio Network, did a radio show from the Talk America Network booth at the Westin Hotel, and met such well known radio personalities as Casey Casem, Barry Farber, and Michael Medved.

But visiting PSCS and Clearwater was the highlight of the trip. To continue this exploration of homeschool resource centers, please read the radio show transcripts of Clearwater and Pathfinder Learning Center in the Changing Schools section. Also, we do have videotape of the two Seattle schools and the radio show at the Westin (\$25) and audiotapes of Andy Smallman of PSCS, Stephanie and Cory of Clearwater, Josh Hornick and students of Pathfinder, and Betsy Herbert of the South Street Centre in Santa Cruz (\$7.50 each).

Theme:

Use Meighan article

Ellis list-serve intro

Daria's Conference

Clearwater feedback article

Sell Clearwater/PSCS video,tapes, Pathfinder tape

PUT IN CMA AND LS ARTICLES

Edwards, Miller, Pall grants, Paul

MEETING PATCH ADAMS

I met Patch Adams at a reception in NYC on the night of the national sneak

preview of the movie about his life. Matt Minafo, AERO's Public Relations Director, came with me.

The reception was scheduled from 8 to 12, but of course, Patch didn't show up until 11. He had other engagements. I would have gone to see the sneak preview of Patch Adams, but instead had to go to see Patch Adams.

I had recently talked to him on the phone, and for ten years had been talking to him about setting up an alternative school as part of his free hospital community in West Virginia, but I'd never met him in person.

While we waited for him we shmoozed with the crowd of about 200 invitees, some of whom had clowned with him at hospitals in Russia, and some of who were working on a documentary. People came from as far away as Kansas City and Northern Canada.

Patch came in with his well tailored patchwork clown suit. A number of others in the crowd were dressed as clowns. I had my disguise also, a new business suit, but Patch seemed to recognize me nevertheless and gave me a big hug.

He talked to the people he knew and signed copies of his book. He addressed the crowd with an inspirational speech about how people should do things for the joy of helping people, that their insurance should be each other, and that his hospital will be free, won't even take third party payments or have malpractice insurance.

I then helped him auction off six signed posters from the new movie, raising about \$550 in just a few minutes (I used to be an auctioneer to raise funds for my school).

He told me he'd come on my radio shows and still wants help setting up a school as part of his community. He gave a big good bye hug, and said he loves what AERO does.

Letter to Newsday about Ritalin from Kimberly Isaksson(GoodPoet06@aol.com)

Last week, Newsday published an article about how the National Institutes of Health panel of experts agreed that certain medications should be used and studied to deal with ADHD in children. I was pleased to see them publish the letter of a 14 year-old ADHD young man who took offense at the article. And, they also published two letters about it today: one from a mother whose child takes Ritalin and one letter from me! Here's mine (with their "grammatical fixes", unfortunately) from December 2, 1998. "

My letter is in response to your article 'Treating ADHD.' I think the

article itself was too much an endorsement of the drug Ritalin, though I feel the blame lies largely in the attitude that many 'professionals' hold about children who are different. I wish the article had pointed out that many groups--alternative educators, child advocates, practitioners of holistic medicine, etc.-- are very against the whole concept of calling children ADHD. Even if this disorder does exist, there are far too many children being diagnosed and drugged for it. In many ways, ADHD children are probably children who are bored with the sedentary aspect of traditional schooling. Some children with symptoms we call ADHD are actually so intelligent in some areas that they have trouble following rules, coloring within the lines, and/or managing their own genius. The hallmark symptoms mentioned in the article -- 'the inability to sit still, impulsivity and distractibility' -- could all be indictments of a school system that requires too much sitting, not enough creative action, and boring busy work that no child would be motivated to focus on. It is also morally repulsive for the experts to admit that there are no long-term studies on the effectiveness of this drug. So why are we giving our children an untested drug? To save teachers from the hard work of creating stimulating learning environments or to save us from the aggravation of a high-energy child who asks lots of questions? A final thought--Dr. Mark Vonnegut, one of the experts, was quoted as saying, 'You know these kids, they stick out like a sore thumb.' Well, I bet you Einstein did, too."

UNITY CHARTER SCHOOL

Lisa Brick, unity@gti.net: Unity Charter School, a new public school of choice opened this September with sixty children ages five through twelve in Morristown, New Jersey (www.unity-nj.org). The challenges are great, the enthusiasm is high, and the children are happy. We are a mix of alternative and traditional, involved in designing more and more choice and decision making every day. Our intention is to use Unity Charter School as model to move public education towards more life supporting approaches. Being a charter school has added many layers of challenges, the largest being how to maintain our vision with the bureaucratic requirements that come along with government support. We are looking for certified teachers who have had experience with alternative education and democratic governance. Unity is committed to creating a learning environment, which will nurture citizens who will look to meet human needs while preserving and restoring our ecosystem. We will need up to three new staff for next year as the student body expands from sixty to ninety. We need folks whose certification covers middle school education. The more people we can attract with experience in alternative education, the closer we will get to the dream of freedom within form at this school! If you are interested, please call the school's Director, Ms. Susan Paynter at (973) 292-1808. Thanks. And thanks for AERO. I just emailed the article on Democratic Governance that is posted on your website to all of our staff. I was pleased that Peter happened to be tuned in to your show this week. There

is, as you well know, so much doubt and fear regarding change. The work that you do is critical to shifting consciousness. Thank you so much for working on the macro scale. I sometimes feel so impotent working on one community school, yet I am well aware it is the success of single models in communities that enables the effectiveness of others to innovate.

Note from Jerry: I did a preliminary consultation for Unity Charter School and for Greater New Brunswick Charter in December. They are both interested in becoming more learner-centered, in the face of opposition from local school districts, and in spite of restrictive state public school laws.

IN MEMORIAM: GREG PACKAN

One of my best friends, Greg Packan, pioneering attorney and children's advocate, died in a house fire on December 17th, in Vermont. He was my roommate at Goddard College. Born with cerebral palsy, he shocked people by going on to become a lawyer. At first rejected by many law schools, he challenged Boston University Law School and was conditionally admitted, setting a precedent for the handicapped. After helping us as a staff member at Shaker Mountain School, he organized the Children's Legal Service and handled over 1000 cases over 15 years, pioneering guardian ad litem training programs. Recently he helped get a youth emancipation law passed in Vermont. He was an amazing youth advocate. I went up to help his brother get affairs in order and set up a memorial service. His brother flew in from TN. The memorial was amazing--150 people showed up on one day's notice, overflowing the room. Over 30 spoke: kids, adults, the mayor, etc. His brother said he'd never seen such a memorial remembrance. The whole event became not such much a remembering, but was more of a challenge, from Greg, to continue his work. We very much felt his presence and still do. Jim McGown, now a New York City banker and aided when he was 12 years old by Greg, said, "Most people consider their lives worthwhile if they have affected two or three people--Greg helped thousands and people don't realize that." Contributions can be made to the Gregory Packan Fund for assistance to emancipated youth c/o Richard Thomas, PO Box 1124, Burlington, VT 05402. The memorial video can be obtained through AERO. All proceeds beyond the \$15 cost will go to the Packan fund.

TWO INTERNET HOMESCHOOL CURRICULA BECOME RADIO SHOW SPONSORS

The Education Revolution Radio Show has two now sponsors each of which has a homeschool curriculum which can be accessed on the Internet. Christa McAuliffe Academy is on the Talk America Network, and Laurel Springs School is on the Cable Radio Network.

Christa McAuliffe, which operates out of Yakima, WA, is an accredited global private school. All teachers are certified. Its instruction is individualized and delivered over the Internet. Students demonstrate

competence through mastery tests and written assessments. each student chooses a personal mentor and works at his or her own pace, although most CMA students graduate early. Group discussion with peers is accomplished through weekly virtual learning sessions. Their website is www.cmacademy.org. Their phone is 509 575 4989.

Laurel Springs, based in Ojai, CA, was founded in 1991. It is also accredited and K-12. It was the first school offering a high school diploma using the Internet and World Wide Web as course material. Their diplomas are acceptable at colleges and universities, and graduates have gone to such schools as Stanford, the University of California, and Bennington. They can also work with families through regular correspondence. Many young people in the movie business have enrolled, such as Elijah Wood. Their website is www.laurelsprings.com. They can be reached at 800 377 5890.

We have tapes of radio shows with each curriculum, and other materials. If you contact them, say AERO sent you!

MAIL AND COMMUNICATIONS

The Rodriguez Family, LisaWRod: We're a homeschooling family from Texas, who came across your article in Parent Guide as we were traveling through New York in October. What an insightful article! Your ten "signs that...it's time for a change" are excellent, in particular numbers two (re: socialization) and seven (no more reading for fun, etc.). Curious, public-school parents tend to put homeschoolers on the defensive at times, but your article has, in effect, turned the questions around! A child's dissatisfaction with public school should be taken seriously, not brushed aside by parents who are unwilling to look at options. Thank you for your excellent article - I intend to keep it in my files for future reference!

Ann Mary Bush, jaambush@goes.com: I just got finished reading your 10 signs your child needs alternative education. I love it. How true it is. And I really love EDD. I do not believe in ADD or ADHD and I have a son that is very active and can't sit still. Until you give him something challenging!

Steve Compton of Upattinas School (Comptonedu2aol.com) writes: In my personal quest to continue to grow as a person who will be clear and honest and moving away from the endemic tradition of dominator societies, I write to thank you for the Fall 1998 issue of AERO-GRAMME. The magazine seems to be really coming together as a more complete force in support of democratic self-defined education. With each step away from it seeming to be an organizational PR device and heading toward being an important compendium of resource connections, documentary of the growing movement, and space for ideas and dreams, the magazine gains strength, importance and

integrity.... I applaud you for the energy you put into this work and for the good ways in which children matter to you.

The Education Issue #8 of yes! A Journal of Positive Futures included articles about The Albany Free School, African-American homeschoolers, community learning centers, computers in schools, former gang members in Mexico City, and "Universal Education" by John Taylor Gatto. This issue also looks at the global economy, Y2K, 101 ways to get educated, and a resource guide. A complimentary copy of the education issue is available from the Positive Futures Network, PO Box 10818, Bainbridge Is, WA 98110.

Steve Myers, stevemy@earthlink.net: It has been a long time since I've written to you, but your name keeps coming up here and there from people I meet. I guess traveling so much, I forget to keep in touch, but e-mail makes such excuses unacceptable. How have you been? I've seen various publications of yours and admire your dedication and the way you've created something of value out of your determination. Traveling School has survived over the years. We seem not to grow past 40 kids, but we've had good groups of kids lately. This January we are headed to South Africa for our fifth visit. We will live with host families, attend local schools around Cape Town, then head off to work with the Peace Corps in Zimbabwe, live with more host families in Harare, go on a safari and visit with children in rural township schools. I hope we can find a way to meet Nelson. Last time we met Winnie Mandela who invited us to her home for tea. Take care.

A new book by written by a 55-year old self-educated high school dropout has just been published. Beyond the American Dream by Charles D. Hayes examines trends of the last 200 years of American history and suggests alternatives to the present materialistic culture. These alternatives, says Hayes, could eliminate poverty, world hunger, war, the welfare system, and pollution and they could reinvent education, business, and politics along more life-affirming directions. He gives evidence that America's greatest treasures are found, "not in our shopping malls but in our libraries." The book is published by Autodidactic Press, PO Box 872749, Wasilla, AK 99687-2749. Tel: 907-376-2932.

The Wellspring Community School has recently celebrated its fifth anniversary. It was awarded the Edward Ricci Award in recognition of its commitment to educating the children of Rhode Island last May by the Ocean State Charities Trust. Wellspring is a project of the Educational Resource Center and is a member of the Fund for Community Progress. The school includes a Community Service Learning Program that involves students with community projects. The program challenges students to use what they have learned, heighten their social awareness, and develop effective communication skills. The school is located at 1475 Broad Street, Providence, RI 02905.

A book, which examines the history of the founding of some of America's innovative colleges, has recently been published. The Innovative Campus by Joy Rosenzweig Kliwer looks at these schools, in particular the ones, which survived the loss of momentum in the early 1970s and continued successfully on into the 80s and 90s. Six of these colleges are examined in detail: Pitzer College (CA); New College of the University of South Florida; Hampshire College (MA); University of Wisconsin-Green Bay; University of California-Santa Cruz; The Evergreen State College (WA). These schools include components such as individualized majors, student participation in developing curriculum, independent studies, an interdisciplinary approach, narrative evaluations, and flexible administration. It is available from ORYX, PO Box 33889, Phoenix, AZ 85067-3889.

Dr. Edward T. Clark, Jr. is an educational consultant specializing in integrated curriculum design and site-based educational change. Drawing from the hundreds of workshops he's conducted over twenty years, he has written a book entitled, *Designing and Implementing an Integrated Curriculum: A Student-Centered Approach*. In it, he offers an integrated, ecological, and learner-centered alternative to traditional curriculum designs. The book takes the reader from "Educational Reform: A Design Problem" to "Designing School as Learning Communities". In his Foreword to the book, Kurt Anderson, Principal of Thompson Middle School, St. Charles, IL, states: "With Ed's guidance, this goal (becoming truly student-centered) is actually being realized. Customer-focus means student-centered, and student-centered means, 'Ask them!'" Perhaps the most important lesson that we have learned _ is that in order to implement a new theory, one must acquire a new mindset." The book is available from Holistic Education Press, Brandon, VT 05733-0328. Tel: 1-800-639-4122. Website: <http://www. Dover.net/~holistic>.

Resources for parents who want to learn more about the Waldorf approach and homeschooling are now available from Informed Birth & Parenting. Among these are a 125 page book called *Waldorf Education and Home Schooling*, which includes a section with over 100 useful addresses for Waldorf information and supplies, book suggestions, an overview of Waldorf education and curriculum, and more. The address is PO Box 1733, Fair Oaks, CA 95628.

Greg Goodman, GregGoodman@clovisusd.k12.ca.us: I'm researching what works with alternative school students and in the process I need some students to interview. The research is for a dissertation on alternative schools. The interviews may later be published in a book about alternative schools. I am willing to pay students up to \$20.00 per interview depending on the length and depth of their responses to the interview questions. Students and

administrators interested in participating in the study can contact me. I'll forward the particular information they need to complete the interview; i. e., the questionnaire, permission slips or release forms, and general information about the study. I hope to conduct the interviews shortly after the first of the year. Results of the study will be released to the participants.

In October, Rethinking Schools released a press announcement called School Vouchers: A Serious Threat to Democracy. It argues that vouchers are siphoning funds from public schools, lessening separation of church and state, using public funds for private schools that are exempt from public disclosure, due process, free speech, and standards requirements. Private schools using vouchers do not have to obey the state's open meeting and records laws, do not have to hire certified or degreed teachers, do not have to administer statewide tests, and do not have to release any data on test scores, attendance figures, suspension or drop-out rates. Vouchers will be the cornerstone to privatization of schools and will therefore undermine public schools, replacing democratic schooling for all with a marketplace approach. Contact Philip Martin, 1001 East Keefe Avenue, Milwaukee, WI 53212. Tel: 1-800-669-4192.

Endicott College and The Institute for Educational Studies have introduced a new approach to graduate learning. Students enroll for eighteen months and attend interactive and collaborative dialogue via the Internet. The fully accredited M.Ed. program has its concentration in Integrative Learning. Entrance dates are January and July each year. More information is available from TIES at 8115 McCormick Ave., Oakland, CA 94605. Tel: 510-638-2300. Fax: 510-638-4242. Web: www.tmncom/ties/

The Fairhaven School has recently opened, constructed primarily of reused, recycled or scavenged materials from various houses and buildings, which were slated for demolition. The project took many volunteers, a lot of creativity, and flexibility. It is energy efficient (and will be more so in the future), environmentally favorable, and, surprisingly, very attractive. The story was told in the Fairhaven School News, 17900 Queen Anne Road, Upper Marlboro, MD 20774.

The Contra Costa Alternative School is facing a crisis this year with a shortage of students and funds and is seeking tax-deductible donations. They are also in need of scholarships; they are turning away scholarship kids because they have run out of scholarships. For information on how you can help, contact them at 10 Irwin Way, Orinda, CA 94563. Tel: 510-254-0199.

An eighteen-year old New York City intentional community, GANAS has undertaken a new project called G.R.O.W. II. GANAS is located in Staten

Island, NY, and is comprised of about 40 members and 35 residents, visitors, and guests. G.R.O.W.II, in upstate NY's Catskill Mountains, includes a 55 room hotel, workshop facilities, a conference center, an outdoor concert area, campgrounds, disco, swimming pool, 2 saunas, and exercise equipment. For more information about either of these communities, please e-mail ganas@well.com. Website: www.well.com/~ganas.

An article examining how children learn in intentional communities by Daniel Greenberg was published in *Communities Journal of Cooperative Living* (Fall 1998). In the article, *Learning About Community Living*, Daniel states, "Integration into community life appears to be one of the biggest benefits that intentional communities can offer their children. Most children in the US have little exposure to the adult world; in community, however, the joys and struggles of adult work and life are not hidden from view. 'Kids on the Farm [became] really good at understanding human nature and how to deal with it'. A parental façade of omniscience and strength is difficult to maintain in such situations. Parents and other adults consequently become demystified and more human in the eyes of children. We're recreating an intimate community experience for our children, in comparison with the alienation, fragmentation, or compartmentalization of mainstream society. The knowledge about how to create a sense of community is being lost. One of the things that we can do here is make a deliberate attempt to rediscover it. That's important for children." *Communities*, Rt1, Box 155, Rutledge, MO 63563.

Young Entrepreneurs Magazine featured Jeffrey Levy's story on the Sports Page of the January 1998 issue. Jeffrey, 17, is a champion table tennis player from Long Island, NY, and member of Jerr's table tennis league, who began playing when he was 8 years old. He began coaching at the local table tennis club and became a retailer for a table tennis product manufacturer at 16. He used most of the money he earned to begin investing in the stock market. He is now an active stock trader. Sports Page, KidsWay, 1350 Nasa Rd. One, Ste 101, Houston, TX 77058. E-mail: Yemag@kidsway.com.

The Sudbury Valley School Journal (October 1998) included *The Meaning of Play* by Daniel Greenberg. Daniel says "initially, play had a bad rap as a concept in the educational world. It was looked down on, considered not serious. That's reflected in the dictionary definition: 'To occupy oneself in amusement, sport or other recreation. To act in jest or sport'. You can see that's clearly something a serious educator would say has no place in education. It's almost antithetical to education. Education is something serious. Education is learning. It's the acquisition of knowledge, not to be confused with 'fun', 'jest', 'recreation', sport', etc." The problem for educators, though, was that "children seemed to like to play"! Daniel goes on to relate how, during the past thirty years, the

Sudbury Valley School educators' understanding of play deepened. He examines two kinds of play -- open-ended and narrow framework -- which, he says, are progenitors of the two corresponding types of innovation. SVS Press, 2 Winch Street, Framingham, MA 01701. Tel: 508-877-3030. Fax: 508-788-0674.

Two teachers addressed the question "What Will Happen to My Child After Montessori?" in the Fall 1998 issue of the Public School Montessorian. Peter Hanson followed students from a St. Paul public school and Mary Kravchuk followed students from a Chicago private school. Both found that the Montessori students adjusted well to the transition to junior high school. Hanson concludes that "students, teachers and parents all generally agree that Montessori students are independent workers, have good work habits and adjust well to new situations." Jola Publications, 2933 N. 2nd St., Minneapolis, MN 55411.

Yoshiharu Nakagawa explores the foundations of holistic education from the perspectives of Eastern philosophy in his article Holistic Education in Japan published in the Autumn 1998 issue of Encounter, Education for Meaning and Social Justice. He says, "the philosophy and the learning system of Zen arts can become one of the original Japanese contributions to holistic education--Zen arts, as a way of holistic education, integrate art, living, and spirituality into an inseparably united whole. In this age of fragmentation, Zen and its art forms a re able to provide us with ways to reclaim the wholeness of life." Encounter, PO Box 328, Brandon, VT 05733-0328.

Richard Prystowsky, rprystowsky@ivc.cc.ca.us: We need photos of people involved in alternative and home education. Paths of Learning, the successor the Mary Leue's SKOLE, is going to begin publication in April. Candid shots in black & white of real people in real learning situations are best, but color is acceptable. You should have written permission from any subjects (or their parents) to publish the photos.

Michael Katz, mrkatz99@hotmail.com: Beginning in January of 1999, a team of adult volunteers from The Odyssey: World Trek for Service and Education is going to do a real round-the-world trek, visiting 10 major non-Western sites. They will document their experiences and the lives and perspectives of the local people in video, audio, photos and text twice a week on their website for your students to follow along and interact with them. The team's itinerary ties in with many National Educational Standards, particularly for World History, Geography, and Foreign Languages. It provides lots of support and supplementary lesson plans for teachers. Take five minutes to check it out at www.worldtrek.org - just five minutes and you'll be hooked!

Roxanne Grandis, rgrandis@mcmmedia.com: I am an English teacher at a small

alternative school in Richmond, Virginia called Open High. I'm planning to teach a research class on alternative education next semester. I contacted Zoe Readhead at Summerhill, and she sent me back a response listing various questions and resources for and about alternative education. Your name was on the list. I was wondering if you could point me in the right direction for more information about alternative education. I'm in the process of trying to find resources for my students to explore. If you have any information, or would like to know more about Open, please contact me. Thanks! PS: I went back to Open yesterday and said, "Guess who I wrote to the other day?" Brigette and Brenda remembered you very well. Brenda said, "Is Jerry coming?" So, I assume that you have an "open" invitation to come visit any time! Do come by! I'm looking forward to talking with you. I noticed on your bio that you have taught at several alternative schools, and you were also a principal. I'm so happy to find that there are lots of other schools out there that are not so traditional.

Emanuel Pariser, emanuel@cschool.acadia.net: Dear Jerry, How in the world do you keep up with all this stuff? Keep May 8 open on your calendar: we are intending to sponsor a symposium on relational teaching and learning - looking at the foundations of our philosophy here, trying to understand the hows and whys of how it works. Debbie Meier, Jeanne Bamberger (teacher ed. at MIT), Fred Bay, and a professor from UMaine at Orono, will be panelists. I will have more info. soon, but it would be great to have you up, perhaps it could be a radio show? This is all to celebrate our 25'th year. Keep up the good work Jerry.

Regina Mareske, rmareske@cctr.umkc.edu: I have been operating a democratic school in my home in Kansas City for the past 10 years. It is called Mother Earth's Workshop. I was inspired by A. S. Neill's work in college. I was an art and psychology student and had no intention of going into teaching until I had my own children. Out of necessity a school was born. It's based on self expression and respect of self, each other and the Earth. I have 13 students and more on the waiting list and am planning to expand in the next year. Any support from various big sister schools would be very helpful. I am having the first organizational meeting with parents currently in the school. Part of me loves the simplicity of being small and in my home, but I also feel a sense of responsibility to the kids who don't have any options in this city. I find one of my new parents trying to coerce me into making her son read so if they have to put him in public school he won't be behind. I can sense that I will lose this family in a couple of years when he isn't up to par with whatever criterion. I am hoping that info from these web sites can help some of my parents understand what we are doing. Last June the local paper did an article about me and now I am full and have kids on the waiting list, so I am feeling pretty confident right now. I think I would feel more supported just being able to hire another teacher to defend against the demands of parents, but that would require more space

etc...ah well...life on the edge.

Kathy Gates, kgates@nehub.nekesc.k12.ks.us: We are a charter school located in Oskaloosa, KS for "at-risk" high school aged students. The interesting thing is that we are actually a cooperative of five different rural districts that realized there was a population they were not serving and wanted to do something about that problem. So, The John Dewey Learning Academy Charter School was created. We have a strong technology component to our curriculum, as well as an emphasis on service learning. Our web site is <http://nekesc.org/~vista/johndewey/johndewey.htm>.

INTERNATIONAL NEWS AND COMMUNICATIONS

AUSTRALIA

I am working on starting an Alternative Education Program for disadvantaged young people on the Mornington Peninsula (Victoria Australia) and came here to find more information. Seems Alt' Ed is taking off around the world. If anyone has any helpful hints or program outlines they could share with me please post them to Stuart McGougan, The Salvation Army Peninsula Youth and Family Services, Shop, 7 / 234 Main Street, Mornington, Vic,Australia 3931 (stumcgoo@hotmail.com). I'm seeking such things as objectives, aims, programs, workshops. Our proposal is almost complete and we are seeking support through mainstream schools and the various levels of Australian Government. We are passionate about the need for this type of program as many of our homeless young people from our organisation just don't have the coping skills required to succeed in the current system.

BRAZIL

Lucilla Brand, resanto@ouopreto.feop.com.br: Hi! I'm from Brazil; I'm 13 years old. I lived in Belo Horizonte, a big city in my country. But my father worked in Ouro Preto (where I live now) and almost every day, he drove 100 kilometers to get to work. That was why we started to talk about moving to Ouro Preto. There was a bigger problem. Ouro Preto is a small town and the schools here weren't good. That was why my parents decided to MAKE a good school. Two years later, we began. We discovered that people in Ouro Preto were worried with the education their children had. We decided to have a different school for 5th grade to the 8th grade. We study the "normal" subjects in the morning, and in the afternoon we have extra classes like theater, music, soccer, gym, English and computer classes. The school now needs funds for athletic programs. Any help would be appreciated.

CANADA

Annie Myers, anniemyers@beeline.ca: I received the Almanac.... thanks so much! It is a great resource and it is sure to be of help to me. My

sister and I are slowly working on plans to start an alternative school in Ontario. We have lots of ideas but not much money right now, so as soon as we get our personal funds on track, we will go for it!

Jeff Lindberg, jeffito_72@yahoo.com: Hello there - I'm a Canadian teacher writing to you with a few questions. I live in Montreal and I'm interested in democratic and non-coercive education. I'm looking for other Quebecers and Canadians interested in similar stuff. I am also looking for information on the success of this type of "schooling" with kids from non-middle class backgrounds, and for academic (-ish) research that fits this kind of education into a model of human learning and child development. Can you suggest any schools to look into re: the success of non-middle class kids with democratic, non-coercive education? I'm happy to just read about it, but it would also be great to visit existing schools. I can make it to the Northeastern states

ENGLAND

Janet and Roland Meighan presented The Importance of Mediating Structures in a Democracy: a case study of a small educational press in the UK to a symposium on Democracy in Education in Durban, South Africa, in April. The Meighans review the origins and history of The Education Now magazine since its inception in 1987. The organization supports educational "alternatives for everybody, all the time." The emphasis is on personalized education and learner-managed learning within democratic educational principles with the aim of developing "flexible, adaptable and confident people" committed to democracy. The study is available in print from the Education Now Publishing Co-op Ltd, 113 Arundel Drive, Bramcote Hills, Nottingham NG9 3FQ.

In his article, New Words for New Learning, Roland Meighan asserts that change in the educational system cannot happen until we find new words to describe those changes and the new ways of learning that are developing from them. "The first casualty," he asserts, "has to be 'school.'" As a word and concept it has degenerated" from meaning a "voluntary association of learners" to a prison wherein learning has been transformed "from one of the most rewarding of all human activities into a dull, fear-laden, boring, fragmenting, mind-shrinking, soul-shriveling and often painful experience." 'Curriculum,' perhaps 'education,' and 'standards' all have to be eliminated also, for similar reasons. The article was printed in the natural parent magazine of January/February 1999.

Another from Meighan!: We have established a Trust - The Centres for Personalised Education Trust - to provide an umbrella organisation for Learning Centres created by groups of home-schoolers but charter-type schools can affiliate too. The Trust 'seeks to promote education based on the personal learning plans of individuals composed from a flexible catalogue curriculum, based in a variety of learning settings and sites, and operating within a framework of democratic values and

principles.' (Personal learning plans can be spontaneous and flexible - pre-planning is not a requirement and the catalogue curriculum includes any learning approach or possibility you can think of which is not criminal or anti-human rights.) All members (20 groups so far) have to agree to the Education Now Statement of Purpose (see Education Now section of Educational Heretics Press website <http://www.gn.apc.org/edheretics>).

The relationship between education and democracy in four countries committed to democratic forms of government is examined in a new book edited by Clive Harber called *Voices for Democracy*. Although these countries Britain, Botswana, Namibia, and South Africa all have democratic political institutions, all need to develop stronger democratic civil societies and political cultures. The book argues that education must play a key role toward that end. Authors from the four countries explore education for democracy and essential educational themes associated with it. These include human rights and peace education, managing a democratic school, democratizing teacher education, gender quality and the role of non-government organizations in promoting greater democracy in education. Education Now, 113 Arundel Drive, Bramcote Hills, Nottingham NG9 3FQ.

Malcolm Muckle (fireflies@easynet.co.uk) tells us: Details of '99 Home Education Conference being held on April 8th and 9th in London - are now online at <http://www.he2k-plus.co.uk>. There are full details given of speakers, venue, cost etc. and tickets are now available via the address and contact points given at the website. Please pass the word on about the Conference - there probably won't be a similar one for a decade or so.

ISRAEL (WEST BANK)

amalz, amalz@hally.net: THE HOPE FLOWERS SCHOOL, Educational Philosophy: Peace and Democracy. Every Wednesday our third grade class has been meeting with the third grade class from the Israeli Waldorf School. This has been a wonderful program. Our kind Israeli colleagues have worked very diligently with us to make this a success. The students have prepared the land and planted winter vegetables, which they will care for and harvest. We have shared food, music and dance and the students have begun playing together without prompting from their teachers. That is the surest sign that we are making headway in developing mutual understanding. On Saturdays we have the privilege of having several volunteers from the Hebrew University come and teach the students Math, English, Arts, Biology and Hebrew. The students enjoy their teaching are gaining a lot from their instruction. Our teachers also have the opportunity to learn Hebrew. We are very thankful for their contribution to the school.

The Peres Peace Center has invited 20 of our students to participate in a 3-day program in Tel Aviv. It is an art and cultural exchange program between Israeli and Palestinian students which will include displays,

instruction and hands-on experience. It is entirely financed by the Peres Center and their donors and we feel very privileged to have been invited. A special thanks to Lawren Bale and Barry Evans and others who helped, for their fine work on our web page. We are very excited to have it. Please visit our website at www.samarkand.org/Hope/Flowers/hopeFlowindex.htm.

INDIA

Raman Suri, edapt@del3.vsnl.net.in: I am an Indian economist mostly working on the global economy. I am a contributory author for The Economist, London, and am on a consultant with an investment bank in Dubai, United Arab Emirates. My earlier experience has included that with the United Nations (UNIDO). I have now been asked by my publisher to do a number of reports on the CIS states. For this purpose, I would like to spend some time in one of these states, preferably in a university/educational institute, which can give me access to research material and academicians. In return, I would be happy to teach economics, business, or English. I have particular expertise in forecasting, as I am a consultant with some leading corporations on the subject of business planning and forecasting (e.g. National Panasonic). Or I could do a series of lectures as a guest lecturer. One subject of interest might be "Globalization" with which I am engaged. I would be pleased to send you an outline of the proposed lectures subsequently. I do not expect to receive any payment, but would be grateful if I could receive accommodation (2-4 weeks). However, I am flexible on time and could also be available for a longer period. Thanking you in advance.

SWEDEN

A magazine for parents, students, and educators, School Voices, published an examination of Sweden's voucher experiment in the fall 1998 issue. Although the Swedish education system has always been a "one-size-fits-all" establishment, in 1992 a voucher system was initiated as part of sweeping changes taking place in that country. Despite some obstacles, vouchers have generated some important developments. "Surveys revealed that parents were beginning to value and, occasionally, to use their newfound 'power of exit.'" The author, Gregg Vanourek, suggests that Sweden's voucher experiment offers insight for those looking to propose vouchers in this country. School Voices, 110 Butler Street, Brooklyn, NY 11231.

DENMARK

The Danish Union of Upper Secondary School Students (GLO) is organizing a democracy project entitled How Do You Do Democracy? The purpose of the project is to create a more democratic upper secondary school in which students learn to participate in a democratic society. The project consists of two sections. The first will be to search for the ideal form of school democracy. The second will be to implement this ideal in four schools for a period of one year. Reports and manuals will be prepared

following the conclusion of each of these sections. For more information, contact Binh Pham, Mejlgade 30/30B, PO Box 427, 8100 Arhus C, BG Bank 2267071. Email: glo@anstud.dk.

AUSTRALIA

The June 1998 issue of Connect magazine focussed on student cynicism about political participation. The Australian Council for Educational Research conducted a survey of 633 secondary school students before the introduction of the "Discovering Democracy" curriculum into the public schools. One conclusion of the study was that the "nature of the climate in the classrooms_.is not so suitable for a pedagogy which requires active democratic participation and decision making by adolescent (or younger) learners. They did not experience their schools as democratic, nor as places where they could practice meaningful decision-making. Why not? Schools need to ask themselves how they could become more amenable to providing students with chances to learn the 'rules' (and the satisfactions, as well as the irritations) of participating. It is, after all, students' first engagement with an institution, one they inhabit for a long time, which has significant, long-term importance for them." The title of the report, What's the Point? was chosen because it was the "constant refrain" heard from the students. 12 Brooke Street, Northcote 3070, Victoria, Australia.

ENGLAND/FRANCE

In an effort to get contributors from around the world to the Classroom of Tomorrow mailing list, Paul Bentley contacted the members of Les Enfants d'abord. Paul states that the media is full of predictions that the "Classroom of Tomorrow" will move from school to home-based state education in as little as 25 years. If this does occur, "it could either be the start of a new era of real choice and flexibility in learning or it could be even more prescribed, unimaginative and restrictive than what we have now_.When the line between home education as we now know it and the state imposed version becomes blurred, what happens to alternative education? Does it become a thing of the past, and will the parents' right to choose the education of their choice for their children also be abandoned? Amazingly, there has been no real discussion in either the state, or home education sector. And no consultation has taken place as to whether it would or could be made to work, or indeed whether this change would be welcomed at all." The purpose of Paul's list is to counter the "more of the same with new toys" mind set and offer a forum for debate on the issues. The list is open to all and unmoderated. E-mail: cot@wardrobe.dircon.co.uk. Fax: 0181 244 4590. COT List Archive, 83 Manor Park, London SE13 5RA, UK.

JAVA

Simona Powell, simsalx@hotmail.com:

Menthok-Menthok is a one-year old grassroots organization in Java that

provides alternative education opportunities for disadvantaged children and youth. Our programs provide a safe environment for people to reach their full potential as human beings, regardless of race, religion, gender or background and are specific to the needs of the community. Menthok-Menthok's methods of teaching develop creative and critical thinking and encourage open communication. Our programs bring to the forefront essential issues such as social justice, gender equality, positive racial relations and conflict resolution. In this time of crisis and reformation in Indonesia, the program improves the conditions for youth and children. It also encourages individuals in their course of self-development so that they can make informed and intelligent decisions for today and for the future. These children need optimal learning experiences to develop into the decision-makers that will mold tomorrow's Indonesia.

Menthok-Menthok believes that the current formal education system does not allow for the complete development of either the individual's or of Indonesian society's potential. The city of Solo was burnt and looted just ten years ago. It is the children from that period who, as adults today, may have participated in the recent riots and destruction. Each cycle creates an unstable environment where male and female children of all races, are not encouraged to express their anxieties or to confront these disturbing issues. Additionally they suffer great trauma from exposure to repeated incidents of violence and instability. A positive solution is essential to stop this cycle of violence now.

Menthok-Menthok's programs directly address the social and economic difficulties currently facing the Indonesian youth and children by providing an alternative education program within a nurturing environment. We provide alternatives to the current Indonesian educational system. Teachers and students interact in our classrooms. There is a special focus on group work and the teachers ensure an open environment in which all students are given equal opportunities. With this approach we have already observed a breaking down of barriers between race and gender. The participants' abilities to communicate have improved through their growing confidence in themselves, this enables them to more fully express themselves to others and to more positively reflect their ideas through language. A resource center will encourage parental collaboration with the work of the volunteer teachers, and this will further extend the benefits of the program into the community. The center will sponsor commitment from a greater cross-section of the community as they interact together under constructive circumstances. It is hoped that a central office will become the foundation for this essential program that, combined with other programs will become sustainable.

Menthok-Menthok currently has three locations for learning and a variety of alternative educational classes, which are presently funded and

administered by volunteers. However, due to the popularity of our program and the consequent increase in class size, we now need outside funding to provide adequate facilities, learning materials, develop new programs and a central resource facility and administration office. These programs will all be provided free to the students' families. With additional funding we will be able to immediately expand our current work and add new programs to reach a larger percentage of the community. For more information and ways you can help, please e-mail me.

ISRAEL

I talked about how I was moving to Israel and intended to continue homeschooling there. You expressed interest in hearing how it goes, especially concerning dealing with the government. I am pleased to say that all has been going smoothly. On the advice of a friend here who had already gotten official permission to homeschool here, I wrote a letter to the Ministry of Education about a month after I arrived. It took about two months, but I received a phone call in response requesting me to come to meet with a representative of the Ministry in Jerusalem. We set up an appointment for two weeks later. I went in and talked with this woman for about half an hour. There was little pressure. The woman said she felt parents had the right to educate their children as they see fit and she just wanted to make sure I wasn't some sort of lunatic or something. She basically asked me why I choose to homeschool and how my children and husband feel about it and what I see as the pros and cons. I tried to sound balanced and reasonable and I think she was very satisfied. I left the meeting with a guarantee that she would recommend to the Minister that he approve my request for official permission and that I should get a letter giving me such official sanction in the mail. It took a few weeks, but I did get the letter. Tzviya (Fawn) Brickel.
ifriedma@actcom.co.il Ma'ale Adumim, Israel

KOREA

I am Kim-Byung soo (bsoo73@nownuri.net), 27 years-old, and an elementary school teacher in Korea. Let me briefly tell you about myself, I'm a committed Christian as well as a teacher making an effort to educate children. Last semester I was having a great deal of trouble in education. Then tried to solve the problem. At that time I learned about an "alternative education(school)" model and I began to study about it. I have studied the cases in Korea, and other countries through books and by surfing the Internet and I found out about 'AERO'. In our country, Korea, there are about 10 Alternative schools in middle and high school (about half of them were permitted by our government). But there aren't any alternative schools in the elementary level. Several associations like YMCA, and Life School, are operating alternative school programs.

I am writing to ask your help in several matters.

1. I would like your recommendation for an intensive study of alternative

education(schools). I have a plan with my colleagues during this winter vacation to inquire about alternative schools in Korea and interview the people concerned. But I am limited in studying about other country's cases to Internet materials.

2. I am searching different ways to study abroad for a Master's degree, where I can look into and contact other alternative elementary schools. Our government permits 3 years time to their teachers to earn a Master's degree in another country.

3. I will have seminar at the end of this month with several other teachers. Would you mind sending me any available material?

I have a vision of adapting an alternative education model to our school system and starting an alternative elementary school.

THAILAND

Tipawan Lachawanich , (ltipawan@chula.ac.th) writes:

I am very much interested in your program. As an educator at the faculty of education, chulalongkorn University, Bangkok Thailand, I have found out that even the school which is regarded as the most popular and best in Thailand still has not changed the curriculum and the teaching method to match with the individual differences of students. Since the concept of homeschooling is new to Thai society, and I have great interest in conducting research and try with my niece and nephew at home, could you please tell me more if this concept can be applied to students of all ages? How to prepare and what are the shortcomings to be aware of ?

SCOTLAND

vivien@globalnet.co.uk: The Galloway Small School has just celebrated its first birthday in its new home at Carronbridge, Thornhill, Scotland ...trying for a more personal kind of education through doing things as a way of knowing things, and shared activities, especially creative ones.

SOUTH AFRICA

Brian Sterley wrote: I am involved with a private educational institution and literacy programs throughout the Western Cape. Revenues are very, very low. We need videos of any kind so long as they are educational. It can be VHS PAL, but I can play NTSC also. Thanks for considering this audacious request! Helderberg College, PO Box 22, Somerset west 7129, South Africa,

RUSSIA

Managing council of Federal Pilot Sites of Russian Ministry of Education is going to conduct a seminar, Pupil's Participation in School Management. Seminar will be conducted in Moscow, during our autumn festival, Eureka 99. In order to prepare for the seminar pupils from Russia, Netherlands, UK, USA, Ukraine, Israel, and France are asked to present their views on the possibilities of children's participation in managing their schools.

First the organizational committee will analyze all of the received materials, and then pupils will be invited Eureka to develop an International School Constitution. The development of such Constitution will occur during our seminar.

We are inviting you to take part in this project. Here are some questions that we would like your students to answer:

1. On what issues must pupil's opinions be considered?
2. On what issues are pupil's opinions probably not necessary?
3. Do you think pupils should participate in deciding...
 - d) on the curriculum;
 - e) on the weekly schedule;
 - f) on the school rules;
 - g) on marks and tests.
4. What do you think the main document of a school should look like? How should it come about?
5. What do you think should be at the head of a school? Should this be a group? Who should this group consist of? What issues should it be able to decide on? Should there be any pupils in it?
6. What kinds of punishment and/or stimulation should be allowed in a school?

We would be very glad to receive your responses before the February 15, 1999. Our address is: 121165, Moscow, Kievskaya St., 24.
E-mail: gazeta@1september.ru. Fax: 095-249-4513, 095-249-3138.

Head of the council of Federal Pilot Sites of Russian Ministry of Education

Alexander I. Adamsky

HOME EDUCATION NEWS

Home Education Magazine NewsWatch Editor Linda Dobson includes achievements by homeschooled youngsters in the "Out in This World" section of her column. Unfortunately, space restrictions precluded running this section in the magazine this issue, so we're sharing it here:

Jon Williams, 18, Montana - With only a few days left before the election, The Christian Science Monitor told of Jon's bid to represent the poorest part of Missoula's population in the statehouse. The article casually mentioned that homeschooling is part of his past as he heads toward the University of Montana's political science program.

Chris Granade, 13, Alaska - In October, '98, Chris qualified to become a

Microsoft Certified Professional in Visual Basic, impressing the folks at Network Business Systems where Chris took the test, who said, "It's particularly unusual to pass the exam after studying on your own." While Chris could now go out and get a \$30,000/year job, he plans to continue studying toward the higher levels of certification available. He may someday coach figure skating or program computers. Or both.

Joseph Hainline, Julia Orth, Anna Todd, Missouri - Congrats for being Missouri's representatives among 142 children identified as homeschoolers who are among 15,500 National Merit Scholarship award semi-finalists.

Jenine Turner, Kelly Hoffman, Virginia - And more congrats to these two of Virginia's four homeschooled semi-finalists. "Three years ago," wrote a Washington Post staff reporter, " about 50 semifinalists nationwide were homeschooled...Last year, that number grew to 91, and this year, it is 142."

Anne Radavich, Idaho - Anne receives a scholarship from the Idaho Wool Growers Association for her blue ribbon-winning 4-H work in clothing construction and modeling. She now qualifies for an additional state level scholarship, and is off to North Idaho College.

Emily Farrington, 11, Vicenza, Italy - Homeschooling for five years, "Emily Farrington, at age 11, was the stage manager for a community theater production that competed in the regional competition - and won." The production won in this "first year that the European military community has been invited to participate in the American Association of Community Theater regional competition."

During the past three years, over 125 teenagers have found their own path to educational responsibility at the Pathfinder Learning Center. The Center has now created a new publication called Liberated Learner in which members share their stories on why they left school, how they live without school, what they've accomplished, and where they are heading. Included are perspectives from parents and Pathfinder activities updates. The publication is monthly and is available from PLC, 256 N. Pleasant St., Amherst, MA 01002. Tel: 413-253-9412.

The eighth annual Homeschool Basketball Championship & Family Conference will be held in San Antonio on February 21-26, 1999. There will be a high-caliber basketball tournament, homeschool speakers, and homeschooling workshops, as well as family activities. For more information on this event, contact FEAST, 4719 Blanco Rd., San Antonio, TX 78212. Tel: 210-342-4674. Fax: 210-342-7339.

A letter by Maggie Sadoway, printed in the Unschoolers Network Newsletter,

relates how she and a group of 50 homeschoolers were gathered at Another Place in Greenville, NH, this past June, when a fire erupted in the chimney of their host's home. The teens exhibited impressive leadership and quickly called the fire department while others "quickly, calmly, and methodically" evacuated the entire house "without a hint of panic or time wasted." While a great deal of the house and many possessions were destroyed, not one of the people was injured. One of the firefighters remarked, after hearing that the group was homeschooling teens, "We have never worked with such an amazing group of people. They looked after each other so well, acted so responsibly and not at all helplessly. They just really stuck together." Unschoolers Network, Two Smith St., Farmingdale, NJ 07727.

Dr. Charles Thomas writes about the newly formed Native American Home School Association in the Nov/Dec 1998 issue of Growing Without Schooling. In the article, Dr. Thomas, who is advisor to Misty Dawn Thomas, Chairwoman of the Ani-Stohini/Unami Nation, discusses the history of homeschooling among Native Americans and what is being done today to preserve the culture and language. The Association is working on a curriculum that all Native Americans can use, as well as anyone else who wants to study Native American history and culture "without the whitewash that the public schools usually put on it." Dr. Thomas points out some differences between Native American homeschoolers and other homeschoolers regarding legal issues, and some similarities. "The primary overlap," he says, "the thing Native American homeschoolers share with other homeschoolers, is the desire to teach our children as we think best. And we also share the idea that the public school does not fit the needs of our children." To learn more about NAHA, the address is PO Box 979, Fries, VA 24330. Tel: 540-744-3640. Web: <http://www.expage.com/page/nahomeschool>.

Life After Home Schooling is the topic of an article by Pam Belluck in the November 1 issue of the Education Life supplement to The New York Times. A half dozen former homeschoolers were highlighted in the piece, all but one of whom went on to college. One, Tad Heuer, says other kids were always asking him what he did all day. He occasionally was stopped by a police officer suspecting him of truancy. Tad loved studying history and music "without having to switch subjects every 50 minutes". His home education was intertwined with the public school system. At the local high school, he took several classes, played on the basketball team, took violin lessons, and worked on the newspaper. He also points out the opposition by the school's superintendent and committee he faced when attempting to obtain a high school diploma from the school. He eventually prevailed, and went on to Brown University. NY Times Education Life, 229 West 43rd St., New York, NY 10036. Tel: 212-556-4122.

PUBLIC ALTERNATIVES

Joe Nathan, JNATHAN@hhh.umn.edu: What to do about traditional schools that are unhappy about a charter school that is succeeding: #1. Identify the 10 best talkers in town (barber, hairdresser, minister(s), mayor, newspaper editor, etc.) and meet with them to discuss your project. Ask if they would like to be on a community information advisory committee that meets once every other month. This gets them generally on your side. #2. Agree with the district about standardized tests and other measures you are going to use (one good one is public speaking - have kids make public presentations every 6 weeks. See next point.) Get baseline data on the standardized tests of where the kids are - and use that as one, not the only, but one form of assessment. Make sure your community members (including the 10 best talkers) know about how you are assessing student achievement. #3. Ask students in the beginning of the year to make a 1-2 minute speech on any subject and videotape it. Then help the kids learn to make a public presentation and have them work on this - videotape these presentations over the year. Invite parent/families and community members to attend these presentations. If your school is effective, public speaking should improve. #4. Assess writing - have the kids write a paragraph the first week of school on a subject and have them write on the same subject as the year progresses. Work with an outside evaluator - like a grad student - to assess the quality of their writing over the year. If your school is effective, writing should improve in clear, measurable ways. #5. Celebrate your accomplishments and recognize that some people won't like you because you are successful. Ed note: Joe Nathan was on two of our radio shows. Each tape is \$5 plus \$20 postage from AERO.

The US Department of Education has published A National Study of Charter Schools 1998. The study found that 19 of the 433 operating charter schools, or fewer than one in twenty, have closed during the past year. Approximately 100,000 students attend charter schools, which is only about 0.5 percent of public school students in 17 states. Charter school enrollment varies from one-tenth of 1% of the public school population in Florida, to over 2% in Arizona. The study notes that most charter schools are very small in comparison to other public schools; have non-traditional grade configurations; are newly created rather than pre-existing; and two-thirds of the pre-existing charters were formerly public schools. The charters as a group have a similar racial/ethnic mix as all public schools, except that about one out of three of the charters serve a higher proportion of minority or disadvantaged students. Charter schools are in great demand, with more than 70% having more applicants than they could accommodate. Most focus on academics, while featuring other attractions such as a flexible approach to educational and cultural programming. Among the challenges facing charter school startups is overcoming internal conflicts: the study states that 23% of state and local boards oppose charter development. The report is available from the US Dept. of Education, Washington, DC 20208-5573. Website: www.rppintl.com.

Teachers and leading school reform advocates issued a letter on the condition of America's public schools and recommendations for systemic reform in Washington, DC this past September. John Taylor Gatto, Tracey Bailey and other education leaders presented the letter. The purpose of the letter is to give teachers a national voice in education reform. Most national school reform debate has been conducted by politicians and policy professionals, not teachers. Signers of the letter link America's public school finance monopoly and teacher union control of it to enduring problems in America's classrooms. The teachers are also critical of national teacher union leadership and fault the collective bargaining process for rules and regulations that subvert professionalism. The letter calls for an end to "monopoly bargaining, exclusive representation, and compulsory unionism" in order to "increase accountability and choice for professional educators." More information is available from the Mackinac Center, 140 West Main St., PO Box 568, Midland, MI 48640. Tel: 517-631-0900. Fax: 517-631-0964. Website: www.mackinac.org.

The Center for Market Based Education hosts focus groups on the Internet in which issues concerning education, particularly charters, are discussed. The Bellwether is their one-page weekly newsletter containing news from Arizona's charter school movement edited by Mary Gifford and Melinda Ogle. One recent poll rated factors most important to parents in selecting a school. Teacher qualification (not certification), curriculum, and safety were rated the most important factors. The least important factor was the facility. Visit their website at www.cmbe.org or contact The Center for Market-Based Education at 602-256-7026.

Rethinking Schools has produced a new booklet called Classroom Crusades in response to the "religious right's agenda for public schools." The booklet includes an overview of the right wing, censorship, creationism, gay issues, sexuality education, vouchers, and resources. It is available from 1001 E. Keefe Ave., Milwaukee, WI 53212. Tel: 414-964-9646. Fax: 414-964-7220.

Wayne Jennings, former president of NACC, now manages five charter schools, all based on core-curriculum principles. These include: a personal learning plan for each student, major involvement of parents, pupil-teacher planning, many small group projects, interdisciplinary approaches, no report cards, 11 months enrollment, and heavy use of technology and the community. The National Association for Core Curriculum (NACC) publishes a quarterly newsletter called The Core Teacher, 404 White Hall, Kent State University, Box 5190, Kent, OH 44242-0001.

Bob Bernstein wrote Jerry: "Just a note to tell you what a wonderful job you are doing with AERO-GRAMME. I believe I still have your first issue.

What an incredible difference. Keep up the good work. Particularly liked your letter to editor in #23." Thank you for the kind words, Bob! Bob enclosed an article called Sustained Success about Wheatley School-Within-a-School. The article, by N. Krauss, J. Kreitzman, S. Ostrow, and M. Raywid was printed in Encounter : Education for Meaning and Social Justice. Wheatley SWS is located on Long Island, NY, with 525 students in grades eight through twelve. The students attend regular Wheatley classes in the morning and begin the SWS classes at 12:30 for three periods. The authors state that if asked to name the best schools they have seen in their experience, Wheatley SWS "would surely be high on the list." You can contact Bob Bernstein at 91 Bucket Lane, Levittown, NY 11756-3003.

Laura Stine, lstine@televar.com: Blue Mountain School just opened in September. It is a private publicly funded alternative school. It receives funds from the state through the local school district, but is outside the district's hierarchy. Opened with 62 kids from 5 year olds to middle and upper teens. A good cross section of each age level. There was a waiting list when school started and those who still want in are being added gradually. It's located 5 miles out of town, Cottage Grove (which is located on Interstate I-5 20 miles south of Eugene, Oregon. The founding members are Lesley Stine, lstine@mobiussinc.com; Martin Kilmer, mdkilmer@pacinfo.com; Leslie Rubinstein, rubinstein@lanecc.edu; and, who else but Hal Sadofsky, sadofsky@math.uoregon.edu.

TEACHERS, JOBS and INTERNSHIPS

Tina dawson, tdawson@vt.edu: Mountain Community High School in the Appalachian Mountains is seeking an energetic enthusiastic Director/Coordinator. Curriculum includes environmental stewardship, wellness and fitness, creativity and community service along with strong emphasis on developing critical thinking, research and communication skills. Interesting opportunity for individual with vision, passion, good communication and organizational skills and a compatible philosophy. If interested call 540-544-7645 or email.

Roxane Blake, blake@sover.net: The Compass School will be opening in Southeastern Vermont in September 1999. We plan initially on opening with about 50 students, grades 7-9, and adding a grade a year, eventually serving up to 120 students in grades 7-12. We are seeking dedicated, energetic individuals who love the challenges and rewards of working with adolescents. Features of this school include: a rigorous curriculum, integrated and thematically presented, performance based assessment, a fair, consistent discipline policy based on respect for each individual and a governance system developed by and actively involving the students, an ILP (Individual Learning Plan) for each student, a program designed to be experiential and broad enough in its approach to meet the needs of a

variety of learning styles, multi-age groupings in a nurturing environment including genuine adult/student relationships, students as responsible, participating citizens, learning lifelong skills and developing a sense of responsibility and self worth. We are seeking full time teachers with experience in the humanities, math, science and/or technology. For more information, see www.compass-school.org.

The Passages Program, a home-based teen parent diploma program in of the Community School, seeks a part time Teacher/Counselor. We seek a self-directed, creative and collaborative individual with a strong ability to connect with teenagers. The program is based on the Walkabout educational model developed by Maurice Gibbons. Avery Larned, Director, Passages Program, 88 Elm Street, Camden, ME 04843 <larned@cschool.acadia.net>

Lisa Brick , (unity@gti.net) is looking for certified teachers who have had experience with alternative education and democratic governance for Unity Charter School, a new public school of choice which opened this September with sixty children ages five through twelve in Morristown, New Jersey. "At this time we need an experienced person (in alternative education) with a certification in Early Childhood Education. Unity is committed to creating a learning environment which will nurture citizens who will look to meet human needs while preserving and restoring our ecosystem." Call Director, Ms. Susan Paynter at (973) 292-1808.

From Brook Le Van <brook@sustainablesettings.org: Executive Director to succeed Founder of innovative progressive educational organization based in Woody Creek, Colorado. COMPASS is a 501(c)3 non profit corporation, located ten miles from Aspen, Colorado. Now in it's 29th year, the organization, formerly known as the Aspen Educational Research Foundation, is dedicated to the promotion of lifelong discovery for children and adults through experiential learning opportunities encompassed in nine projects: Aspen Community School (K-8 public charter school) Carbondale CommunitySchool (K-8 public charter school) Early Childhood Center (Toddler and pre-K school) Roaring Fork Teacher Education Project (Graduate teacher training) Stepstone Center (Community organizing for social justice) Sustainable Settings (Sustainable local business, architecture and organic farming) Wyly Community Art Center (Art education and gallery) Woody Creek Ceramics Studio (Ceramic program and studio) The Wood Shop (Woodworking program and studio). 5-10 years successful management experience, a commitment to diversity and inclusion, a demonstrated understanding of progressive educational philosophy, proven personnel leadership, fundraising, financial management and community leadership qualities. Deadline March 15, 1999.
COMPASS, Attn. Department B, P.O. Box 336, Woody Creek, CO 81656

Upattinas School is looking for an educator with home/free school values to

succeed retiring founder of 28 year old K-12, NW of Philadelphia. Send letter and resume to 429 Greenridge Rd, Glenmoore, PA 19343.

Highland School in West Virginia is looking for a full time staff person for fall 1999. "This would be a day job only (roughly 8:30 to 3:00 Monday - Friday). Anyone interested could visit our web page at www.ruralnet.org/highlandschool and e-mail us for further information." Candy Landvoigt, Highland@ruralnet.org. Rt. 83, Box 56, Highland, WV 26346 - 304-869-3250

PLAY MOUNTAIN PLACE is one of the oldest (we turn 50 this year!) humanistic alternative schools in the US. We're looking for interns to train with teachers in nursery and elementary programs. Interested in receiving intensive, hands-on experience, fulfilling a practicum, or working toward a teaching position? Interns gain experience in a program emphasizing deep respect for children, support for their social and emotional growth, child-initiated curriculums and team-teaching, using a consensus approach to decision-making. Scholarships and sometimes housing are available. We're also looking to hire teachers already trained in this philosophy. Call or fax JUDY ACCARDI at (323) 870-4381, or write her at Play Mountain Place, 6063 Hargis St., Los Angeles, CA 90034.

Teachers Looking for Jobs in Alternative Schools

Adam Johnson, homeschool@erols.com: I am an experienced one-to-one tutor in English through the graduate level, math through Algebra II/Trig, K-12 history, elementary and middle school sciences, Spanish I, organizational and study skills, and test prep including the SSAT and the SAT. I have worked with and am sensitive to the needs of homeschool students. I am interested in meeting and working with homeschool students in the DC metro area. Contact me at 703-892-1641, 703-851-8392, or 1941 Columbia Pike #13, Arlington, VA 22204.

Stasia Tell, stasia@cats.ucsc.edu: I am seeking information regarding starting a private school in Oaxaco Mexico. I have been involved with a US registered non-profit there that helps young children attend school who would not otherwise be able to afford it. Even public school in Mexico is not "free". The director and I are interested in beginning a new school for underprivileged children, which would provide a better education than is currently offered in the public system. Still, this is a new idea and we are trying to find information to see how possible this really is. Do you have any suggestions on where to begin? I would greatly appreciate any response.

Thomas Jogosz has 20 years experience teaching in companies, language schools, international schools, a Japanese government training institute, colleges, as well as overseas. He is seeking a position in an alternative

environment and is willing to relocate. Please contact him at 464 Wireline Road, Caro, MI 48723. Tel: 517-673-8226.

Kathy Verner, kverner@globaleyes: I am interested in working in an educational alternative, preferably in the northeastern US or Mid-Atlantic States. I have a BA in English and an MA in Rehabilitation Counseling. I have experience in teaching, counseling, educational alternatives, and curriculum. I am committed to learning and student success. 433 N. 7th Street, Murphysboro, IL 62966. Tel: 618-684-8053.

Trevor Sturgeon, tsturgeon@wolfcreek.ab.ca: I am both looking for a job for myself and letting people know the potential of a position here. This is my second year running this alternative school and I believe I have led to a great number of positive changes. Our enrollment is way up, our reputation in the community is changing, and we have introduced some life skills and volunteering components to the school. I am looking for new challenges, particularly hoping to become involved with an effective and holistic orientated alternative school in the US. I believe my experience at the Community School with Emanuel Pariser, his staff and students has given me the skills to make some effective and positive changes here. My experiences at the C-School will always be fondly remembered. I am looking at gaining further skills and insight into the big world of "alternative education" so that I may continue to best serve our youth. Any assistance you could provide in this manner would be appreciated.

Jessica Pierson is a specialist in environmental and outdoor education with a degree and certification in English, grades 5-12. She'd like to teach in an alternative school using these skills, but is also up for something new, and has musical and artistic ability. She's willing to travel: 703 273-8245. 10518 Cedar Ave, Fairfax, VA 22030.

Christine West is currently employed as a naturalist for the Woodleaf Outdoor School in Challenge California. "I have been working as a naturalist for similar institutions for the past 3 years. I graduated from Humboldt State University with a B.S. in Natural Resources in Native Culture. I am looking for a progressive school with an environmental focus however I am also interested in teaching multiple subjects. Most of my experience is with 5th and 6th grade students but I am open to any age over 3rd grade." Other skills include conversational Spanish, a Wilderness First Responder Cert. Primarily interested in schools in California, Colorado, and Alaska. (310) 455-2075; Fax # (310) 455-7512, 2778 Halsey Rd. Topanga, CA 90290

Jeff Lindberg: I'm living in Montreal, Canada (514-271 8085, email jeffito_72@yahoo.com) and working as a substitute teacher. I'm interested in schools that respect children's needs and give them as much decision

making power as possible, especially non-coercive democratic schools. I'm looking for a teaching position or internship for next september.

Victoria Rentz, BigRentz@bellatlantic.net: Hello. I have two years experience teaching middle school and am now interested in starting a charter middle school in the Boston, MA area, geared toward the shy, socially withdrawn kids who tend to get lost in traditional middle schools. I am moving to Boston in August 1999, and hope to apply for a charter during the '99 - 2000 school year, and open the school in the fall of 2000. ANYONE interested in being involved in this project -- teachers, parents, potential students -- PLEASE email me Thanks! Have subscribed to the newsletter for several years now...I love AERO!

Richard Montillo, montillo@sonoma.edu
I am looking for information on alternative school teaching positions in Northern California. I have a BA in history from the SUNY at Stony Brook and am completing my clear credential at the end of this semester at Sonoma St. University. I am also working on a technology supplement to my social studies credential, something I expect to complete next year.

Sharon Olkowski , olko6406@blue.unco.edu
I was so excited to find your link. I am a teacher candidate at the University of Northern Colorado and feel that the "Alternative" way would suit me and my teaching style best. May I suggest that you include some kind of link that could be accessed by new teachers and teacher candidates to show them that there are other ways, besides the traditional public school way, to help children learn and to become life-long learners in a more accepting atmosphere without losing the educational value that so many of us strive for. I am searching for information about the different types of alternative schools to help me decide where I want my career to lead me, and your site is a great beginning for me. Thank You!

Cassie Salewske , lunalaine@hotmail.com writes: As a young woman entering the field of teaching (just completed my M.A.), I am having a hard time finding resources or links to organizations that help new teachers find jobs in alternative high schools. Is it just me, or do others feel the same way? I was hoping it would be easier to find an organization, that would have listings of schools by state...I'm interested in alternative high schools because I feel a bit detached from the mainstream and have that internal pull towards the non-traditional. I am looking in particular for alternative schools in the Boston or central Massachusetts area. Any clues? Your web site is very helpful!

Elissa McLean, ElissaMc@aol.com: Hi! I am enjoying exploring your website, and thought I should tell you about the new high school I work for-- Shackleton School. We are one-year-old expedition-based high school in

northern Massachusetts for students who have struggled in a conventional school setting. Our web site is www.shackleton.org -- this should give you a sense of what we are doing. We are currently recruiting both students and educators for January. Do you have any suggestions of Internet avenues to explore, or people who have contact with students looking for an alternative? I would appreciate your advice. I think you are doing amazing work. Perhaps we will work together in the future...

Melissa Tyson , mvtyson@bigfoot.com, Website: Free School Proposal: We're starting a school near NASA in Houston, TX and we lack for teachers, students, and other members of the school community. If the words Summerhill, Sudbury Valley, Progressive, Open, Free, Alternative or Democratic mean anything to you and you'd like to be involved please forward your resume or other inquiries. We want to hear from everyone.

Kristin Wolfgang, kris555@hotmail.com: I am a post-baccalaureate student at the University of Hawai'i at Hilo preparing to enter the teacher education program here. I would very much like to work in a democratic school this summer. Do any schools you know of have a summer program that I could assist in? Do you know of any resources that act as a clearinghouse for teachers/interns interested in placement in democratic schools? What is the background of your teachers? Do many of them have "teaching certificates" from universities? I would greatly appreciate your time and any information you could give me. Mahalo nui loa, (with much thanks).

Adrienne Huber, adrienne@huber.net: I am looking for a position in a K-12 democratic school. My background is quite diverse, as I am a very experienced registered psychologist in Australia and academic with a PhD in Education from the University of Wollongong. My school-based doctoral research provided me with 3 years of reflective experiential teacher training as coteacher-coresearcher with the classroom teacher in years K-3. The school was democratic with student-managed/negotiated learning derived from the student's individual and collective interests. The focus of my doctoral research was literacy and natural learning processes. Contact me at PO Box 1179 Woden ACT 2606 AUSTRALIA.

Nick Ziergiebel, jeddi@itecnmi.com: I am a teacher - Secondary level: one year in Hawaii, two years on Saipan, plus two years at The College of Micronesia on Pohnpei. Frequently, when in despair with standard educational systems way out here, I have given in to the magic of the sea and returned to being a sport and commercial fisherman and cargo supervisor aboard container ships. As I grow older I find the application and interview process for teaching positions in standard systems increasingly dehumanizing. I hesitated to use this word for fear of sounding disgruntled at not being hired. However, I have found that time is at a premium for educators at standard schools and because of this, they have a tendency to

avoid anyone who might give a breath of vitality to programs which exist. They tend to welcome aboard the most inconspicuous candidate least likely to make any kind of waves, the assumption being that less of their valuable time will be taken up. My expertise and enthusiasm rests with classics of rhetoric and classics of drama. I ensure that dramas and themes found within selections are discussed and written about in essays. Are there independent and courageous people in education out there willing to hire an inspiring and responsible teacher?

Kate Kerman, bababear@galaxy-g.mv.com: We have a room open in our house here at Phoenix Farm. I have housed 4 different highschoolers here over the past two years, and helped two of the graduate through Upattinas and Clonlara's homeschooling programs, and graduated one myself. The fourth is graduating through her home school district. I can provide tutoring in almost any subject, and am good at finding resources for all sorts of things, from organic gardening to fiddle playing. I also do counseling and energy healing, so can help out in a variety of ways. Our household currently consists of my husband Ed and myself, our daughter Hannah (22), Lisa who is 29 and her 2.75 year old daughter Chaney. The farm population also includes two cats, two ferrets, 3 sheep, 7 geese, 3 ducks and an uncounted number of chickens. We live 10 miles from Keene NH. My favorite and most satisfying work over the past 12 years has been working with teenagers who do not fit well into school systems and who need honest and caring adult mentoring. And a great new year to you all!

Betsy and Jim Coogler write: Our family is interested in working overseas with an alternative school, possibly in Latin America or Eastern Europe. jim is a capable athletics coach, also good at building and general maintenance. Betsy is a trained artist. Our children are 3, 6, and 8. we're currently living in an intentional community/alternative school in Texas, but we're craving an international experience. Rt 7 Box 782 A, Bastrom, TX 78602, Phone: 512 374-4422, jcoogler@hotmail.com

From the AERO Web Site

Note: AERO now has a new domain, courtesy of the Foundry, which is a non-profit adjunct to the Speakeasy Cafe in Seattle. It is <http://www.edrev.org>

AERO E-mail addresses are: JerryAERO@AOL.com, jmintz@iris.nyu.edu, and jmintz@igc.apc.org

AERO now manages the alternative education list-serve. If you would like to join, send an e-mail message to majordomo@edrev.org. Leave the subject line blank, and in the body type "subscribe aerolist"

Kathleen A. Green
kgreen9818@aol.com

I'm still plugging away here in CT with The Newtown Progressive School - an independent alternative middle school - opened in Sept. '98. How can we get the word out about what we're doing - great things - without spending loads of money? We are also having a tremendous amount of trouble from our local zoning with regards to a permanent location. Private schools of any kind are not looked upon too favorably around here: "We have the best public schools around. Why in the world do we need your progressive school? What we have is just fine.". These are the some of the comments I come across. Let me just say that for me and mine, the best public school around is not just fine. Middle School students in particular are being left in the lurch. These students needs are not being met and learning is no longer exciting and enticing for them. I will continue with my passion project - The Newtown Progressive School - for as long as I can. I would certainly appreciate any advice, help, words of encouragement, etc. that might be available. Thanks.

Reshunda Daniels , ms_taz@excite.com

I'm a senior in high school. I was just trying to find some resources for my senior project. I want to be a teacher and I must say, from all the media provided, I have no choice but to support what you're saying. For some reason I thought I was the only person who believed these ideas. I guess I just hooked up with the right people.

Norma , nandes@juno.com

Hi Jerry and AERO folks! Still working on developing an alternative school (democratic, along the lines of Sudbury Valley) in the Southeastern Virginia region. Collecting interested folks as we go. Anyone can e-mail me if interested! Thanks again for the resources...

Barratt

It is overwhelming in the most positive of ways to see the amount of information and organization there is in regards to alternative forms of education. My feelings of beeing an ant in a snowstorm have been transformed by the realization that what I believe in is not such a minority after all. It seems that my dream is not a lost cause as the majority of the population would like me to believe. You have aided in another warrior's fight against banality and distraction of a society too often cought up in what I call "the perpetual- impersonalisor". Onward, all of us, there are only brighter sunrises to be seen. Thank You all...every last one of you.

Robyn Kramer , RevRobyn@aol.com

I'm looking for others who attended ALPS, an alternative school-within-a-school at Rich East High School in Park Forest, Illinois, 1976-1983.

Andrea Hines , ahines5807@aol.com

I am just starting to research alternative schools for a possible career move from teaching English at a public high school. Yours was the first site I came upon and I'm going to search more about "democratic education".

Diana Weidenbacker , dianaw@nh.ultranet.com

I'm, the director of the Winnacunnet Alternative School in Hampton NH. It's part of the public schools. We have been in existence for about 15+ years, and have a solid program. The new administration, the school board and the town budget committee are seriously questioning the expense of such a program. I'm looking to contact any and all alternative schools to gather data to assist me in this struggle. I am always willing to look at programatic issues as well as hard data. Most of our students would drop out, or be kicked out if it wasn't for the Alt.

Patrick Stanley , pstanley@ruraltel.net

I am a public school teacher, (6th grade), and am becoming disillusioned by what is going on with public schools. Is there any information out there about starting private schools? I am interested in starting a private Christian School here in Western Kansas. I also have 3 children and feel there is a better way. 1208 Santa Fe Scott City, KS 67871

Jim Boyle , jim0075003

I'm president of Ombudsman Educational Services Ltd operating 65 alternative sites in 10 states through contracts with local school districts. We have been doing this since 1975 as a for profit corporation and are currently serving over 2500 students. I recieved the Fall issue of AERO-Gramme #25 and found it very interesting and timely in light of our operations.

Katherine Adraktas , kadraktas@hotmail.com

I am an educational consultant who teaches home school children. I specialize in writing curriculums and creating unit plans. I also coordinated a home school group. I am essentially, a home school teacher. I travel from home to home every day and teach the children. I love what I do.

zachary barnett , zbarnett@lucent.com

Developing an alternative summer education program for high school students

Dr. Worda L. James , wjames@lincoln.k12.nc.us

Principal of Asbury School - An alternative school in Lincoln County, NC. Interested in infor about grants.

Trudy Dunham , gedop@juno.com

I was happy to hear about this network. I work in 3 schools...Tuesday and Wednesdays at Unity Charter School in Morristown, NJ. I am involved with

the Dodge Foundations Highlands Initiative, and River of Words Project. I am eager to have someone create a website: Educators for the Ecozoic Age...to find as many as we can who care about GAIA, and educating ourselves and others in ecoliteracy.

Kathleen Green , KGREEN9818@aol.com

In Sept. '98 I started a progressive middle school in CT. The response has been slightly disappointing. Where are all those progressive thinkers with pre-teen children? The Newtown Progressive School is the most exciting and fulfilling project I have been involved in. I would love to speak to others who may be in similar situation or looking to start something similar.

Hilarie Young , Brezygirl8@aol.com

Hi my name is Hilarie Young. I grew up in Manhasset and now live in and teach in San Francisco at an alternative high school that is not so alternative. If you have any information on this subject I would love to speak futher by phone 415-695-5860.

laura blackmon , lblackmon@mannington.com

Searching for educational publications companies. I was an educator for 5 years, 4 in the public school system, 1 in the private system. I am in the beginning stages of developing educational support materials in the area of art for the elementary grades.

Janis and Peter Whitehead , goslow@northcom.net

We are presently assisting our own children in their homeschooling efforts with our grandchildren. My wife is a teacher in central Ontario and knows first hand the limitations within the system. We are entertaining the idea of developing an alternative schooling centre, whether that be a school or simply providing resources for those interested. Any suggestions or advice would be greatly appreciated.

Meredith A. Potter , Potter_Meredith @ hotmail

I am the Coordinator and lead teacher of an alternative high school program in Swanton, Vermont. I have been working on Outdoor Adventure/Learning Experiences for 1and 1/2 years. My students are youths at risk, and we have a strong academic program which embraces the Circle of Courage philosophies. Here in Northern Vermont I am fairly isolated - would like to exchange ideas with others working with older teenagers. M. Potter, Missisquoi Valley Union High School, Swanton, Vermont. 05488

Martha Stoddard , slugabee@aol.com

I found you through the Green Pages published by Co-Op America. My husband and I are special education teachers disatisfied with the public school

system. We have begun to explore other alternatives. Your site is a good resource.

Kate Huber, khuber8872@aol.com

When I found your mail on the web i was so excited. I am a graduate student at Millersville University in PA. I'm doing a research paper on A.S. Neill. I have found loads of information however, it is all out dated. I have a few questions regarding summerhill and the present. I would greatly appreciate a response.

John C. "J. C." Bowman, freebird@chatt.mindspring.com

I serve as vice-president of the National Association of Professional Educators, as well as Director of Government Relations for Professional Educators of Tennessee. I am glad to see that there are advocates for change working in our media. I wish you the best of luck on behalf of educating our children! J. C.

Lynne Williams, LWILL@earthlink.net

My son attends Evergreen Sudbury School in Maine, so I am very interested in the topic of alternative education. We will be travelling in the British Isles next spring and hope to visit Summerhill and Sands.

Ms. Marty Cook , mcook@jps.net

I am an educational facilitator for one2one learning foundation in Sacramento and appreciate your help with resources. I will refer my students to your site.

Nicholas F. De Bellas , debellas@bigfoot.com

I went to a alternative school called Quest High School in Humble Texas, and I feel I have received so much from that school that I am looking for a way to give back. Thank you. You are a very informative resource for me.

Priscilla Allaway , pallaway@hotmail.com

I was homeschooled myself. I am in college now, and am looking to teach in an alternative school program when I finish. Your web page has some very useful information on it! I would like to look at getting involved in an alternative school here in the Portland area.

Mark Williams , markewilliams@juno.com

I am considering starting an alternative high school for difficult to reach students. I want to teach carpentry, robotics and video and written documentation in the school. Does anyone know of a school that is similar?

Karal Taylor , karalt@aol.com

I teach an alternative education program at Bala Cynwyd Middle School in suburban Philadelphia. I searched for alternative education on the web and

discovered this site. I'm interested in learning about other programs in middle schools.

Aimee Richardson , teeroygee@aol.com

I am working towards my K-6 California Credential and am doing a research paper on alternative schooling. I am interested in any information for both my paper and schools in the San Diego area. I would love to work in an alternative environment.

Gail E. Winkleman , gailhoney@aol.com

I am serving on a board of directors that is in the process of starting up a new community school for alternative learners. Am looking for information to help us in this endeavor. Are creating policies/procedures/handbook, etc. We are beginning from the ground-up.

Sue Reynolds , Reyn4@transport.com

Interesting magazine and web site. I am looking for information on parent, student, teacher communication as tool for improved student learning and alternative middle school programs. Can anyone help?

Ron Orr , rorr461833@aol.com

I am glad that there is a site for educators who are looking at other alternatives to youth who are consider at-risk and unteachable. I believe if you teach a child to fish, he will never go hungry. Jails and prisons aren't the answer. These youth need special attention and special teachers. I have read the magazine of AERO and it provided me with a lot of insights from people all over the country.

I hope to find more info. that will assist me in working with inner-city youth who are considered at-risk. Keep up the good work AERO, Jerry Mintz and staff.

Special Section:

CHANGING SCHOOLS

_____Since 1973: The Journal of Alternative
Education_____

The Connecticut State Department of Education Presents:

The 29th Annual International Alternative Conference

Leading the Way to the New Millennium

June 25-27, 1999

Connecticut College
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Featuring Best Practices in Alternative Education Workshops, Clambake, Trip to nearby Mashantucket-Piquot Casino, the largest casino in the world, and new Native American Museum:

Workshop Themes:

- * Starting and maintaining Alternative Programs
- * Pregnancy/sexuality/healthcare for teens
- * Mentorships and Service Learning
- * Incarceration/expulsion alternatives
- * Funding Issues and Grant Writing
- * Violence, rage, gang solutions
- * Laws and Alternative Schools
- * School business partnerships
- * Charter and Magnet Schools
- * Standards/Testing/Evaluation
- * Diversity and Personal Development
- * Learning Styles/Multiple Intelligences
- * Connecting with families and community
- * Best Practices/Cutting Edge Education

Conference History:

Celebrate 29 years of alternative education conferences, which started at Indiana University and are now hosted around the country by state alternative education associations and The International Affiliation of Alternative School Associations and Personnel (IAASAP).

Leading the Way to the New Millennium:

This year's conference theme is intended to highlight and celebrate the many successes that alternative programs have had with some of the most challenging students served by the educational system. Many of these cutting-edge strategies are now main stays of alternative education, and help define these programs as truly boundary-breaking schools.

CEUs Provided:

CAASP will provide continuing education units (provider number 837) for anyone that needs them by filling out appropriate forms during workshops and keynotes. Up to 1.6 CEUs can be earned through participation in conference activities.

Thursday, June 24: Pre-conference registration (no formal sessions)

Friday, June 25: Opening remarks, Keynote, Workshops, reception

Saturday, June 26: Keynote, workshops, clambake, networking, entertainment

Sunday, June 27: Breakfast, closing

Call for Workshop Presenters:

If you are considering presenting a workshop please check Workshop Presenter (\$45 discount on conference fee) on the registration form and include a one page proposal describing your topic and its relevance to alternative education. It should coincide with one of the themes stated on the front of this brochure. Please remember that alternative educators vote with their feet. (Don't be offended if people choose to leave your workshop early if it is not meeting their needs.)

For more information contact Bill Scalise, ALPS Program, 193 Mechanics St, Danielson, CT 06239, Ph: 860 779-6660.

AERO/Changing Schools thanks the New Jersey and Georgia State alternative education organizations which have ordered subscriptions of AERO-GRAMME for all their members!

YRE: A Vehicle For Designing New Learning Systems

Present to 2000

by Don Glines

"I have seen what others can only dream ... ; I know these descriptions are true for I have been there.

Gulliver Jonathan Swift

Overview

The program described the personalized continuous year calendar developed by staff at the Wilson Campus School of Mankato State University (MN) has been labeled the most innovative public year-round education offering yet created in the U.S. The story is reality for it existed. In traditional terms, preK through grade twelve and college level studies were offered under one roof. The experience is documented in Creating Educational Futures: Continuous Mankato Wilson Alternatives.

Many of the concepts and changes seem radical or impossible. However, Gulliver was correct, as they are true, and not too "far out;" the design was first implemented three decades past by those who did what others have only dreamed. Futurists believe that it is now time to do the impossible, for the possible is no longer working.

YRE needs new direction, more innovation, and complete patterns of

changeaway from schooling toward learning systems for the future. The personalized calendar and the Wilson program can serve as catalysts for creative thinking, allowing schools and districts to formulate ideas which will move them away from what exists toward what could and should be for many youth.

YRE is one vehicle for redesigning and eventually imagineering better environments. Other components include time utilization, philosophies, successful methods, the future, and research and development. New Wright brothers (and sisters) are desperately required to lead the transition toward very different educational opportunities.

Personalized Year Calendar

The K 12 calendar at Wilson was simple, though the most advanced yet practiced in a YRE program. In theory, the site was open 365 days a year, 24 hours each day. In facility and staff reality, it was 240 days, the result of the usual budget restraints. The mechanics followed a basic formula: students "owed" the school 170 days; they could attend any 170 of the 240 the facility was open or gain "credit" through offcampus ventures: volunteering in the community; mountain climbing in Colorado; French in Quebec; Spanish in Puebla; Sioux cultures at Pine Ridge; helping grandparents in senior homes; assisting the homelessany of the 365 calendar days. With the curriculum completely personalized and individualized, students and staff had the advantage of almost complete flexibility.

There were no coverage problems, as faculty worked in teams of teachers with whatever combinations of aides, volunteers, community resources, and student interns were available at a given moment. If 600 students were enrolled, it was assumed that perhaps 500 would attend each day, allowing three to five or more teachers to be absent; balance was not a problem. Families/students/staff members could vacation whenever they desired yearroundfor a day, week, month, monthseven furlough for a year. They did not have to ask permission, but notification was requested for long periods (as furloughs). Most students informed their facilitators and advisors, but if Dad could take two days off during hunting season, or had an opportunity to take the family on a business trip, or if Mom was ill and needed care, or wanted them to visit grandparents, that was great. Staff had the same options; the yearround calendar schedules were completely voluntary. Wilson did not believe in rigid mandated "vacation days" for the different single or multiple track designssuch as 6020.

For schools overcrowdedwhere they must relieve space and be more "accountable" to parents/community/statethe Personalized Continuous Year is implemented as a mandatory with options plan. Assuming 600 students in a

school built for 450, families and staff request by 1st, 2nd, and 3rd choice the weeks they prefer their vacation days. They are told that most must take time off in the fall, winter, and/or spring periods, and be in school sometime during the summer. The scheduling process enrolls individuals according to their selections to ensure that 450 students and appropriate staff are in the building, and 150 youth and perhaps five faculty are on vacation for that week/month. Individual variations are permissible, as it does not actually matter whether the count is 140 or 160 youth, or 4 or 7 teachers out of the building, as long as an approximate balance is maintained. Subject/grade level matches are not a problem, for all staff teach pre K12 and college students, function in 2nd and 3rd "subjects" as part of interrelated curriculum, and work as members of teams. The only need is to ensure that at least one teacher is in the building who knows "science" well, and at least one who can "hug" kindergarten children. The Mandatory With Options system is not theory it works and is not time consuming after the first year when the mechanical "bugs" are eliminated. The personalized YRE calendar is an exciting transition toward the future.

The Wilson Program

Wilson was unique among year-round schools of choice in that it was one of the few to maintain a "total" program. Though small in size (600), and funded at no additional cost to the Mankato District, Wilson offered more available curriculum experiences than any other school in Minnesota regardless of size or budget. One student in nine years studied the History of Ireland without ever worrying whether a teacher could be assigned or the class would be canceled if 25 did not register. It housed the Mankato State University undergraduate alternative teacher education option: SEAthe Studios for Educational Alternatives and the opened master degree program in Experiential Education both of which allowed future and continuing teachers to avoid conventional education classes. Wilson students could begin at prebirth and complete an M.S. degree under one roof and then continue there as a teacher/facilitator, community volunteer, or learner and eventually become involved as a participant in a program for goldenagers. Wilson was the beginning of turning formal lifelong learning from theory to reality.

The concepts were not unlike those in similar corresponding experiments. The difference was in the implementation of a more comprehensive program catering to a broader crosssection of students. The "new" Wilson was created overnight. Prior to the change to YRE, the school operated as a good conventional campus laboratory program with the usual waiting list catering primarily to the demands of the college of education faculty; it was used through a cooperative agreement between the university and Mankato District #77 as a neighborhood public school. There was little

choice for the students, except for high schoolers who requested the big conventional site to participate at a higher level of sports competition, or to enroll in a special curriculum program. Within one month of the decision to create the most experimental, yearround program in America, the total "revolution" was underway. Completely dismantling tradition with an existing staff, Wilson became a "model" illustrating the tremendous potential for changing outmoded schooling at a rapid, dramatic pace, while additionally challenging conventional thinking, and offering visions of continuing innovation. It caused discussion on the future of learning, while providing a significantly different environment for those who volunteered to participate in the search for a transformation.

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Wilson staff made 69 "changes" immediately. The most important was the aspect of human relations. Students selected their own facilitators and advisors; later surveys and interviews determined that consciously and subconsciously, the advisors and teachers were chosen on the basis of six factors: personality, perception, age, gender, interest, and skill. The students found the adult they most loved and asked that person to serve as their confidante. No one was ever assigned to a teacher or advisor; no teacher was ever assigned to a student. As a result, all courses and requirements were eliminated. Curriculum became what the students wanted to study at the moment in time, with the persons they most wanted to share their learning. The affective domain was the key, followed by the psychomotor. The cognitive came third. Confluence was sought and generally achieved, but the priority was almost always the affective. Creativity was addressed, as the greatest number of dropouts in many schools are those who score highest on "creativity tests." Learning styles were a prime consideration. Students selected staff who were more rigid or more flexible depending upon their relationships and current perceived needs in given areas. Kindergartners had the same choices as seniors; they were offered more assistance by advisors, teachers, older students, aides, and parents, but otherwise were relatively selfdirecting.

Curriculum was personalized and then individualized. Some threeyearolds were reading "3rd grade" level; some "3rd graders" were not reading and were not in remedial classes. Both maturation and motivation needed the right blends. Five phase learning opportunities were stressed: individual instruction/discussion; independent study; open labs; small groups (with and without staff); and voluntary common thread large groups. Continuous progress was featured. Youth paced at their own rate; some completed two or three years of college level "math" while in high school, while others selected minimal experiences. Curriculum was interdependent for the majority of the student learning activities. To facilitate such a program, Wilson was open yearround; families of construction workers in the states like Minnesota need to vacation in January, not July; Florida families

wanting to ski find JuneJulyAugust not the best period in the Rockies. Homelessness and low incomes occur all twelve months. Attendance was optional for any given day; every individual, K 12, had the privilege of open campus. Food was served all day in the student center; lunch periods are unacceptable for the best models. The student mix in all areas was nongraded; "kindergartners" and "seniors" had the same/similar programs, philosophies, facilities, instructors, climates, environments; they were separated only when desired or appropriate. They often shared activities and helped each other learn.

One of the attractions to visitors was how Wilson went from a traditional schedule to a daily smorgasbord schedule where every student and teacher had a different time allotment every day to a non scheduled environment. Personalizing the day/year was not hard to accomplish in a school of 600 once the curriculum and instruction were individualized and students learned to be selfdirecting. A major key to the success of Wilson was responsibility; the concept is not taught, but must be given and accepted. The climate belief stated: "With freedom goes responsibility and courtesy." In a larger school, house plans allow for the same nonschedule potential. There were no ABC report cards; no class rank lists; no traditional transcripts. Students completed goal sheets with their selected staff; some worked with only 23 4 faculty at one time, while others were engaged with 1214. There were no graduation requirements; students left when ready with approval of their advisors, parents, and a review committee, though a great majority received their diplomas after the conventional twelve years. They stayed because they liked it, for financial or home reasons, their age, or involvement with sports and friends, but they could, and many did, graduate early.

The physical environment was changed; arches were cut through walls, or they were removed, or constructed. The interior was painted interesting colors and part of the facility was carpeted. The two gymnasiums and hallways were in constant use, as students followed their own schedules. The

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Beginning Life Center focused on 3456 year olds who could stay there all or part of the day, but who also could participate throughout the building which almost all did. Parents returned some evenings as part of the lighted school; special education students were completely mainstreamed as early as 1968. Community service and volunteering were critical components. Wilson people were "everywhere," but were especially involved in the senior citizens home and the state mental health hospital as aides, friends, and learners. A highlight experience for most students was the Mexican exchange with Centro Escolar in Puebla. Participating Wilson youth spent eight weeks in Mexico, increasing their fluency in Spanish and learning the culture.

The Mexican youth reciprocated by coming to Mankato four weeks each year. Lasting relationships were common, as many students and parents continued to exchange visits 20 years after leaving Wilson.

There were no eligibility rules for sports; there were no sets of textbooks, rows of desks facing the chalkboard, bells, notes from home, hall passes or study halls all common in the Midwest in the Wilson era and certainly no self-contained classrooms. Student teachers and master degree interns learned to "teach facilitate learning at Wilson; they could be exempted from all traditional college of education classes and still receive their degree and credential. The learning climate was special for those who chose to attend; it was unique among educational environments.

Two of the significant Mankato factors were its size, and its holistic or "comprehensive" offerings. Wilson wanted to enroll enough students to reach a critical mass to be large enough to provide most programs to meet the needs of each individual. Its 600 K12 youth (200 elementary, 200 middle, and 200 high school), when mixed in a nongraded format, created the staffing to additionally include prebirth and pre school programs, and master degree and senior citizen components and to be continuously open twelve months through the Personalized Continuous Year Calendar all on the same public school budget.

Unlike most alternatives, Wilson maintained here using traditional vocabulary competitive sports (reaching the state finals in basketball), cheerleaders, dances, drama, music, art, industrial technology, home economics, advanced foreign language/science/math, special education, early childhood, and all day food service. Its facilities were adequate to accommodate such offerings yearround, and were supplemented by the school in the community concept, utilizing many sites in Mankato, in Minnesota, in the other states, and internationally. Limited traditional options generally do not offer such comprehensiveness. During the essential learning transitions into the next decade, there should be more Wilson style programs available throughout the United States. Most current nontraditional patterns lose many students who would prefer to transfer from the conventional nine month school, but they do not, for they still want football, advanced Spanish, college mathematics, auto shop, band, early childhood centers, or conventional playgrounds but in alternate environments. Even worse, if similar programs exist, most have a waiting list or lottery for admission.

From the lessons of the past, the message for educational change agents is clear. Reaching 2000 and beyond, if educators are to overcome the barriers to change, they must provide the availability of holistic, comprehensive yearround settings that cater to a broad segment of families. The often perceived negative connotations of alternatives will not vanish until a

crosssection of students is enrolled. Matriculating the football, chemist, low achievement, and band populations not only provides options for them, but illustrates that yearround, innovative, experimental choices are valid for all youth who would make the selection. Wilson represented one approach designed to create a more flexible environment for those enrolling in continuous community learning centers, as a beginning for the new century.

In addition to the book, *Creating Educational Futures*, this pioneer program has been documented through two video tapes; a dissertation (Long) on teacher reflections; three studies on

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student outcomes 20 years later (Boettcher); and over 60 master degree theses and papers at Mankato State University.

Glossary

Totally new learning systems are truly needed for the coming decades. Wilson adaptations can serve as transition patterns. To make a Wilson "work," the philosophy regarding youth and learning is the key. However, the "mechanics" must be implemented correctly, for a crumbling structure can overcome the concept. Therefore, in general, the program must embrace with understanding the following components: 1) nongradedness; 2) teaming; 3) personalized and individualized curriculum; 4) selfselected requirements; 5) selection of advisors and teachers; 6) selfdirected assessment; 7) responsibility and courtesy; 8) continuous programs; 9) volunteering; 10) beginning life centers; 11) stimulus centers; 12) yearround; 13) interdependent learning; 14) programwithoutwalls; 15) allergy free environment; 16) family designed conferences; 17) optional attendance; 18) open facilities; 19) nontextbook approaches; 20) everyone eligible. There are 69 or more such "changes," but when welded as one, they comprise a humane transition toward new learning systems.

Future Visions

Beyond the Mankato program, a look at the future is essential, for when considering the early 21st Century probabilities and possibilities, Wilson is immediately obsolescent. It, though, is valuable as one accepted, documented, and researched design for now. The future must bring learning to the student, and not continue to rely primarily on the student arriving at a designated site. Schooling must be eliminated; education must be yearround.

The design for the Minnesota Experimental City (MXC), where in the early 70s a community of 250,000 was planned with no schools, illustrates what lies ahead. Though it was never constructed, the concepts for the MXC

learning system are valid, and can be adapted as part of continuous innovation. The components were based upon the following assumptions, developed by Dr. Ronald Barnes and the education design team for the MXC: 1) Learning is life; 2) Learning occurs everywhere; 3) People can learn on their own; 4) Everyone is important, regardless of how much the person knows; 5) Authority is shared by all; 6) Education is a lifelong process of learning, and should be tailored to meet the needs of the individual; and 7) People will form positive social networks on their own without formal schooling. The delivery of learning opportunities was through a variety of avenues, none of which were a school or site where students were transported each day.

The design included a variety of forms: 1) Existing facilities: use of homes, businesses, public housing a new version of schools without walls concepts; 2) Beginning Life Centers: offering an environment promoting creative experiences for young children, and for parents and older students the opportunity to learn of the needs of the young; 3) Stimulus Centers: providing films, tapes, , sounds, smells a constantly changing array of stimuli to bombard, provoke, and extend learners; 4) Gaming Centers: for learning occurring through educational games, simulated design, and techniques to address the complex realities in a simpler fashion; 5) Project Centers: working on activities, as in making a movie, building a boat, designing a new vehicle; 6) Learner Banks: storing tools, materials, and equipment needed by the learners; and 7) Family Life Centers: for families learning together, for seminars, meetings, tutoring, community discussions and social and health services. The entire system was linked through the LORIN model a sophisticated computer information storage, retrieval, and networking plan to connect learners with facilitators; everyone was a teacher; everyone was a learner. The city was the lifelong learning laboratory.

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Research and Development

It is time to resurrect new versions of Wilson and the MXC. Experimentation is essential, while expanding the breadth, depth, and acceptance of the philosophy of learning choices for everyone. Lessons from Wilson, as one style of option, can provide a springboard for imagineering lifelong, living learning systems for the future. Needed are educational astronaut volunteers those who will fly the "learning" Endeavor. One site, or a program within a site, can be selected as a beginning. No longer should a district force all students into the same mode. At no additional cost, some families and staff can be the first in a community to design the launching pad to the education Mars.

Volunteers can create concept and design educational automobiles those that

are blueprinted, constructed, and tested two to ten years before sales to the public. In the coming two decades, educators need to create MXC style learning patterns and calendars that are more appropriate for the emerging future. There are few valid reasons for continuing the 7th grade and nine month schools.

What research (not tradition, preference, or uniformity) is there to support the existing schooling conventions? What research is there to support the grade level concept, selfcontained rooms, standardized schedules, classroom sets of textbooks, math as more important than art as a requirement for all, ABC report cards, national assessments, nine month calendars, segregated subject matter, lunch at 11:30, and dozens of other rituals? The answer is clear: NONE. More exists to support Wilson styles. Students enter chronologically one year apart; there is nothing so unequal as to treat unequals as equals. YRE can be a vehicle for designing new learning systems.

EDUCATIONAL FUTURES PROJECTS

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Books

1. Glines, Don Creating Educational Futures: Continuous Mankato Wilson Alternatives.
2. Glines, Don YearRound Education: History, Philosophy, Future.
3. Glines, Don and William Wirt The Great Lockout in America's Citizenship Plants
4. Glines, Don (Monograph) YearRound Calendar and Enrollment Plans.

Note: The above publications are available from the National Association for YearRound Education (NAYRE), P.O. Box 711386, San Diego, CA 92111, (619) 2765296.

Related Videos, Studies, Books

1. The Wilson Experience (15 minute video) Performance Learning Systems, 224 Church Street, Nevada

City, CA 95959, (916) 2659066.

2, Mankato Wilson Campus School Remembered (55 minute video) Library Media Center, Mankato State

University, Mankato, MN 56001, (507) 3891965

3. Long, Kathleen Teacher Reflections on School Restructuring: Alternatives in Public Education, (Dissertation)

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PARENTAL INVOLVEMENT IN A PUBLIC ALTERNATIVE SCHOOL (Vancouver, Canada)
by Helen Hughes (hhughes@idmail.com)

Parent participation is mandatory at Windsor House; each family must put in a half a day a week to the school. Quite a few families do this by coming in to the school. Some do supervision of rooms that need it for safety's sake or for protection of valuable equipment or materials, while others offer activities that they have either thought of themselves and have posted a sign-up list, or have been asked to do by students. Some organize and drive for skating or field trips, etc. We have been a parent-involvement school since the beginning (27 years ago) and have had our ups and downs. I would say from a staff point of view that the time saved by having parents do various things is just about matched by the time needed to talk with parents about the various things that inevitably come up. For the students, however, there is a big bonus. They get much more variety in offerings, have a huge pool to draw from when they want a particular resource, and get to mingle with people of all ages (many parents bring in babies and toddlers when they come.) The age range of people who regularly come in and out of the building is from -9 months to elderly grandparents. It has been part of the culture for so long that it is just taken for granted. I have never heard of anyone complaining about so many adults around, and, curiously enough, I have never had a complaint from a student about their parent inhibiting them or getting in their way. We have a good-sized facility, so it is easy for kids to find spaces away from adults. I love having parents as part of the community. It feels very rich and complete.

Paul Kushner, pkushner@wsd1.org:

Winnipeg area has quite a few alternative programs in the high school area so we networked a little and planned a combined day. Since then, we have also planned several combined student conferences. These were quite interesting as all of the topics and much of the work were student generated. This past fall we joined a larger provincial teachers group as the Alternative Teachers Association. We also expanded our group to include middle years and elementary teachers. We have had limited success with that as our executive is all high school teachers. Planned for this year is two newsletters (hence, my looking for conferences for an article), a student conference in April, maybe one more teacher day, and an end of the year baseball picnic day. It's not a lot but we all have jobs keeping our own programming going.

We are still alive although our tiny executive is usually bogged down by day to day front line teaching. I have received your newsletter and found it informative and interesting. I will pass it around at our next meeting. Usually we host three functions a year. The first is a teacher inservice in fall. It is on the same day that every school in the province is closed for inservices. One has a choice of attending Math or drama or about 40 different groups. It is open to all teachers in the province and since we are now a recognized group we made it into the provincial listing of events. We attracted over 100 teachers from a wide variety of backgrounds and settings. Our next event will be a student conference in spring. We get reps from about 5 programs and brainstorm on topics, they invite speakers, and make arrangements etc. Last years conference attracted about 150 students from about 15 programs. I'm sure it's not big by your American standards but we are not biting off more than we can chew in order to make our program a success. Some of the teens involved need just a bit of extra attention coming from rival gangs and that type of mess. A date has been set for this year but I'm not sure how much organization has been done so far. We will be meeting soon. We intend to publish a small newsletter. A few articles have been gathered but not put into newsletter form yet. Finally in late spring we host a picnic , baseball game for students and staff. With all of the events the programming isn't always the most important. It becomes a venue for networking of staff and process of students dealing with others in a positive productive way. I hope this explains what is happening.

RADIO INTERVIEW WITH JOSH HORNICK AND STUDENTS, PATHFINDER LEARNING CENTER, AMHERST, MA

Jerry Mintz: We are pleased today to have Josh Hornick as our guest. We're going to be talking about homeschool resource centers.

JERRY:Josh, I would like you to tell everyone what Pathfinder Learning

Center is and how you happened to get it going.

JOSH: The Pathfinder Learning Center is for teenagers who choose not to go to school. It started a couple of years ago when Ken Danford and I were teaching at a public secondary school in our area. Both of us were very discouraged, although we were working very hard and felt we were good teachers. We thought that most kids weren't having a very positive experience in terms of growing up and maturing into successful adults owing to the fact that they were bound to be in school all the time. So we established this Center to support kids who would not be attending school but instead would be involved in self-directed program.

JERRY: You wanted to do this originally as a charter school, is that right?

JOSH: No, it was never planned to be a charter school. I had worked on a charter school proposal several years before that on the model of the Sudbury Valley School which shares our value in letting teenagers determine what's important for them to do.

JERRY: How many kids are in the program now. They have to be homeschoolers and maybe you can explain how that works.

JOSH: Right now there are about 50 kids in the program. We've worked with about 125 kids in the course of our 21/2 years. Almost without exception, they have been successes. The kids who were doing well in school and left school to do our program have been successes. The kids who weren't doing well in school and left to be part of our program have also been successes. Under the laws in Massachusetts, for a teenager to leave school before the age of 16 requires basically a contract between the local school superintendent and the family which that student comes from. They are legally considered homeschoolers at that point.

JERRY: I see, but you have some people contact you are not homeschooling and they ask you how to become homeschoolers, am I right?

JOSH: The great majority of our membership-- 80% -- are people who are in school and families with teenagers in school who felt that a self-directed program with some assistance would be a better route for them than staying in school. Only about 20% of our membership are homeschoolers before coming to us.

JERRY: Can you give me an example of the kind of person who would contact you and how.

JOSH: People come to us from different camps. One example: a young man heard about us at a little public forum that we had. We discussed what

it's like being a teenager not going to school, which is to say, a teenager who determines his or her own schedule and what they think is important to study or not study. After hearing it, he felt that it would work for him and started doing it. He took a few classes at the Center and studied some things on his own. This young man took a deep interest in computer programming, found a mentor. Mentors aren't hard to find when there's a teenager who is passionate about something. Along with studying a broad range of things and running his own life, he became very involved in computer programming; and, in fact, when he was 16 last year, he wrote a piece of software which is now being produced commercially.

JERRY: Do you have a Website?

JOSH: Yes we do; it's pathfindercenter.org.

JERRY: What is the age range of kids in your program?

JOSH: We've had kids as young as 11 and as old as 19. Generally speaking, though, we don't play a custodial role. We don't look out for kids who are there. Kids walk in and out. We're in downtown Amherst, a small town. So kids who aren't old enough to be mature enough to be comfortable walking in and out of our Center onto the streets of downtown Amherst are too young for our program.

JERRY: And you make that clear to parents--

JOSH: Yes, that's one thing that has to be very clear to parents. When we first started, there were a couple of parents who had the sense that we were a school, that we were going to watch out for their kids and make sure that they did their work. We're like a YMCA or a library. But we do have a few classes and kids also hang out there, and so we're a resource, but we're only dipped into when a member of the Center wants to dip into the resource, whether that's a parent or a youth. We're open 9 to 5, Monday through Friday.

JERRY: So any time during the week they can come in and become part of this process but they don't have to come in any day at all?

JOSH: No, they don't. I can give you another example of a young man who would have been going into his ninth grade year when he first left school with our help. He came to one or two classes with us. But mostly he was studying on his own and found other people to help him. He had a deep interest in computer animation. Last year when he was 16 he won two national awards for his computer animation. Not kids awards. These are awards open to all computer animators across the country. After he'd been with us for half a year, he did nothing at the center. He'd stop in once

every week or two just to talk politics with people.

JERRY: We have a caller, Miro, on the line. You are a student a Pathfinder, is that right?

Miro: Yes, I am. This is my second year. I'm thirteen.

JERRY: Why was it you decided you wanted to go to Pathfinder Learning Center?

MIRO: I never really liked school and I'd always cry in the morning, I didn't want to go. It was always a constant thing. I didn't like the social scene; it seemed like you could only be friends with people in your same grade. I couldn't really follow my own interests and I didn't like it. I heard about Pathfinder from my brother because he was in Ken's history class. Ken is the other cofounder of Pathfinder. That was in the summer after fifth grade. So I went to one of the meetings and my brother came along. I wasn't sure if I wanted to finish out sixth grade or go next year. I ended up deciding to go for sixth grade and my brother actually decided to leave school. After sixth grade I knew I didn't want to go to junior high so I left and it's been great.

JERRY: What was your first experience coming to Pathfinder. What was your reaction to it? Did it seem at all strange to you, coming from a regular school?

MIRO: Yea, it is a jump. I think I adjusted pretty well. For a while it was weird not getting up early in the morning every day and going on the bus at a set time and going through the routine of everything at school.

JERRY: On the days that you go to Pathfinder, you don't have to come first thing in the morning, you can come in when you want to?

MIRO: Some of the groups I do are in the morning so I normally don't get up too late or anything. But, yea, it's kind of weird because I don't sleep in or get up late but it's the feeling that I can if I want to or need to. It's that kind of freedom that's really cool.

JERRY: Do you sometimes stay till five?

MIRO: Yea, on Mondays and Fridays. We're doing a literature groups with students from Hampshire College and there's a writing group with other students from Hampshire College.

JERRY: So the school makes use of people like Hampshire College students to be teachers at the school?

MIRO: Yea, volunteers and just people who are interested.

JERRY: How many people are in your literature group, for example?

MIRO: Seven people plus the Hampshire College student, Joanna.

JOSH: And her dog, Honey Bear!

JOSH: Incidentally, what are you reading now?

MIRO: One Flew over the Cuckoo's Nest.

JOSH: Do you know who the oldest people in the group are?

M: I think my brother's the oldest one in the group. He's 17.

JERRY: So the range is from 13 to 17 in that group.

M: Yes.

JERRY: So that's another thing that's kind of unusual, isn't it?

MIRO: Yes it is.

JOSH: It's not unusual if you think about it. If you look at adults who are interested in literature and they join reading groups, there'd be people of all different ages in it.

JERRY: We have MISHI calling in. MISHI, you are also a student at Pathfinder, is that correct?

MISHI: I am a member.

JERRY: A member. I'm being corrected. I have to be correct all the way down the line.

MISHI: Well, I don't think it's politically correct. We're not students; we don't have to come. We can just come whenever we like.

JERRY: Right! Member is interesting. So you see nobody there is really a student, is that right?

MISHI: Yup!

JOSH: People are students. Like we're all students in life! It's just a

matter of if you go to the library, you're not a student of the library, you could be a student at the library, you could be a student at Pathfinder.

JERRY: Mishi, how old are you?

MISHI: I am 14.

JERRY: How long have you been at Pathfinder?

MISHI: This is my second year there.

JERRY: Why did you decide to go there?

MISHI: When they were first planning the Center about three years ago I had gone to a meeting to hear about what they were doing. It was interesting but I figured I better give the junior high a try and I did and I didn't like it very much.

JERRY: Why not?

MISHI: Well, it didn't leave any time for what I wanted to do. It took up most of my time between homework and getting there and getting back again and being there all day.

JERRY: What kinds of things did you want to do.

MISHI: I didn't get any time to read what I like to. I've been working with kids a lot; I do a lot of child care and day care. I didn't have any time for that.

JOSH: Mishi runs a summer camp of her own.

JERRY: Runs a summer camp?

MISHI: Yea, and last year I was doing an after school program one day a week.

JERRY: Tell me about this. How does a 14 year old girl run a summer camp?

MISHI: Well, this summer, if I choose to do it again, it will be my sixth year.

JERRY: Who is this camp for?

MISHI: It's for young kids, you know, four through ten year olds.

JERRY: And you get paid for this?

MISHI: Yea, I get paid some, and I have to hire other counselors and do the ordering for the craft supplies. Actually I started it during the summer of my fourth grade. So I've been doing it for a while. It was always hard to plan when I had school in the spring. So it's a lot easier to do that now.

JERRY: Do you think that maybe a student, in order to be at Pathfinder, has to be very self-motivated like you obviously are?

MISHI: I'm not so sure.

JERRY: What do you think Miro?

MIRO: I think that when people first come out of school they can be not used to having their time in their own hands and just sort of flounder. But I think if people are given enough and are supported by their parents that eventually they'll get more motivated. But I can't really say for everyone.

JERRY: So what you're saying is that for some kids coming in there is a decompression period and you have to be comfortable with that and know that it's going to happen.

MIRO: Right. And don't pressure yourself too much to do this and do that. I think it will come in time.

JOSH: Did you go through a decompression period, Miro?

MIRO: Not too long of one, really. I adjusted pretty well I think.

JERRY: Josh, have you seen kids that have come there that seem to not get past that period and it isn't the right place for them?

JOSH: It's a good question. There are certainly kids in the program who aren't past it yet, but we have people coming all the time. There are some kids who have been in the program for as long as two years and it's only recently that I'm seeing them with really busy schedules. Not that having a really busy schedule is necessarily good, but where I'm seeing people turn the corner to having a lot of direction.

JERRY: I must tell you from my own experience I've seen it take as long as five years with some kids and then they would at that point have an explosion of learning. But some people just don't have the patience to wait that long.

JERRY: Josh, to what extent do you think that these ideas could be widespread?

JOSH: It could be very widespread because it's cheap and it's easy. Our membership fees are \$1,000 a year.

JERRY: Wow. And you can run it on that basis?

JOSH: Well, with our current 50 members, it's hard; but it will be easier if our membership grows to 80 or 90, which we think we can handle.

JERRY: That's maybe one-tenth the cost of something in New York City or one-fifth in a lot of other parts of the country. What about the parents who think their kid needs more structure than that?

JOSH: I think parents generally know their kids better than we do and if they feel their kids need to have more structure than that and the kids agree, then they should be in a more structured environment.

JERRY: So there are some kids you think that just need more structure. How can you determine this? What if you think that the very thing your kid needs is to be more self-motivated, would it make sense for them to go to Pathfinder to try to learn how to do that?

JOSH: Everyone's different and everybody develops for better or worse in different kinds of environments. I think, generally speaking, the majority of teenagers develop best when they're given freedom to figure out things for themselves. They don't have adequate opportunity for that in school. Even in good schools - and I think most schools are good schools - but even in interesting alternative schools, typically, kids' time is determined for them for the most part. Kids tend to develop an adversarial relationship to learning, feeling that learning is something that they are being forced to do and not something that they really want themselves. I think that it's hurting those kids very badly.

JERRY: I want to ask Mishi, do you feel like the number of students is enough for good social interaction?

MISHI: Oh, definitely, yea, I don't have any problem with that.

JERRY: So you don't think fifty is small.

MISHI: No, not at all. Do you know many kids in school who have more than fifty friends?

JERRY: So there may not be so many, but the relationships are stronger.

MISHI: Yes, it's closer. You're not talking to them while you're eating or while you're not supposed to be talking to them.

JERRY: Miro, what about the facilities, if you want to study physics or chemistry or something like that? You certainly can't have full-fledged labs. Do you feel like you miss out on that?

MIRO: Not really. Schools might have better facilities for something like that, but no, I don't really think so.

JERRY: You don't feel a lack of facilities there?

MIRO: No, because there are tons of other places - libraries and museums and lots of things you can find if you're into it. If you have to you can drive to get to good resources if you want to learn about something.

JERRY: Your learning situation is not limited to what you do at Pathfinder, but it's your whole local environment, and you're encouraged to learn how to use that.

MISHI: Yes. I was interested in photography and setting up a dark room. Pathfinder didn't have a dark room; I didn't know how to get access. I know that schools have dark rooms, lots of them, so I said, okay, why don't I set up my own dark room at Pathfinder?

JOSH: And she has. We now have a dark room at Pathfinder!

JERRY: You set up a dark room!?

MISHI: Right. So it's definitely not impossible to get this stuff. There are many people out there who are willing to teach it to us. We had a teacher who basically walked in the other day who said she'd love to do a class to tell us how to use this dark room. We have done a pretty good job of figuring out by ourselves.

JOSH: The photo editor of the UMass Newspaper happened to stop by and said she would be happy to work with the kids who wanted to develop their photography more. People love to work with teenagers! People love to work with interested teenagers! No burden!

JERRY: If you had to take a thousand students for the local school, how would you organize them to be able to have a Pathfinder-type experience? What would happen if they said, ok, Josh, this works, go ahead.

JOSH: There would be a lot of decompression from those kids! I think a lot would be looking to say well what are we supposed to do. I think if 1000 kids were let loose on the community I think it would be mayhem!

JERRY: In other words, would you divide it up into a lot of little Pathfinders, or would you try to make a bigger one? How would you approach that?

JOSH: I'm not sure.

JERRY: What do you think about that, you guys?

MISHI: Gosh, a thousand kids! I don't know!

JOSH: I think what I would really love would be that the town would have to say they had to make facilities available for these kids. And I think our town with our town meeting is sensitive enough that they'd look to the kids and the parents and say well, what kind of facilities do we need? Do we need more sports facilities, arts facilities, certainly we'd have to have a place for them to hang out in. We might want to expand our public libraries and any number of activities that we have.

JERRY: I think that a lot of kids would like to go to a school like this. I wonder if kids have trouble talking their parents into it. I know one kid in particular who tried to talk his parents into going to Pathfinder. They were both public school teachers and I think he was unsuccessful. I don't think he ever got to go. Did either of you have trouble in talking your parents into letting you go there?

MISHI: I think my parents were sort of like well, "We'll give you a chance-let's see how you do." And I think they're both pretty satisfied with the way things have been working out. So I'm glad they were open enough to let me try it out to see how it worked.

JERRY: And how about you Miro?

MIRO: My parents were pretty open to the idea so I didn't have much trouble. But I do have some friends of mine who had wanted to go but their parents weren't into it so they just sort of dropped the idea.

JERRY: So they haven't been able to talk their parents into it. What does your older brother think about this? He never went to Pathfinder did he?

MIRO: No, he's going to Pathfinder right now.

JOSH: It's worth mentioning that we have a number of families who have some

kids who are on independent programs involved at Pathfinder and other kids in the families who are in schools.

JERRY: So in other words, it's a choice, and the parents decide which student for whom it's the most appropriate.

JOSH: Sure.

MISHI: Both of my parents work in the school system and my brother goes to school. I think it's an individual thing.

JERRY: Do your parents get flak for that do you think?

MISHI: My dad works in an alternative school so it's no problem for him. My brother, not at all. My mom, possibly a little bit, but I really don't think it matters. I think they take care as an individual, and me too.

JERRY: And a parent I think has to do what they think is best for their child. I have heard some people say that these alternatives are not good for the public school system; you're taking the best kids out of it, but my response to that is, okay and who wants to sacrifice their kid to the system while it's not working?

JOSH: If there are any listeners who are interested in knowing more about what a self-directed approach to learning for teenagers is about, there's a great book called The Teenager Liberation Handbook, written by Grace Llewellyn, which can be bought or ordered in many bookstores. If anybody is interested in pursuing the possibility of self-directed learning for teenagers, that book is the best place to start.

MISHI: Yes, that was definitely the turning point for me. It completely changed my mind about schools and the whole system.

JERRY: Right, I've read that book and it's great. Well, Josh, and Miro and Mishi, thanks a lot for being on the show. I really appreciate it and good luck with Pathfinder and I hope we're going to see in future years many more schools similar to this. Or--sorry! Many more learning centers similar to this!

Radio Interview with STEPHANIE AND CORY SERANTOS, CLEARWATER SCHOOL, SEATTLE, WA

JERRY: We're broadcasting live from Seattle from the Westin Hotel in the Talk America booth here. We've been at the National Association of Broadcasters Conference this week. I've been visiting some alternative

schools out here and one of them is the Clearwater School and we are going to be talking to a couple of people, a student and a staff member, from that school today. We'll be talking a lot about homeschooling today.

JERRY: The first guest I am going to speak to is Cory who is nine years old. He is a student at the Clearwater School. Cory, I want to ask you a little bit about your school. What are the things that makes your school different from other schools? For example, you make decisions with a democratic meeting is that right?

CORY: Yea, and the children get choices, not just the adults and the staff.

JERRY: What kinds of choices. Can you decide if you want to go to a class, for example, or not? Do you have to go to classes?

CORY: Nope, definitely not.

JERRY: You're kidding me!

CORY: No.

JERRY: Do you ever want to go to classes?

CORY: Well, some people do and you can organize classes. Last year, some people organized a spelling class.

JERRY: You mean kids wanted to do spelling?

CORY: Yea!

JERRY: So you go to whatever classes you want. You just decide what you're interested in learning. What happens if you just don't want to do math or something?

CORY: Guess you don't have to.

JERRY: Aren't you afraid that you won't learn enough over a period of time?

CORY: Well, WE believe that most kids DO learn. Some kids are actually interested in learning math and sometimes you just learn it.

JERRY: You say, "we believe", meaning the people at the school, right?

CORY: Yea, most of us anyway.

JERRY: So you think of yourself as a part owner of this school.

CORY: Yea, I guess you could put it that way.

JERRY: How many kids are in the school?

CORY: I think 30.

JERRY: Thirty kids in the school. When you have a meeting, what kinds of things are you able to decide in these meetings?

CORY: A lot of things, like recently we decided there's no rough housing in the house. The reason we had the rough housing rule was because we didn't want things to get broken. A lot of people wanted it because it's pretty fun for some people, like games, pillow fights and stuff. You can have it outside though. A lot of people want it so they called this meeting and we decided that the kids who called it could write a proposal to the school to try to negotiate something. It was pretty interesting. And so that's how it ended.

JERRY: You actually have something to do with deciding which teachers are invited to teach at the school, is that right?

CORY: Yes, that was a new issue that we discussed. We're voting on staff members.

JERRY: Are all the kids in the school homeschoolers?

CORY: Yea.

JERRY: So it's like a homeschool resource center or homeschool group in legal terms. So that really means that there are not certain classes that you have to have. That's one way that you get the freedom to get anything that you want, because your parents take the basic responsibility. Have you ever been in public school?

CORY: No. Some of the people here have.

JERRY: You don't think it's something you're interested in doing? You're not curious about it?

CORY: Yea, I'm actually sort of curious, but I really don't want to do it, truthfully.

JERRY: When I was at your school, there was a problem at one of the

meetings and a couple of the five-year olds were disrupting the meeting and they were kicked out of the meeting and sent to JC. What's JC?

CORY: It stands for Judicial Committee and we resolve the problems when people don't follow the rules.

JERRY: Have you ever been on the Committee?

CORY: Yes, many times.

JERRY: In this particular situation, these two five-year olds were being disruptive and they were kicked out and sent to the Judicial Committee. That's what people have to do if there's a problem like that, just go to the Judicial Committee. Who gets to be on this Committee?

CORY: It circulates around. Different people are on different days. They're not always on the same days. So different months, there's a different set of people on different days. For instance, I'm on Mondays for one month, and the next month I'm not on it at all; someone else is.

JERRY: So you don't actually run to be on it; is it that everybody has to be on it at one time or another?

CORY: Yea.

JERRY: So everybody gets to serve, sort of like jury duty. In this meeting, I know that people were discussing the problem that the two kids were disruptive and they finally made a decision that they would be given a warning. And that if they were disruptive at a future meeting that they would miss the next five mandatory meetings. Are there some meetings that are mandatory and some that are not? Maybe you could explain that?

CORY: Certain subjects are different than others; certain ones might be more important. Anyone can call a mandatory school meeting, but not all the subjects are mandatory so some of the school meetings aren't. So then anyone who wants to discuss the subjects can come.

JERRY: A mandatory meeting was the one in which they were talking about what kind of teachers they would like to hire for next year. That was one that they thought everyone should go to, is that right?

CORY: Yea, because everyone should have a say in it.

JERRY: So the kids who were kicked out of the mandatory meeting and it was decided later on that if they were disruptive again they would miss the next five meetings and lose their vote. I talked to one of the five-year

olds afterward, by the way, and I asked him what he thought about that, because it seemed pretty clear that he didn't mind being kicked out of these meetings, that they were kind of boring. I said, "Why don't you make up a proposal that you and the other five year old would be excused from the mandatory meetings?" He said he didn't think it would pass. I said, "Why not use the excuse that your vocabulary isn't good enough to understand all the big words that the older people use in those meetings and that's why it's boring?" And he looked at me, this five-year old, and he said, "Yes, but that wouldn't be true!"

JERRY: We're going to talk now to Stephanie, Cory's mother, who is the founder of the Clearwater School. Welcome Stephanie. How long has your school been going?

STEPHANIE: This is our third year. We began as a part-time school, which we still are. A group of homeschool parents who wanted to start a school began it two days a week. We have grown and increased it quickly.

JERRY: You were homeschooling?

STEPHANIE: I decided to homeschool when Cory, my oldest child, turned five. I began to look at some of the schools in my area. I did not want his choices restricted in even the most subtle ways. I remember going to one of the more progressive primary schools in Seattle. It has a wonderful set of teachers, but they had a requirement that the students had to write in journals before they could sit in the library area and read books with someone else. I didn't want Cory to be restricted from reading books when he wanted to because someone else thought it was time to write. That strengthened my course of pursuing this school and pursuing homeschooling.

JERRY: But you started just with homeschooling.

STEPHANIE: Yes, but even when he was five I had the idea. Our school is inspired by the Sudbury Valley School in Massachusetts. As you know, it was started in 1968. I read about that school and was very inspired. I always had it in my mind to start a school modeled on that in Seattle.

JERRY: What is the basic idea of that model?

STEPHANIE: A Sudbury School is one in which students direct their own learning entirely. They are totally in charge of what they want to learn, what they want to do, when they want to do it, and how they want to do it. The underlying premise is that we really believe in the wisdom of human beings and the drive that we all want to be capable, that we all have curiosity and creativity, and that we will learn those things that we need to know.

JERRY: Your school is operating right now out of your house. What is that like?

STEPHANIE: Well, this is a phase in the development of the Clearwater School. It's actually really wonderful. There are between 25 and 30 students through the year. Right now we have 25 enrolled. But there have been times when we've had more students during visiting weeks to try the school out.

JERRY: And you don't mind having 25 kids running around your house?

STEPHANIE: There are some things that we mind and some things that make it difficult, which is why we are looking for a site for the school that will be full time. But the gift of having students in our home is that we have so much energy, creativity. There are so many things going on. There are so many lives interwoven with each other that it adds a lot of energy to our house as well. So it's really been well worth it.

JERRY: And I must say, it's an absolutely beautiful spot, right overlooking Lake Washington.

STEPHANIE: Thank you. It is a really lovely place to be, a great place to start the school. We have this very calming ability to look at the lake and also be close to the core of the city.

JERRY: Why do you think it's better to have this resource center, group, school, than just homeschooling and going occasionally to a group?

STEPHANIE: Yes, a lot of people in our group of students come from a homeschooling community. One of the main reasons we chose the school is because although we have academic freedom, we are also members of a community. And you heard from Cory the ways we keep order in our community. We have a meeting that makes the rules that we all follow, and we all get to propose rules and vote on them. We enforce the rules through our judicial committee. Those are the structures. But beneath that is a very strong sense of community and the people who join the school get to know each other; they get to observe that some students want to do quiet activities and use their minds all day long and others want to be active and use their minds doing more active pursuits. We get a diversity of people doing things in different ways. There is also a sense of responsibility that is required at our school and that grows. Not only a responsibility of "I have to follow the rules," but "I want to follow the rules because I care that the school goes well and I care that everyone else can have the freedom that I want to have for myself."

JERRY: CORY, would you ever think that just plain homeschooling might be better than being at Clearwater? Which do you like better?

CORY: There are some things that I enjoy doing at home, but there are a lot of things that are really fun at Clearwater.

JERRY: Could you imagine yourself just homeschooling again and not being part of Clearwater?

CORY: Probably not. I've been too into it.

JERRY: Stephanie, what are you going to have to do in order to find a permanent site for your school?

STEPHANIE: We've been looking for over three years. Four years ago we formed a founders group for the school and have over that time formed an image of what we want. Currently we are looking at a piece of property on five acres that has a stream, pastures, woods, and orchards. That image of having a beautiful outdoor space is integral to what the school has evolved into. We're in the process of looking at our financial situation and putting together enough money for a down payment and then working to raise funds in order to purchase the site as soon as possible.

JERRY: It's going to be quite a big nut to come up with all of that. Do you think you can handle that financially with the amount of students that you have? What is the tuition?

STEPHANIE: Our tuition is \$4,000 for full time for a year, and that is a low for private schools in our area. Our commitment is to keep the tuition as low as possible. We have the potential with some money to do the initial step of purchasing. The challenge for us will be to build a population base of full time students. We are hoping that there are many students in the public schools who are looking for an alternative and who are willing to trust that students who have a lot of freedom will still be able to learn those basics that we all believe are essential.

JERRY: It's a very difficult thing to keep a school going but I think that this is the kind of school that's really the wave of the future, where people will have the freedom to learn what they want and they'll be essentially homeschooling. But they have a chance to socialize, meet other kids and do other things. CORY, you say you learned some things about business in your school?

CORY: Yes, a lot of people sell things at the school, like cookies. Kevin and I started business that we sell drawings that we both work on. I do the sketches and he corrects the mistakes and does most of the coloring.

JERRY: So you're learning a little about how to do business. And they have bake sales. Do you cook, do you like to cook?

CORY: I like preparing dishes and arranging different things.

JERRY: So, people don't worry so much about what things you're supposed to do or what people think you're supposed to do. You follow the things you're interested in.

CORY: Yea.

JERRY: STEPHANIE, I just want to ask you if you have any final comments about the future of education: Do you think things are going to move in the direction of this kind of school?

STEPHANIE: You know, JERRY, I really hope that things are going to move more and more to the direction of this school. And I know there are people in all realms who are embracing some of these concepts.

JERRY: I hope we see more and more of it!

GODDARD REUNION

X-From: southst@cruzio.com (betsy herbert)
Sender: owner-aerolist@pscs.org
Reply-to: aerolist@edrev.org
To: aerolist@edrev.org

Hope you all had a wonderful potluck and visit with Jerry. We had fun meeting at the Goddard reunion - both of us Goddard alumni but had only met on-line - Andy was correct in describing Jerry's expertise and perspective on alternative education as awesome. Jerry spent his first hour at the reunion in action in the famous Goddard ping-pong room and found out in that time more about what the current Goddard students are thinking than the rest of us alums managed to find out in four days. Hats-off to a man who is not afraid to ask questions. I enjoyed being on his radio show.

Betsy

LIBERTY SCHOOL

From: Arnold Greenberg <grnbrg@downeast.net>
I'm Director of Liberty School in Blue Hill, Maine. Liberty School is doing well. We have 52 students and the morale is really high. Though we are an

independent school, we receive tuition from the sending towns, so it's public. We could have been a private school without going through the process of becoming State Approved, but wanted to make sure anyone who wanted to come, could.

We are getting ready to purchase the building we have been leasing. By refinancing our property we will also be getting money to build Club Liberty--a student operated cafe that will also be a teen center for other young people in the area. It will be open for our students during the day and every afternoon, evening and weekends for other teens.

Just a few comments about democratic schools. We call ourselves a Democratic Learning Community. We are democratic in that anyone can come regardless of income. The students are involved in the running of the school. Committees are scheduled along with classes throughout the day. Right now there are 12 students on the Community Council. This group meets three times a week for 70 minutes a sessions and determines the agenda for the All-school meeting that meets every Thursday. That's where issues are discussed and decisions are made. There is also an Admissions Committee, Curriculum committee, Judicial Committee, Building and Maintenance Committee, Green Committee (to keep us ecologically and aesthetically sound), a Graduation Committee (students must petition the graduation committee and make a proposal for a graduation project around an essential question in order to graduate.

The students definitely feel ownership. We encourage and urge students to be advocates for what they want and need. They come to Community Council Meetings and make their concerns known at All-school meetings. If students want something, they must take action and not just complain. The democratic aspect of the school is working and students and teachers feel empowered.

We have an open campus. Students only have to be at school when they have a class or other commitment. We call ourselves a college for high school students. We believe our students are being prepared for life--jobs, college, other pursuits.

We offer courses that students can choose to take or they can make up independent courses, but students are expected to serve on at least one committee a year. The real curriculum of the school is the school--making it work, making it rigorous, making it honest and moral.

We are also planning our 13th year--Homesteading and Community. It will be on a working farm outside of town and will teach self-sufficiency skills and cooperative living. This is homesteading for the 21st century. It will be a post-high school year, but will also be open to people of any age who want to make the transition out of mainstream America to a more home-

centered way of life. We would also teach how to build passive solar shelters. Our plan is to charge \$6-\$8,000 per year including room and board. We expect to open with 8-10 students. I think there would be a great deal of interest in such a program, but the Board and the people who would be running the program would like to get a more concrete sense of interest.

One more thing: being a community. It's one thing to call a school a community and it's another thing to be one--that is, being responsible to one another, demonstrating true concern and caring for each other. We are not perfect, by any means. It's an evolutionary process, but for being in our second year, I think the process is working.

Arnold

Judy Garvey, bluehill@ctel.net: Homeschooling friends in France suggested that their friend, Pauline, age 18, from Forcalquier, France, contact me for help in finding families to visit in the U.S. between February and the end of April. Pauline is very friendly, speaks quite adequate English, and is willing to help out with any work or household chores. She is very interested in homeschooling and in alternative schools. She'll be visiting us in Maine in February. She would love to see Sequoia National Park and the Grand Canyon, but is also eager to visit families in all parts of the country. If you would like Pauline to visit for a few days or longer, please contact me and I'll relay invitations to her. Tel: 207-374-2437, or R.R.1, Box 3215, Blue Hill, ME 04614,

Philip Snow Gang, ties@tmn.com: Endicott College and The Institute for Educational Studies (TIES) announce Online Courses for Graduate Credit. For several years we have had requests from students all over the world to create a series of on-line graduate-level courses. Beginning this February, we are offering six classes.

The unifying theme is integrative learning. Integrative learning is a process that transcends the boundaries of traditional approaches in a search for meaning beyond the separation of disciplines. It incorporates an ecological worldview that is interdisciplinary and socially transformative. It compels leaders to develop a systems approach to teaching and learning... one that meets the global environmental, social and political challenges that we are now facing. Wholeness is implicit in nature, it is the human perspective and the "conditioned" mind that is now becoming aware of this integration. Endicott College is accredited by the New England Association of Schools and Colleges. For more information, please visit our web site

<http://www.tmn.com/ties/courses.htm>.

Judy Garvey, bluehill@ctel.net: Hi Jerry, Yes, of course I still subscribe to AERO, and will continue to do so. There's always something that I find useful or pass along to others.

I write a monthly homeschooling column in a local a very alternative paper, so they take anything I write -- simply download it as is. That's the place I quoted from your article on the reasons for school violence. Still haven't seen anything that even borders on the truth about this from any other source -- with more and more in the mainstream media about it, and more and more violence happening from the kids, even up here in safe, secure Downeast Maine. They're talking about having cops in the Middle School in nearby Ellsworth! Tragic. So, keep up the great work. It's an uphill struggle, but there is ALWAYS a need for correct information. If you save one kid a semester from losing his/her mind in school, you've accomplished something for the planet, right? I know you've mentioned Arnold Greenberg's Liberty School, a new alternative high school here in Blue Hill. As you know, the trouble with giving kids freedom at age 13 or 14 is that they've never experienced it before. But, they're doing the best they can, and it's definitely a more sane choice for the kids than going to the local public school. Anyway, if Arnold ever invites you to come help them out here, we will look forward to meeting you and hosting you here if you like. But Arnold doesn't seem to have much extra money for nice extras yet. My boys are 18 and 21. They're great. Homeschooling saved them, but it wasn't always easy since they were in day care, pre-school, and school until ages 7 and 10. They've got great lives now, and I've drafted a book about homeschooling previously schooled kids, which I'll finish at some point.

Take good care, Judy

AERO Books, Videos, Subscription, Ordering Information

Note: You can now order by credit card by calling 800-769-4171! Or from the AERO website, www.edrev.org

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Contact AERO for sets of labels from the Handbook/Almanac database. Entire list is \$60 per thousand names. Subsets can be custom-created.

*My Life As a Traveling Homeschooler, by Jenifer Goldman, The Solomon Press. An 11-year-old describes her adventures visiting homeschoolers and helping her uncle, Jerry Mintz, start new alternative schools around the US 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 that pioneered the environmental protection movement, consumer protection, and is involved with land trust and communities movements, and is the sponsor of AERO. \$10

NEW! Campus-Free College Degrees, Thorson's Guide to Accredited College Degrees through Distance Learning, by Marcie Kisner Thorson. Correspondence study, experiential learning, independent study, group study, seminars: organized by subject area, type state. \$24.95

NEW! The Beginner's Guide to Homeschooling, Patrick Farenga, President of Holt Associates. 1998 version, great practical overview of how to start homeschooling. \$10.95

NEW! Making It Up as We Go Along., Chris Mercogliano's book about the history of Albany's Free School. \$15

AUDIOCASSETTES:

New! The tapes from our show, The Education Revolution on the TalkAmerica Network and Cable Radio 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 Addams 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.
Call AERO about more recent taped interviews, including Morty Lefcoe, Pat Montgomery, Robert Theobald, Robert Ferris, Arthur Morgan School, Renaissance School, Goddard College, 10 Signs, Pat Seery, DariaBrezinsky, Schuelerschule, Albany's Free School, John Gatto, Lon Woodbury, Intentional Communities, etc. \$5 each

VIDEOS

(Note: We have been 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.)

* New video of Puget Sound Community school, Clearwater School, the democracy workshop at Renaissance School, and video of radio show interview of Clearwater School founder and student at Talk America studio in Seattle. \$25

* New video of International Democratic Education Conference at Stork Family School, in Vinnitsa, Ukraine. \$25

*FRENCH-AMERICAN ALTERNATIVE CAMP at Theleme School in the French Pyrenees, including Cathar Castles, Spain, Dali Museum, 22 minutes. \$15

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

*Seven-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 each

*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 US in 1917 to teach at the Modern School (based on the work of Francisco Ferrer) in New Jersey, 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. 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 four to 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 learn the Morse code in less than 20 minutes each by our unique copyrighted association method. 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, a WPIX interviewer in the studio grills Jerry and two homeschoolers. One parent started homeschooling 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

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AERO RECEIVES NEW GRANTS

AERO has received several important grants since the last issue of AERO-Gramme, These include a grant from Ron Miller to create an Alternative Education Alumni Association, grants from Miller and David Pall to purchase an AERO van to replace the one which died at a conference in PA after yeoman service, an emergency grant from the Edwards Foundation to support the Stork Family School in Ukraine, the Moscow International Film School and the Rogers Person Centered School in Budapest, a grant for staff support from Shaker Mountain School, and a grant from the Paul Foundation for general operations and to support a democratic education center at the Stork School. We are very thankful for this support, as are the other recipients we named! It is hard to think where we would be without it.

About the Alumni Association, originally proposed in AERO-Gramme #24, we are testing several approaches, and now have an alumni list-serve. The think you can do to help is supply mailing and e mail addresses to us of your alumni. Membership for this year is free, although we do expect active support of the alternative education movement from participants. Goddard Colleges has made a commitment of support and involvement for its 19,000 alumni. We will be sending out a regular e mail newsletter to members, and some written communications. Contact the AERO office for more information. beingcaughtprogrammaticallyreceivedinfoIN MEMORY OFfurtheror1dissatisfied I found your mail on the web IregardingSummerhilltravelinglearningy are on vacation for that week/self-directing fteach without wallslearningreceivedinvolvedcoming staff. WithJERRY: Joshco-founderOKsatisfiedstructuressouthst@cruzio.com (Betsy H(PHOTOS FOR THIS STORY:))
Michael Horn, President of Cable Radio Network, at NAB in Seattle