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A case study of three alternative schools : an analysis from a black perspective.

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A CASE STUDY OF THREE ALTERNATIVE SCHOOLS:
AN ANALYSIS FROM A BLACK PERSPECTIVE
(October 1972)

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ABSTRACT

The primary thrust of this study involved a descriptive analysis of three alternative schools: The Everywhere School, the Alternative Center for Education, and Shanti, a Regional High School, all located in Hartford, Connecticut. The study was designed to determine to what degree these schools met the needs of their Black students and how these needs were affected by the existence of white racism.

A case study approach from the perspective of a Black researcher was used. The basic research techniques were interviews, personal observations and experiences of the researcher, backed up by a review of literature on racism in education, teacher characteristics, and expectations, curriculum and Black community involvement.

The study was performed during the first year of operation of each school (during the past three [1968-1971] years). This researcher was co-director of the Alternative Center for Education, Administrative Consultant to the Everywhere School and indirectly involved in the organization of Shanti.

The results of the study suggest that the three most important variables needed for meeting the Black student's needs identified by the researcher are increased numbers of Black students, similarity of life styles, and community involvement. The study also generates a number of important implications. These are that similarity in life style between staff and Black students increase the probability of identifiability, interaction, and meeting Black students' needs; a proportionate number of Black staff members will increase Black students' feelings of pride and self worth, the ability to determine Black student needs and the formulation and utilization of a curriculum relevant to Black students; and that an increasing degree of Black community involvement in schools in which there are Black students appears to increase the school's ability to meet Black student needs, and, conversely, a decreasing degree of Black community involvement in schools in which there are Black students appears to decrease the school's ability to meet Black student needs. Limits to generalizability may result from the study's dealing with only three alternative schools located in one geographic section of the country; and that the study is an investigation for a research question from the perspective of one Black researcher. Further investigation from the Black perspective is welcomed in order to enhance the validity of these findings.

A major contribution of this study is the definition of needs of Black students in these three schools. It represents an effort by Black Americans to make the needs of Black students known. This researcher views the availability of this type of data as crucial to both Black and white Americans if we are to understand and meet the needs of the Black student.

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A CASE STUDY OF THREE ALTERNATIVE SCHOOLS:
AN ANALYSIS FROM A BLACK PERSPECTIVE

A Dissertation Presented

By

FLOYD H. MARTIN, JR.

Submitted to the Graduate School of the
University of Massachusetts
in partial fulfillment of the requirements
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DOCTOR OF EDUCATION

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October 1972

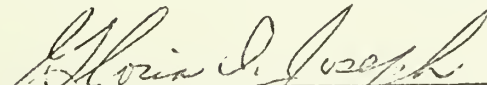
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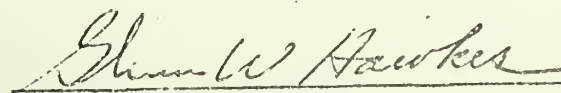
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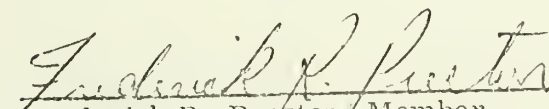
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Frederick R. Preston, Member

October 1972

DEDICATED TO

Mark and Papa

Racism is both overt and covert. It takes two closely related forms: Individual whites acting against Individual blacks, and acts by the total white community against the black community.

We call these individual racism and institutional racism.

The first consists of overt acts by individuals, which cause death, injury or the violent destruction of property.

This type can be recorded by television cameras; it can frequently be observed in the process of commission. The second type is less overt, far more subtle, less identifiable in terms of specific individuals committing the acts.

But it is no less destructive of human life.

The second type originates in the operation of established and respected forces in the society, and thus receives far less

Condemnation than the first type.

Stokely Carmichael and Charles V. Hamilton

ACKNOWLEDGMENTS

Among those who offered criticism, ideas and support for my work, I am most indebted to Dr. Gloria Joseph, Dr. Frederick Preston, Dr. Glenn Hawkes, and Dr. Cleo Abraham, whose contributions made this study a reality. In addition to providing guidance, they also offered moral support. Dr. Joseph set the tone and a standard of professionalism which is needed when one attempts to do his best. Dr. Preston contributed numerous hours, as did Dr. Abraham, in guiding me past the pitfalls which are encountered in an undertaking of this nature. Dr. Hawkes contributed greatly to my professional and personal growth, constantly available for advice and consultation.

I am also grateful to Deans Atron Gentry and Norma Jean Anderson, who provided me with the opportunity to fulfill a dream.

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CHAPTER I

STATEMENT OF PROBLEM

Introduction

The researcher's educational experiences have led to a belief that an individual's life style and/or cultural background may contribute to his ability, or inability, to meet Black student needs. Frequently, the researcher has observed situations in which teachers and administrators, with life styles different from that of their Black students, have consistently been unable to effectively communicate with, relate to, interact with, or teach Black students. These experiences, and resultant belief that life styles influence teacher effectiveness, have moved the researcher to formulate a number of Black student needs. This study is a result of that effort.

Scope and purpose of study

The study is concerned with an investigation of three schools. The areas of investigation included: (1) composition of administrative staff, (2) composition of teaching staff, (3) curriculum content, and (4) possible effects of community involvement or control. The purpose of investigating these four areas is to

examine the role each plays in determining a relevant educational program for Black students. Specifically, the study attempts to determine the effects of the presence or absence of Black administrators, Black teachers, and Black community involvement on the curriculum content of three schools. The three schools are:

1. The Alternative Center for Education - Hartford, Connecticut
2. Shanti (A regional high school) - Hartford, Connecticut
3. The Everywhere School (An alternative school) - Hartford, Connecticut

Further, the project attempts to determine whether differences, or similarities, in the cultural backgrounds and life styles of school staff and Black students effected the staff's ability to meet the needs of Black students. In addition, the research attempts to answer the following questions:

Did these three alternative schools meet the needs of their Black students as seen from this Black researcher's perspective?

Were there any indications of the existence of white racism in any of the three schools?

These research questions will be studied through observation and interviews conducted in all three schools. Rather than an in-depth, data analysis the study will discuss the findings in detail with many specific references to observed behavior in all three schools. This discursive method of looking at the data was used in the hopes that the particular aura of each school would be preserved.

This researcher feels that preserving the individuality and humanness of each school is as, if not more, important than a strong statistical analysis which indeed, gives less refutable findings but tends to ignore as well as lose the individual flavor of each school as perceived by the staff, students and visitors, in this case the researcher. Certainly an excellent follow-up of this study would be a statistical analysis of the extent to which these schools are meeting the needs of the Black students. The two studies together would then form a formidable evaluation for the schools' uses providing personal data as well as complex statistical data.

This study was undertaken as a direct result of the difficulty encountered by the Black team leaders of the Alternative Center for Education while attempting to teach white Teacher Corps interns how to relate to and effectively teach inner city Black students. Due to this experience the researcher decided to investigate two other schools; Shanti and the Everywhere School. Shanti's student population totals fifty; fourteen of these students are Black. The school staff is white. The Everywhere School's student population totals two hundred and fifty; one hundred and twenty-five of these students are Black. The school staff is Black and Puerto Rican. The researcher attempted to contrast and compare specific factors which might determine the school's ability to meet Black student needs.

The study represents an effort:

1. To contrast and compare two alternative schools controlled

and administered by Black Americans to determine advantages or disadvantages in the process of educating Black students;

2. To contrast and compare the process, and possible results, of two of the schools in an effort to find implications for the education of Black students in the areas of administrative and teaching staff composition, curriculum content and community involvement.

Operational definitions

1. White racism:

An attitude or a belief which allows an individual or a group of people, without substantiated evidence, to believe they are inherently superior to another individual or group of people, and that they are, therefore, better qualified than that individual or group of people to determine what is best for that person or those people.

2. Alternative school:

A school which is experimental in nature and is attempting to become established as it finds innovative educational directions which will meet the needs of its students.

3. Community people:

Those who may or may not have children in a particular school but have a definite, concerned, and real interest

in the direction in which the school moves. In this study the community people are all residents of Hartford, Connecticut, who understand and support the Black perspective.

4. Black perspective:

A perspective which is reached through contact with Black people who have achieved psychological release from the chains of the white racism which exists in our society. It is a perspective which clearly sees the teaching of the cultural and ethnic heritage of Black people as tantamount to a Black person achieving his or her greatest potential.

Black student needs

Weinstein and Fantini (1968) throughout their book, The Disadvantaged: Challenge to Education, exhibit real concern for the quality of education for Americans in general. Knowles and Prewitt (1969) speak of the "subeducation of Black children" and the "miseducation of white children." Carter G. Woodson (1933) in, Miseducation of the Negro, cites numerous examples of the Black's miseducation. This study is concerned with the needs of the Black students who, if these people are to be believed, may well be the victims of miseducation.

Black students have many needs. Among them are the need for food, clothing, shelter and education. However, education is the concern of this study which will consider the following ten specific Black student needs in the educational arena.

1. Black students need teachers and administrators who believe in and expect Black students to learn.

Rist (1970) discovered that among teachers there is an idealized conception of the characteristics needed by teachers in order for them to perform successfully with their students. This perception is largely related to social class. Secondly, his findings indicated that students received differential treatment based on teacher perception of the traits deemed necessary for success. Expectations of teachers and administrators are part of their cultural class background. The Black student who does not possess characteristics similar to the middle class teacher or administrators may not be seen as capable of learning.

2. Black students need teachers and administrators who can relate to and are able to interact with Black students.

The clash of cultures in the classroom is essentially a class war, a socioeconomic and racial warfare being waged on the battleground of our schools, with middle class aspiring teachers provided with a powerful arsenal of half truths, prejudices and rationalizations, arrayed against hopelessly outclassed working class youngsters, (Clark, 1965, p. 1).

Teachers and administrators whose socioeconomic backgrounds are different from that of their Black students may find relating to them a difficult task, not because relating to Black students is a Herculean task but because the mental and psychological conditioning of the teacher or administrator may prove to be a block. Donald H. Smith (1966) has expressed this phenomena in the following manner, "experienced certified teachers already have achieved a degree of competency in subject matter areas. What many of them lack, however,

3. Black students need teachers and administrators with whom Black students can derive feelings of pride and self-worth.

Black examples are essential ingredients of a Black student's learning process. Expectations evolve through example. Therefore, the need for Black role models is essential to the Black student's determination of his or her expectations of self. Black students, through identification with Black role models, can derive feelings of pride and self-worth. Black students see themselves as the teacher or administrator. The result of Black staff members is two-fold, in that it provides contact with a successful Black role model with whom Black students can identify and, a positive influence on Black student expectations.

4. Black students need Black teachers and Black administrators who are able to and will communicate Black student needs to white teachers and administrators.

The people who are making decisions about what and how black children are to be taught, and how their progress is to be evaluated, have little understanding of black people and their culture. There are too few black teachers, and black principals and superintendents remain exceedingly rare, (Knowles and Prewitt, 1969, p. 31).

The lack of understanding of Black people and their culture by those alien to the Black communities emphasizes the need for Black teachers and administrators who are able and willing to communicate Black student needs

to white teachers and administrators. Communication between capable Black school staff and white school staff may enable white teachers and administrators, alien to Black student communities, to meet Black student needs. Carter Woodson expressed his feelings about those who are alien to the Black communities yet attempt to meet Black student needs in the following manner:

If the men who are to administer them and teach in them are to be the products of roll-top desk theorists who have never touched the life of the Negro, the money thus invested will be just as profitably spent if it is used to buy peanuts to throw at the animals in a circus, (1933, p. 31).

Woodson was speaking specifically of those who attempt to teach teachers to teach Black students. But whether one speaks of teachers who attempt to teach others to teach Black students or teachers and administrators who work directly with Black students, the fact remains the same: those who have no knowledge, or very little knowledge, or understanding of Black culture, cannot meet Black student needs. Therefore there is a need for communication.

5. Black students need Black teachers and administrators in numbers directly proportionate to the number of Black students in a school.

At present, the number of Black teachers and administrators in the school systems of the United States is nowhere near the proportionate number of Black students in these schools. A possible result of this absence of Black school staff may be seen in the inability of many schools attended by Black

students to meet their needs. An increase in Black teachers and administrators would enhance the ability of those schools to meet Black student needs. In a school in which there are many Black students one or two Black staff members can not do the job of a proportionate number of Black teachers and administrators. Therefore, to facilitate communication among staff, to present Black students with at least a proportionate number of observable Black role models, and to enhance the ability of a school to meet Black student needs the staff of a school should be composed of Black teachers and administrators proportionate to the number of Black students in that school.

6. Black students need a Black and Black African Core curriculum.

In an introduction to the Black Curriculum, (Walton, 1969), Wilcox refers to a Black curriculum as:

A manual for how Black men function within white controlled institutions. The Black Curriculum embodies how Black people function and shows that a person is part of the curriculum and not a spectator as in the case with the white curriculum. The Black man's relationship within the institution is as much educational as the curriculum itself.

In addition to feeling part of an educational experience and not a spectator to this experience, Black students are able to relate to experiences and situations which are part of their cultural heritage. Role models whom they can identify with are placed before them as an integral part of the Black student's educational experience. In a Black curriculum Black cultural heritage

is taught as a normal part of the everyday learning situation. This Black student need is met through a normal progression of Black and Black African educational experiences.

7. Black students need a curriculum which utilizes Black student experiences as a vehicle in attempting to reach educational goals.

When instructing or teaching the method used is usually that of moving from the known to the unknown. This is the premise upon which this need is based. The instructor who is capable of utilizing the experiences of his pupils in attempting to reach educational goals may find it easier to reach that goal than the instructor who does not possess this ability. If Black student experiences are built into the curriculums, Black student learning rates should improve. This increase in learning rate is due to at least two factors, an increased ability to identify with the learning process and, the effort of the instructor to think and teach in a manner relevant to Black students.

8. Black students need Black community involvement in schools in which there are Black students.

Historically, the involvement or lack of involvement of a group of people in the education of their young has played a significant role in determining the type and degree of education received by those children. Black Americans have not been involved in the education of their children to the extent necessary to insure meeting Black student needs. Harry L. Miller and Roger R. Woock

(1970) express this absence of involvement:

Lack of job opportunities and inadequate schooling have historically fostered apathy and a passive community role among Blacks. However, their recent overt expressions of dissatisfaction with the school system indicates that many Blacks are changing their roles to a significant level of activism.

Black community involvement in schools in which there are Black students increases the school's ability to meet Black student needs. Black community involvement increases the opportunity for communication between those alien and those native to the Black community. The communication between these two groups should promote greater understanding on the part of those alien to a Black community enabling them to meet Black student demands. Black community involvement on an administrative, teaching, or paraprofessional level in schools in which there are Black students fosters pride and a growth in the Black student's self perspective. This feeling of pride and growth in the Black student's self-perspective is made possible through Black student identification with Black role models who reside in his immediate community. These Black community people do not just come and go but, they are part of his everyday world.

9. Black students need schools controlled by the Black community.

The basic problem of the Black American is to gain control over his destiny, and in recent years a prospective solution has come into focus. Through racial cohesiveness and self-development Black people liberate themselves from racism and gain equality and dignity, (Levin, 1970, p. 4).

This statement exemplifies the drive by the Black community to control their destiny. The Black communities effort toward control is based on racism which permeates the fiber of our educational system. The racist attitude of white Americans has prevented white controlled and administered educational institutions and some Black controlled and administered educational institutions from meeting Black student needs. Levin continued:

Foremost in this drive is the quest to redirect and reform those institutions that have failed Black Americans, or, worse, have inflicted injury and further disadvantages on racial minorities (Levin, 1970, p. 4).

The schools have become the first institutions to be challenged. Black students, in many instances, have attended schools manned by individuals whose culture and ethnic heritage is different from theirs. Yet, it is just this difference that has contributed to the inability of the white American to meet Black student needs. Although these schools are located, in many instances, in the Black communities, Black community people have had little or no control over the operation of these schools. Black communities are beginning to assert themselves. They are saying to white America, "you have failed in your attempt to educate our Black children. You have not been able to meet their needs. We, the people of the Black communities, are going to run the schools located in our immediate neighborhoods and involve ourselves on every level in schools in which Black students attend."

10. Black students need a learning environment free from white (institutional) racism.

I remember when I entered school, and I can remember the little books "Sally and Jane," all those in it, and all I would see would be white faces in all my books, and I would see this glamorous mother cooking, and my mother didn't look like that, and it seemed as if it was a white image and by the time I was in the third grade, I was ready to hang up the whole thing, (Neighborhood Youth Corps, 1966).

This excerpt expresses the experience of just about every Black person who has attended a white controlled or influenced educational institution. Racism prevents the white American from seeing, much less meeting the needs of Black students. Racism allows the white American to assume that:

1. Without studying the culture and heritage of the Black student, white Americans are capable of meeting Black student needs;
2. Black students, unlike white students, do not need a curriculum that makes Black students participants rather than observers of the educational process;
3. White Americans are meeting the educational needs of Black students and therefore can and must continue to control Black student's educational process.

No, no more than George Washington Carver and his peanuts, I mean, that is true. You can count the Negroes that we actually learn about. You can hold what they told you about them in the palm of your hand. He (Carver) took peanuts and made cold cream and junk like that. They had an overflow of peanuts and didn't know what to do with them. . . I am sick of George Washington Carver and his damn peanuts, (Neighborhood Youth Corps, 1966).

White racism continues to deny the Black student the opportunity to have his educational needs met. The Black community must somehow remove the demon of white racism. Jessie Jackson states it this way:

Black children, preyed upon psychologically, destroyed spiritually and confined physically, are victims of America's sickness bent upon devastating all hopes of innocent Black boys and girls. . . A new order is going to reign in the Black community. Whites who remain in the ghetto schools will find it very hot. In fact, white principals must go. White glasiars must go. White imagery must go, (1968, p. 10).

This research will assess whether or not these specific ten Black student needs are being met in the three Hartford schools selected for study. The success or failure of the schools in meeting each of these needs will be analyzed and compared.

Study limitations

1. The study focuses on three alternative schools, located in one geographic area of the country. In order to

further substantiate the findings, similar studies using the same research techniques should be undertaken in other parts of the United States.

2. The study involves the investigation of a limited number of research questions.
3. The researcher's role of participant-observer in The Alternative Center for Education and the Everywhere School may tend to influence the findings.
4. The fact that The Alternative Center for Education and Shanti are high schools as opposed to the Everywhere School which is an elementary school provides an age variable which might influence the student response data, e. g. , elementary school children tend to be more open and candid with their responses than high school children who tend to be more guarded.

Significance of the study

The significance of this study lies in the fact that it is an analysis from a Black researcher's perspective. The study is an attempt by one Black researcher to focus on and make known a number of specific Black student needs. Secondly, the study attempts to point out what affect differences in the life style or cultural background of school staff and Black students may have on

Black student education. Finally, the study adds to the numerous attempts by Black educators to draw attention to and change the Black student's intolerable educational situation.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This study is concerned with Black students' educational needs. To effectively meet these needs teachers and administrators must possess expectations and characteristics which will enable them to effectively deal with, relate to, and teach Black students. This review of literature will attempt to reveal what some educators see as positive teacher traits which aid teachers in better meeting these needs. Secondly, it will look at the need for Black and Black African core curriculum, and the need for Black community involvement or control of schools attended by Black students. Finally, the review will include a section dealing with racism as it exists in the educational structure.

For the purposes of this review, and throughout the remainder of this study, the ten Black student needs identified in the first chapter can be categorized into four general areas. The largest number of needs are teacher related and include the need for teachers and administrators who (1) believe in and expect Black students to learn, (2) can relate to and are able to interact with Black students, (3) can be identified with thus offering their Black students a role model from which to derive feelings of pride and self-worth, (4) are able

to and will communicate Black student needs to white teachers and administrators, and (5) are numerous enough to be directly proportionate to the number of Black students in the school. A second category into which the proposed Black student needs fall is curriculum related and includes the need for a Black and Black African core curriculum and the need for a curriculum which utilizes Black student experiences as a vehicle in attempting to reach educational goals. Community involvement is the third area of needs and includes the need for Black community involvement in schools in which there are Black students and the need for schools to be controlled by the Black community. The fourth category relates to racism and includes the Black student's need for a learning environment free from white institutional racism.

The review of the literature will be divided into the needs classifications and will begin with the last category, racism, because of its all-pervasive nature throughout the discussion of the rest of the needs. The discussion on racism will be followed by a section on the literature related to fulfilling the identified Black students' needs classified as teacher oriented. The teacher oriented section will be divided into a section on the characteristics of the effective teacher and a section on teacher expectations and their effect on students. Also included will be a section on curriculum related needs and community involvement.

Racism in education

I know now that the most damaging thing a people in a colonial situation can do is to allow their children to attend any educational facility organized by the dominant enemy culture, (Jackson, 1970, p. 12).

This was George Jackson's reaction to his continuous exposure to encounters with white racism during his first ten years in the Catholic school system. Many Blacks who have attended or examined the public school system have had similar reactions.

In 1954, the Supreme Court decision upheld that "separate but equal" was untenable in regards to the law of the land. Dual educational systems based on race were ruled against. However, as documented in Equality of Educational Opportunity (1966), and Racial Isolation in the Public Schools (1967) racial segregation, as well as racial educational segregation, is still maintained.

One of the major Black students' educational problems has been, and remains today, that of racial segregation. Separate and unequal educational facilities were established for Black people from the time of the landing of the first Black person in this country (Franklin, 1968). From the beginning throughout the entire slave era the education of Blacks, where it existed at all, was both separate and unequal, unequal being inferior, for reasons that become obvious when one considers the motives of the educators who were also the slaveholders, or at the very least were supported by slaveowners. The slaveholders' subjugation of slaves was predicated on the assumptions that formal

education, which would open the eyes of the slaves to their conditions, might spark insurrections (Romano, 1968).

However, lest anyone think the deplorable denial of education to the Blacks was a Southern phenomenon only, a quick look at the plight of Blacks who escaped to the North during slavery times will dispel that notion. Even after the Civil War the lack of educational, as well as job opportunities for Blacks both in the South and the North remained unchanged: segregated, unequal, and inferior and, at times, non-existent. DuBois (1903) describes the victimization of Black people and the quality of the education they were given

Driven from his birthright in the South by a situation at which every fibre of his more outspoken and assertive nature revolts, he finds himself in a land where he can scarcely earn a decent living amid the harsh competition and the color discrimination, (DuBois, 1903, p. 150).

Well into the twentieth century and during depression years the educational facilities for Blacks remained generally unchanged from the days of slavery.

When attempts were made to offer quality and equal education to Blacks it was not beneficial to him, either individually or racially (Woodson, 1933).

The "educated Negroes" have the attitude of contempt toward their own people because in their own, as well as in their mixed schools, Negroes are taught to admire the Hebrew, the Greek, the Latin and the Fenton and to despise the African. Of the hundreds of Negro high schools recently examined by an expert in the United States Bureau of Education only eighteen offer a course taking up the history of the Negro, and in most of the Negro colleges and universities where the Negro is

thought of, the race is studied only as a problem or dismissed as of little consequence (Woodson, 1933, p. 1).

The lack of quality of education offered Blacks both in separated and integrated schools remained by and large intolerable well into the fifties and was perpetuated mainly by the tracking system. Since the 178 years too late landmark Supreme Court decision of 1954 the situation for Blacks has not markedly improved. This fact is reflected in the realities of social and racial violence confronting our nation today, which many theorists and researchers tell us are caused by racial discrimination and ethnocentricity (Moynihan and Glazier, 1963; Silberman, 1966, and Williams, 1964).

Our researchers tell that one important solution to racial strife is a quality education which will bridge the gap between the races (Clark, 1966; Green, 1969; Silberman, 1966 and Sexton, 1965). Yet there is a vicious and still unbroken circle preventing just such a quality education from occurring. When the education of minority groups, especially Blacks, is dependent upon the general society through the state departments of education and the socio-economic class of the community in which the schools are located (Dentler, 1967; Raab, 1962; Silberman, 1964; and Williams, 1964), and these same societies are influenced and affected by that same educational system (Billingsley, 1969; Clark, 1965, and Sexton, 1966) the perpetuation of the deplorable polarization between educational offerings based on race seems unlikely to change unless a

new approach to education is developed. This study hopes to open some doors for changing the situation by identifying Black students needs and examining whether or not they are being met.

As mentioned above the immediate locality of a school will affect the educational offerings of the institution. Generally speaking educational decisions are influenced by the political climate of a particular city or community. Pursull, Hillson, and Cardasio (1969) articulate how conflicts and political crises existing in cities influence inner city communities and consequently their schools. Many problems are encountered through new programs which bring about educational change and the subsequent impact upon the shift of power from central administration to local community control (Rogers, 1969; Gittel, 1967; and Gittel and Hevesi, 1970). Yet, as Smith (1969) maintains, the Black revolution has reached the stage of Black people's demanding decision making power and subsequent control over their educational situation. Whatever may happen in the future the situation continues to be that of discrimination, segregation and indifference.

The public schools in America's urban ghettos also reflect the oppressive damage of racial exclusion. School segregation in the South had, for generations, been supported by law; in the North segregation has been supported by community custom and indifference, (Clark, 1965, p. 111).

In summary the literature shows that a major problem hindering quality education of Blacks today as well as historically is racism. The causes of

racism are complex and the damage to its victims extensive and permanent.

Teacher characteristics

It is a well accepted fact that some teachers are more effective than others. With this in mind much educational research over the past four or five decades has probed into the characteristics of successful teachers which distinguish them from their less effective colleagues. Although much of this probing has not distinguished between the social economic standing or race of either the students or the teachers under scrutiny the findings are of importance to this paper in determining if specifically Black student needs are being met in the three schools considered. Assuming that more effective teachers better satisfy student needs than non-effective teachers and assuming that the characteristics of effective teachers will hold true for teachers of Black students this review of the literature will summarize some of the findings of educational researchers who have identified the character traits of effective teachers.

Friendliness and warmth are two teacher characteristics which students' value according to many researchers (Aspy, 1965; Gage, 1966; Ryans, 1960; Tatum and Tarnax, 1966). In an older study Jenkins and Lippitt (1951) not only confirmed the need for warmth and friendliness but also found that power and control are a constant aspect of the teacher pupil relationship. In examining the relationship between empathy, warmth and genuineness with student reading achievement Aspy (1965) found data indicating that students working with teachers ranking highest in empathy, warmth and genuineness had significantly greater achievement than students working with teachers low in these variables. Further,

Tatum and Tarnax (1966) compared the level of teacher warmth, empathy and genuineness with changes in children's performance and found that the degree of warmth and empathy was significantly related to positive change in a students' performance and social adjustment. Gage (1966) found five teachers traits, warmth, cognitive organization, orderliness, indirectness, and ability to solve instructional problems, that correlated at a significant level with positive results in teaching. On the other hand in an investigation of psychological and social factors that might influence teacher effectiveness Brookover (1954) found indications that teachers who allow their relationship with students to become too personal were least effective as teachers. Solving this possible problem Johnson (1935) found directive, positive, approving verbal communication with students engendered a larger degree of compliance to directions and requests by learners, than non-specific, reproving and negative requests or directions. Seemingly, therefore, warmth, friendliness, approval and a general positive attitude toward the students should not overflow into the teacher's or students' personal life but should exist in the somewhat formalistic atmosphere of the classroom.

Many educators have offered suggestions and comments toward effective classroom teaching. Anderson (1946) and his co-workers examined the effects of teacher classroom behavior on the students he taught. He reported that teacher classroom behaviors and personality influenced the behavior of the children. The use of dominative techniques produced antagonistic and aggressive

behaviors which were directed toward both the pupils' peers and teachers. Teachers using socially integrative behaviors appeared to engender cooperative, friendly, and self-directive behaviors in their pupils. Tanner (1967) and McGeeh (1965), Weinstein and Fantini (1969), Ornstein (1969), and Reissman (1962) suggest that effective clear communications must occur for positive classroom effectiveness. Snider (1965) suggests that organization engenders an atmosphere of security for children, while Kornberg (1963) and Haubrich (1965) maintain that consistency and good rules must be incorporated into classroom routine. Teachers who are capable of combining structure, rules, challenge and organization will be more effective than those who don't, suggest Reissman (1962) and Gordon (1965). Reissman goes further to maintain that teachers described as strict as well as structured will have greater success and be more effective than teachers described as permissive. He further asserts that teachers must believe in and regard students as successful. This last assertion is confirmed by Rosenthal and Jacobsen (1965) and Goldberg (1964). McRae (1965) indicates that immediate reward through short term learning experiences will give students a greater feeling of success.

This perfunctory listing of the findings of researchers on the characteristics of successful classroom management certainly evokes an image of the effective teacher as a well-organized, direct individual who makes it clear to students exactly what is expected of them in classroom activities and who does so in a positive way offering approval and reward for compliance with desired

behavior expectations. Lest some believe that the teacher described here would destroy or hinder the students' creativity Englemann and Bericter (1966) found that creativity in children is not destroyed by an authoritarian structured approach to teaching. On the other hand this finding has been somewhat challenged by the findings of Denny (1969) who found that high levels of control and organization by teachers reduces creativity. Although creativity is not a major concern of this study it seems proper to offer the conflicting evidence that the characteristics which may make a teacher effective in classroom management and desirable to her students are the very characteristics which may stifle their creativity. Thus the organizational and directive traits of the teachers may need to be further examined and possibly more specifically defined if creativity is an educational goal in a school seeking to meet Black student needs.

Of particular interest to this paper is the inter-relationship between successful teachers and the so-called disadvantaged youngster. Teachers of disadvantaged students tend to impose their will upon pupils when organizing classroom procedure reports Wayson (1966). Washburne (1962) pictured a self-controlling teacher as one who was concerned with discipline, order, and organization and noted that this type of teacher is effective with pupils described as hostile toward school. Not only are teachers of this general type effective they are also preferred by disadvantaged youngsters according to Wayson (1966), J. G. Goldberg (1968) and Yce (1968) who, respectively describing students as disadvantaged, opposers or wavers, and lower class, maintain that authoritarian

teachers are viewed favorably by their students.

In his review of the social sciences approach to the education of Black youngsters Clark (1964) suggests that much of the reasoning is based on faulty assumptions such as the belief that the performance of "disadvantaged" students in the classroom is influenced by an absence of educational stimulation in the home, the belief that "disadvantaged" students should not aspire to upper echelon positions, and "disadvantaged" students bring certain problems into the classroom which interfere with the educational process. Clark maintains that these assumptions reflect ignorance and prejudice and perpetuate the existence of inferior education for "disadvantaged" students regardless of whether the student is racially different or lower socio-economically.

The subject of teacher behavior in the minority classroom has been prominent in the minds of many educational researchers who have offered helpful suggestions for better meeting the needs of the students. Torrance (1966) and Tanner (1967) maintain that low income childrens' teachers should have the ability to adjust to unexpected and new situations, be flexible and adaptable (Inman, 1968; Cheyney, 1966; Weinstein and Fantini, 1969); and must be capable of coping with frustration and stress (Goldberg, 1964 and Haubrich, 1965). Crow (1966), Reissman (1962) and Kisman assert that such teachers must learn how to control themselves when confronted with deviant behavior which should not be interpreted personally (Scott, 1967). In addition three researchers Levine (1968), McGoech (1965) and Cheyney (1966) suggest that teachers of the disadvantaged should have a sense of humor.

In summary the literature states that effective teachers are in control of themselves and the classroom, are well organized and directive. Teachers successful with minority students appear to be authoritative yet flexible, that is able to cope with unusual and unexpected situations.

Teacher expectations

The foregoing section considered the characteristics of effective teachers; this section will look specifically at teachers' expectations, especially their expectations of minority and so-called low ability students. As much as Black students need teachers effective in the classroom they need teachers who see them as both willing and able to learn and who, therefore, have high expectations of them. The effects of the teachers' beliefs, values, expectations and attitudes on student achievement have been the concern of many studies.

Teachers with inflexible expectations of poor achievement for students in low ability tracks tend to support the self-fulfilling prophecy, according to Jacobsen and Rosenthal (1968). The data collected in this study supported the hypothesis that expectations of authority figures concerning the behavior of those whom they control, significantly influenced the latter's behavior.

One of the first to express the belief that teachers' expectations of student performance promoted a self-fulfilling prophecy was Kenneth Clark (1963). He found this phenomena especially problematical in inner city schools staffed by middle class teachers.

A key component of the deprivation which afflicts ghetto children is that generally their teachers do not expect them to learn and that they have adopted as their concept of their function custodial care and discipline. Accordingly, the motivational problems of the children will be solved when teachers can be motivated to teach effectively - that is, to set high standards of scholastic performance and to provide good instruction combined with emotional acceptance and support (Clark, 1965, p. 132).

The first part of Clark's statement that teachers do not expect ghetto children to learn was supported by the Haryou Study (1964) which found indications that white middle class teachers tend to misinterpret minority students as well as underestimate their ability. Clark asserts that "the issue of the class origin and outlook of teachers revolves around the question of the ability of teachers to understand and identify with pupils (p. 224). However the notion that faulty communication between students and teachers is simply a result of class differences has been challenged by Leacock (1969).

The school is, in fact, not presenting 'middle-class' values to working class children unless this is interpreted to refer specifically to the 'middle-class' views of the teacher toward 'lower-class' children whose role in society is seen as restricted. In other words, the school is conveying a middle-class image of how working class children are and how they should be - an image which emphasizes obedience, respect and conscientiousness as desirable, rather than ability, responsibility, and initiative, and which expects deviance to be unruliness with regard to behavior and apathy with regard to curriculum. It is our further contention that through projection of this image upon the children, teachers help perpetuate the very behavior they decry, (p. 181).

Nevertheless other research has confirmed that socio-economic class standing

does indeed influence perceptions. For example Wilkerson and Gordon (1966) tell us teacher attitudes toward low income students are perceived through middle class standards of student expectation and behavior.

Going farther than merely looking at the facts of teachers' poor expectations of their low ability students which are fulfilled by subsequent poor achievement by these students we can find some hope of alleviating the situation by heeding some specific classroom advice. All children, no matter what their lineage, learn through experiences which they know and bring to school (Fantini and Weinstein, 1969). If teachers develop the skill to use children's ideas in order to speak, react and think in the students' language a great step towards breaking the self-fulfilling prophecy of poor expectations/poor achievement will have been taken (Buford, 1965 and Haverman, 1966).

Black role models, too, may provide a solution to the need Black students have for teachers who will expect them to learn. The teacher, among other figures, becomes a role model for growing youngsters and a Black identity figure for Black children may also provide the motivation needed for some children to strive for high achievement thus interrupting the self-fulfilling prophecy.

Newton expresses this need in the following manner:

Adults outside of the home may be identifying figures, too. Teachers, recreation leaders, and those close relatives with whom the child frequently intermingles, as well as intimates and constant playmates all may be categorized as "secondary identifying figures." In a hierarchy of prepotency, these secondary identifying figures influence the development of the child's concept of self almost as much as the primary figures. In fact as early and middle childhood years wane, the role

of the secondary identifying figures customarily increase in importance, and for many children quickly exceeds that of the primary ones.

In summary the research indicates that teacher expectations are a self-fulfilling prophecy and that low expectations result in low achievement. It is felt Black teachers may expect more of Black students thus raising the student's achievement.

Curriculum

The third category of proposed Black student needs are curriculum related and include the need for a Black and Black African core curriculum and the need for a curriculum which utilizes Black student experiences as a vehicle in attempting to reach educational goals. Further, in the last two sections of this review has been mentioned the need for Black role models for Black students. Although largely a teacher related need curriculum can and should satisfy it.

While direct personal influence of the child's primary and secondary identifying figures is paramount in the formation of self-concept, it has been long appreciated that models in literature may make a positive contribution. The child's wishes, dreams or desires may be gratified through putting himself in the model's shoes where he may find the role satisfying and fulfilling to his needs, (Newton, 1969, p. 259).

Certainly curriculum should serve the needs of the student first and the needs of the greater society second. The need for a relevant curriculum for Black students is the focal point of a controversy among many educators. This review, taking the viewpoint that such a curriculum is desirable, will attempt to clarify

some of the objectives of a curriculum composed to meet Black student needs. However before specifically looking at Black curriculum needs, a justification for any curriculum and the need to offer various curricula to various groups will be touched upon.

In a cogent and convincing rationale for book oriented curriculum, Newton (1969) comments on what a reading schedule should do for a student.

For the educator, in its highest level of conception, bibliotherapy is guided reading which takes the learner beyond literal comprehension to discovery through identification of new and personal values. At this level of reading comprehension the learner approaches Rogers conceptualization of "pervasive learning" - learning what affects the individuals present and future behavior, his attitudes, and his personality. This is the kind of learning in which there is a change in self in the direction of self-enhancement (p. 258).

However, several educators warn that curricular and reading offerings must be styled to meet the specific needs of specific groups. Coleman (1966) emphasizes the importance sociological variables play in learning in the public schools in which students from a broad range of family backgrounds are served. Marger (1962) stresses the importance of gearing instructional objectives towards perceived needs found in observable student behavior. Sullivan (1963) stresses the importance of metacultural analysis of culture-change theories in the context of curriculum planning. Fantini and Weinstein (1967) suggest that irrelevance in the education of the disadvantaged student is caused if:

(1) "teaching procedures and learning styles don't match"; (2) "presented material is not easily related to the learner's knowledge of experience";

(3) "content and method ignore the learner's feelings about his experiences"; and (4) "the concerns of the learner are ignored."

Given these two arguments, that curriculum does indeed effect students and curriculum and teaching styles are best formulated with their recipients in mind, we can easily turn to the matter of special curriculum for Black students. Many educators have stressed the need for Black studies programs of various sorts including Black history and Afro-American studies (Bahlke, 1971; Banfield, 1968; Brown, 1969; Brown 1969; Drimmer, 1969 and Williams, 1970). Various of these researchers advocate different approaches to the Black curriculum. For example, Drimmer suggests both Black and white students be included in the Black studies history courses to be taught by Black instructors; Banfield urges that an African emphasis be placed on the courses; Bahlke stresses the study of Black biographies which he sees as providing role models for Black children; and Williams who feels strongly the need for Afro-American studies has prepared a curriculum guide for such a course. However all would seem agreed that there is a need to correct false historical generalizations and stereotypes of minorities existing, and perpetuated by present curricula, in this country today (Williams, 1970).

The effects of a Black studies curriculum and the utilization of Black experiences in the regular curriculum would seemingly contribute towards fulfilling Black children's needs for strong feelings of identity, pride, and self-worth. With one study finding data that Black children are more race conscious

than white (Bahlke, 1971) it is important to note that research (Ruth, 1969) has indicated that Black studies programs are effective in increasing Black or racial pride and developing a positive self-concept.

Howell (1961-1964) did a study that showed that educators must respond in a significant manner to Black Muslim pleas for identity and recognition. The response must be that of a new and higher consciousness level of concern for Black students under the authority of the public schools. That this is not such a simple matter is pointed up by Newton (1969) who provides additional insight into the role of curriculum for Black students.

The teacher of Afro-American children is called upon today to decide which models in literature possessing which societal values shall the students be encouraged to emulate in the realization of which educational goals for living in which world-integrated or separated (p. 259).

Within the framework of the schools' objectives, the teacher of Afro-American children must plan and execute Newton's bibliotherapy program through (1) selecting and utilizing appropriate guidelines for matching children and books (2) establishing criteria for book selection, and (3) developing guided reading activities which insure maximum literary identification for Black students.

In summary the literature indicates curriculum should be developed for each specific population need. That is, the needs of the student body should determine the curriculum. It was also found that reading matter could affect

a child's self-image and should therefore be chosen with the specific classroom needs in mind.

Black community involvement

The fourth category of proposed Black student needs are community related and include the need for Black community involvement in schools in which there are Black students and the need for schools to be controlled by the Black community when they are situated within an all or predominantly Black locality. The need for Black community participation in schools attended by Black students has been expressed by educators in several different ways.

Fox (1969) asserts that, "Citizen participation policy is a tool by which federal officials can (1) include the excluded, (2) subsidize the exploited, and (3) provide training and technical assistance for those who do not know how power is continually fragmented and rearranged in our society." These benefits of community involvement are echoed by Wilkins and Passet (1968) and Cahn and Cahn (1960) who maintain that citizen participation in decision making processes which significantly affect the implementation of comprehensive community programs as well as comprehensive planning would enable minority groups to control their own affairs.

The community school movement derives from the failure of the schools in dealing with the poor, particularly Black children, rather than the general crisis of effectiveness of the schools (Fein, 1966). It is felt that community school movements help oppressed, particularly Black, people to (1) "develop

the power and strategies to affect the educational destinies of their children," (2) "assert to the white establishment the power that Black and poor parents intend to have over the education of their children is as great as the influence that white parents exert over the education of their children," and (3) "demonstrate that they have the courage and the talent to organize and conduct a social change movement" (Thomas and Burgin, 1971). Howe (1968), noting that the people of the ghetto, the powerless and the poor, are demanding involvement in our schools further asserts that community, teacher, parent, and student involvement cannot be achieved unless there is some transfer of power and a shift in the control of funds.

Detroit's Inner City Parents Council sums up the need for community organization and participation by expressing its need as follows:

We propose that all administrative vacancies (counselors, department heads, supervisors, assistant principals, administrative assistants, assistant superintendents and field executives) be filled with Afro-Americans until such positions have been filled with Afro-Americans in proportions to the number of Afro-American children and young people in the Detroit school population.

In summary the research agrees that community participation at all levels is desirable.

Summary

This chapter has looked at the existing literature which related to the four categories of Black student needs to be studied in this paper. These need

categories include the need for teachers who believe in and expect Black students to learn, teachers who can be role models for Black students and can relate to and interact with them, teachers in proportion to the Black student population, and teachers who will communicate the Black student needs to white teachers. Other categories are curriculum related and voice the need for Black studies curriculum as well as the utilization of the Black experience in general curriculum, community related voicing the need for community involvement and control and racism related voicing the need to abolish institutional racism. In the next chapter will be presented the procedures used to study the degree of fulfillment of the identified Black student needs in the three Hartford schools mentioned in Chapter I and to be described in detail in Chapter IV.

CHAPTER III

PROCEDURE

Introduction

This study is an investigation of whether specific Black student's needs are being met in three alternative schools. In addition the researcher hopes to use the above data to provide implications of the existence or non-existence of white racism in these schools. This chapter will describe the population, research instruments which were an observation and an interview schedule, and the procedures of administering the instruments and collecting the data.

Population

The subjects for this study were the following:

1. The Everywhere School, Hartford, Connecticut (an alternative school serving grades K-4).
 - a. Entire school staff - 19
 - b. 10 Black community people
 - (1) 5 male - 5 female
 - c. 10 Black students ages 6 to 8
 - (1) 5 girls and 5 boys

2. Shanti, Hartford, Connecticut (a Regional High School serving grades 9-12).
 - a. Entire school staff - 4
 - b. 10 Black community people
 - (1) 5 male - 5 female
 - c. 10 Black students ages 14 to 18
 - (1) 5 girls - 5 boys

3. The Alternative Center for Education, Hartford, Connecticut (An alternative school serving grades 9-12).
 - a. Entire school staff - 14
 - b. 10 Black community people
 - (1) 5 male - 5 female
 - c. 10 Black students ages 14 to 18
 - (1) 5 girls and 5 boys

The procedure used for this study consisted of interviewing each Black student upon initial encounter which was achieved by the researcher's walking about the schools interviewing the first five Black boys and the first five Black girls he came upon. The Black student observation procedures were performed while classes were in and out of session. The researcher was free to walk about all three schools at will as he carried out both the interviews and observations.

Investigation design

On-site observation, interviews and a review of literature (contained in Chapter II) were used in an attempt to determine whether Black students needs were being met. Secondly, this study attempted to determine the existence and extent of white racism in the three schools. The determination of the existence or non-existence and the extent of white racism was based on the researcher's definition of racism and the efforts of the schools' staffs to meet Black student needs.

Data collection procedure

This study was performed during the first year of operation of each school. For the Alternative Center for Education it was the year 1969-1970, for Shanti it was 1971-1972 and for the Everywhere School it was 1969-1970.

This researcher constructed the interview and observation instruments used in this study. The interviews and observations were performed by this researcher. Observations were made only during the months of September, March and April. Each observation was two hours in length on each of two consecutive days. At least one staff meeting involving the Black community was observed during the latter part of the second half of the school year for each site. In addition, the researcher made at least six additional visits to each school to gather data. These visits provided the researcher with an opportunity to engage in informal conversations with staff and students. These conversations provided the researcher with further insight into the operation of these schools.

An initial interview with the director of each school was performed in September. A follow-up interview with each director, utilizing the same questions, was performed in April. Interviews of the staff, Black students, and Black community people of each school were also performed in April. Staff and student interviews were performed at the school. Black community interviews were performed in the homes or on the streets of the Black community.

The interview schedules asked direct questions with direct answers expected. This researcher assumes the answers to be honest expressions of the interviewee's opinions. Certainly opinions carry with them certain kinds of expectations which influence the general levels of achievement for children (Rosenthal and Jacobson, 1968). Thus conclusions can be drawn from self-report questions as to whether or not certain staff members are qualified to be working with Black children or are meeting their needs. An interesting follow-up study could be performed using an experimental or correlational design to see how the findings using those statistical methods compared with the findings of this more personal self-report method.

Instruments

The instruments used were interview and observation schedules. The interview schedule consisted of the following questions:

I. Director of School

- A. What is your total student enrollment?
- B. What is the composition of the student body?

- C. How many Black students are enrolled in this school?
- D. What is your total staff number?
- E. How many Black teachers and administrators?
- F. Does the curriculum contain any course offerings pertaining to the Black perspective (Black history, Black literature, African history, African art, African language, African dance, etc.)?
- G. Is there community control or involvement in this school?
- H. Who funds the school?
- I. Does the funding have any significance in the control of the school?
- J. What type of cultural enrichment programs does your school involve itself in?
- K. Do Black students present problems that you find difficult to deal with?
- L. What is your educational background?
- M. How do the Black and white students of this school compare academically?

II. Teachers

- A. What is the average size of your classes?
- B. How many Black students are in your classes?
- C. Is your background similar to your students?

- D. Do you find it difficult to teach Black students?
- E. What is your educational background?
- F. How does the director of the school relate to your Black students?
- G. How do Black and white students of your classes compare academically?

III. Black Students

- A. How do you like the school?
- B. How do you like your teachers?
- C. Are any Black courses being taught?
- D. Do you think any Black courses should be taught?
- E. Are there any Black teachers in your school?
- F. Do you need Black teachers in your school?
- G. How do you like your director?
- H. Are you going to school here next year?

IV. Black Community People

- A. How do you like the school?
- B. Do you ever get a chance to visit?
- C. What do you think about Black History being taught in the school?
- D. Any Blacks teachers in the school?

The objective of many of the interview questions may not be clear to the reader. The following discussion should clarify those objectives and any

questions the reader may have concerning them.

"Is there community control or involvement in this school?" This question's objective was to determine the extent of Black community involvement in the school.

"Who funds the school?" "Does funding have any significance in the control of the school?" The objective of these questions was to determine whether there was a difference in allocation of student funds among the schools. Discovering the significance of this difference and the determination of who actually controls the schools were also objectives.

"What type of cultural enrichment program does your school involve itself in?" The objective of this question was to determine whether the school provided cultural enrichment programs which met the needs of Black students, such programs as Black theater, Black art, Black or African music, and so on.

"Do you have difficulty relating to Black students?" "Do Black students cause problems that you find difficult to deal with?" "What is your educational background?" "Is your background similar to your students?" Data from these questions should provide some implications as to how cultural backgrounds may have affected perception and interaction with Black students. (In this study, the term cultural background refers specifically to an individual's life style.)

"How do you like the school?" "How do you like your teachers?" "How do you like your director?" "Are you going to school here next year?" The objective of these questions was to attempt to determine how well the students were relating to the staff.

"Are there any Black teachers in your school?" "Do you need Black

teachers in your school?" The objective of these questions was to determine how strongly the students felt about the absence or presence of Black teachers in their school.

"How do you like the school?" "Do you ever get a chance to visit?"

The objective of these questions was to determine the relationship between Black community people and school staff and to determine the degree of Black community involvement in the school.

"What do you think about Black History being taught in the school?"

"How many Black teachers are in the school?" The objectives of these questions was to determine how these Black community people felt about the school's curriculum and the absence or presence of Black staff. Follow up questions were utilized by the researcher to determine pinpoint community feelings about curriculum and staffing.

In order to insure a consistency in the various observations an observation schedule was devised which would seek out specific behavior characteristics. The observation schedule looked for:

I. Staff Relating to Black Students

A. Language used by staff

1. Is the language an idiom that Black students understand and readily relate to?
 - a. Are Black students continually asking the teacher or administrator to explain himself?
2. Are terms used in the Black community used by the teacher or administrator when in the presence of Black

3. Does the teacher or administrator use the language of the Black students and their community as a vehicle in reaching educational goals?

B. Gestures used by staff

1. Are gestures familiar to Black students used when attempting to relate to Black students? (Black hand shake, Black power sign, general manner of greeting Black people, etc.)

C. Common experiences of Staff and Students

1. Does the teacher or administrator use experiences common to the Black students and their community in attempting to reach educational goals?
2. Does the teacher or administrator use experiences common to the Black students and their community in attempting to relate to Black students?

II. Students relating to staff

A. Did the Black students:

1. Greet staff when entering school or class?
2. Joke with the staff?
3. Ask for help or direction from the staff?
4. Participate in activities or plan for events with other students and staff?

5. Speak out readily in class ?

6. Cluster in groups by themselves ?

III. Black Community people involved in educational roles in the School. (Teacher, paraprofessional, tutor, volunteer helper.)

A. Were there any Black community people serving as:

1. Teachers in the school?

2. Paraprofessionals in the school?

3. Tutors in the school?

4. Volunteer helpers in the school?

B. Were Black community people observed serving any role or function in these schools ?

To further clarify the intent of the interview and observation schedules the following listing of Black students' needs, as determined in Chapter I, of this paper, along with the items designed to determine whether the need was met is included here. However, it should be noted that items designed to determine whether or not one need was being met often contributed information used in the determination of the meeting of another need.

Need 1: Black students need teachers and administrators who believe in and expect Black students to learn.

Question - director and teachers:

B. Observation:

1. Are Black students continually asking the teacher or administrator to explain himself? (responses of teacher or administrator)

Need 2: Black students need teachers and administrators who can relate to and are able to interact with Black students.

A. Question - director and teachers:

1. Do you have difficulty relating to Black students?
2. Do Black students cause problems you find difficult to deal with?

B. Question - Black students:

1. How do you like your teacher?
2. How do you like your director?

C. Question - Black community people:

1. How do you like the school?

D. Observation:

1. Is the language an idiom that Black students understand and readily relate to?
2. Are Black students continually asking the teacher or administrator to explain himself?
3. Are the terms used in the Black community used by the teacher or administrator when in the presence of Black students? (rip it off, run it down, soul brother, etc.)
4. Did the Black students greet staff when entering school or class; joke with the staff; ask for help or direction from the staff; or participate in activities or plan for events with other students and staff?
5. Does the teacher or administrator use experiences common to the Black students and their community in attempting to relate to Black students?
6. Are gestures familiar to Black students used when attempting to relate to Black students (Black hand shake, Black power sign, general manner of greeting Black people)?

Need 3: Black students need teachers and administrators with whom Black students can identify and derive feelings of pride and self-worth.

A. Question - director:

1. How many Black teachers and administrators (in your school)?

B. Question - Students:

1. Are there any Black teachers in your school?

C. Question - Black community people:

1. Any Black teachers in the school?

D. Observation:

1. Were there any Black community people serving as:
teachers in the school; paraprofessionals in the school;
tutors in the school; or volunteer helpers in the school?
2. Were Black community people observed serving any role
or function in these schools?

Need 4: Black students need teachers and administrators who are able to and will communicate Black student needs to white teachers and administrators.

A. Question - director:

1. How many Black teachers and administrators?

B. Observation:

1. Were there any Black community people serving any role
or function in these schools?

Need 5: Black students need Black teachers and administrators directly proportionate to the number of Black students in a school.

The determination of the relevance of this need for these schools was based upon observable staff student relationship, degree of Black community

involvement in these schools, and the ability of the school to provide role models and a curriculum which would meet Black student needs.

A. Question - director:

1. How many Black students are enrolled in this school?
2. How many Black teachers and administrators (in this school)?
3. What is your total staff number?

B. Question - Black students:

1. Do you need Black teachers in your school?

C. Question - Black community people:

1. Any Black teachers in the school?

D. Observation - teachers and Black community people:

1. Were Black community people observed serving any role or function in these schools?

Need 6: Black students need a Black and African core curriculum.

A. Question - director:

1. Does the curriculum contain any course offerings pertaining to the Black perspective (Black History, Black Literature, African Art, African Language, African Dance, etc.)?

B. Question - students:

1. Are there any Black courses being taught?
2. Do you think any Black courses should be taught?

C. Question - Black community people:

1. What do you think about Black History being taught in the school?

Need 7: Black students need a curriculum which utilizes Black student experiences as a vehicle in attempting to reach educational goals.

A. Question - teachers and director:

1. Does the curriculum contain any course offerings pertaining to the Black perspective (Black History, Black Literature, African History, African Art, African Language, African Dance, etc.)?
2. What type of cultural enrichment program does your school involve itself in?
3. What is your educational background?
4. Is your background similar to your students?

B. Observation - teachers and director:

1. Is the language an idiom that Black students understand and readily relate to?
2. Are terms used in the Black community used by the teacher or administrator when in the presence of Black students? (rip it off, run it down, soul brother, etc.)
3. Does the teacher or administrator use experiences common to the Black community in attempting to reach educational goals?

Need 8: Black students need Black community involvement in schools in which there are Black students.

A. Question - teachers and director:

1. Is there community control or involvement in this school?
Who funds the school?
2. Does funding have any significance in the control of the school?

B. Question - Black community people:

1. Do you ever get a chance to visit (the school)?
2. How do you like the school?

C. Observation:

1. Were there any Black community people serving as teachers in the school, paraprofessionals in the school, tutors in the school, volunteer helpers in the school?
2. Were Black community people observed serving any role or function in these schools?

Need 9: Black students need schools controlled by the Black community.

In an effort to determine the validity of this need the researcher attempted to assess each school's ability to meet this study's Black student needs. Specifically, the researcher attempted to determine the nature of the relationship between Black community involvement or control of a school and meeting Black student needs. Therefore, a contrast and comparison of the ability of the three schools to meet Black student needs was undertaken.

Need 10: Black students need a learning environment free from white (institutional) racism.

An assessment of the effort exerted by each school to meet this study's Black student needs was one tool used in a determination of racism's existence. The definition which appears in Chapter I, p. 3 was used as a second tool in the investigation of the existence and extent of racism.

Summary

This chapter has discussed the procedures used to assess the meeting of specified Black student needs in three specific Hartford, Connecticut schools. As well as a description of the population sampled in the study and a presenta-

tion of the interview and observation schedules was presented a listing of the identified needs collated with the specific instrument items from the observation and interview schedules designed to study each need.

CHAPTER IV

THREE ALTERNATIVE SCHOOLS: A DESCRIPTION

The three schools studied here are located in Hartford, Connecticut. The population of the city of Hartford according to the 1970 Census report, was 33-1/3% Black and Puerto Rican.¹ The total school population as of 1968 was 60 to 65 per cent Black and Puerto Rican.² A brief historical look at Hartford's non-white population growth should provide a demographic backdrop for better understanding the three schools to be examined in this paper.

Hartford, like much of New England, enjoyed a steady population growth until the depression years of the 1930's, at which time the birthrate dropped noticeably. Although the population count itself remained fairly stable during these bad years the school enrollments dropped off and continued to decline through the forties. In 1928 elementary school enrollment was over 22,000 but by 1945 it had dropped to well below 12,000. Similarly high school enroll-

¹Statistical abstracts of the United States U. S. Bureau of the Census, 1971 (92nd edition), Washington, D. C., p. 21.

²Directory, public elementary and secondary schools in large districts with enrollment and instructional staff by race: Fall 1967 Washington U. S. Office of Education and National Center for Education Statistics, 1969, p. 131.

ment reached an all-time high of over 7,500 in 1933 but had dropped to a low of about 4,300 in 1952. Following World War II much of Hartford's population left the city, many leaving to move no further than the suburbs. The departing population was replaced by an entering population that was neither as wealthy nor as skilled as those who had left the city. This phenomena is documented by the fact that by 1959 about 40 per cent of Hartford's families earned an income of less than \$4,000 per year. Furthermore, many of these in-migrants were younger than the population they replaced and were raising families, thus considerably effecting the school population. Add to this the fact that non-whites, Blacks and Puerto Ricans primarily, who were entering the city in increasing numbers to find work as domestics, industrial laborers, and tobacco farm workers, were restricted to 169 out of 889 city blocks by 1960. Although during the next four years the student enrollment figures for this population increased greatly the living area of 169 blocks remained basically the same. The Community Renewal Team has labelled 130 of those blocks as poverty areas. These same densely populated poverty areas are served by Hartford's oldest school buildings which have become alarmingly inadequate in providing a play space and educational facilities.

Looking ahead the picture is no less gloomy. The population projections made in the mid-sixties showed school enrollments would continue to increase for the next ten year period. Grades K-4 are expected to reach an enrollment of over 12,000 in the early 1970's. Grades 5-8 are expected to go well over the

9,000 mark and the high school figures are predicted to reach nearly 9,000 before the mid-1970's.

In 1964 the racial composition of the classes showed 51.6 per cent of grades K-4, 49 per cent of grades 5-8, and 31.5 per cent of the high school were non-white, that is Black, Puerto Rican, and Oriental. These figures have changed and by mid-1970's are expected to be 50 per cent non-white in grades K-4, 62 per cent non-white in grades 5-8 and 58 per cent non-white in the high school. Although the increase of non-white students is expected to slow down somewhat the non-whites will continue to be a majority of the student body within Hartford.³

Hartford is a city divided along racial lines. Eighty per cent of the Black and Puerto Rican people of the city of Hartford reside in its North-end. Those Blacks and Puerto Ricans who live outside of the North-end of the city, live in small clusters or ghettos.

All three of the schools studied drew a significant number of their students, in relation to the total number of students served, from Hartford's Black population. The Everywhere School, an elementary school, is located in the middle of one of Hartford's largest Black ghettos. The Alternative Center

³Harvard Report, unpublished paper submitted to the Hartford Board of Education by Niilo Koponen, Center for Field Studies of Harvard University, September, 1965. See Appendix, p. 135.

for Education, a high school, is located in the South-end of Hartford on the campus of a white upper-middle-class college. Shanti, a regional high school, is located in the middle of downtown Hartford. Hartford's school system has been, and remains, the victim of defacto segregation. It is against this background that this study was made.

The Everywhere School (K-4th Grade)

This school is in the South Arsenal area of approximately 56 acres bordered by Main Street, the Windsor Street Extension, Pavillion and Black Streets and includes Bellevue Square, a city-owned housing project. Approximately 1,000 families (5,000 people) live in this area. With the exception of the physical buildings in the Bellevue Square Project, this entire area is slated for total renewal.⁴ The school is housed in an old converted warehouse. The school grades range from kindergarten to grade four.

The existence of the Everywhere School is the result of a decision made by a group of neighborhood residents, Black and Puerto Rican that they wanted a school that would teach with the needs of their children in mind. In 1965, residents of South Arsenal began to meet in each other's homes and planned for change. They formed the South Arsenal Neighborhood Council which in turn

⁴Position Statement - The Everywhere School. Prepared by the South Arsenal Neighborhood Development Corp., South Arsenal Hartford, Connecticut, 1968-1969. See Appendix, p. 145.

created the South Arsenal Neighborhood Development Corporation with a board of directors composed of neighborhood people. The board of directors solicited the help of the Urban Coalition⁵ to raise funds for demolition and rebuilding of their area including the creation of a new type of educational facility. In order to better facilitate the creation of this new type of educational facility, which was to be under the direct control of the South Arsenal Board of Directors, the urban education departments of the University of Massachusetts, the University of Connecticut, the University of Hartford and Harvard were approached. Three of the four responded, taking an active part in either the South Arsenal Neighborhood Development Corporation, or its educational arm the Everywhere School. The school began operation in March 1970.

Everywhere School's administrative and teaching staff is composed of Black and Spanish-speaking people. The staff totals 19 people: three administrators, eight teachers, and eight paraprofessionals. Seventy-five per cent of the teachers and one-hundred per cent of the paraprofessionals live in the immediate area or very close by; two of the three administrators live in this area.

⁵The Urban Coalition is composed of suburban business and professional people who have volunteered to raise money for the South Arsenal Corporation.

Examples of this can be seen in the large group, small group, or individual sessions led by administrators, teachers, paraprofessionals, or community people (those living in the South Arsenal Area) who are teaching about Black and Puerto Rican culture at various times throughout the school day.⁷

The school places an equal emphasis on teaching reading and math and, whenever possible, relates the teaching of these subjects to the cultural backgrounds of the Black and Puerto Rican students. The textbooks used display Black and Puerto Rican figures playing or working in an area (usually an urban community) to which these students can relate. The emphasis is on building the self-worth of the students while providing them with the other tools which will enable them to achieve their greatest potential.

Although the school employs the use of environmental extensions, i. e., private schools, in an effort to give its students a broader view of the world, the teachers and paraprofessionals who travel to these extensions with the children are in complete control of their educational programs. Due to the fact that the Everywhere School is located in a renovated warehouse, it does not have many of the physical facilities which these private schools can and do provide, e. g., science labs, small theaters, language labs, and so on. The students of these private schools, high school students, interact on a one to

⁷See Appendix 145 for a detailed breakdown of the Everywhere School curriculum.

one basis with the students of the Everywhere School in a small group or tutorial manner.

The environmental extensions are: Westledge, located in Simsbury, Connecticut; Loomis, located in Windsor, Connecticut; and the Avery Memorial, a museum located in downtown Hartford, which provides space and the use of its facilities. Westledge's Black and Puerto Rican student population is 25 per cent and staff population is 5 percent. The student population of Loomis is 5 per cent Black and Puerto Rican. Staff population is 1 per cent Black, 0 per cent Puerto Rican. The museum personnel do not employ, or employ only on a part-time basis, Blacks and Puerto Ricans. The teachers use these extensions when and if they feel the need. Due to the differences between the cultural backgrounds of both students and staff in these environmental extensions and the Everywhere School staffs of Westledge and the Everywhere School have met to discuss differences and common problems on a regular basis, once every two months, in an effort to improve their educational programs.

The board of directors together with the director of the South Arsenal Neighborhood Development Corporation and the director of the Everywhere School hire and fire those who work for the corporation. Both directors are responsible to the neighborhood board of directors. This school is community controlled.

The sources of funding are the Urban Coalition and the Hartford Board of Education. The Urban Coalition, a group of suburban business and professional people, has volunteered to raise money for the South Arsenal Neighborhood

Development Corporation in an effort to help this body reconstruct its physical environment. The Urban Coalition's function is to assist and not to direct or control.

The Hartford board of education, the official source of funding for the Everywhere School, is also responsible on paper for its operation. Although this is the case in print, it is not the case in fact. The Everywhere School is community controlled. One thousand dollars per pupil is spent toward the education of each child in the city of Hartford; the Everywhere School is no exception. The director of the school receives part of her salary from the Hartford Board of Education and the other part from the South Arsenal Neighborhood Development Corporation. However she is directly responsible to the South Arsenal Neighborhood Development Board of Directors. The teachers and paraprofessionals are in similar situations.

The Alternative Center for Education (9th-12th Grade)

The Alternative Center for Education came into being as a direct result of the inability of the teachers and administrators of Hartford's four high schools to deal with their "disruptive" students. It was also an outgrowth of a center which had been set up the previous year by the Hartford Board of Education. This center was staffed with a white director, no teachers until December, although the center opened in October, and twenty-five to thirty Black students with problems ranging from psychological to educational to physiological in

nature. The students had been removed from their parent high school without the consent of their parents and placed in a church. Due to the lack of support of the Hartford Board of Education, the inability of its director to structure a program which would meet the needs of these students, and the bad feelings caused by this venture in the Black community the center failed.

Responding to its high school principals' and teachers' asking for the removal of returned "disruptive" students, the Hartford Board of Education in conjunction with the University of Hartford, the sponsoring educational facility, instituted a teacher corps program on the secondary level and proceeded to hire eleven white interns, one Black intern, and two Black directors. These fourteen people were to deal with the problems that Hartford's administrators, teachers, and counselors did not seem to handle. The school began operation in January of 1970.

The center was located on the campus of Trinity College, which is found in the southwestern end of the city. It is a small, middle-class, expensive liberal arts college with a population of approximately four to five thousand students. The college is surrounded by a lower-middle and upper-lower-class area. This surrounding area is approximately 85 per cent white, 10 per cent Black and 5 per cent Puerto Rican. Most of the Blacks and Puerto Ricans reside in a city-owned housing project called Charter Oak Terrace which is found ten blocks from the Trinity Campus.

Students and staff of the center, a 9th-12th grade school, utilized for classes and other activities the second and third floors of an old outdated brown stone building located on Trinity's campus. Classes were not restricted to this building which enabled the teachers, paraprofessional and students to take advantage of the language labs, science labs, art center, television studios and numerous other buildings and facilities throughout the city. Hartford was viewed as, and used as, one huge classroom.

The administrative and teaching staff of the Alternative Center for Education is composed of two Black administrators, one Black intern, eleven white interns, and a Black paraprofessional. In addition, classes in African art, culture, and dance were taught once a week by a Black instructor, who journeyed from New York for this purpose. The white interns had not worked in the inner city and therefore were not prepared to deal with the problems of the urban student. Ninety per cent of these white interns were from middle-class backgrounds and suburban homes and had had very little if any contact with Black people. Of the Blacks who were employed at or worked in the Alternative Center for Education, eighty per cent lived in the Black community. Nine per cent of the whites who worked in the center lived in the Black community.

Teacher preparation for the Alternative Center is the responsibility of the two directors or team leaders of the center. Workshops which were designed to acquaint the interns with the problems of the inner city student and enable

them to deal with him were held during a four week teacher preparation period at the University of Hartford. Teacher preparation in the form of in-service on-site sessions, is continual throughout the school year. Demonstration teaching was used to illustrate examples of positive technique and teaching style.

The student population consisted of twenty-five ninth through twelfth grade students. Seventy-nine per cent of the students were Black, one per cent Puerto Rican, and twenty per cent white. The students were recommended to the center by their parent high schools due to "disruptive" behavior. Ninety-eight per cent of the students possessed the ability to learn; they were relegated to the center because of such problems as drugs, truancy or an inability to read. Final selection of the students was the function of the center staff.

The Alternative Center for Education curriculum was devised by the staff to meet two primary needs, to build the self-worth of the student by stressing his cultural background and to raise the reading and math achievement levels of the students who needed help in those areas. Courses such as Black history, Black literature, African dance, African culture, and African art along with Puerto Rican and European history were offered.⁸ These courses, along with an hour of individual help in reading and math, provided the core of the program. Each student received two hours of individual attention every day of the five day school week.

⁸For a more detailed breakdown of the course offerings of the Alternative Center, see Appendix, p. 156.

Flexible scheduling, differentiated staffing, and multiple grouping were utilized to their fullest potentials given the limited space provided for the actual school operation. Science, art, and language, as well as many other topics, were taught outside of the brownstone facility.

The center was controlled and directed by two Black Teacher Corps team leaders who were responsible to the assistant director of secondary education on the Hartford Board of Education. They were held responsible for anything that happened in the school and were therefore given the freedom to run the school in the manner they believed would be most beneficial to students and staff.

The Hartford Board of Education in conjunction with Teacher Corp provided thirty-eight thousand dollars to set-up, equip, and pay the rent of an alternative school. In addition, part of this money was to be used to pay the salaries of the fourteen people who worked in the school. The Hartford Board of Education provides \$1,000 per pupil toward the education of each student in the city of Hartford. Although the Board provided the money for the operation of the school, and the directors of the school were directly responsible to the assistant director of secondary education in Hartford, the directors were free to use the money, that proportion not used for salaries, in the manner which they thought best.

Shanti (9th-12th grade)

Shanti was established due to strong feelings among a large number of the citizens of Hartford and five surrounding towns, East Windsor, Plainville, Rocky Hill, Wethersfield and Simsbury who recognized the need for a regional alternative high school (9th-12th grades). Due to the fact that the six towns involved wanted the school to be of a truly regional nature, they agreed that the school should be under the control of the Capitol Region Educational Council. The Council is an organization in which Hartford, the capitol of Connecticut, and its surrounding towns attempt to work together in an effort to solve their common problems.

Selection of the students and staff took place during the spring and summer of 1971. The staff was selected by the director in conjunction with the board of directors. The students were selected by lottery. The school began operation in September of 1972.

Shanti (which is Hindu for "the peace that surpasseth all understanding") is located in a renovated section of Hartford's railroad station which is situated in the heart of the downtown area. The school is surrounded by commercial enterprises such as restaurants, small clothing stores, and large hotels. The state capitol building is located just across the street from the school. Shanti is in a heavily traveled section of the city (motor vehicle). The railroad station was not set-up for school use but it was not the intention of the students and

staff of Shanti to limit their classroom to this building. The city of Hartford and the world at large are thought to be included in the realm of their classroom. Therefore students are being taught in facilities such as factories and office complexes by tool makers, accountants, and engineers; students of Shanti can be found in Vermont, on a nature hike or on an Indian reservation in the west. The world is truly their classroom.

The administrative and teaching staff of Shanti is composed of a total of four people. The staff is one hundred per cent white. One of the staff members has worked with Ivan Illich,⁹ another spent one year as a Teacher Corp intern in the city of Hartford, and the director has been active in a paraprofessional educational program run by the University of Hartford and the Hartford Board of Education to assist a group of paraprofessionals, seventy per cent of which were Black, in the performance of their classroom duties. None of the members of this staff live in the Black community. The school utilizes part time volunteer instructors. All of these volunteers are white and live outside the Black communities of Hartford.

The teachers of Shanti did not have a teacher preparation period. With the exception of one of their teachers (Teacher Corp intern) and their director, they were not given any exposure to Hartford's educational program before they began functioning with the students of their school. In-service teacher programs are not provided.

⁹See Bibliography for further detail.

The student population is drawn from Hartford 60 per cent, East Windsor 8 per cent, Plainville 8 per cent, Rocky Hill 8 per cent, Wethersfield 8 per cent and Simsbury 8 per cent. The students were selected by lottery. Described racially the students are 28 per cent Black, 8 per cent Puerto Rican and 64 per cent white. The total number of students is fifty. The Black and Puerto Rican students of this school live in one of Hartford's many ghettos.

The curriculum, which was determined during the summer of 1971 in a joint meeting of the students and staff upon the formation of the school, covers a broad range of subjects. Black history, African culture, African art, African language or any other course pertaining to, or concerning, the Black American per se is not offered. The Black students of this school do not study any course or subject which dwells specifically on their background, heritage, or ethnic make-up. The school does offer Latin American history, several science courses, and European languages and history,¹⁰ plus a course on women's rights.

The school functions under the auspices of the Capitol Region Educational Council. The director of Shanti is directly responsible to that body. Policy making is performed by a group of twenty-one people referred to as the Board of Directors of Shanti. The group is composed of an administrative representative from each town, five students, five "community" people, and five parents plus the director of the school. The board has one Black member.

¹⁰For a more detailed listing of courses offered, see Appendix, p. 171.

Each town has contributed one thousand dollars per pupil toward the education of each student the town has enrolled in the school. The school began with a sum of fifty-thousand dollars for payment of staff, setting up, and operating the school. The following is a breakdown of the money contributed by each town: Hartford \$30,000, East Windsor \$4,000, Plainville. \$4,000, Rocky Hill \$4,000, Wethersfield \$4,000 and Simsbury \$4,000.

Summary

The three alternative schools which are being studied to see if they are meeting Black student needs were described in this chapter. One school, the Everywhere School, is a neighborhood school in a ghetto area, another, the Alternative Center for Education, is a special city school for extreme behavior problem students, and the third school, Shanti, is an alternative regional high school serving Hartford and five surrounding towns. The descriptions of these schools included the demographic data of staff, students and director make-up, funding sources and control, curriculum and historical information.

In the next chapter the data concerning how these schools are meeting the identified, specific Black student needs and some conclusions will be presented.

CHAPTER V

ANALYSIS: CONTRAST AND COMPARISON

Introduction

The analysis of the collected interview and observation data discussed in this chapter determine whether the composition of the administrative and teaching staffs of the three alternative schools has any effect in satisfying the ten identified Black student needs by determining whether racism or a racist attitude (see Chapter I for the specific definition of racism) influences the curriculum content of the three schools and whether this influence relates to the ability of the white teachers in these schools to meet the needs of their Black students. This relates to the Black students' need for a learning environment free from white (institutional) racism. The analysis will also show whether or not these schools are satisfying the nine other Black student needs by providing:

1. Black models with whom Black students can relate
which relates to
 - a. Black students' need for teachers and administrators
who believe in and expect Black students to learn
 - b. Black students' need for teachers and administrators
who can relate to and are able to interact with Black
students

- c. Black students' need for teachers and administrators with whom Black students can identify and derive feelings of pride and self worth
 - d. Black students' need for Black teachers and administrators who are able to and will communicate Black student needs to white teachers and administrators
 - e. Black students' need for Black teachers and administrators in numbers directly proportionate to the number of Black students in a school
2. A curriculum which includes courses directly relating to the cultural background and African heritage of the Black student which relates to:
- a. Black students' need a Black and Black African core curriculum
 - b. Black student need a curriculum which utilizes Black student experiences as a vehicle in attempting to reach educational goals
3. Black community involvement in a school in which there are Black students or a Black student which relates to

- a. Black students' need Black community involvement in schools in which there are Black students
 - b. Black students need schools controlled by a Black community.
4. Black students need a learning environment free from white (institutional) racism.

The method used for this analysis was a contrast and comparison of three schools in the areas of staff composition, curriculum content and community involvement as they relate to the needs of the Black student. These will be presented in sections, each dealing with the three categories above and their specific needs. The racism category will be discussed last because of its complex interrelationship with all the other needs.

Black models with whom Black students can relate

Need #1. Black students need teachers and administrators who believe in and expect Black students to learn.

A. Interview question, directors and teachers:

How do the Black and white students of this school compare academically?

EVERYWHERE SCHOOL

White students were not enrolled in the Everywhere School, however 100 per cent of the staff of this school expressed attitudes of belief in the ability of the Black students to

compete successfully with any student. Examples of staff responses were: "Our students are together," "I know our students can perform."

ALTERNATIVE CENTER FOR EDUCATION

The staff expressed negative as well as positive attitudes toward their Black students' academic ability. The team leaders revealed positive attitudes believing in the academic ability of their students but 80 per cent of the teachers exhibited attitudes of doubt. For example the team leaders responded: "Our Black students have the ability to compete with anyone," "Black and white students given equal opportunity can achieve equal levels of success," and the teachers responded: "I can't tell what the ability of our Black and white students is," "Most of our Black students come from disadvantaged homes and therefore require more help than our white students."

SHANTI

One hundred per cent of Shanti's staff expressed attitudes which demonstrated their uncertainty in the area of Black student expectations. For example a director responded, "I'm not sure of exactly what to expect from our Black students," and a teacher responded "Most Black students

like to work with their hands on concrete things. Usually white students like to work with the abstract."

B. Observation question, staff:

How does the teaching staff respond to the verbalized needs of Black students?

EVERYWHERE SCHOOL

The staff seemed to respond equally to all students.

ALTERNATIVE CENTER FOR EDUCATION

The team leaders and 90 percent of the staff seemed to have different responses to the school's Black students. The team leaders responded more quickly than did the teachers to a call of a Black student. Team leaders seem to have more patience when dealing with the school's Black students than did 75 per cent of the teaching staff.

SHANTI

The staff attempted to respond to their Black students but did not seem to know how. Staff members did not seem comfortable in the presence of Black students.

Need #2. Black students need teachers and administrators who can relate to and are able to interact with Black students.

A. Interview question, directors and teachers:

Do you have difficulty relating to Black students?

EVERYWHERE SCHOOL

One hundred per cent of the staff stated that they did not have difficulty relating to Black students.

ALTERNATIVE CENTER FOR EDUCATION

Seventy-one per cent of the staff stated they had difficulty relating to Black students.

SHANTI

One hundred per cent of the staff stated that they had difficulty relating to Black students.

B. Interview question, staff:

Do Black students cause problems you find difficult to deal with?

EVERYWHERE SCHOOL

One hundred per cent of the staff stated that the Black students did not cause problems that they found difficult to deal with.

ALTERNATIVE CENTER FOR EDUCATION

Seventy-eight per cent of the staff stated that their Black students caused problems that these staff members found difficult to deal with.

SHANTI

One hundred per cent of the staff stated that their Black students caused problems that these staff members found difficult to deal with.

C. Interview questions, Black students:

How do you like your teacher?

How do you like your director?

How do you like the school?

EVERYWHERE SCHOOL

One hundred per cent of the Black students interviewed stated that they "liked their teachers and directors."

These students also stated that they "wanted to continue to attend this school."

ALTERNATIVE CENTER FOR EDUCATION

Eighty per cent of the Black students interviewed stated that they liked their directors. Fifty per cent of the Black students interviewed stated that they liked their teachers.

Seventy per cent of the Black students interviewed stated they liked the school and wanted to continue to attend.

SHANTI

The Black students of Shanti were evasive when asked these questions. Eighty per cent of the Black students interviewed stated that their director and teachers were "all right."

However, when the questions were restated the Black students either changed the subject or repeated the same answer.

Ninety per cent of the Black students interviewed stated that

they did not like the school. Furthermore, these Black students stated that they would not return to Shanti next school year.

D. Observation questions, staff:

Is the language an idiom that Black students understand and readily relate to?

Are Black students continually asking the teacher or administrator to explain himself?

Are the terms used in the Black community used by the teachers or administrator when in the presence of Black students? (rip it off, run it down, soul brother, etc.)

Does the teacher or administrator use experiences common to the Black students and their community in attempting to relate to Black students?

Are gestures familiar to Black students used when attempting to relate to Black students? (Black hand shake, Black power sign, general manner of greeting Black people, etc.)

EVERYWHERE SCHOOL

The staff utilized both standard English and the language, gestures, and experiences common to the Black students and their community in attempting to relate to them. The Black students were not continually asking the staff members to explain or clarify the terms or language used by staff members. The Black students were greeted by: "Good morning Sister" or "Good morning Brother" with the Black hand shake or in a manner common to Black people and their communities.

ALTERNATIVE CENTER FOR EDUCATION

Only the two Black team leaders and 16 per cent of the teaching staff utilized the language, gestures, and experiences common to the school's Black students and their communities in attempting to relate to them. The Black students were continually asking staff members to explain or clarify the terms or language used by staff members. Only the two Black team leaders and 16 per cent of the teaching staff greeted Black students by: "What's happening my man," "How're you this morning sister," or in a manner common to Black people and Black communities.

SHANTI

The staff did not utilize the language, gestures, and experiences common to that school's Black students and their communities in attempting to relate to them. The Black students were continually asking staff members to explain or clarify the terms or language used by staff members. The school's Black students were not greeted in a manner common to Black people and Black communities.

E. Observation questions, students:

Did the students greet staff when entering school or class?

Did the students joke with the staff?

Did the students ask for help or direction from the staff?

Did the students participate in activities or plan for events with other students and staff?

EVERYWHERE SCHOOL

The Black students greeted staff members when entering school or class ninety per cent of the time and often joked with staff members. They frequently asked for help or direction from staff members. They participated in activities or planned for events with other students and staff ninety-five percent of the time.

ALTERNATIVE CENTER FOR EDUCATION

The Black students greeted the two Black team leaders and sixteen per cent of the teaching staff when entering school or class eighty per cent of the time; they greeted the remaining teaching staff members forty per cent of the time. They often joked with the two Black team leaders and sixteen per cent of the teaching staff but seldom joked with the remaining staff members. The Black students often asked for help or direction from the two Black team leaders and sixteen per cent of the teaching staff and seldom asked for help or direction from the remaining teaching staff. They participated in activities or planned for events with other students, the two Black team leaders, and sixteen per cent of the teaching staff ninety per cent of the time; they

participated in activities or planned for events with remaining staff members (or other students and remaining staff members) twenty per cent of the time.

SHANTI

The Black students greeted staff when entering school or class fifteen per cent of the time. They seldom joked with the staff and seldom asked for help or direction from the staff. They participated in activities or planned for events with other students and staff members ten per cent of the time.

Need #3. Black students need teachers and administrators with whom Black students can identify and derive feelings of pride and self-worth.

A. Interview question, teachers and administrators, students and Black community:

How many Black teachers and administrators (in your school)?

EVERYWHERE SCHOOL

Both directors and students agreed that there were eleven Black staff members which was deemed adequate. Ninety per cent of the Black community people responded by stating that "the Black and Puerto Rican teachers of our school are doing a good job."

ALTERNATIVE CENTER FOR EDUCATION

There were three Black staff members. However the director

stated that there "is a need for more Black staff." The student response was similar to the director's; "we need more Black teachers." Eighty per cent of the Black community people responded by saying, "we need some more Black teachers in that school."

SHANTI

Shanti had no Black staff members. This school's director stated in September that the school "was in an unsimilar situation and would not encounter Black student problems." In April he stated, "I was wrong. This school needs Black staff members." Ninety per cent of Shanti's Black community people stated that there were no Black teachers in the school but, "we do need Black teachers in Shanti."

B. Observation questions:

Were there any Black community people serving as:

1. teachers in the school?
2. paraprofessionals in the school?
3. tutors in the school?
4. volunteer helpers in the school?

Were Black community people observed serving any role or function in these schools?

EVERYWHERE SCHOOL

The Black community people were observed serving as teachers, paraprofessionals, tutors, and volunteer helpers.

ALTERNATIVE CENTER FOR EDUCATION

The Black community people did not serve as paraprofessionals, tutors, or volunteer helpers nor did Black community people serve any function what-so-ever.

SHANTI

The Black community people did not serve as paraprofessionals, tutors, or volunteer helpers. Black community people were not observed serving any function.

Need #4. Black students need teachers and administrators who are able to and will communicate Black student needs to white teachers and administrators.

A. Interview question, director:

How many Black teachers and administrators ?

EVERYWHERE SCHOOL

Although the Everywhere School did not have white students or staff the school had a fifty-seven per cent Black staff to fifty per cent Black student ratio.

ALTERNATIVE CENTER FOR EDUCATION

This school had a twenty-one per cent Black staff to eighty per cent Black student ratio. Black-white staff ratio was twenty-one per cent to seventy-nine per cent.

SHANTI

Shanti had a twenty-eight per cent Black student to one hundred per cent white staff ratio.

B. Observation question:

Were there any Black community people serving any role or function in these schools?

EVERYWHERE SCHOOL

The Black community people were observed serving as para-professionals, tutors, volunteers, custodians, and cooks.

ALTERNATIVE CENTER FOR EDUCATION

The Black community people were not observed serving any function.

SHANTI

The Black community people were not observed serving any function.

Need #5. Black students need Black teachers and administrators directly proportionate to the number of Black students in a school.

The determination of the relevance of this need for these schools was based upon observable staff student relationship, degree of Black community involvement in these schools, and the ability of the schools to provide role models and a curriculum which would meet Black student needs.

A. Interview questions, director:

What is your total staff number?

How many Black teachers and administrators?

How many Black students are enrolled in this school?

EVERYWHERE SCHOOL

The staff number was eighteen. Staff composition included three Black administrators and eight Black teachers. Total student enrollment was two hundred and fifty. The student body included one hundred and twenty-five Black children.

ALTERNATIVE CENTER FOR EDUCATION

The total staff number was fourteen. Staff composition included two Black administrators and one Black teacher. Total student enrollment was twenty-five. The student body included twenty Black students.

SHANTI

The total staff number was four. Staff composition did not include Black administrators or Black teachers. Total student enrollment was fifty. The student body included fourteen Black students.

B. Observation question, teachers and Black community people:

Were Black community people observed serving any role or function in these schools?

The results of this observation has been seen already.

A curriculum which includes courses directly relating to the cultural background and African heritage of the Black student.

Need #1. Black students need a Black and Black African core curriculum.

A. Interview question, director and teachers:

Does the curriculum contain any course offerings pertaining to the Black perspective (Black history, Black literature, African art, African language, African dance, etc.)

Are there any Black courses being taught?

Do you think any Black courses should be taught?

EVERYWHERE SCHOOL

The curriculum included subjects pertaining to the Black perspective, specifically: Black history, Black literature, African History, African art and African dance. One hundred per cent of the Everywhere School staff stated that, "Black courses should be taught on a daily basis."

ALTERNATIVE CENTER FOR EDUCATION

The curriculum included subjects pertaining to the Black perspective, specifically, Black history, Black literature, African history, African language and African drum and dance. Black history and Black literature were taught by the Black team leaders. African history, African language, and African drum and dance were taught for a two hour period once a week

by a Black African teacher and his assistant who journeyed from New York. Twenty per cent of the Alternative Center for Education's staff stated, "that courses pertaining to the Black perspective should be taught on a daily basis." Eighty per cent of this staff stated that courses pertaining to the Black perspective should be taught. However, these staff members were uncertain as to how often these courses should be taught.

SHANTI

The curriculum did not contain courses pertaining to the Black perspective. Twenty-five per cent of this staff stated that, "courses pertaining to the Black perspective should be taught on a daily basis." Seventy-five per cent of this staff stated that courses pertaining to the Black perspective should be taught. These staff members were undecided as to how often these courses should be taught.

B. Interview question, Black community people:

What do you think about Black history being taught in the school?

EVERYWHERE SCHOOL

Ninety per cent of the Black community people stated that,

"Black courses should be taught in our school."

ALTERNATIVE CENTER FOR EDUCATION

Eighty per cent of the Black community people stated that "they would like to see more Black courses taught in the Alternative Center for Education."

SHANTI

Ninety per cent of the Black community people stated that "they wanted Black courses taught at Shanti."

Need #2. Black students need a curriculum which utilizes Black student experiences as a vehicle in attempting to reach educational goals.

A. Interview questions, teachers and directors:

Does the curriculum contain any course offerings pertaining to the Black perspective (Black history, Black literature, African history, African art, African language, African dance, etc.)?

What type of cultural enrichment program does your school involve itself in? (This has already been answered above.)

What is your educational background?

Is your background similar to your students?

(These last two questions will be answered in conjunction with

B. below.)

B. Observation question, teachers and directors:

Is the language an idiom that Black students understand and readily relate to?

Are terms used in the Black community used by the teachers or administrators when in the presence of Black students? (rip it off, run it down, soul brother, etc.)

Does the teacher or administrator use experiences common to the Black community in attempting to reach educational goals?

EVERYWHERE SCHOOL

The curriculum contained courses pertaining to the Black perspective. Terms and experiences common to the Black community were utilized in attempting to reach educational goals. The life style and educational background of this staff was similar to the life style and educational background of the Everywhere school's Black students. Cultural enrichment programs were geared to a Black and Black African heritage as a matter of course, the Black community participated in the School's cultural enrichment program.

ALTERNATIVE CENTER FOR EDUCATION

The curriculum contained courses pertaining to the Black perspective. Terms and experiences common to the Black community were utilized by only the two Black team leaders and sixteen per cent of the teaching staff when attempting to reach educational goals. Only the life style and educational background of the two Black team leaders and sixteen per cent of the teaching staff was similar to the life style and educational background of the Alternative Center for Education's Black students. Due to the efforts of the two Black team leaders seventy-five per cent of the cultural enrichment programs were geared to a Black and

Black African heritage. Due to the Alternative Center for Education's location, Black community people seldom participated in these programs.

SHANTI

The curriculum did not contain courses pertaining to the Black perspective. Terms and experiences common to the Black community were not utilized in attempting to reach educational goals. The life style and educational background of this staff was not similar to the life style and educational background of this school's Black students. None of Shanti's cultural enrichment programs were geared to a Black or Black African heritage. Black community people did not participate in Shanti's cultural enrichment programs.

Black community involvement in a school in which there are Black students or a Black student.

Need #1. Black students need Black community involvement in schools in which there are Black students.

A. Interview question, teachers and directors:

Is there community control or involvement in this school?

Who funds the school?

Does funding have any significance in the control of the school?

EVERYWHERE SCHOOL

The staff stated that, "this school was community controlled and, that the Black and Puerto Rican community was involved on every level of this school's operation. Secondly, this staff stated that "the Urban Coalition¹ together with the Hartford Board of Education were this school's sources of funding." Finally, this staff stated that the fact that this community was not financially independent was significant (a greater possibility of restrictions from outside the Black community being placed on staff and school). However, the staff stated that up to this point the Everywhere School's staff and Black community have had the freedom to determine and administer this school's educational programs.

ALTERNATIVE CENTER FOR EDUCATION

The staff stated that this school was not community controlled and that there was very little Black community involvement in this school. Secondly, the staff stated that the Hartford Board of Education was the school's source of funding. Finally, the staff stated that although the Hartford Board of Education could have determined this school's educational program, this had not

¹See Chapter IV, p. for a detailed description of the Urban Coalition.

been the case. This staff had had the freedom to determine and administer this school's educational program.

SHANTI

The staff stated that the school was not community controlled and that Black community involvement was non-existent. Secondly, this staff stated that each of the six towns² involved in this school provided the funds for their students attending this school. They stated that these towns left the determination and administration of this school's educational program to Shanti's staff.

B. Interview questions, Black community people:

Do you ever get a chance to visit (the school) ?

How do you like the school ?

EVERYWHERE SCHOOL

The Black community people stated that they often visited this school. Secondly, these people stated that this was "our school."

ALTERNATIVE CENTER FOR EDUCATION

The Black community people stated that they "really did not know" what was going on in this school but that they thought the school was all right.

²See Chapter IV, p. for a description of towns and funding.

SHANTI

The Black community people stated that they "did not know much about what went on at this school." They could not state whether they liked or disliked the school.

C. Observation questions:

Were there any Black community people serving as:

1. teachers in the school?
2. Paraprofessionals in the school?
3. tutors in the school?
4. volunteer helpers in the school?

Were Black community people observed serving any role or function in these schools?

EVERYWHERE SCHOOL

The Black community people were observed serving as teachers, paraprofessionals, tutors, and volunteer helpers. Secondly, the Everywhere School Board of Directors, composed of Black and Puerto Rican residents of this school's immediate area, was observed during Board of Directors meetings sanctioning the hiring of school staff. This Board, working in conjunction with this school's staff, was observed making and determining Everywhere School's educational policy. Finally, Black community people were observed functioning on every level of this school's operation.

ALTERNATIVE CENTER FOR EDUCATION

The Black community people were not observed serving as teachers, paraprofessionals, tutors or volunteer helpers.

Black community people were not observed serving any role or function in this school.

SHANTI

The Black community people were not observed serving as teachers, paraprofessionals, tutors or volunteer helpers.

Black community people were not observed serving any role or function in this school.

Need #2. Black students need schools controlled by the Black community.

In an effort to determine the validity of this need for these schools, the researcher attempted to assess each school's ability to meet this study's Black student needs. Specifically, the researcher attempted to determine the **nature of the relationship** between Black community involvement or control of a school and meeting Black student needs. Therefore, a contrast and comparison³ of the ability of the three schools to meet Black student needs was attempted.

³See p.

Black Students need a learning environment free from white (institutional) racism.

An assessment of the effort by each school to meet this study's Black student needs was one tool used in a determination of racism's existence. The definition of racism which appears in Chapter I, p. 4 was used as a second tool in this investigation of the existence and extent of racism. To discuss this need and the findings a summary of the findings so far must be presented and discussed somewhat interpretively later.

The presence of Black staff and the staff's culture background is one important indication of the existence of institutional racism. If a staff has a number of Black members then seemingly these people can communicate Black community concerns as well as attempt to solve or meet these needs. In the absence of Black staff members while racist attitudes are very likely to be conveyed no matter how well-meaning or conscientious the staff. Thus one indicator of institutional racism is the per centage of Black staff serving in the school. The Everywhere School is staffed by three Black administrators and sixteen Black and Puerto Rican teachers and paraprofessionals. These teachers, paraprofessionals, and administrators have lived and spent the major part of their lives in the Black and/or Puerto Rican community. The Alternative Center for Education is staffed by two Black directors or team leaders, one Black, and eleven white interns. The team leaders have spent the majority of their lives working and living in the Black community. The one Black intern spent most of his life living apart from the Black community; the

eleven white interns had little or no contact with the Black community until they became Teacher Corps interns. Shanti is staffed by one white director and three white teachers. The director's contact with the Black community is limited to working with Black paraprofessionals in a teacher preparation program. Of his three teachers only one has had any experience and contact with the Black community in a one year Teacher Corps program. None of these four people has lived in a Black inner city community.

Another combatant of institutional racism in schools is the existence of good Black culture courses which convey information from the Black rather than white viewpoint as well as the existence of courses which delve entirely into Black concerns, heritage, and culture rather than into the Western European tradition of the American white. Thus the preponderance of Black related courses in the curriculum has been used as an indicator of the existence of Black racism. The curriculum of the Everywhere School is composed of Black history, African art, African dance, African language, African and Black culture. The textbooks used show Black children engaged in numerous activities. The pictures and language used by the teachers relate to the Black student's inner city environment. The curriculum content of the Alternative Center for Education was composed of Black history, Black theatre, African art and African language. Black history with the assistance of the two Black team leaders, was taught by two white interns. Black theatre was taught by one of the Black team leaders, while African art, African dance and African language were taught by a Black African who journeyed to Hartford once a week for this

purpose. Shanti's curriculum does not include a course pertaining to the ethnic needs of the Black student. Courses relating to the Black student or his African heritage are not offered. The following are examples of the courses which are not offered at Shanti: Black history, African or Black culture, African art, African dance, African language.

Black community involvement and control are also seen to be indicators of institutional racism. The assumption is that the more Black involvement at all levels on the staff the less the degree of institutional racism. The Everywhere School is community controlled and there is a large amount of community involvement. You often hear the residents of this community refer to the school as "our" school or "my" school. They are consistently in and out of the school teaching subjects and helping in any way they can. Their suggestions are listened to and implemented in the areas of administration, teaching, and curriculum content as well as in the overall operation of the school. The Alternative Center for Education had very little community involvement of any type. The school was located in the South-end of the city, and the Black students, who comprised eighty per cent of the student body, lived in the North-end of the city. Community people came to this school or participated in its functions only upon direct invitation. Most of the time interaction with the Black community on a daily basis was left to the two team leaders. The interns did not involve themselves in the Black community except as a direct result of the efforts of the team leaders. Shanti's staff has not involved itself with the Black community; neither have the members of the Black community

involved themselves with Shanti. Shanti is a 15 to 20 minute walk from Hartford's North-end, the area of the heaviest population and concentration of Black people in the city of Hartford. The opportunity for involvement is there; but, the staff of Shanti has not taken advantage of it.

The fact that the curriculum of Shanti did not contain any course or courses pertaining to the ethnic or cultural heritage of the Black students of that school and only at the insistence of the two Black directors were courses pertaining to the Black perspective included in the curriculum of the Alternative Center for Education suggests that racism, as this writer has defined it (see Chapter I) may have existed in these two schools. The fact that the staff of these two schools did not reflect the racial composition of the student body and the lack of inclusion of Black staff members did not provide the needed Black role models prevented or hindered these schools in their attempts to meet the educational needs of their Black students. This writer further questions the ability of the white staff members of Shanti and the Alternative Center for Education to meet the needs of their Black students. At the Everywhere School, where the teaching staff is in direct proportion to the number of Black students in the school, the area of Black cultural and educational needs is well covered. There is also a high degree of community involvement at the Everywhere School.

These facts lead to the conclusion that little institutional racism exists in the Everywhere School while a great deal exists in the Alternative Center for Education and Shanti.

Summary

This author has made an attempt to analyze and compare the staff of three alternative schools as they relate to specific needs of the Black student.

The comparisons made were:

1. The number of Black administrators, and teachers employed or working in each school (composition of administrative staff).
2. The number of courses taught or areas investigated on a daily basis which pertained to the ethnic and cultural background of the Black student (curriculum content).
3. The degree of involvement of the staff of these schools with the Black community (Black community involvement in a school).
4. The degree of racism existing in each school which was determined by a thorough investigation of the three foregoing comparisons.

The composition of the administrative and teaching staff of the Everywhere School presents the largest number of Black models with whom Black students can relate. The Alternative Center for Education was next in the number of Black models with whom Black students could relate. Due to the fact that Shanti employed no Black staff members, Black models were non-existent in that school.

In the area of curriculum content, the Everywhere School provided the greatest possibility for the Black student to learn of his cultural background and ethnic heritage. The Alternative Center for Education, mostly through the

efforts of its Black staff, also provided opportunities in this direction. Shanti offered no courses in Black culture or African heritage nor did the school expose their Black students to this area in any other manner.

Black community involvement was greatest in the Everywhere School, almost non-existent in the Alternative Center for Education and non-existent in Shanti.

Although a clear determination of the existence of racism as it was defined on page 4 could not be made for the Alternative Center for Education, there are strong indications that racism is quite pervasive in Shanti and that the Everywhere School is fairly free from institutional racism.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Research question and design summary

This study attempted to determine whether specific Black student needs were being met in three schools, the Everywhere School, the Alternative Center for Education, and Shanti, a regional high school all located in Hartford, Connecticut. The study was conducted during the first year of operation of each school. The study attempted to determine whether there were indications through the examination of needs, of existing racism in any of the three schools.

The subjects of the study were the entire staff of each school, ten Black students from each school (five boys and five girls), and thirty Black community people. Personal interviews and on-site observations were used as the method of investigation. The research questions utilized in this study were the following:

Did these three alternative schools meet the needs of their Black students as seen from this Black researcher's perspective?

Were there any indications the existence of white racism in any of the three schools?

Results of the study and conclusions

The results of this study showed:

1. that the largest number of Black staff were found in the Everywhere School. The Alternative Center for Education had only two Black staff members and Shanti had no Black staff.
2. that of the three schools studied only the Everywhere School attempted to employ teachers and administrators in numbers directly proportionate to the number of Black students in that school.
3. that only the Everywhere School utilized a Black and Black African core curriculum. The Alternative Center for Education included a Black and Black African course in their curriculum but these courses were not made the focal point of the Black student's curriculum. Shanti did not offer a Black or Black African course.

In comparing the three schools, it seems that the employment of or existence of Black people in these schools has had a definite effect on the curriculum content and Black community involvement in these schools. Certainly there is a correlation between the number of Black people employed at the school's and the amount of Black community involvement and curriculum in them. The Everywhere School scored highest in all three, the Alternative Center for Education had some Black staff members and correspondingly some Black courses and a lesser degree of community involvement and Shanti who employed no Black staff offered no Black courses and had no observed Black community involvement. Whether the existence of Black staff is a causal factor in the existence of Black curriculum and community involvement is a subject for further research, but there is no question that this study did find a positive relationship between the proportion of Black staff and Black community involvement and curriculum.

This fact specifically pertains to the inclusion of courses taught from the Black perspective in the curriculum and some degree of Black community involvement in the school. It seems that due to a lack of Black staff in Shanti, the ethnic and cultural backgrounds of the Black students, as they relate to course offerings in the curriculum of that school, have been overlooked. Also, perhaps due to the location and the possible inability of the white members of the Alternative Center for Education and Shanti to relate to the Black community, Black community involvement did not occur.

4. that the Everywhere School was attempting to develop and use a curriculum which utilized Black student experiences as a vehicle to reach educational goals. The Alternative Center for Education staff was somewhat successful in this area due to the efforts of the two Black team leaders. Shanti's staff did not attempt to develop or use this type of curriculum.
5. that the level of Black community involvement was highest in the Everywhere School. Black community involvement in the Alternative Center for Education was minimal. Shanti did not have Black community involvement.
6. that the Everywhere Schools' Black community controlled to a large extent the operation of that school. The Alternative Center for Education was not controlled by the Black community. Shanti was not controlled by the Black community.
7. that implications of white racism were found in Shanti and the Alternative Center for Education to a slightly lesser degree.

This study found that the identified specific Black student needs were being met at the Everywhere School. There seemed to be a direct relationship (which might be statistically checked in the future) between the presence of Black staff and the school's ability to meet Black student needs. The presence of Black staff seemed to increase the Everywhere School's ability to meet Black student needs.

Secondly, the Black community's high level of involvement in the Everywhere School seemed to relate to the school's ability to meet the ten identified Black student needs.

The absence of a proportionate number of Black staff to Black students seemed to inhibit the Alternative Center for Education's efforts to meet the specific Black student needs with the absence of a high level of Black community involvement seeming to create a similar inability. The complete absence of Black staff¹ at Shanti seemed to correlate with that staff's failure to meet the specific Black student needs. The complete absence of Black community involvement in the school also correlated with this failure. A correlational study would certainly give more definite information on these apparent indications.

The staff of the Everywhere School was composed of Black and Puerto Rican people. The researcher did not detect or observe white racism or its influences in operation at that school.

The staff of the Alternative Center for Education was composed of three Blacks and eleven whites. Although other indications of white racism may have been present, the researcher used the definition of racism which appears on page 4 of this paper to determine the existence or absence of racism in each of the three schools. Based on this definition, a clear determination of the existence or absence of racism in the Alternative Center for Education was not possible.

¹See Appendix for additional pertinent information.

The staff of Shanti was composed of four white staff members. Based on the researcher's definition of racism implications pointing toward the existence of racism were found at Shanti. This study indicates that the staff of Shanti believed that they were capable of meeting Black student needs without interacting or communicating with Black staff or Black community people. Although Shanti's staff had no experience in teaching Black students they assumed that the staff members knew what was best for the schools' Black students. However, as was discussed in Chapter V, p. 82, Shanti's Black student reaction was to demand Black staff, the inclusion of Black courses in the curriculum, and cultural programs designed to meet Black student needs. Also discussed in Chapter V, p. 82, is the response of Shanti's staff members to Black student demands which was to have a series of student staff meetings, call a school reorganization meeting attended by Shanti's staff, Black parents, and a Black Board member which culminated in a decision to hire a Black co-director and meet the other Black student demands. This co-director would also teach courses.

Problems of institutional racism

Institutional racism seems to prevent most white Americans and some Black Americans from seeing and subsequently determining and implementing educational programs which are relevant to, and meet the needs of, Black students. There are many ways of dealing with this problem. One of them is through community involvement with a correlating open mindedness and a commitment of continual questioning of one's self. Shanti had no community involvement and, in the Alternative Center for Education, community involve-

ment rested with the team leaders. The fact that there seemed to be a complete lack of effort on the part of the white staff members of Shanti and the Alternative Center for Education to encourage community involvement may suggest the existence of racism in the form of indifference or a paternalistic attitude. However, this fact can also point to the fact that there are two different cultural backgrounds in operation, staff and community, and that there is a need for interaction on much more than a superficial level.

A community, whether it is Black or otherwise, can serve a school in many different ways. One of the most important ways a community can serve a school is in the area of communication. With the assistance of members of the community, a teacher or administrator of a dissimilar background may be able to correctly assess the needs of that community and with their help develop a program which will meet those needs.

Where Black students are concerned, the employment, at minimum, of a proportionate number of Black administrators, teachers and staff members in general is a step toward assuring the possibility of quality education for the Black student. By quality education this writer means an education which will provide these Black students with the traditional academic tools, such as math, reading and science, plus build their self-worth and individual concept by teaching them of their Black and African cultural heritage, teach them of this heritage in a manner which will instill pride, making them proud of what and who they are. Although this study did not look specifically at learning achievement there are indications that more learning took place where there was Black staff. For example, students seemed more positive towards school at the Everywhere

School where the amount of Black staff was proportionately higher than at Shanti, where Black adults were not in evidence. This study cannot claim there is a correlation between Black employees and learning but it raises the question for further research.

Due to institutional racism, this writer questions the ability of the white American to provide the Black student with a quality education. But, if the white American is to attempt to provide quality education for the Black student and not as Fantini and Weinstein speak of in a passage from The Disadvantaged: Challenge to Education, which appears in Chapter II, p. 30 of this paper, create a curriculum which is "deliverable attempts to transmit to the learner those cultural aspects which will reflect the dominant culture of the society and yield the most benefit to the society as a whole,"² he will need staff personnel who function on an equal footing and are capable of, possess the ability to, and will transmit the information that will make it possible for him to function in the best interest of Black students.

If life styles are different, then communication becomes an all important must in an undertaking which involves a joint effort by those alien and those native to a specific community.³ However, if a group of people or an individual believes it knows what is best for the students, closing off all efforts towards effective communication, then any possible suggestions which might result in a direction change in a school curriculum, teaching style, or approach to

²Mario D. Fantini and Gerald Weinstein, The Disadvantaged: Challenge to Education, Harper and Row, 1968.

³For further insight into possible beliefs of some whites concerning Blacks, see Black Americans and White Racism - Theory and Research. Edited by Marcel L. Goldschmid, McGill University; New York: Holt, Rinehart & Winston, 1970. White Beliefs About Negroes, A. Campbell and H. Schuman, pp. 270-283.

community involvement, is lost in the wind.

This study's results indicate that Black control and administration of the Everywhere School seemed to be advantageous to this school's Black students. Specifically, the Black student needs dealt with in this study were met by this school's staff. The control and administration of this school seemed to be directly related to meeting Black student needs.

Although the Alternative Center for Education's staff was not able to meet all of the Black student needs dealt with in this study, the school's control and administration by two Black team leaders did seem to be advantageous to the school's Black students. Specifically, the Black team leaders were able to (1) facilitate a degree of communication between white staff and Black students, (2) communicate Black student needs to white staff members, (3) act as role models for Black students, (4) influence the direction, composition and utilization of the curriculum and (5) facilitate a limited amount of Black community involvement. The control and administration of this school seemed to be directly related to meeting Black student needs.

The white control and administration of Shanti did not seem advantageous to this school's Black students. Shanti's staff did not seem to be able to meet the specific Black student needs dealt with in this study. There appeared to be several disadvantages for Black students in the white control and administration of Shanti. Among those were (1) the inability of the staff to interact, relate to, and communicate with the school's Black students, (2) the absence of role models with whom Black students could identify, (3) the absence of staff

members possessing the ability to communicate Black student needs to other staff members, (4) the absence of staff members who could function in the development of a curriculum which would meet the school's Black student needs and influence its utilization and (5) the absence of staff members who could facilitate Black community involvement in this school.

Specific recommendations

In the eyes of this researcher, the children enrolled in the Everywhere School were receiving a "functional," "enlightening" and "relevant" education. The needs of the Black and Puerto Rican students were being met.

In the Alternative Center for Education, more Black teachers, who were capable of meeting the needs of the Black students, should have been employed. This would have started a positive momentum towards meeting the needs of Black students by presenting positive Black role models which Black students could relate to and emulate and towards vastly increasing the possibilities and opportunity for much needed communication between capable Black teachers and white teachers who may sincerely have wanted to understand and relate to Black children and the "Black experience."

The remarks concerning the Alternative Center for Education also apply to Shanti. If these two schools are to be able to meet the needs of Black students, the racial composition of their teaching staffs must include Black teachers who are capable of meeting the needs of Black students. In addition,

the racial composition of the administrative staff of Shanti must also change. Blacks must be employed on an equal footing with their white counterparts.

It is the researcher's firm belief, based on personal experience, observation over the past three years, and a review of literature in the area of the education of Black Americans, that the only way to ensure a functional, enlightening and relevant education for Black Americans, is to employ his capable Black brothers and sisters on every level of the educational sphere: from superintendent to custodian, from principal to matron!!

The second part of this insurance policy is the establishment of Black community control of the schools. Without this, in spite of the employment of Blacks on all levels of the educational sphere, quality education for the Black American is still in doubt!

General recommendations

There is a need for new means and methods of educating whites and some Blacks to participate in the education of Black students. Dr. Donald Smith, Executive Associate of the Urban Coalition, Washington, D. C., member of the President's National Advisory Committee on Vocational Education, Consultant to Project Follow Through and the National Teacher Corps, suggests the following as "viable approaches for correcting the ills that deny Black pupils their chance for equal participation in education" (Smith, 1969, pp. 68-69).

1. School personnel should participate in sensitivity

- training to better understand themselves and "to discover how their own biases, stereotypes, and cultural limitations inhibit the emotional and intellectual growth of Black pupils."⁴
2. School personnel should learn more about the history, culture, and education of Blacks. Black studies courses should be required in the undergraduate program as well as at graduate level in in-service courses. Students should "come to grips with the fundamental issue of exploitation, oppressions, and racism and various individual and group responses to those issues."
 3. School staffs should be ready to abandon traditional curricula. Black heroes should be the heroes provided in the education of Black students. "Their lives and deeds and those of other outstanding Afro-Americans must provide the philosophy and psychology for black liberation."
 4. The staff should use "deliberate and systematic efforts" towards providing an equal quality education for all students. In desegregated schools Blacks

⁴Sensitivity Training for Teachers.

should be encouraged to participate in all activities and in all Black schools the poor as well as middle-class students should be included.

5. Black children should have Black role models "who have been released from white psychological captivity."
6. Because it is nearly impossible given the present numbers to provide Black teachers in every school where only a small handful of Black students attend, many Blacks will be educated by whites. "Such pupils will desperately need teachers who have been taught to understand and accept them as human beings and who are sensitive enough to the essence of black culture and the black experience to help black children appreciate themselves and their people."

Implications of the study

The findings in this study seem to lead to a number of fairly general implications. All these implications should be statistically tested before being taken as fact.

1. The ability of teachers and administrators to meet Black student needs is increased by a greater degree of

similarity in the life style of school staff and Black student.

2. The ability of teachers and administrators to relate to and interact with Black students is increased with an increasing amount of similarity between the life style of school staff and Black student.
3. Black students appear to identify more readily with school staff with similar backgrounds.
4. Black student ability to derive feelings of pride and self worth from school staff members is increased by a proportionate number of Black school staff.
5. School staff ability to determine Black student needs is increased with a proportionate number of Black staff and decreased with a less than proportionate number of Black staff.
6. School staff ability to compose and utilize a curriculum relevant to Black students appears to increase with a proportionate number of Black staff and decrease with a less than proportionate number of Black staff.
7. School staff ability to utilize a curriculum relevant to Black students appears to increase with the degree of similarity between life style of school staff and Black student.

8. An increasing degree of Black community involvement in schools in which there are Black students appears to increase the school's ability to meet Black student needs. Conversely, a decreasing degree of Black community involvement in schools in which there are Black students appears to decrease the school's ability to meet Black student needs.

Suggestions for future research

This researcher would suggest further research by teams composed of Black and white American educators to answer the following questions:

1. What composition of administrative and teaching staffs would meet the needs of Black and white students?
2. What curriculum composition would meet the needs of Black and white students?
3. What are the effects of the community control of an educational facility on the self-image of the individuals of that particular community?
4. What are the effects of white racism in administration, teaching, and curriculum content in a school system or particular school?
5. What are the reasons for the existence and perpetuation of white racism.

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APPENDIX

NUMBER AND PER CENT OF BLACK STUDENTS AT EACH SCHOOL

Students	Everywhere School		Alternative School		Shanti	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Black	125	50	20	80	14	28
White	0	0	5	20	31	62
Puerto Rican	125	50	0	0	5	10

NUMBER AND PER CENT OF BLACK FACULTY AT EACH SCHOOL

Teachers and Aministrators	Everywhere School		Alternative School		Shantl	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Black	11	57	3	21	0	0
White	0	0	11	79	4	100
Puerto Rican	8	43	0	0	0	0

COURSES TAUGHT PERTAINING TO THE CULTURAL AND ETHNIC BACKGROUND OF THE BLACK
STUDENT

Courses	Everywhere School	Alternative School	Shanti
Black History	X	X	
African History	X	X	
African Art	X	X	
African Dance	X	X	
African Language	X	X	
African Drum		X	

MEETING THE NEEDS OF THE BLACK STUDENT

(A Model Proposal)

I. Administration

A. The administration of an educational system or individual school should be composed of a number of Black administrators proportionate to, but not less than, the proportionate number of Black students in an educational system or individual school.

II. Counseling Staff

A. The counseling staff of an educational system or individual school should be composed of a number of Black counselors proportionate to, but not less than, the proportionate number of Black students in an educational system or individual school.

B. When and wherever possible, capable Black counselors should counsel Black students.

III. Teaching Staff

A. The teaching staff of an educational system should be composed of a number of Black teachers proportionate to, but not less than, the proportionate number of Black students in an educational system or individual school.

B. When and wherever possible, capable Black teachers should teach Black students.

IV. Curriculum Content

A. The curriculum should be composed in such a manner as to reflect the needs of Black students while building their self-worth.

V. Control of the Education of Black Students

A. When and wherever possible, control of the education of Black people, i.e. students should be in the hands of the Black community.

VI.

A. When and if the need arises, the employment of a more than proportionate number of Black people, in whatever capacity necessary when meeting the needs of Black students is in doubt, should be incorporated in educational systems or individual schools as standard procedure.

	Enroll- ment 10/1/71	PERCENT OF SCHOOL ENROLLMENT											
		Ethnic Distribution 10/1/71			% State ADC*	% City Welfare*	% School Social Work**	% Absentee Rate 1970-71	% ESL Pupils 10/1/71	% Phys. & Ment. 1970-71	% Home Inst. 1970-71	% Drop- outs 1970-71	% Free Lunches 1971-72
		% White	% Black	% Puerto Rican									
Arsenal	1174	0.6	67.5	31.9	0.1	57.7	13.2	36.4	16.41	10.9	7.1	0.3	85.7
Barbour	343	2.9	85.7	11.4	-	30.7	-	21.2	9.29	7.6	-	0.7	-
Barnard-Brown	1268	1.0	21.2	77.8	-	55.2	19.0	14.9	16.92	28.9	4.7	1.1	82.2
Batchelder	755	78.8	11.0	10.2	-	7.9	6.9	14.4	6.67	-	-	0.9	-
Burns	927	73.5	1.0	25.1	0.4	21.5	8.3	18.6	10.72	15.5	3.3	0.3	-
Burr	630	81.1	10.3	8.3	0.3	18.0	9.2	33.8	8.43	3.3	6.2	-	-
Clark	982	0.7	86.5	12.8	-	44.4	10.6	37.4	11.94	6.3	3.5	1.0	68.0
Dwight	351	76.1	19.9	4.0	-	11.4	1.9	50.5	9.78	4.3	33.0	-	-
Fisher	958	10.6	81.3	7.6	0.4	23.4	4.9	24.5	10.44	1.5	4.9	1.0	0.2
Fox	1013	67.3	4.1	28.2	0.4	33.8	9.9	27.9	13.24	6.1	8.6	0.9	0.2
Hooker	969	16.7	44.0	39.3	-	42.8	11.9	45.0	14.78	4.3	2.4	0.9	68.5
Jones	1198	1.2	89.4	9.1	0.2	44.1	5.0	38.0	11.87	4.0	10.9	1.7	0.1
Kennelly	790	89.7	8.0	2.3	-	3.4	0.8	10.9	6.09	0.9	1.7	0.7	-
Kinsella	1160	12.8	28.3	58.9	-	50.5	14.0	9.2	15.87	18.6	3.4	2.4	78.8
Moylan-McDonough	963	54.2	31.0	14.2	0.5	16.2	6.9	11.7	9.10	2.0	1.8	0.2	0.1
Naylor	710	90.3	7.5	2.3	-	5.4	2.2	6.3	6.23	3.0	-	-	-
New Park Avenue	639	80.6	8.5	10.3	0.6	27.2	5.0	19.7	12.01	6.1	3.0	1.0	0.1
Rawson	601	9.5	81.5	8.8	0.2	20.6	3.0	56.4	10.50	2.0	0.4	0.7	-
Twain	651	14.1	82.5	3.2	0.2	18.2	3.9	18.3	9.26	-	5.3	0.4	-
Vine	822	1.3	69.4	28.9	0.4	49.2	16.8	37.9	17.26	20.4	4.0	0.6	62.5
Waverly	853	0.8	97.3	1.9	-	-	-	18.2	11.78	-	3.3	0.3	58.7
Webster	641	85.8	13.4	0.5	0.3	6.4	0.4	13.6	7.60	1.9	-	0.4	-
West Middle	604	19.6	52.9	25.5	2.0	56.6	5.2	24.7	14.24	4.3	12.6	1.5	67.9
Wish	731	1.1	78.9	19.8	0.1	31.2	10.3	22.5	14.76	6.8	10.8	1.1	0.4
Special Education	145	42.1	38.6	19.3	-	-	-	-	4.29	-	100.0	-	30.3
Pre-School	738	8.9	66.8	23.7	0.7	-	-	-	24.50	-	-	-	65.0
TOTAL ELEMENTARY	20616	32.6	45.4	21.3	0.2	32.8	8.0	25.3	12.66	7.3	5.1	0.8	34.9
Fox Middle	1581	2.7	88.6	8.6	0.2	-	-	-	-	2.8	-	-	54.4
Quirk (ALC)	16	18.8	62.5	18.8	-	-	-	-	-	-	-	-	87.5
TOTAL MIDDLE	1597	2.8	88.3	8.7	0.2	-	-	-	-	2.8	-	-	54.7
Bulkeley	1849	78.2	11.7	9.6	0.5	14.8	3.0	7.7	15.02	1.1	1.1	2.3	18.8
HPHS	2321	37.9	42.4	19.5	0.2	16.3	7.3	15.6	20.74	2.1	4.3	1.7	45.2
HPHS Annex	447	42.1	35.6	22.1	0.2	87.4	16.1	19.2	17.35	-	-	3.4	80.1
Weaver	1677	2.4	93.2	4.3	0.1	35.4	7.4	23.5	25.52	-	1.3	2.1	43.1
Work Readiness	33	29.4	47.1	23.5	-	-	-	-	27.00	-	100.0	-	-
TOTAL HIGH	6327	40.5	46.4	12.8	0.2	26.6	7.0	15.5	19.89	1.1	2.7	2.1	39.1
GRAND TOTAL	28540	32.7	48.1	19.0	0.2	31.4	7.7	23.1	14.22	5.6	4.6	1.1	37.0

* Estimates - based on 1969 to 1970 data ** Estimates - based on 1970 to 1971 data

SUMMARY OF HARVARD REPORT

Submitted by Niilo Koponen,
Center For Field Studies of
Harvard University

Like many New England communities Hartford grew continuously until the 1930's. During the Depression the birth-rate fell sharply and although the population of the city remained relatively stable, the school enrollment declined through the 30's and 40's. Elementary school population had reached a low point of 11,725 in 1945, which was half of its previous high of 22,354 in 1928. High school population had peaked at 7,560 in 1933 and declined to a low of 4,352 in 1952. The decline in the public school enrollments was due to the aging cycle of the population, to a lower birth-rate during the Depression and other factors. After World War II, population mobility increased and many of Hartford's residents left; half of them for the surrounding suburbs. These departing residents were replaced by in-migrants who were not as well-to-do as the out-migrants whom they replaced, nor as well skilled. The result is that over 40% of the families residing in Hartford had incomes of less than \$4,000 in 1959. More important to the schools is the fact that a great number of these in-migrants were of child-bearing age. Increasing numbers of these in-migrants were non-white, both Negro, Puerto Rican and others, who had come seeking work in industry, private household as domestics and as a result of recruitment efforts on behalf of the Connecticut Valley tobacco growers. Non-white population in 1960 was restricted to 169 out of 889 city blocks in Hartford. Analysis of the 1964 enrollment indicates that the boundaries of the non-white areas have not shifted substantially since 1960 while the pupil population density within these areas has increased greatly. 130 of these 169 city blocks are in areas defined by the Community Renewal Team as poverty areas within Hartford. They are also areas served by the oldest schools in the city, which are located in urban settings with inadequate play space and educational facilities.

Harvard's population projections show that there will be an increase in total school enrollments during the next ten year period. This increase will be unevenly distributed through the grades and through different sections of the city. For example, grades K-4 will reach a peak of some 13,170 pupils in the year 1968 and will decline slightly to about 12,100 in 1974. There is every indication that this decline will be temporary and followed by further increase after 1974. Grades 5-8, however, will show continuous increase from the present 6,900 to 8,670 pupils in 1968 and 9,110 in 1974. Similarly, the number of high school students in Hartford will continue to increase from 6,100 at present to 7,483 by 1968 and 8,877 in 1974.

The racial composition of the school population will continue to change. Of the October 1964 enrollments, 51.6% of the enrollments of grades K-4, 49% of grades 5-8 were non-white, (Negro, Puerto Rican, Orientals). In the high school 31.5% of the pupils were non-white. Harvard's projections show that the K-4 enrollment will reach a maximum of 50% non-white before 1974, while 62% of grades 5-8 will be non-white. In the high schools 58% will be non-white in 1974. The rapid increase of non-white students seen in the last decade will not continue to the end of the projection period, nevertheless, non-whites will constitute a majority of the student body within the city of Hartford.

The Metropolitan Solution

Hartford, like many urban centers in the U.S., is faced with two major and related problems: racial imbalance and poverty. The Hartford-Harvard survey cites the report of the Advisory Committee on Racial Imbalance in Education, Massachusetts State Board of Education, to the effect that "racial imbalance presents a serious conflict to the American creed of equal opportunity" and agrees that racial imbalance

is detrimental to education both of the white and non-white pupils alike. But it was found that racial imbalance is not the sole factor of militating against successful education of Hartford's children. The worse areas of racial imbalance correspond almost exactly to the six planning districts of the Hartford Community Renewal Team has designated "The most severe areas of poverty in the city." Effects of racial imbalance are compounded by conditions which would impede even racially balanced schools. The Harvard staff commends the programs initiated by Hartford to attempt to deal with these problems but feels that these programs should be supported and reinforced by a more fundamental approach which would vastly increase the educational opportunities in the years immediately ahead. This approach would require the participation of the entire Hartford metropolitan area. This is in line with other regional efforts to solve problems in the Connecticut Valley, such as the Capital Regional Planning Agency, Metropolitan District Commission, Regional Mass Transit District and voluntary regional efforts such as the Greater Hartford Chamber of Commerce's Cooperative Planning for Economic Development and the Community Council-Red Feather Agencies.

Harvard's proposal for metropolitan cooperation in education is directed primarily to the amelioration of the effects of poverty on education. The proposal would build on the opportunities offered in the Federal poverty and education program. It looks forward to relieving poverty related conditions by educating children from the city's poverty areas in schools in surrounding suburban towns on a two-pupil per classroom basis. This would serve the dual purpose of enhancing the educational opportunities of the children involved and improve the racial balance within the city's schools. This would entail busing 6,000 by 1974.

This program and others would be run by a metropolitan educational planning council formed to combat regional educational problems arising from poverty.

Membership would be voluntary and would be extended to all communities within a 15-mile radius of Hartford. The functions of the council would include:

1. encouragement of member communities to coordinate the war on poverty on a regional basis;
2. coordination of the use of state and Federal research and development funds on a regional basis, for example, the elementary and secondary education act of 1965 provides for the establishment of supplementary education centers for which a greater Hartford metropolitan board to reasonably expect to obtain funds;
3. organization of in-service teacher institutes and curriculum study groups for teaching the culturally deprived;
4. coordination of teacher recruitment on a regional basis;
5. coordination of vocational education, 13th and 14th grade technical education, community colleges, and special pupil services.

It would also need provisions for underwriting transportation costs, education costs borne by suburban communities; for defining a broad educational planning role for the council and promoting cooperative action with private schools and public and private colleges and universities.

Special state legislation will be needed to give the metropolitan council a sound legal foundation. Harvard recommends the enactment of state legislation offering full per pupil subsidy for each child from a poverty area enrolled in a co-operating school in the metropolitan area. To this legislation would be added a proviso that to be eligible, school systems must increase their total enrollments

by at least 3% as a result of pupils taken from the poverty areas by 1968, a minimum of 5% by 1972. Legislation would also be needed to reimburse communities which elect to expand their school consumption plans to accommodate pupils from within the city.

The composition of the metropolitan council would be vital consideration. Each cooperating community should be represented by one member by each 10,000 pupils in the community school. The term of office should be sufficiently long, perhaps 3-5 years, to give the council member adequate understanding of and involvement in the council's activities. To insure continuity, changes in membership should be on a rotating basis. Close and continuous cooperation should be sought by the archdiocesan superintendent of schools and with the independent schools, colleges, and universities of the area. The role of the metropolitan council should not be restricted to the relocation of deprived pupils. The council should direct planning on a metropolitan basis for educational endeavors requiring more resources than individual communities could efficiently and economically provide. Possible areas of cooperation are many, as described above. It should not be forgotten that the city of Hartford itself has much to offer educationally to the suburban areas. A regional council could capitalize on urban situation by creating facilities within the city and by offering specialized programs often unavailable to smaller communities.

Along with the system of metropolitan cooperation in education, the enactment of the school construction program recommended can do much to improve the city's educational services. In a ten year period the construction of two new high schools, the creation of new middle school districts, the construction of kindergarten through grade 4 elementary schools, will house the majority of the public school children in modern and flexible school plants.

The present grade structure in Hartford reflects the incomplete abandonment of a junior high school plan introduced in 1934 and phased out in the 50's. The majority of the Hartford children stay in the same neighborhood school for kindergarten through eighth grade. Seventh and eighth graders, however, are considered part of the secondary school program and are thus set apart from the other students in the elementary school. The Harvard Study Staff recommends a change in this grade structure. If Harvard recommendations are followed, many children would start in a pre-kindergarten class and would stay in the same primary school for six years, while for others kindergarten would begin a five year primary school experience. The twenty-odd neighborhood primary schools would send their students to 7 four-year middle schools which would feed students to three four-year high schools.

The necessity for adequate instructional leadership and supervision suggests strongly a division between primary and upper elementary grades. If kindergarten classes were introduced in each existing K-8 school, the principal of each school would be responsible for ten grades from school entering to secondary. If Harvard's plan primary K-4 and middle 5-8 schools would be discrete units, each with a manageable number of grades and each with a principal who could devote his attention to the specific needs of a more coherent group of children. The Harvard report commends existing experimentation in the Hartford schools and notes that it might be possible eventually to provide non-graded primary schools and interdisciplinary teaching teams in the middle schools.

Harvard's plan retains a neighborhood school where it seems most desirable at the lower grades. As the child matures, he moves to larger and larger schools which draw from increasingly diversified areas of the city. In a sense, the school setting grows as he grows, with institutional settings adapted to his ability to comprehend them.

The keystone of the school building plan would be the construction of a new Bulkeley High School in the South-Green urban renewal area and the conversion of the existing Bulkeley High School to middle school use in 1958. The new high school would be adjacent to Colt Park and would be organized on a House Plan. The entire school building program would be phased as closely as possible with the urban renewal so as to obtain urban renewal credits for abandoned older buildings, urban renewal sites for new buildings, as well as credits for pupils attending from urban renewal areas.

School Design

Once the requirements for shelter and the fundamental comfort of its occupants are met, the school building must create an environment and atmosphere conducive to learning. If buildings are not to become prematurely obsolete, this second demand must be met in a manner that permits flexibility of use. A major mistake of much school planning is the welding of educational and shelter functions into an unchangeable structure. As educational requirements change, the school that is unable to adapt forces a continuance of obsolete educational policies. The Hartford report stresses that educational flexibility does not refer only to the ease with which a building can be adapted to groups of different, varying sizes,

but also to the degree that space in a flexible building is capable of maximum variety of uses so that space, program, clientele, staff and equipment could be changed frequently. The cost of such schools need not be greater than the average cost of conventional school facilities. The cost of shelter tends to rise only when it is not dealt with separately from the educational function. When particular educational needs are inflexibly built into the structure of a building, modifications necessary to achieve changing educational goals are costly, sometimes prohibitively so. In such a case, obsolescence begins from the moment of construction.

The theory of a comprehensive high school is that it provides the student with the opportunity to develop according to his unique ability, since all of the educational facilities of the community are gathered on a single campus; each student can avail himself of any material he needs. However, because of the diversity of the programs offered and the need to practice economies in providing them, comprehensive high schools require large numbers of students. It becomes necessary, therefore, to create sub-divisions which group students into units small enough for each individual to maintain a sense of identity. These groups would become schools within schools, or Houses.

In essence, every House is a comprehensive high school. Each house has its own principal and housemaster, guidance staff and teachers. It provides for its students drawn from a broad cross-section of the community served by the school, as much of their educational program as is economically and organizationally possible as well as a full extra-curricular program. Each house should be developed around an area containing a commons room where students can meet informally and where the routine organizational business of the house can be carried out. Nearby there should be a resources area, including teachers' offices, house administrative and guidance

area, and places for the pupils to work individually. Library resources, including books, tapes, film strips should be located there.

Houses containing 500 to 600 pupils have proven successful. However, student populations of this size cannot justify expenditures for all specialized facilities. Although the students of two houses can jointly use smaller gymnasia, lecture halls, and some art, music and science spaces, other most specialized facilities would serve still larger groups of students. In this category would be specialized science, computer and language labs, large library, gymnasium with large spectator capacity, a planetarium, and a really full equipped auditorium. In all cases, emphasis would be placed on providing each student with individual treatment within a limited physical area. Where economies of scale are required, the student would share specialized facilities and spaces.

The proposed building program has significance not only in size, but in scope. It will set the pattern on which Hartford will renew the educational facilities for the entire city. It would provide facilities for more than 17,000 pupils at all grade levels. It would focus national interest on Hartford, from both architects and educators. The design criteria should be established by a group of recognized experts in school requirements. The design of the actual buildings should be determined by national and regional competitions conforming to the established procedures of the American Institute of Architects. The establishment of a competition for the selection of architects will, if properly organized, assure superior schools at reasonable costs.

THE EVERYWHERE SCHOOL
SUMMARY STATEMENTS

SAND has worked since last May with its "in-house" consultants in three major areas:

1. The development of a well-coordinated consulting resource team.
2. The establishment of common ground (this Position Statement) between the neighborhood and this team.
3. The production of a workable procedure and timetable for evolving an educational program based on meaningful neighborhood participation and tailored to the needs of the community.

Therefore:

SAND is asking for the opportunity to discuss this Position Statement with the Board of Education in a series of informal meetings at the Neighborhood Center, 45 Canton Street, during November.

SAND is asking for a decision in the form of a motion or public statement that the Board of Education feels the Everywhere School concept as presented in this Position Statement represents a positive approach and deserves the opportunity of a trial.

SAND is asking for help in establishing a Multi-Instructional Area in South Arsenal as the necessary first step (25 students and their families) toward meaningful, full neighborhood participation, and as the necessary demonstration to neighborhood people that action has begun.

We feel that the Everywhere School is of vital concern to South Arsenal, Hartford, and urban communities throughout the nation and is worthy of your prime consideration.

South Arsenal is an area of approximately 56 acres, bordered by Main Street, the Windsor Street Extension, Pavillion and Blake Streets (including Bellevue Square). Approximately 1,000 families (5,000 people) live in this area. With the exception of the physical buildings in the Bellevue Square Project, this entire area is slated for total renewal.

In late 1965, a group of interested South Arsenal residents got together and met in each other's homes. They decided to hold elections to determine who would be the leader of their group. Following the elections, the South Arsenal Neighborhood Council was created. A Community Renewal Team office at 51 Kennedy Street was opened for this group, The South Arsenal Neighborhood Council. SANC held many meetings including sessions with city officials (redevelopment, housing, health, police) and landlords. Other accomplishments included the organization of youth groups (Boy Scouts, Girl Scouts, Cub Scouts, Brownies) and the conversion of a vacant lot into a playground. The Council was also deeply involved in neighborhood problems such as garbage collection and increasing the number of housing code inspectors. Because the South Arsenal area was slated for total renewal, the Council decided to incorporate in order to become an organization which could function in future redevelopment negotiations; therefore, SAND was established in August, 1967. It received operating funds from the Department of Community Affairs.

In June of 1968, SAND, with the support of the University of Connecticut, began operating the Center at 45 Canton Street. Activities in the warehouse include:

- (1) renovation of the 10,000 square foot warehouse into a neighborhood community center
- (2) a neighborhood cooperative food store
- (3) a program of musical instruction in connection with the University of Hartford.
- (4) an arts and crafts program for neighborhood youth
- (5) an athletic club which enters teams in organized leagues
- (6) a program for teenage dances
- (7) a 4-H Extension Service Program in connection with the University of Connecticut
- (8) an instructional photography program
- (9) a recreational program at Riverside Park
- (10) the showing of 16 mm movies for the neighborhood

By way of preparing plans for South Arsenal's future development, SAJD accomplished the following activities: 148

- (1) Development of the concept of an "Everywhere School" and the production of a Position Statement which will be reviewed by the Hartford Board of Education and other distinguished educational and governmental authorities.
- (2) Development of a housing plan which incorporated the "Everywhere School"
- (3) Conduction of a neighborhood survey of 500 families, along with compilation and indexing of appropriate data
- (4) Conduction of and attendance at numerous meetings with:
 - a. City of Hartford Redevelopment and related agencies
 - b. Hartford Board of Education
 - c. Neighborhood groups such as Bellevue Square Men's Club, Bellevue Square Tenant's Association, South Arsenal Neighborhood Council, Model Neighborhood's, Inc., etc.
 - d. University of Connecticut
 - e. Potential developer partners such as Reynolds Aluminum Corporation, Levitt and Sons, Boise Cascade, The Farley Company, Northeast Utilities, and the Foundation for Cooperative Housing
 - f. State of Connecticut Department of Community Affairs
 - g. Consultants - Huntington-Darbee & Dollard; Day, Berry & Howard, Connecticut General Life Insurance Company, Westledge School, and the Organization for Social and Technical Innovation, Inc., The Woodlawn Organization (Chicago), Lawndale's Peoples' Action Conference (Chicago), Community Renewal Team
- (5) Joint conduction of a three day housing seminar with the Service Bureau for Women's Organization which was attended by local, state and federal (HUD) housing officials.
- (6) Conduction of staff research trips to New York City, Queens, Chicago, Washington, D.C., Pittsburgh, Waterbury, Bridgeport, Cambridge, Roxbury, etc.

The problem posed by differing feelings toward integration vs. segregation seems to obscure the basic intent of the Everywhere School proposal.

The rebuilding of the South Arsenal Neighborhood with the real intent of providing descent housing and the opportunity for a meaningful education for the existing residents recognizes the following:

- 1) That real integration, meaning a total fusion of ideas, life styles, attitudes, is a liberal conception of the total mixture of a group of people that they see as a single identifiable unit (through their color) into their existing system. Example: (many white individuals continually accept a black man's single opinion as the voice of the black community.)

We believe that even if it were possible (which it isn't) to accomplish this kind of fusion, we would be a poorer nation for it. Rather, the black community, with equal opportunity for development and expression, provide a continual challenge to the accepted way of life which is now the life style of "America". Example: (the black challenge has brought about most innovative ideas concerning primary education, neighborhood involvement, municipal services, etc.)

- 2) That separatism really means the opportunity to "get ourselves together" as a people to construct a unified attitude concerning values and objectives. Only the most radical explanation of separatism is that of a separate nation.
- 3) That when integration does take place, it is only among equals, that is, among people of similar accomplishments or similar educational, economic or cultural backgrounds.
- 4) That a program that takes kids out of South Arsenal in early childhood to a suburban school environment and then returns them to the ghetto environment tends to produce emotional conflict which reduces the slight educational gain which might have occurred.
- 5) That if a total bussing program that would involve all children not just a handful is possible (economics & racial attitudes aside), it is at least 5 to 10 years away and the children that are now 5 and 10 years of age will be beyond the age of inclusion.

- 6) That educational change must come now and that we are prepared to have it happen now. We are prepared to promote an attitude that is concerned with "knowing yourself" as the foundation for all life's experiences whatever the future brings.

General Educational Program Goals

South Arsenal's broadest goal is improvement in the quality of the lives of South Arsenal people. The primary vehicle for corrective action, hence improvement, are community participation and learning. For us participation is the formation of a neighborhood corporation with broad representation and action programs. For us learning is the perception of our total environment. Learning encompasses each of us individually and all of us together as it relates to our future and to specific measurable educational results. Learning clarifies our options and provides a framework by which we can act on those options. Learning is relevant. Learning will produce "payoffs" in terms of social and economic improvement. Education, neighborhood organization and housing will form the physical and emotional spine of the new South Arsenal community.

The Everywhere School is a living, growing, flexible community of people in motion. The Everywhere School is the total process of a community involved with creating better living conditions for everyone.

The following pages set out a proposal for an educational system that:

is visible, is wholly accessible, and provides an opportunity for the full or partial voluntary involvement of everyone.

outlines the various responsibilities of everyone involved; the City, the Board of Education, the School Administration, the teachers and their organizational affiliate, the neighborhood community and, above all, the student.

supports the emerging role of the teacher by: transferring as much instructional and motivational responsibilities as possible from the teacher to the learner in the total environment; providing the teacher with capable adult

assistants who are directly responsible to the teacher; making the teacher a mediator between materials and children, a consultant, and a responsive guide.

creates an atmosphere that will produce a positive change in an individual's attitude toward himself and toward learning.

places a strong emphasis on reading, writing and mathematics.

ranks the following skills high in priority:

- observation
- comparison
- classification and categorization
- perception of problems
- intuition and "hunching"
- hypothesis building and testing
- extrapolation
- interpretation
- appreciation

assists children to become independent, responsible, thinking adults.

holds that the important thing is not only how much an individual knows but how well he utilizes what he knows.

holds that individuals tend to learn best those things they feel to be relevant to their own lives and have, in some measure, chosen to learn.

holds that it is possible for individuals to discover the intrinsic satisfaction that comes from successful learning.

emphasizes learning - not how to be taught - creation of the self-directed learner.

Education must become the community "thing". It must serve the community in concrete and meaningful ways:

With learning comes understanding-

With understanding comes perception of life's options-

With perception of options comes true freedom-

With true freedom comes true responsibility-

And with acceptance of responsibility comes the full sense of the community.

The Filter Process

We see the Everywhere School Program as an emerging process, continually probing, accessing, selecting and adapting.

From initial goals a filter process has been created whereby patterns for staffing, curriculum development, evaluation, neighborhood involvement, environmental extensions, and an Information/Resource Center can first be established and then emerge to expand in both depth and size.

This filter process is structured as follows:

- 1) A Pre-Demonstration Unit located in the South Arsenal University Center (warehouse) to begin operations in January of 1970 with the following:

A Multi-Instructional Area for 25 children of mixed ages and class designation who will represent 6 to 10 families. This pre-demonstration MIA will be staffed by one teacher (future Master Teacher), one teacher (future Program Designer), one full-time aide (5 people one day a week - future aides for the first 150 pupil MIA), one Teaching Associate (10 people 1/2 day modules). This pre-demonstration MIA, operating January through August 15th, is a training ground for staffing, procedures, curriculum, etc. in a visible, accessible environment. Due to its limited number of students, this MIA will provide ample time for the continual evaluation necessary to create a viable base for the first MIA scheduled to open in September, 1970.

A limited number of students from volunteer families, who will be committing not only their children but themselves to this program, will give us the opportunity to test the ability of our school program to include the family environment.

Through this experiment it is hoped that these families will also be the people who can capably represent the neighborhood in the emerging Everywhere School.

Included in this pre-demo-MIA proposal is the first stage of the Information/Resource Center - a feeder library for the neighborhood (adjacent to the MIA in the warehouse) serving as a "motivator for traditional branch library service." It will be an outreach with paperback books, selected reading lists, no overdue fines and will be staffed by neighborhood people backed up by technical support from trained library personnel. The Information/Resource Center will also include S/AD administrative offices (already located there) and the housing of the UCOMH EDPA Program as a source of material development and research capabilities.

2) Demonstration MIA:

The next step in the filtering process is the establishment of the first full MIA for 150 students in September, 1970. The basis for staffing, curriculum development, etc. will be whatever has survived the evaluation, selection and adaption process of the pre-demonstration MIA in the warehouse.

At this point, we will have 150 students, a teaching staff of 15 full positions including teacher aides, program designers and teaching associates plus an administrative staff including the three coordinators and the Neighborhood Educational Coordinating Council (made up at this stage of the 3 coordinators, 5 neighborhood people (parents preferred), and 5 teachers from the demonstration MIA).

The demonstration MIA will be subject to the same rigorous evaluation, selection and adaptation process - producing the format or foundation for succeeding MIA's.

At the same time, the Information/Resource Center will still be operating within the warehouse with an expanding library feeder program, the school administrative staff, Neighborhood Coordinating Council Office, Neighborhood Health Program and the nucleus of the Neighborhood Cooperative Administrative staff.

3) Succeeding MIA's

It is expected that the demonstration MIA will be succeeded in September, 1971, by two additional MIA's expanding the program to 450 children, with a teaching staff of 45 and a full administrative staff of 5 to 7 individuals.

Continuity in these additional HIA's will be maintained by members of the preceding demonstration HIA, who will have filtered out into the expanding program (this filter and expand procedure will be continued until the program is completed in September, 1972).

During this year, 1971-72, the Information/Resource Center (in its own quarters), the Arts Center, the Gym and Theatre facilities will be constructed.

4) Full Everywhere School Program

By September, 1972, the Everywhere School will have a minimum of 5 HIA's and all facilities including playfields. The school will reach this stage through a graduated, carefully expanded facilities and curriculum program that will have filtered out the unnecessary and will have produced a foundation based on practical experience, full neighborhood involvement and full professional participation and guidance.

New Center to Help Students

The Hartford Board of Education's new Alternate Center for Education (ACE), for high school students with learning problems, will feature a curriculum designed to help youngsters learn in small classroom groups when it opens later this month.

ACE has been set up by the board to provide an individualized program of instruction for high school students who have been unable to learn in the normal school setting.

In a statement Monday, the center staff members said, "Although the word 'disruptive' has been applied to these students, the goal of the center is education, not discipline."

The full-time staff of the center will initially be composed of 12 members of the Hartford Teacher Corps. The Teacher Corps is a federally funded project program to train teachers for work in poverty areas. The center's two team leaders are experienced teachers from the Hartford School system while the ten interns are working toward their masters in education degree at the University of Hartford.

Other school personnel will work at the education center on a part time basis.

The center will occupy two classrooms at the Chauncey Harris School, 315 Hudson St.

Students at the center will not be dissociated from their high schools in spite of their attendance at the center. The high schools and center will be working together to coordinate their instruction and speed the students' return to their normal high schools.

The curriculum will stress cultural backgrounds, literature communications, and fine arts as well as individual instruction in reading and mathematics. Team teaching, tutoring, and special projects will be used to stimulate student interest and make up any deficiencies

in the students' past education.

Chosen by Staff

The students who will go to the center will be chosen by staff members from both the center and the city's three high schools. Approval of both the students and their parents will be necessary for their admission to the center.

"We hope to work in cooperation with the entire Hartford community in the planning and operation of the center," Floyd Martin said. Martin is one of the center's team leaders.

"We intend to develop programs which may improve the quality of education throughout the school system. We hope that students, parents, and interest-

ed community and business groups will participate in the growth and development of the center. We need their help and their advice," he said.

In the next two weeks, the staff has arranged to meet with community and civic group leaders to explain the center's operation and hear their views.

An exact date for opening the center has not been chosen but will be "as soon as possible." The classrooms and curriculum are currently being prepared for center use.

Teaching High School Students at the ACE

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Bringing the "inner city" on campus.

Some kids can't make it in regular high schools. They want to move they have to sit still. They have things to say and there's nobody listen. They have talents to develop but nobody's interested. They don't read their textbooks but nobody cares. They wander the halls. They're on suspension. They're tardy. They cut school. They get in trouble.

To help these students, the Alternate Center for Education was established by the Hartford Board of Education. Twenty-five high school students from Hartford's three high schools attend the ACE at Boardman, Trinity College. A staff of Teacher Corps Interns, team leaders, college volunteers is working to give these students the impetus they need to go back to their high schools, succeed, and graduate. They're trying to give these students the individual instruction, personal concern, and stimulating curriculum that will turn potential dropouts into potential college students.

There are never enough staff members, however, to give the kind of individualized instruction we would like. In addition, we are always in need of persons with the special abilities which match the interests of students...artists, computer programmers, auto hobbyists, electronics hobbyists, biology lab instructors, reading tutors, dance instructors, physics assistants, astronomy tutors, drafting tutors, and others.

We need college students who are willing to teach these students, use their imaginations to devise new teaching methods to stimulate students, and who are willing to listen to, to motivate and to encourage these students.

Like many of these students, you may have been turned off in your high school by the outdated curriculum, the outdated teachers and outdated teaching methods. We hope that the ACE will be a step toward correcting these defects and we hope you will help. We're open to your ideas...and your energy.

The Alternate Center for Education can be a blueprint for what education ought to be - an exciting, relevant, personal turned-on experience. It cannot be confined to the classroom - it ought to take place as well on the ski slope, the movie theater, the factory, the street, and any other place the student can learn. It could take place when a college student plays pool with a disadvantaged high school kid, when a coach raps with a confused teenage girl, or when a fraternity member helps introduce a gang member to the college classroom.

The Alternate Center for Education is a little bit of the inner city on an ivied campus. The inner city has come to college. Your help

e appreciated.

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re colleges will offer college credit for work at the ACE.
Mrs. Lorraine Henry or Mr. Floyd Martin in Room 304, Boardman
Trinity College or call 527-6644 for details on how you can help
course credit can be arranged. Or contact Mr. Ivan Backer,
4, Boardman Hall.

rinity rent for both the summer of 1970 and the 1970-71 school year, the use of two classrooms, 211, 212, and one office, 304, for the use of the Alternate Center for Education.

hat the Alternate Center for Education sponsor (10) internship positions for students working with the program. Such students could receive course credit from Trinity - might if desired, have a specially designed seminar program with the ACE staff and outside education authorities.

hat both Trinity and ACE encourage the interaction of ACE students with campus and students. Invitations of students to activities at Trinity, a big-brother program, a class visitation program, invitations to lunch or dinner at a fraternity, etc. might be possible avenues of involvement.

hat Trinity and ACE would jointly sponsor a DROP-IN center in the CE facilities. It would provide week-night social, recreational and educational facilities for ACE youngsters and area teenagers. With staffing from both Trinity undergraduates, the center might fill a "there-to-be-void" for area youngsters. It would also provide a way for Trinity students to participate in social involvement without circumventing the transportation problem. The center would probably offer soda-n-chips canteen, music and dance opportunities in one room. In another room, games would be provided. The ACE office might be utilized for tutoring. If it could be arranged, the program might be expanded to include supervised, intramural use of the Athletic Center when it is not otherwise in use. The program might also be used to stimulate student involvement in the Trinity Seminar program.

hat, if possible, an additional room be provided in Boardman Hall.

Film Series Proposal

A one hour module be scheduled into everyone's schedule for third fourth periods. Every student would also be scheduled for a free fifth period, making a possible 90 minute film period.

High interest, good films be rented from Brandon Films, Inc. or agencies, or films in Hartford for the Humanities series be obtained showing during that period.

Films would probably cost the center between 20-50 dollars per film. of this cost would be absorbed by the cultural enrichment budget.

Part of the cost, however, would also be borne by a second showing Trinity College and students at ACE sponsored DROP-IN center. Cost this showing would be \$.25 per person (60 persons would net \$15). Another method would be to sell movie passes to DROP-IN center members \$2.00.

Half hour periods be adopted instead of 45 minute periods. These should be used as modules to be combined as needed.

The approximate division of student times would be:

group - 10 per cent
 group - 35 per cent
 ing - 20 per cent
 sed time - 35 per cent

Large group would include gym and weekly assemblies for films, al programs, etc.

Small group would include History, Literature, Drafting, Electronics, graphy and any other classes offered at the Center.

Tutoring would include reading (if necessary), mathematics (it may sirable to team-tutor or group math students in some instances - ially if a game approach is taken), and other specialized interest - such as bookkeeping, science courses, home ec (possibly a class), g (possibly a class).

Released time would be extensions of classwork depending upon idual need, interest and teacher approval. For instance, a student eed special help on his English work, or might want to work on t project that week. He might simply want to take a break to smoke alk to a teacher (otherwise known as psyching). The program would ervised and each student would have his own carrel to which he report for that period. If the student did not have any idea what eated to do, the supervising teachers would provide work for him. ce labs would also be scheduled during this period.

Also, the schedule would allow for early dismissal were that deemed ary for work-study. Released time periods would be scheduled to medate for this.

There would be 10 periods, plus one would be taken up by lunch.

The schedule would also probably make it easier for teachers who ot have to struggle for 45 minutes. It might also cut down on -watching, while still making it impossible for extended hour-long ets.

:30-9:00
 :00-9:30
 :30-10
 0-10:30
 0:30-11
 1 -11:30
 1:30- 12
 2 -12:30
 2:30- 1
 -1:30
 :30- 2

<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>
Read	Read	Read	Read	Read
Math	Math	Math	Math	Math
Math (free)	Break (free)	Drafting (free)	Hist (free)	Lit (free)
Gym	Film	Art	Break	Gym
Gym	Film	Art	Art	Gym
Lunch	Lunch	Lunch	Lunch	Lunch
Lit	Lit	Lit	Lit	Lit
Hist	Hist	Hist	Hist	Hist
Drafting	Work	Work	Drafting	Work
Drafting	Work	Work	Drafting	Work
<hr/>				
Lit	Lit	Lit	Lit	Lit
Read	Read	Read	Read	Read
Hist	Hist	Hist	Hist	Hist
Gym	Film	Art	Break	Gym
Gym	Film	Art	Art	Gym
Lunch	Lunch	Lunch	Lunch	Lunch
Math	Math	Math	Math	Math
Photography	Lit (free)	Hist (free)	Break (free)	Photo
Photo	Elec	Elec (free)	Elec	Photo
Photo (free)	Elec	Elec (free)	Elec	Photo (free)

Science

Aviation and Air Science
Data Processing
Electronics
Biology - with ecology, human body orientation

Mathematics

tutoring
arithmetic
Pre-Algebra
Machine Calculator
Geometry
Algebra

Literature

Contemporary Literature
Creative Writing
Drama

Fine Arts

Art
Music - tutoring
Dance

Business

Typing
Bookkeeping

Cultural Backgrounds

American History
European History
Contemporary Issues

Drafting

Auto Mechanics - arranged with Prince Tech

Photography

Driver's Education - arranged with high school.

Spanish

Home Economics.

SHANTI SCHOOL
INFORMATION BROCHURE

October, 1971

STAFF OF SHANTI SCHOOL:

EUGENE MULCAHY - PRINCIPAL
NICHOLAS DUKE - RESOURCE TEACHER
GREGG SINNER - RESOURCE TEACHER
EILEEN TOOMEY - SECRETARY

familiarizing is a suggestive path towards understanding, and to understand is to know shantí

This brochure was compiled to familiarize you with various aspects of Greater Hartford's Alternate High School: Shantí School. It is by no means complete, nor does it answer all questions about the school, its purpose is merely to introduce the program to you.

The name Shantí was decided upon in a community meeting in July, 1971 while the school group was together at a 10-day summer planning session. There were individual group discussions on suggestions of a name. Suggestions were voiced in a community gathering, and the group finally decided upon Shantí which is Hindu for "the peace that surpasseth all understanding."

The enclosed schedule for the school year was also decided upon at the summer planning session. It was decided to eliminate some of the usual vacation and holiday time to enable students to get out of school early in the year. Note: the schedule includes Saturdays. The year is divided into four 8-week cycles with a week between each cycle for planning and evaluation.

The course categories and suggestions came about in a group meeting where students suggested specific areas they were interested in and those courses needed to complete required credits. The categories or divisions for these courses were chosen in place of traditional academic headings, enabling students to categorize different courses which are interrelated. For example, the category, "Body Wonderful, Soul Complete", heads the physical education area (very broadly defined).

Our system of credits and points for courses is as follows: each traditional high school credit is divided into 16 points (16 points = 1 credit). Required credits and points are listed for each area (e.g., The World Out There = 48 points, 3 credits). Graduation requirements in subject areas set by the State Board of Education. Some experiences may be worth one or two points, some a full 16 points. The curriculum offers a number of approaches to learning basic skills, mastering subject content, and developing positive personal characteristics. We use the resources of the staff and of businesses, cultural institutions, and community organizations to provide learning experiences that have modern meaning, vitality and rigorous yet individualized standards.

As long ago as 1969 the Hartford Board of Education held great interest in the development of an alternate high school program for the city. A year previous, the Philadelphia, Pennsylvania Board of Education had established the now famed "Parkway Program" which offered community based secondary instruction to students of that school district. Pursuant to that, the Boards of Education of Chicago, Illinois, Cleveland, Ohio, Rochester, New York, and Berkeley, California engaged upon programs in the Philadelphia model.

In the summer of 1970, a group of parents and citizens in Hartford began forming the plans for the present Capitol Region Alternate High School. John Bremer, Director of the Philadelphia program came to Hartford upon the invitation of Trinity College to address educators, business leaders and interested citizens. So great was the community response in the city, that the parent/citizens group requested that the Capitol Region Education Council adopt the program so that the proposed school may be regional in its nature and expansive in its concept.

In mid May the Hartford Board of Education committed \$30,000 to the project to support 30 Hartford students. Other Boards soon followed the commitment securing 20 further positions in the school.

The design for the present program has emerged after extensive consultation with parents, students, educators, Boards of Education, administrators, and teachers and students of existing successful programs. Area colleges and universities, region businesses and industries have been especially helpful. The program has received local Chamber of Commerce endorsement. Consultation was held with the Middletown and New Haven programs.

I. Objectives

A. to provide relevant community centered education to students of the region - The structure of the present day high school, partly by virtue of its large enrollment and diversity of task, restricts those who administer and teach therein from full utilization of existing community resources in their instructing students.

The response of Hartford area business and industry, the arts and university communities has been overwhelming. Areas such as leathercraft, computer analysis, structural engineering, architecture, American Indian anthropology, and Marine Biology are available with expert teachers who practice the art or science concerned. Area businessmen are enthusiastic in response to serving education needs in the community.

B. to provide a regional urban based program for students from Hartford environs -

The proposed program is the nation's first regional "school without walls". The need for sharing of experience and growth by all members of the social spectrum seeks fulfillment in a variety of ways. In the proposed program, students: urban, suburban, and rural, join together to live and learn. This region-wide commingling of students will provide an exciting and enriched environment for growing.

C. to provide wide opportunity for flexibility and individualization of programs and learning encounters within the framework of a planned and inclusive program.

Not all students learn best in the highly developed structured high school. The great response to the program suggests that many students are seeking more individualized environments in which to learn. A school program must be of viable service to all of its members as well as to each of its members.

The proposed program offers a curriculum which will evolve from individual and group needs. It will function in cycles so as to allow long term study where helpful. Clearly the curriculum requirements of the statutes will be met as in any secondary school, yet the statutes allow great flexibility in shaping a full and integrated program for each student.

Some courses are independent study courses, perhaps in a specialized science field. Other courses are group meetings of six to ten students.

D. to establish means by which the program can be of service to the broader community -

There are at least two ways in which we are able to be of service to the community. First, our students will bring to our community sponsors their own strengths and forge a relationship between the community and education. We are hopeful that this mutual sharing will prove of maximum value to both parties.

Second, the program will seek to develop specific services to the community. Two suggestions in this direction are instruction of a free course open to all professional people in Spanish language as spoken in Hartford; and establishment of a course in Spanish literature and culture available to Spanish speaking people. Both courses could be taught for the community by our students.

Many specific models for community service should emerge once the program becomes operational.

E. to establish a climate of innovation and experimentation in education -

The design of the program is to push back the delimiting con-

cepts which are the all too easy lorelei of professional educators. This program, limited in its size is expansive in its scope. Several programs are being planned in conjunction with participating school districts. One such program is the proposed cooperative arts program which the Shanti school would administer for promising artists from cooperating school districts. Another possibility is continuation of the Arsenal Arts program, begun in 1969 as a school community undertaking under the sponsorship of contributing artists and schools of the arts.

A conference is planned for the 1971-1972 academic year. This conference will concern itself with alternative evaluative processes for college admissions. Officials of the State Commission on Higher Education as well as several college admission officers are enthusiastic.

Thus, we suggest a number of specific means by which this program will serve our schools and the development of techniques and philosophical approaches which may serve wide populations of students.

II. The Methods of Evaluation to be Employed

Unquestionably, education suffers greatly from its lack of evaluation, of subscription to the Socratic imperative of self-searching, self-knowledge. It is given to men to become emotionally and earnestly subsumed into projects of their design and implementation. Upon analysis and reflection, however, they may find their efforts of small value.

Two dimensions of evaluation emerge: Internal and External.

1. Internal Evaluation

(a) of students - Students will evaluate and be evaluated at the conclusion of each course through an instrument jointly completed by teacher and student. This form will consider the goals which teacher and student initially put forth, their realistic application, and the student's achievement of them. These should be searching detailed reports of strength and weakness.

(b) of courses and teachers - The same principles shall apply as in above.

(c) of the school - Students will meet weekly in "base groups" which will be led by a staff member or qualified consultant. These groups will deal with problems such as: attendance, behavior, adjustment, and overall evaluation of day to day experiences. The "base group" will make an evaluation of itself and its members at the end of each cycle. Each "base group" will appoint one member to a school wide continuing evaluation team.

At least annually a major evaluation of the program will be made by an external consultant. Funds will be made available for this purpose. The design of the evaluation may vary, but its intent will be an on-going careful analysis of program strength and need for development.

III. The Area to be Served

The area of service broadly defined shall be Central Connecticut. Because of our commitment to regional action and the resources of the core city, Hartford, the program will be located in Hartford, but may draw its students from outlying areas.

In the first year of operation the districts included will be: Hartford, East Windsor, Plainville, Rocky Hill, Wethersfield, and Simsbury. The list may increase or decrease dependent upon local Board of Education commitment. No more than 10% of students may be on a tuition (non-public supported) basis. Sixty percent of the student body must be from the city of Hartford itself.

IV. The Selection of Pupils

Because the Shanti School seeks the full spectrum of high school students, selection for the program is by lottery of those students who with parental consent, apply. The only students who would not be eligible are those who require some special educational program which the school would not be prepared to offer (e.g., retarded, disturbed, severely physically handicapped).

Each Board of Education makes budgetary commitments to the program annually. Thereafter a lottery shall be held to fill the positions offered in the contributing district. Students already enrolled have automatic preference for positions offered by their local board.

V. Building Plans

Most of the space to be utilized by the school will be space donated by local business and industry. It is necessary to rent or lease some downtown space as a base for the school. This space conforms to state regulations.

VI. Sources of Income - Budget

Funding for the project will be from local boards of education participating in the program at the cost of \$1,000 per student per annum. This represents the total stable operating budget.

Additionally funding is available through local business, state, and federal sources. This funding is seen, however, as supplementary and will be used for special projects only.

Estimated Annual Budget (1971-1972)

Total Allocated		\$50,000
	Staff Salaries	\$38,500
	Benefits	2,000
	Secretary	6,000
	Services, Books, Supplies	3,500
		<u>\$50,000</u>
		\$50,000

VII. Qualification and Selection of Staff

1. Qualification - Staff members must possess a wide variety of skills. They are experienced teachers, well-grounded in two or more subject areas. They have experience dealing with business, with the community. They should be student-centered, warm and energetic. The program clearly calls for hours of extra work and devotion.

2. Selection - Selection of staff is by consensus of the following groups: students, parents, community (broadly defined), administrators, and existing staff. Available positions will be nationally advertized, pre-screened by a committee representing the above group, and interviewed by all of the above groups. Final decision will be by consensus. The principal shall then recommend candidates to the Shanti School Board.

VIII. Participation in Planning, Policymaking, and Service

The corporate body ultimate responsible for the school is the Capitol Region Education Council's board. The role of C.R.E.C. is that of overseer, and super-ego. The policymaking power lies in the hands of the Shanti School Committee. This committee consists of: one appointed representative from each participating Board of Education, the executive director of C.R.E.C., five students, five parents, and five members of the "community" selected by the above.

The students and faculty of the school, meeting together determine directions of curriculum and day to day operation. The principal is the responsible officer.

September 7 - 11 Planning Session

(1)13 - 18 8 Week Cycle

(2)20 - 25

(3)27 - 2

October (4) 4 - 9

(5)11 - 16

(6)18 - 23

(7)25 - 30

November (8) 1 - 6

8 - 13 Planning and Evaluation Session

(1)15 - 20 8 Week Cycle

(2)22 - 24 (March 25 - 27, Thanksgiving)

(3)29 - 4

December (4) 6 - 11

(5)13 - 18

(6)20 - 23 (Dec. 24 - Jan. 1, Winter Vacation)

January (7) 3 - 8

(8)10 - 14 (Jan. 15, Martin Luther King Day)

17 - 22 Planning and Evaluation Session

(1)24 - 29 8 Week Cycle

(2)31 - 5

February (3) 7 - 12

(4)14 - 19

(5)21 - 26

(6)28 - 4

March (7) 6 - 11

(8)13 - 18 (March 20 - 25, Spring Vacation)

27 - 30 Planning and Evaluation Session
(March 31, Good Friday)

April (1) 3 - 8 8 Week Cycle

(2)10 - 15

(3)17 - 22

(4)24 - 29

May (5) 1 - 6

(6) 8 - 13

(7)15 - 20

(8)22 - 27

June 30 - 3 Final Evaluation (May 29, Memorial Day)
5 - 10

COURSES

PHYSICAL WORLD (its order and process)

3 Points 3 Credits
2 Points - Mathematics

- | | | |
|-----------------------|---------------------|------------------------|
| Environmental Biology | Agriculture | *Electronics |
| Ecology | Calculus | Computer Science |
| Evolutionary Biology | *Algebra | Engineering |
| Genetics | *Geometry | Architecture |
| Human Biology | Trigonometry | Accounting |
| Human Education | Pre-Nursing | Probability & Gambling |
| Human Geography | Pre-Med | |
| Human History | Survival Techniques | |
| Human Language | Forestry | |
| Human Psychology | Geography | |
| Human Sociology | | |

COMMUNICATING SELF

4 Points 4 Credits

- | | | |
|----------------|--------------------------|----------------------|
| Arabic | *Writing | *Spanish Literature |
| Chinese | Guerilla Theater | Contract Literature |
| French | *Poetry (writing, study) | (individual rdg.) |
| German | *Contemporary Music | Speedreading |
| Italian | Lyrics | Oration (expository) |
| Japanese | *Women in Literature | *Acting & Theater |
| Latin | *Journalism | *Revolutionary Lit. |
| Latin American | *School Paper | Radical Periodicals |
| Portuguese | *Black Literature | Library Organization |
| Russian | | Novel Writing |

WORLD OUT THERE (was, is, will be)

3 Points 3 Credits

- | | | |
|--------------------|------------------|------------------|
| Anthropology | Drug Problems | *Religions |
| Child Psychology | Drug Laws | *American Indian |
| Comparative Psych. | Counter Culture | Anthropology |
| Criminal Psych. | *Law with ACLU | Demonology |
| Public Relations | Revolutionary | Group Process |
| Corporate Law | Thought & Theory | Mass Psychology |

Probable course for 8-week cycle beginning September, 1971.

Education Philosophy	*Prison Reform (Penal Justice)
Women's Movement in U.S.	Latin American History
Parent Management	& Anthropology
Non-Violent Politics	Voluntary Service Corps
Peter Principle	*Consumer Protection
Economics	*Afro History & Studies
American History (the pioneer-spirit)	Political Campaign Managemt.
Draft Counseling	*Propaganda Technique
*Government	Urban Survival
Political Science	Spanish History

ME, THE CREATOR

16 Points 1 Credit

*Leather Working	*Photography
*Sculpture	Cartooning
Embroidery	*Music Theory
*Macramé	*Instrumental Teaching
*Silk Screen	Music Appreciation
Wood Carving	Latin & Afro Music
Tie-Dye	Bead Work
Candle Making	Finger Paints
Jewelry	*Anatomical Drawing
Graphics	*Pottery
Enamel	
Weaving	

ME, THE CRAFTSMAN (skills and trades)

*Culinary Arts	*Auto Mechanics	Bike Repair
*Modeling &	Locksmithing	Batik
Fashion Design	Welding &	Winemaking
Interior Decorating	Metalwork	Alchemy
Masonry	Carpentry	Woodworking
		Auditing

BODY WONDERFUL, SOUL COMPLETE 16 Points 1 Credit

*Mountainclimbing	Hiking	Flying	Track
Camping	*Yoga	Waterskiing	Motorcycling
*Cross country ski	Jogging	Rollerskating	Bowling
*Hitchhiking	*Karate	Ping-pong	*Street Sports
*Skiing	Wrestling	*Scuba	Archery
*Swimming	*Bicycling	Sailing	
Ice-skating	Folk Dance	Skydiving	
Modern Dance	African Dance	Canoeing	

*Probable course for 8-week cycle beginning September, 1971.

COURSE INFORMATION FORM

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Name of Course _____ Dates of Course _____

Name (Not necessary) _____

1. Describe the best thing that happened in this class. Describe a specific incident.

2. Describe the worst thing that happened in this class. Describe a specific incident.

3. What would you like to see changed about this class? Be specific.

4. What would you like to keep the same about this class? Be specific.

TURN OVER

Below are a number of statements. If a statement describes this class exactly, circle STRONGLY AGREE (SA). If the statement describes this class pretty well, circle AGREE. If the statement doesn't describe the class very well, circle DISAGREE. If the statement is nothing at all like the class, circle STRONGLY DISAGREE (SD).

- | | | | | | |
|----|-------|----------|----|-----|--|
| SA | AGREE | DISAGREE | SD | 1. | I often feel bored and fidgety in this class. |
| SA | AGREE | DISAGREE | SD | 2. | I would recommend that a friend of mine take this class. |
| SA | AGREE | DISAGREE | SD | 3. | I don't really think we've gotten much done in this class. |
| SA | AGREE | DISAGREE | SD | 4. | The teacher has a very good idea about what my strengths and weaknesses are in this class. |
| SA | AGREE | DISAGREE | SD | 5. | Things are pretty disorganized in this class. |
| SA | AGREE | DISAGREE | SD | 6. | Students often work together and help each other in this class. |
| SA | AGREE | DISAGREE | SD | 7. | Most of the people in this class are not very interested in it. |
| SA | AGREE | DISAGREE | SD | 8. | We've had a chance to actually do things, not just talk, in this class. |
| SA | AGREE | DISAGREE | SD | 9. | If I could, I would have dropped this class. |
| SA | AGREE | DISAGREE | SD | 10. | It was always clear where this class was meeting. |
| SA | AGREE | DISAGREE | SD | 11. | The teacher knows his subject well. |
| SA | AGREE | DISAGREE | SD | 12. | If there was something about the class I didn't like I still don't think I could have told the teacher about it. |

NEVER A FEW TIMES OFTEN The teacher was absent from class.

NEVER A FEW TIMES OFTEN The teacher was late to class.

OTHER COMMENTS: (Use separate sheet)

SHANTI' SCHOOL

STUDENT EVALUATION

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TITLE OF COURSE DATES OF COURSE TEACHER STUDENT

1. What were the goals of the course? (To be filled out prior to taking the course)

A. Revisions of goals (please date revisions)
2. To what extent were the goals achieved?
3. What skills do you feel were basic to the course?
4. How well has the student mastered these basic skills?
5. In what areas has the student's work improved since the beginning of the course?
6. How would you describe the student's ability to work independently?
7. How would you describe the student's ability to work with others?
8. The student's attendance was Regular Fairly Regular Poor
(If attendance was affected by illness or a similar reason, please explain.)

ADDITIONAL COMMENTS: (Use back if necessary)

BASED ON THE EVALUATION WHICH WAS ARRIVED AT IN AN INDIVIDUAL CONFERENCE, INVOLVING BOTH THE TEACHER AND STUDENT, THE STUDENT SHOULD RECEIVE:

() CREDITS AWARDED () INCOMPLETE WORK
() NO CREDITS

COOPERATING TEACHER

SHANTI' STAFF CONTACT

STUDENT

AREA

POINTS

SHANTÍ SCHOOL

CYCLE II CATALOGUE

1971

THE FOLLOWING COURSES GENERALLY FALL INTO THE SECOND OPERATIVE CYCLE, NOVEMBER, 1971 - JANUARY, 1972. THEY ARE LISTED ACCORDING TO THE FIVE SUBJECT AREAS ADOPTED BY THE SCHOOL.

Full Time Staff (Second Cycle)

Gene Mulcahy, Principal
Eileen Toomey, Secretary
Nick Duke, Social Studies
Joe Novotny, Business
Gregg Sinner, Science

Polly Nielsen, Trinity College
Linda Tubach, Antioch College

THE COMMUNICATING SELF

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CONTRACT READING	By Arrangement	Dr. Geeter	(1-3 Credits)	Arr.
GERMAN	M&T 2:00-4:00	Herr&Frau Rudin	(4)	Mtg. House
HESSE NOVELS	M&W&F 12:00-1:00	Ken R.	(3)	Wooden Ships
ORAL INTERPRETATION	M&F 11:00-1:00	Skip	(4)	Shanti
THE PUBLIC SELF	M&W 10:00-12:00	Gene	(4)	Shanti
RADIO BROADCASTING	T 10:00-11:00 3:00-4:00	Dick D.	(2-4)	WKSS
READING: SPEED	By Arrmt.	Joe C.	(2-4)	Shanti
READING: DEVELOPMENTAL	By Arrmt.	Marsha	(2-4)	Shanti
SPANISH I	T&Th 10:00-12:00	Nick	(4)	Shanti
SPANISH I (TUTORIAL)	M 9:00-11:00	Nick	(2)	Shanti
SPANISH II	W&F 9:30-11:00	Nick	(4)	Shanti
SPANISH III	M&W&F 8-9	Mr. Corcoran	(3)	Shanti
T.V. PRODUCTION	T 6:00-11:30	Dick	(4)	Channel 24

Credit may be negotiated for: FILM MAKING (Me, The Creator),
THEATER HISTORY (The World Out There).

THE WORLD OUT THERE

AMERICAN HISTORY	M&W 2:00-4:00 T&Th 9:00-11:00 F 11:00-1:00	Polly	(4)	Shanti
ANCIENT HISTORY	By Arrmt.	Polly	(4)	Shanti
ART & ITS RELATIONSHIP TO MAN	W 9:00-11:00	Dr. Schwartz	(2)	Shanti
CHILD CARE	M&W&F 9:00-11:00	Margaret	(4)	Shanti
CITIES	M&Th 10:00-10:30 FIELD TRIPS	Steve	(4)	Arrmt.
COMPARING RELIGIONS	Th 1:30-3:00	Raleigh	(3-4)	Seminary

THE WORLD OUT THERE

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ECONOMIC SURVEY	T&Th 10:00-12:00	Joe	(3)	Shanti
FRENCH REVOLUTION	By Arrmt.	Polly	(4)	Shanti
H - GROUPS	(See Below)			
LABOR HISTORY	Th 4:00-6:00	Laddie	(4)	Shanti
LATIN AMERICAN HISTORY	M 1:00-4:00	Nick	(4)	Shanti
LAW WITH ACLU	W&Th 5:00-6:00	J. Zion	(3-4)	Main Street
OCCULT STUDIES	M 6:30-8:30	Mike	(2)	Shanti
PRISON REFORM	Th 9:00-11:00	J. Bouchard	(2)	His Office
PSYCHOLOGY	By Arrmt.	Dr. Taylor	(2-4)	His Office
REVOLUTIONARY THOUGHT & PROCESS	T&Th&F 1:00-3:00	Linda	(4)	Shanti
THEATER HISTORY	By Arrmt.	Polly	(4)	Shanti
TIMES JOURNALISM INTERNSHIP	By Arrmt.	Don Noel	(1-5)	Htfd. TIMES
URBAN HOUSING	By Arrmt.	See Nick	(1-5)	Everywhere
WOMEN'S LIBERATION	T&Th 3:30-5:00	Linda	(4)	Shanti
WORLD GEOGRAPHY	M 10:00-12:00	Polly	(1-4)	Shanti
WORLD WAR II	W 9:00-11:00	Denny	(2-4)	Shanti

Credit may also be negotiated for: CONTRACT READING (The Communicating Self).

HOME GROUPS

H-Groups meet at least weekly for two hours. Each student belongs to a group under staff leadership. The H-Group is a belonging group. Groups meet at Shanti.

TIMELEADER

Monday	2:00-4:00	Linda
Tuesday	2:00-4:00	Gregg
Wednesday	2:00-4:00	Nick
Thursday	9:00-11:00	Gene
Friday	9:00-11:00	Joe

BODY WONDERFUL, SOUL COMPLETE

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BACKPACKING	By Arrmt.	Leona	(1-4)	The Wilderness
BASKETBALL	By Arrmt.	Subby	(1-4)	The Court
BICYCLING	By Arrmt.	Kevin	(1-4)	The Road
GYM	By Arrmt.	Eileen	(1-4)	Trinity
SAILING	By Arrmt.	David	(1-4)	The Sea & Lake
SKIING	By Arrmt.	Jeff	(1-4)	The Slope
STREET SPORTS	By Arrmt.	Patty	(1-4)	The School Yard

THE PHYSICAL WORLD

ALGEBRA I	T&Th 8:45-10:00	Joe	(4)	Shanti'
ALGEBRA II	T&Th 11:30-1:30	Gregg	(4)	Shanti'
BOTANY	M&W&F 9:00-11:00	Bill Selig	(4)	Shanti'
CHEMISTRY	M&Th&F 10:30-12:00	Gregg	(4)	Shanti'
CHEMISTRY LAB	T 8:30-11:00	Gregg	(2)	Un. of Htfd.
ECOLOGY HANDBK.	Th 9:00-11:00	Gregg	(1-4)	Shanti'
FERMENTATION	W 9:00-11:00	Gregg	(1-4)	Shanti'
GEOMETRY	M&W&F 11:00-12:15	Art	(2-4)	Shanti'
MICRO/GENETICS	M 9:00-11:00	Sue	(2-4)	Shanti'

ME, THE CRAFTSMAN

AUTO MECHANICS	M-F 8:15-10:00	See Joe	(1-6)	Texaco Sta.
PERSONAL AUTO MECHANICS	W 11:00-1:00	Carl	(1-4)	Shanti'
FASHION DESIGN	M 12:00-2:00	Barbara H.	(1-4)	Shanti'
STENOGRAPHY	M-F	See Joe	(1-6)	Public School

TYPING	M-F	See Joe	(1-6)	Public Schools
PERSONAL TYPING	M&W&F 8:00-10:00	Eileen	(1-4)	Shanti

Credit may also be negotiated for: RADIO BROADCASTING (The Communicating Self), FILM MAKING (Me, The Creator), LEATHERCRAFT (Me, The Creator), and INTERNATIONAL COOKING (Me, The Creator).

ME, THE CREATOR

ART	M&T 3:30-5:00	Lene	(1-4)	Shanti
ART AT U. OF H.	By Arrmt.	Art School	(1-6)	Htfd. Art School
CREATIVE THEATER GROUP	M 4:00-6:00	Ms. Lewis	(2)	Htfd. Stage Co.
FILM MAKING	W 12:00-5:00	Richard	(1-8)	Shanti
FLUTE	By Arrmt.	Bob B.	(1-6)	Shanti
INTERNATIONAL COOKING	T 3:30-6:00	Gail L.	(1-4)	Her Kitchen
LEATHERCRAFT	T&Th 8:00-10:00	Flea	(3)	The Fence
LEATHERCRAFT	By Arrmt	Sandal Shop	(1-3)	Sandal Shop
MACRAME	M&W 11:00-12:00	Leona	(2-4)	Shanti
MUSIC THEORY I	M&Th 3:30-5:00	Bob B.	(4)	Shanti
MUSIC	M 3:30-5:30	Jim	(2-4)	Shanti
PIANO	By Arrmt.	Barbara	(1-6)	By Arrmt.
POTTERY	F 1:00-4:00	Leslie	(1-4)	The Kiln
SKETCHING	W 1:00-5:00 Th 6:00-9:00	Robin G.	(3)	Studio

Credit may also be negotiated for: CONTRACT READING (The Communicating Self), THEATER HISTORY (The World Out There), and SPECIAL PROJECTS

Credit may be assigned by the Student Renovation Committee.

