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# The external curriculum : an emergent concept and its exploration.

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THE EXTERNAL CURRICULUM; AN EMERGENT  
CONCEPT AND ITS EXPLORATION

A Dissertation Presented

By

Oliver Wendell Lancaster

Submitted to the Graduate School of the  
University of Massachusetts in  
partial fulfillment of the  
requirements for the  
degree of

DOCTOR OF EDUCATION

September

1973

Major Subject

Administration

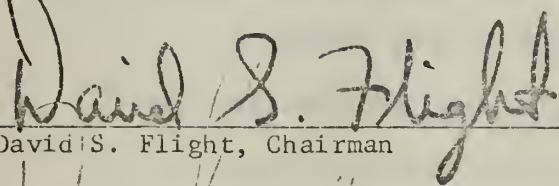
THE EXTERNAL CURRICULUM: AN EMERGENT CONCEPT AND ITS EXPLORATION

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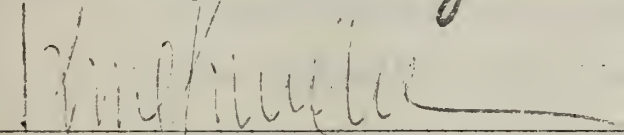
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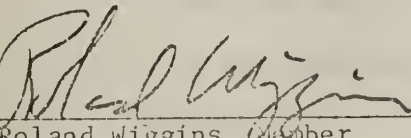
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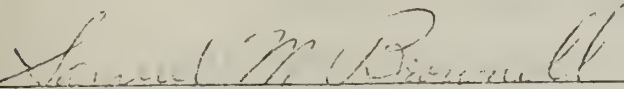
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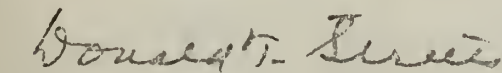
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September, 1973

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A warm note of thanks and love is accorded to the writers' family without whom there would have been no study. Their concern, understanding, and support is the thread which runs through every page.

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## ABSTRACT

### Need for The Study

Much attention has been paid to the conditions in public education. Emphasis has been expressly focused on what has been happening in large city schools. The spotlight has, naturally, been aimed at the city because this is where the action has surfaced most explosively for the past decade or so. Traumatic demonstrations, power struggles, horizontal violence among students, fear laden classrooms and token graduates comprise fertile soil for local and national concern.

Little has come to light that the critics of the city schools consider promising. What has been labeled in this study as the External Curriculum is one of the small but bright corners that gives cause for hope to the consumers of public education in the dense northern colonies of the poor and the minorities.

### Statement of The Problem

This study attempted to explore, for purposes of identification, the existence and general nature of the educational process designated as the External Curriculum.

The External Curriculum is a process that results in the composite of skills, understanding, political finesse and personal growth that laymen develop when they seriously involve themselves in efforts to make the schools work for their children and themselves. The hope is



that this work provides a rudimentary understanding<sup>of</sup>/what the process is, the circumstances under which it is operative, how the involvement in it comes about, the general categories in which growth takes place and the broad recognition of the validity of the cognitive and skill development process that often results through public school/client interaction.

#### Procedures Used in The Study

The procedures for this work included:

A. The review of the existing literature to pinpoint foundations and indications that help substantiate the concept of the External Curriculum.

B. The qualitative and quantitative analysis of interviews with lay persons who are "enrolled" in the External Curriculum.

C. The accounting for the existence of the External Curriculum through data developed by interviews with professional educators who have been involved with the practical elements that make up the concept.

#### Conclusions of The Study

A basic conclusion of this study is that the External Curriculum does exist. This learning process which takes place as a result of active involvement by lay people with school personnel for purposes of bringing about change is similar, in many respects, to an educational course of study. It is an implicit segment of the public school operation.

The E. C. is often an accidental or unnoticed personal growth occurrence that may take form when lay persons get involved cooperatively confrontatively in planning, negotiating, criticising or other change oriented activities with school personnel.

Five broad learning categories that this study unearthed and attempted to explore were:

- A. Political awareness
- B. Communication skills
- C. Personal and social skills
- D. Institutional understanding
- E. Economic skills

It also became obvious that the External Curriculum is a mutual learning process, not only for public school clients but for public school officials as well.

Identifying and exploring the existence of the External Curriculum led to the writer's conclusion that educators for the future must, with all the other dimensions, take another look outside of the classroom to discover how they can help the External Curriculum enrich the consumers of the public school enterprise. The uncovering of the External Curriculum is also a reminder that educators and laymen have another tool with which to carry out the mandate of the public schools while considering the consequences felt by all of the citizenry and studentry in the educational environment.

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# C H A P T E R I

## INTRODUCTION

### General Statement of the Problem

The legacy of the public schools seems to have soured for millions of city dwellers in today's society. It is necessary for educators and those served by public schools to take a closer look at the available educational resources and to make greater use of them to confront this challenge.

One possible learning resource has been explored in this study. It has gone largely unnoticed. It may provide another route to learning for persons not formally considered students of the urban public schools. For purposes of identification in this study, this educational process is labeled the External Curriculum (E. C.).

The External Curriculum seems to include the development that takes place when citizens involve themselves in schools to bring about improvement. When this participation is sincere and lasts for an extensive period of time, there is some indication that these persons grow by developing new skills, understandings, and awareness. Assuming that the External Curriculum does, in fact, exist, one additional constructive learning dimension can be tapped by educators to service their client population more successfully.

## Need for the Study

The issue of public education being perceived as the "golden door" or ideal answer to acquiring awareness, affluence, and social well-being for those at the bottom of the socioeconomic ladder, is continually being debated. Jencks (1972), Mosteller, and Moynihan (1972) argue that schooling is but a small part of the educational process, and not nearly so important as the population has been led to believe.

In spite of this argument, today's urban young and their families have too frequently been traumatized by the monster of defeat and frustration while grasping for success in the public schools. Academicians and scholars may joust with words and concepts, but the issues of daily survival remain for the millions who have few places to turn for help. One of those hopes is still the public school. The avalanches of dropouts, gang murders, functional illiterates, anonymous classroom mobs, alien professional teachers, racial and class separations, and hosts of other modern ills demand that those searching for relief take advantage of every resource at their disposal. Schools may not be the entire answer, but they are there, and for many may be an important element of the answer.

It is proposed that we examine a critical dynamic in the interplay between the homes and schools deep within the city as part of the answer to using public education as a step up the ladder to success in this society. This dynamic, referred to above, is the



External Curriculum. Often the home/school interplay is overlooked by schoolmen and women. It also may not be fully appreciated by those lay persons who possibly benefit from it the most.

This study attempts to raise questions about the value of using the school as a tool of political and intellectual liberation by persons not presently considered to be the direct recipients of the benefits of public education. The usefulness of the External Curriculum to public school clientele who live within the core of the large urban centers and to public school officials who serve them will be examined to determine if the E. C. is an integral part of the learning agenda.

#### Sub-Problems

In order to carry out the research on this problem, certain sub-problems had to be addressed. In addressing these concerns the writer attempted to identify the critical process of learning that took place when certain members of the citizenry interacted with the public schools in a particular setting. An effort was also made to document the process discovered as it is perceived by prominent education professionals.

1. The identification of persons involved in the process who could shed light on its existence and its nature.
2. The validation by school administrators in various parts of the nation that the process is a reality in other places as well as the locale of primary attention.

3. The most effective way to surface the information available about the process from both professionals and lay participants.

4. The analysis of the data collected from the perceptions of those with firsthand experience.

5. The compilation of recommendations to follow this exploratory effort that will lead to further academic consideration of its nature and the dynamics involved therein.

#### Delimitation

This study concerns itself with the public schools and their core participants in large urban areas of the north. The rationale of this is that the majority of America's young is educated under the auspices of local authorities deriving their powers from the state governments consistent with the United States Constitution. At least 85 percent of this nation's school age children (five to seventeen years of age) are enrolled in public schools.

For the poor and for the inhabitants of the crowded streets of the city, the public school holds a monopoly. There are few alternative educational choices. If these desperate millions are to strive for excellence in the competition for success economically, socially, and educationally, they must attempt to tap the centers for advancement that are available to them. Whether, or not they officially enrolled in these centers, they must continually use them as important rungs in the ladder upward. Participants may be able to make better use of this alternative curriculum.

The focus for this work will be on the core of the northern metropolitan centers. These geographical areas are the most thickly populated portions of the United States. In keeping with the residential density, they breed the many advantages and miseries by which city and metropolitan life are characterized. The External Curriculum may be one of the strategies with which to fight the handicaps of ignorance, crime, powerlessness, and continued colonization of those trapped within the heart of these inner spaces.

The citizenry making up the primary constituency of the urban public school are drawn from among the poor, the minorities, and the undereducated. In these circles, issues of responsible citizenship, educational independence, or power politics are hollow, meaningless, and even ridiculous concepts. People faced with the dilemma of dealing with these school-imposed issues from their position of powerlessness have traditionally been victims of political exploitation, targets of charity catharsis for ladies clubs, or cases to be found in the files of professional experts.

In dealing with the challenge of pulling oneself up by his own "boot straps" within the "rugged individualist" approach to economic, political, and social liberation participants could partially improve their lot by taking advantage of the elements of the External Curriculum.

## Economic and Educational Limits

It is, of course, obvious that many thousands of the persons residing in the cubjugated colonial districts of these cities are well educated, informed, and in touch with the political processes around them. The External Curriculum is beneficial in broadening their perspectives but not to the extent that the educational strengthening of those at the very bottom of the learning ladder can take place.

For this reason this study will center on the public school student population and those identifiable non-students who maintain close association with the schools and who may have gained a high school education. These groups live within the feeder boundaries of schools that are classified by the present federal guidelines as poverty areas, and are entitled to TITLE I funds under terms of the Elementary and Secondary Education Act of 1965 as amended because of the handicaps of low income and economic deprivation.

Because of the writer's experience and primary interests, the major focus will be limited to one racial minority within the cities. For purposes of this exploratory study research attention will be confined to urban blacks.

### Definition of Terms

External Curriculum. The label for the activities of lay persons that are related to public schools and that develop through their efforts to make the schools "work" for the primary client population,

students.

Curriculum is often defined narrowly as a prescribed course of study. Random House Collegiate Dictionary details this definition as: 1. The aggregate of courses of study given in a school, college, etc.; 2. The regular or a particular course of study in a school, college, etc.

For this study the broader Bent and Kronenberg (1970, p. 209) view is more appropriate:

In a limited sense the school curriculum is a systematic arrangement of courses of study designed to meet the needs of a pupil or group of pupils. In its broadest sense it includes the complete school environment involving all of the courses, activities, readings, and associations with which pupils come in contact in school. (*italics are the author's*)

This definition speaks to a broad interpretation. Within the conceptualization of the External Curriculum we consider the lay adult who interacts with the school no less a learner, although not formally enrolled in classes and the program of neighborhood school than the pupil who is enrolled in regularly prescribed grades or levels.

The involvement of these lay persons may take the form of cooperative planning with school people, confrontation with educational and political authorities, or other change oriented activities. Energy and effort expended in these struggles maybe translated into practical school programs for the enrolled students inside the school. However, those from the "outside" who intervene may build new political

expertise, greater civic sophistication, and new skills with which to pursue personal and constituent goals. The generation of power by these "external" clients, and their experience in how to use it, become the informal and often unexpected agenda of the public schools. This agenda is the foundation of the External Curriculum.

Client Population. That group living in the service area of the school or school system. Members of this group have varying characteristics. They may be the students attending the schools, the relatives of those students, or other persons affected by the schools in significant ways.

Colony. "(6) Any group of individuals having similar interests, occupations, etc., usually living in a particular locality" (Random House Dictionary of the English Language). The term is used here for the urban poor and racial minorities because of its implications of homogeneity and enforced geographical isolation. It is also used to convey an indication of economic and political dependence on external influence and control. "The dark ghettos are social, political, educational and--above all--economic colonies" (Clark, 1965).<sup>1</sup>

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1. The use of the term colony in referring to what many now call the ghetto is further defined politically by Stokely Carmichael and Charles V Hamilton in *Black Power* (1967 pp. 10-11).

As Fanon states them,

The marks of colonialism are military occupation, economic exploitation, and the destruction of indigenous culture. Colonialism does not have to exist outside of a particular homeland and may well burgeon just on the other side of the railroad tracks. (Fanon, 1968 p. 123)

Liberation. "To set free..." (Random House Dictionary of the English Language) used here to mean releasing the urban poor and racial minorities to play a full role as citizens in the democratic process through sharing of important information, political participation, educational benefits, and self-direction in all matters of citizenship.

Power. "(1) Ability to do or act; (2) Political or national strength; (3) Great or marked ability to do or act; strength; might; force . . ." (Random House Dictionary of the English Language). Used here more specifically to indicate ability and energy to bring about change and improvement.

Lay. Other than professional educators.

#### Research Expectations

1. Whether by accident or deliberation the External Curriculum is of value to client population the process is of value to the school and its lay population.
2. Cognitively the External Curriculum provided educational growth opportunities.

It is hopefully demonstrable that persons who take advantage of the critical school-clientele process, whether consciously or accidentally, benefit in a number of ways. The school also gains several advantages. The focus for this work is the cognition gained by the target or client population.

### Related Literature

Several authors have identified educational processes that may be interpreted in the light of the External Curriculum. The approach of this study will include a review of some of their views.

In a paper written by Martin Deutch, for instance, the involvement in schools by parents resulted in "greater understanding." That involvement was the key to personal growth. From my view this is a dimension of the school's External Curriculum. (Deutch, 1971)

Karl Mannheim's Ideology and Utopia gives an account of what he calls the "sociology of knowledge", those involved with institutions. The concept of the External Curriculum seems to be a natural outgrowth of this use of knowledge. (Mannheim, 1936)

A most fundamental learning or growth concept presented by John Dewey includes the use of environmental resources by living organisms "for the purposes of understanding themselves and growing." (Dewey, 1938) Considering the bustling population of local urbanites within the feeder boundaries of the public school, one can easily equate this body of people with a giant living organism within the heart of the city. The External Curriculum serves this giant organism as one



small part of the survival process as it draws on the assets of its surroundings.

Dewey further connects participation in democratic processes to the acquisition of educational growth. The External Curriculum may be viewed as a channel for democratic expression through the public schools. (Dewey, 1966)

In Pedagogy of the Oppressed, Paulo Freire discusses from a political perspective how activism creates learning. It is a directly related treatise to the E. C. of how activism in schools leads to intellectual, political, and organizational growth. (Freire, 1970)

From an industrial and organizational system approach the authors Emery and Trist in the "Causal Textures of Organizational Environments" introduce a frame of references which supports the critical nature of an External Curriculum for public schools. (Emery and Trist, 1967)

Understanding the External Curriculum is aided significantly by taking an organizational theory approach. Being able to locate where the External Curriculum is operable organizationally will help clarify what it is, and where it takes place in relationship to the educational organization. A visual representation of Emery and Trist's ideas follows in Chapter II.

### Procedures

The procedure for this research includes.

a. The review of existing literature to pinpoint ideas and interactions that help substantiate the concept of the External Curriculum.

b. The relating of case studies of lay persons who are "enrolled" in the External Curriculum.

Both are for the purposes of identifying the External Curriculum's existence. And interviews with professional educators who have been involved with the practical elements of the concept.

Utilizing a qualitative research approach data on the External Curriculum from participants will form the basis for this investigation. Through personal observations, uniformities, patterns, and the nature of the dynamics being studied may emerge to a point of greater clarity. Also, by employing verbatim dialogue, as described by R. K. Ready, the interviews and meetings can help in locating problems and issues required to conceptualize the E. C. for analysis. (E. K. Ready, 1972)

Primary cases will be examined to explore possible existence, nature, and implications of the External Curriculum.

The case materials collected in conjunction with this exploratory study of the External Curriculum incorporates verbal expressions of two points of view. In following the personalities who were prominent in this experiential learning, the growth and changes effected by the exercise of the External Curriculum may become more clearly evident.

Secondly School Administrators have a vested interest in an External Curriculum that is positive and supportive. They will be

interviewed in order to gain a candid perception of their views of what happens to clients when there is interaction between the school and the home, or between school and students outside of the classroom. They will be from different cities across the nation. Their experience will be varied, including teaching, school administration and central office or national administrative involvement.

Generated through an intuitive sampling process, case studies will be used to help demonstrate how the External Curriculum operates in actuality by revealing personal testimony of those involved in experiencing it.

Because of the lack of adequate information in the literature it may become necessary to rely on a direct examination of data at the prime source of experience. Those sources are the target persons identified as having participated in the process being explored, and the observer participants within the public school system, as administrators.

### Summary

This first chapter outlines the study that was undertaken in the remainder of this work. As suggested above the following chapter is designed to share with the reader the results of the search of the literature to find appropriate works relative to the External Curriculum process. The writer's conclusions about the work done by other writers will be included. In addition an industrial frame of reference which speaks to the texture of organizational relationships will

be discussed and adapted to demonstrate the field within which the External Curriculum can be most operative.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The professional literature perused in connection with this study consisted of dissertations, books, monographs, manuals, special reports, statistical studies, pamphlets, and articles that appeared in a variety of publications. The intent of the expository material reviewed, with few exceptions, was to suggest ways and means to improve the results gained in classroom experience, or to question the style, content, or leadership within the public school. In other words, the main concern expressed in the literature was related to administration, traditional educational services, and new models for student development. Little or no consideration appears to have been given to the individuals who devote effort and time to support change or otherwise seriously participate in school affairs.

The purpose of this study is to demonstrate that individuals have gained expertise as they worked to improve education in their communities. This expertise may have enabled them to move into other areas of community action. Thus the literature is peripherally, though significantly, related to the primary thrust of this research.

## School Community Involvement

Several writers have suggested that growth and understanding do take place on the part of concerned members of the community who express their concern in an active posture. However, specific studies of individuals have not been presented by any of these writers.

Martin Deutsch, commenting on the poor and powerless of the urban areas, indicates that:

...there is an emergence of a higher level of self-accepting social demands in the community, and concomitant with this growth has been an increase in community involvement in the schools, including a greater demand on the schools to relate appropriately and develop a curriculum of social attitudes in accordance with their own stated objectives and those of the parents. Though involvement with the schools, poorer parents have gained greater understanding of the way schools operate than they possessed heretofore. (Deutsch, 1971)

By the above statement, Deutsch has illustrated a fork in the road to education. Deutsch continues down one path in the fork to deal with what the impact of school/community involvement has been within the schools and on the child in the school. To focus on the External Curriculum, it is necessary to proceed down the other path toward identifying its impact on learning through experience. Thus it is manifested outside of the classroom and the institution.

Karl Mannheim suggests but does not pursue the concept of the External Curriculum. Mannheim explains that if knowledge is inter-related and can be transferred from one area to another, an aspect of this "Sociology of Knowledge" concept, it is reasonable to assume

that individuals can move from educational concern to other areas of need in their communities.

Mannheim describes knowledge as "an instrument in controlling social reality." He points out that class levels can often be spanned through the acquisition of knowledge. Secret knowledge, often reserved for one special group, can be acquired by members of another group. This acquisition can help the powerless gain new tools with which to grasp more influence over their own destiny. Socially, financially, and politically they are able to operate within circles of influence previously reserved for those in power. Thus for those participating in the E. C. acquisition of knowledge provides new opportunities to influence their lives and lives of others more. (Mannheim, 1936)

John Dewey presents a fundamental learning or growth concept when he discusses the use of environmental resources by living organisms "for purposes of understanding themselves and growing." (Dewey, 1966) Considering the bustling population within the feeder boundaries of the public school, one can easily equate the inhabitants of these areas with a giant living organism within the heart of the city. The External Curriculum serves this giant organism as one small part of the survival process as it draws on the assets of its surroundings.

Dewey stresses the inherent educational value of the democratic expression through the public schools. (Dewey, 1966)

Paulo Freire contends that from a political perspective activism creates learning. This concept is dealt with in more detail in Chapter V, page 137. It can be inferred that activism in schools leads to intellectual, political, and organizational growth. Freire, however, does not deal specifically with the transfer on the part of individuals from educational concerns to concerns in other related areas. (Freire, 1970)

John Bremer and Michael von Moschzisker in discussing the Parkway Program in Philadelphia, point out that learning does take place between professionals and community people:

If you define learning only in terms of students and not the larger community, it is only a short step to defining English only in terms of grammar, and history only in terms of dates. If an educator is sensitive to a need for learning, he cannot limit his responsibility to those in his classroom. A true community of learning is not limited to students and teachers; it is a community in which everyone has flexible roles, teaching some of the time, and, hopefully, learning a great deal of the time. Can a program which draws a line between helping students learn and helping the community learn really be called a school without walls? Think about it. (Bremer and von Moschzisker, 1971)

The "Parkway Program" derives its name from the Benjamin Franklin Parkway which cuts across the city. On this Parkway are located many cultural and scientific institutions which are tapped for the "school without walls." Fully accredited, the school offers an opportunity for students to identify the resources necessary for them to acquire knowledge by going directly to sources and facilities within the city.



Bremer and von Moschzisker discuss the impact of the Parkway Program which has been operating since 1969 as a fully accredited high school within the Philadelphia School District. The positive view of the program is documented from the viewpoint of students, interns, a parent, a faculty member and a journalist. However, the authors of Schools Without Walls did not document reactions of individuals representing more than one hundred cooperating agencies which offered to students facilities and opportunities for learning. Such documentation could be significant as a means of demonstrating that community people can learn from their involvement with schools professionals and students. Within the scope of Schools Without Walls it is not to be expected that the authors could include the additional dimension of documentation of the effect of the External Curriculum on community people involved. (Bremer and von Moschzisker, 1971)

Alex Poinsett cites a specific example of the involvement of Steve Morris in Gary, Indiana. Forty-five year old Morris was the leader of a group of more than a dozen adults who in 1968 took over the Gary, Indiana, Public School Administration Building. For five days there was a boycott of the schools by about 20,000 children. Morris then acceded to the Mayor's request to call off the boycott. The school board complied with the boycotters' demands for improvement in the schools. A new superintendent was secured and new integration plans were formulated.

Activist Steve Morris had been a \$5,700 a year school lunch program clerk in a township trustee's office. Later he was hired as a \$10,500 a year "senior coordinator" in the Concentrated Employment Program. Stemming from his concern with inadequate public education, Morris moved into another problem area in urban life.

Poinsett does not explore fully the case of Steve Morris since his main focus is on Mayor Hatcher. But it may be safe to conclude that the interaction with schools was at least in part responsible for Morris' upward mobility. (Poinsett, 1970)

Educators may be compelled to turn to industry as they search for change in their philosophy and mode of operation. One industrial source provides a framework directed toward organization-environment relationships. This framework supports the critical nature of an External Curriculum for public schools.

Concepts introduced by Emery and Trist were applied to education in our study. These authors focus on the following classifications: closed system, placid clustered environment, disturbed reactive environment, and turbulent fields. (Emery and Trist, 1967)

It is not our purpose in this review of related literature to deal extensively with the studies in the field of industry. Rather, adaptation of the findings of Emery and Trist will be included in our next section of this Chapter.

## Organizational Frame of Reference

Emery and Trist conclude that industries that do not interact with their environments will die or at least lose profits. Adapting this conclusion to educational environments we might find the following parallel structure.

Within the cities the search for a workable approach to assuring excellence as the prime characteristic in the educational process will require much exchange and cross system participation. In other words, school personnel will increasingly have to get to know the people they service better and parents will have to become more a part of their schools. The isolation of school dynamics from the activities of the neighborhood and vice versa will no longer be accepted by either faction. An inter-organizational or intergroup relationship between school leaders and clients will become more important. The texture<sup>2</sup> or quality of that relationship must be considered because schools cause responses from neighborhoods and cities and urban dwellers cause reactions from school personnel. They are comparable to interdependent systems that cannot grow productively in exclusion from one another.

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<sup>2</sup> Defined as: Something composed of closely interwoven elements. The structure formed by the treads of a fabric. An identifying quality; character. A basic theme or structure. Websters Third New International Dictionary (unabridged) G & C. Merriam Co., 1961.

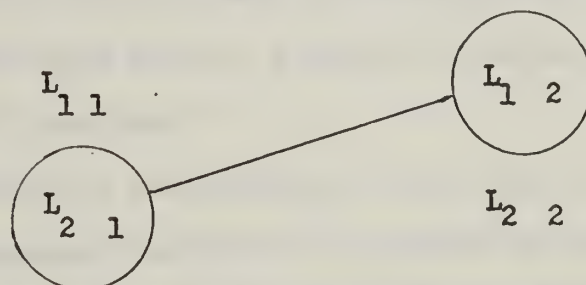
The systems approach to this interaction is useful in helping to understand how the External Curriculum can be conceptualized. F. E. Emery and E. L. Trist (1967), in a paper, "Causal Texture of Organizational Environments," provide a framework for organization-environment relationships.

Although the Emery-Trist concept of "Four Types of Causal Texture" was developed primarily with industrial organizations, the basic elements may also apply to schools, which increasingly have to deal with their external environments.

Emery and Trist developed a simple matrix to demonstrate the categories of interrelationship between an organization and its environment. Their matrix is adapted here to reflect the relationships between schools and their environments and to show how interrelationships may be the basis of an External Curriculum. (see Figure 1)

FIGURE 1

SCHOOL/ENVIRONMENTAL INTERRELATIONSHIPS



L represents the learning connection that potentially exists. The suffix 1 refers to the school and the suffix 2 to the external environment of the school.

$L_1 1$  here refers to the processes within the school--the areas of internal interdependencies.  $L_2 2$  represents the interchanges that develop learning connections within the environment outside the school.

$L_1 2$  and  $L_2 1$  refer to exchanges between the school and its external environment. It is within this interrelationship that the External Curriculum becomes operative. (see circled portion of Figure I) When the environment interacts with the school and when the school interacts with its environment, learning across system lines becomes a reality. In one case, people in the school learn about and from the people in the client population ( $L_1 2$ ) and in the other people within the neighborhood learn about and from school employees ( $L_2 1$ ). As a result, a learning agenda is developed which extends beyond the formal agenda of the schools. That agenda is different from the one usually prescribed by curriculum guides, school policies, and other traditional educational expectations. Learning connections are most productive for the school and those the school serves when there is a mutual interchange between the internal and external curricula.

In describing two industrial cases, Emery and Trist demonstrated that organizations can die or be seriously handicapped in their efforts to amass profits if there is not recognition of an interaction with their environments. Case I describes the difficulties of a food canning company that ignored change in its environment. This case parallels what has often happened between schools in the urban

colonies and their environments.

A large vegetable canning company in the United Kingdom controlled 65 percent of its market. Its position was stable and there seemed to be every reason to expect this dominance to continue. In keeping with this stability, millions of pounds (£) were poured into a new automated factory. It was designed exclusively for the existing traditional market.

Even while the factory was being built the market environment began to change. Other firms sprang up dealing with imported fruits. These firms increased due to post war increases in the availability of tin and steel strip for cans and new consumer desires for imported fruits. The new automatic factory couldn't be adapted to meet the new challenge of the market. The texture of the environment was not recognized by the traditional management until it was too late. The lack of exchange between the company and its environment, the inability to be flexible in the face of new markets, desires and external activities led to an irreversible negative effect.

The first reaction was to make a strong defense of the traditional product, and the Board split over the issue of attempting to enter a cheaper market.

Finally circumstances forced a redefinition of mission, and a slow, painful, re-emergence was begun toward a new identity. In off seasons these canning firms needed to find new ways to use their machinery and to keep their employees. To do this they moved into quick-frozen foods. The quick freezing process required great

consistency at the growing end. Crops that were unsuitable for freezing became available for canning. These crops were largely in the United States where a large market for quick-frozen foods had been established. The surplus was sold at a very low price, and they were imported by small canners. Cheap supplies also became procurable from developing countries.

The giant company, in the United Kingdom, had been specially growing vegetables at additional cost. The price, because of the premier brand, had been higher. With the product spectrum now changed competition, skyrocketed. Supermarkets were developing, grocery chains came into existence, and bulk purchases became the purchasing style.

Schools and their service areas must grow together or face the problems as represented in the illustration above. The growth from the closed educational system or school to the open educational unit has been part of the development of urban schools within the last decade, or so.

In the closed setting there is little involvement with the environment and at the other end of the spectrum, in the open relationship, there is great exchange and interrelation between the school and its environment. (illustrated on the left portion of Figure 2)

The one-teacher, one-class school is used to illustrate the first example. Although these settings are highly interactive they are often characterized by the closed, oppressive, and hickory stick atmosphere. The teacher imposes the experience on the students with

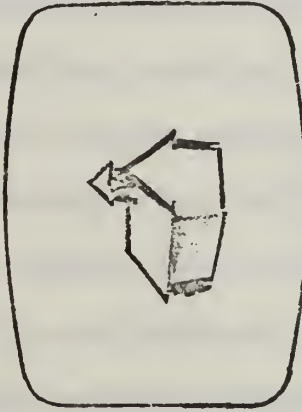
X - Student

→ - Teaching

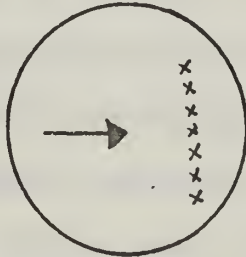
CAUSAL TEXTURE OF EDUCATIONAL ENVIRONMENTS

Adapted from CAUSAL TEXTURE OF ORGANIZATIONAL ENVIRONMENTS

CURRICULUM I

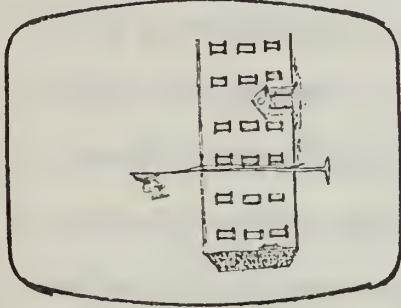


ONE ROOM

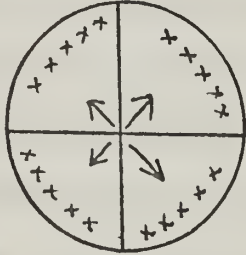


PLACID RANDOMIZED ENVIRONMENT

CURRICULUM II

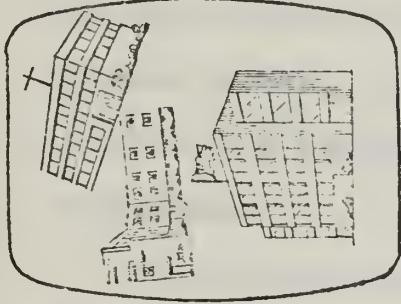


MULTI-ROOM



PLACID CLUSTERED ENVIRONMENT

CURRICULUM III

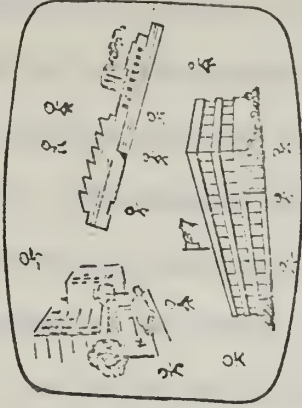


INTERNALLY OPEN

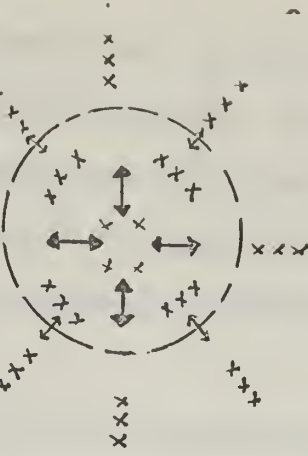


DISTURBED REACTIVE ENVIRONMENT

CURRICULUM IV



INTERNAL & EXTERNAL EXPERIENCES



TURBULENT FIELDS



little or no two-way communication. The teacher usually has the sanction of the parents for his approach. Free and open exchange for the purpose of decision making and educational flexibility hardly exist. The mandate to "teach" is imposed on the teacher and the education is imposed on the students with little or no freedom and openness at any level.

In the situation in which the educator forces one way communication that is closed to the students and the environment, an entropic situation prevails. This means that a situation exists in which there is little or no revitalization from outside of the rigid educational establishment.

The electrical system of an automobile may work well and for a long time. If, for any reason, the recharging apparatus in the car fails to revitalize the battery, the motorist will be stranded, lacking the energy to complete his journey. The entropic nature of a closed system follows the same pattern. Without recharging there is no alternative other than failure or destruction. Emery and Trist define this noninteractive state as placid randomized environment. This model is only active within itself and does not interact to any significant degree with its environment. Without continual interaction with the environment public education loses a major source of recharging. The result may be self-destruction.

Another level of growth in intraschool relationships is to the multi-room organization. This is also a closed educational system called a placid clustered environment by Emery and Trist. That kind

of internal structure provides for more interaction within itself because there are more teachers and several different classes. There exists a non-interactive relationship that is also static. Just as in the industrial model, the school under these conditions tends to grow in size, becoming multiple, hierarchical, bureaucratic and tending toward centralized control and coordination. Organizations of this kind also require a concentration of resources and subordination of professional initiative to the main plan. This subordination to a remote central authority often leads to a neglect of local dynamics and needs. Interaction with the school environment is at a minimum, thus rendering the placid clustered environment entropic.

A third level of causal texturing is called the disturbed reactive environment. It is part of a stable system very much like curriculum two. Within its area are several other schools with the same general purposes. There is some overlapping in regard to the client population, funding problems and use of outside resources. The disturbed reactive environment is best demonstrated in cities which have public and private schools. The respective schools operate as closed entities internally, but usually draw student bodies from the same environment. Although these schools are in competition with each other, there is rarely open conflict or open cooperation.

Emery and Trist characterize this type of organization as dynamic rather than static. They also comment on the use of strategies and tactics by organizations in competition with one another. The private schools draw off the members of the neighborhood who can afford to pay

the tuition. Those who do attend them often do so to escape the problems and failures of the public schools. As in industry, schools often come to terms and the relationships are stable and sometimes cooperative. With an open interactive relationship between these schools and their environment, the advantages for education could be considerable. The problem lies in the division within the neighborhood and the lack of exchange between the systems.

#### Turbulence in Open Education

The fourth step in the causal texturing of education, turbulent fields, is a more ideal situation. The school is a combination of teachers, students and adults from the environment who interact with one another to create a total educational experience. Relationships are not restrictive and exchange is common at all levels. As shown in Figure 2 by the arrows signifying two way learning as people move through the boundaries.

Emery and Trist describe the turbulent fields model as unlike the first three types because it is dynamic. The dynamic properties arise not simply from the interaction of the component organizations, but also from the field itself. The 'ground' is in motion. In other words the environment itself is part of the process.

Schools-without-walls, work-study programs, children teaching children, shared time, paraprofessional approaches are typical of turbulent field settings in that they are based largely on internal and external interaction. Parent-teacher groups in this model have

significant involvement in school affairs that go beyond building financial or other support for the school. They have a role in governance. Teachers, students, parents, businessmen, local leaders and all kinds of others combine to create educational experiences. The External Curriculum, of course, thrives in this setting.

Extensive educational fermentation such as this is self-rejuvenating. It characterizes a school that is deeply involved in its environment. There is a continuous rebirth of energy and vitality. The school and its environment are mutually renewing one another. Education in an environment of turbulent fields does not derive from one source but from many. All involved become both learners and educators. Learning and teaching is not restricted to those who are formally enrolled in the school, but include all who informally interact and react with the school as well. They are all a part of the External Curriculum.

There are seven major characteristics of the turbulent field mode which bear recording:

1. Values differ among the various persons interacting between the school and the environment. This creates power fields. In other words, the values of the internal organization interact with the values of the external environment, and because of the differences, there is a continuous conflict or interchange at all levels. Since there are so many factions within the schools and school environments of a large city, it is natural that much turbulence is generated when people interact with others with different views, priorities, and

agendas. This interaction results in learning. Value equilibrium, where values are the same, inside and out, results in a static condition. Some forms of static situations may be positive, and others may provide continuity and basic standards. Each system must determine by interaction the best mix of internal and external values.

There is a need, then, for continuous resolution of differing value structures. The value modification between the system and its external environment creates the necessary movement by which learning can be maximized and basic standards established.

2. Another characteristic is the negentropic nature of the turbulent field. Negentropic indicates that the organization or system is continually recharged by its environment. Dewey (1938) describes a living organism as one which utilizes the resources of its environment to maintain itself and grow. The elements of all systems are active and regenerating because of the environmental dependencies. Within the turbulent field situation the two factions of school and client population interact, creating a revitalization of both elements. The result is a living and thriving organism.

3. Adaptability is a mandate of the educational turbulent field. If the school cannot adapt to new situations in its environment and if the environment is not adapting to the needs of the school, the results will be destructive. Obstacles, new conditions and new challenges are constants in a dynamic society. Adapting the educational system to deal with these changes is vital if the system is to remain productive.

4. Turbulent fields resist equilibrium because of the dynamic influences internally and externally. There is a continuous movement of ideas, values, programs and activities that create a field that will not tolerate static or status quo conditions. It is impossible for schools to remain unchanged and static if they are continuously interacting with an environment that has differing values and many resources with which to set up challenges to a lack of change. In a way, then, continuous change and interchange become the status quo.

5. There is a constant reliance on research and development within an organization that wishes to function productively within a turbulent field. In order to maintain continuous growth that is necessary for survival, the organization must critique itself. On the basis of research and feedback it must develop new or more effective approaches to meet the challenges of turbulence in an active society.

6. A positive correlation between dissimilar portions of the turbulent field is most important. When parents or students inject themselves into the process of education to help bring about change, their intention should be positive or intended to improve the education of students. Later in this account of the External Curriculum the disadvantages of selfish, destructive and narrow involvement will be discussed.

If the school as a vital part of the environment it serves assumes a negative relationship to its environment or vice versa, the result is destructive. Revitalization does not grow out of pursuing negative goals that may later inhibit or damage growth. In Education and

Experience John Dewey describes how negative forces that make efforts to educate only restrict and create ruts and practices that inhibit learning in the future.

The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated with one another. For some experiences are mis-educative. Any experience is mis-educative that has the effect of arresting or distorting the growth of further experiences. (Dewey, 1938 pp. 25-26)

A mis-educative experience might be in the thoughtless disruption of the school or class without carefully constructed strategies and goals aimed at education for students and representative of parent and student support for long-range improvement. During the school turmoil of the 60's there were some occasions of disruption for disruption's sake on the part of some educators. This kind of activity is futile. All parties involved in the turbulent field will hopefully avoid mis-educative or negative educational experiences.

7. With such a complex arrangement as the turbulent field in pursuing education in the school environment arena, the demand is for leadership on the part of educators, in addition to management. The dynamic nature of the turbulent field mitigates against a single focus on the priorities of management; it requires leadership as well as a stabilizing structure that can meet the needs of flexibility and diversity. Educational leadership must be cultivated not only within the ranks of the professional educators but also among concerned citizens and developing students. The External Curriculum is an

asset to potential leaders as they build the experience and support to exercise their leadership.

### Summary

A survey of the literature related to the External Curriculum reveals a philosophical and pragmatic recognition that an organism must relate to its environment. The literature also reveals that the school has increasingly turned to the community to enhance the education of students. Absent from the literature is documentation of the growth of individuals who turned first to the schools to effect change, and subsequently moved into other areas in an effort to improve life in their communities.

The next chapter will present the techniques and procedures that have been chosen to investigate the existence of the External Curriculum. Included will be the rationale for selecting a style of inquiry and the nature of the persons with whom the problem is to be explored.

An account will also be provided in order to explain how the data collected is to be handled.



C H A P T E R    I I I  
P R O C E D U R E S   U S E D   I N   C O L L E C T I N G   A N D  
T R E A T I N G   D A T A

General Procedures

Evaluation of the results and activities of public school education is sometimes made by reviewing the conclusions and observations of the professional leaders in the field. This approach has much value and was used as one part of the procedure in collecting data for this study.

Much of the character of a learning enterprise lies within its target population; much of the learning can best be verified by primary participants. Such is the case among the External Curriculum participants. It is this writer's judgment that in identifying the possible reality of the E. C. These primary sources must be utilized.

A qualitative investigation was chosen as the most appropriate means to identify the External Curriculum. After exhaustive examination of available data, it was noted that the sources rarely revealed any recognition of the concept being pursued even though they clearly anticipated its existence. Therefore, the instrument selected in approaching this elusive topic must be one which takes advantage of first person experience.

The basic data for this work were generated from a series of firsthand accounts that have been compiled from face to face interaction between the investigator and individuals with whom he has chosen to explore this problem. For many years the personal interview has been used in the social sciences as a technique to gain subjective data. Hyman (1952) states that it is only through personal documents, such as the interview, that the past and future, as a dimension of man's thought, can be revealed.

Goode and Hatt (1952) have written that interviewing has become more important in contemporary research, because of the reassessment of the qualitative interview through the use of an interview guide. In addition, the development of content analysis and coding permits some standardization of answers that are not of the "yes - no" type.

This writer supports the contention presented by Madge (1953) that the best way to find out something about a person is to ask him. Sellitz (1967) further substantiates this approach in obtaining information about a person's perceptions, feelings, beliefs, motivations, future plans, past behaviors, and private behaviors. The interview also seems to be a valid technique for revealing information about complex subjects that may underlie an expressed opinion.

The mode selected for presentation of the interview data was the case study.

### Collecting Data

The interview guides used in this study were developed by the investigator. They grew out of the need for some foundation upon which to launch exploratory discussions of the topic with the respondents. This guide has, hopefully, provided some measure of standardization of the direction and content of the separate interviews and interviewing sessions.

Subjects were briefed on the purpose of the inquiries prior to the formal interviews. This was considered necessary because of the uniqueness of the concept being scrutinized. It was helpful also in overcoming some of the resentment expressed by persons living within the urban communities included, toward researchers and scholars who are continually studying the residents for purposes not necessarily related to or supportive of their own agendas and needs.

It was an advantage that the experience of the researcher, in these instances closely paralleled that of the community member interviewees on the one hand, and was in many ways, professionally aligned with that of the administrators included on the other. In many cases this writer played an integral role in working and watching the process of school/community exchange unfold during the past decade or two. The rapport developed from this experience enabled the writer to make the most of relationships established before the interviews, in order to maintain free expression of views on the topic.

one.

The recorded interviews were transcribed verbatim prior to analysis.

### Selection of Subjects

In establishing a greater degree of understanding prior to completing the interview guides and setting specific directions for this study, an informal pilot study was completed during the fall of 1971. This was accomplished through the Mid Career Program in City School Administration at Yale University. The researcher was enabled to make preliminary inquiries in exploring this subject at another University and among administrators from several cities similar to Philadelphia, such as Chicago, Boston, New Haven, Hartford, Washington, Gary, and New York.

Administrator subjects were selected for interview in order to supplement the author's interview findings with lay participants with a national perspective. This is consistent with accepted procedure. For as Fox (1969) suggests, the choice was made to develop a "fundamental research" strategy which is motivated by interest in the general problem. Thus although this study is aimed at specific settings, there seems to be a broad universe of interest in similar phenomena nationwide.

For this reason a portion of the invited sampled interviewed were school administrators from more than a dozen large cities throughout the nation. These administrators cover a spectrum of experiences

extending from the classroom, city school districts, other field positions, and top central office, state, or national administrative roles.

It is felt that this wide cross section of professional educators provided this study with the kind of legitimacy necessary when dealing with this new topic. In addition to eliciting the facts from lay participants about the External Curriculum, an additional perspective is required. This is provided through the perspective of the professional observer and internal participant's view.

Since the urban clientele seemed to be so widespread, as judged after the preliminary assessment in various parts of the nation, the researcher concluded that it would be most useful to focus on a lay sample to which he had the highest degree of access and shared experience. This selection was important because of the need to have a member of the school administration, i. e. the investigator, demonstrate the critical nature of the participation process by initiating this search to legitimate certain activities to which so many local people had dedicated their resources and lives.

The number of lay participants selected is small. Sixty percent of them have advanced to leadership roles in their communities. It may be possible that the exceptional participant rather than the typical or average participant is represented in this sampling. For purposes of exploration and identification the writer has not pursued a broader sampling. The isolation of the E. C. concept, at this time, seems more critical than an extensive and indepth inquiry based on a random sampling,

Subjects were selected because they had been involved in the process of working with schools to make them more responsive to themselves or to others in their neighborhoods for a period of three years or more. The three year minimum was stipulated because it was the shortest duration of time during which any public school level dealt with the same group of students, in Philadelphia. It is believed that any parent or citizen who is consistently involved with schools for this length of time has demonstrated a certain degree of sincerity or seriousness in his or her agenda. Whether the agenda is personal or unselfish is of little consequence in this report.

Making certain that those selected represented a cross age sampling was another of the criteria. Those selected for study had a chronological age range from twenty-one years old to the middle sixties.

In order to focus more directly on the possibility that the External Curriculum was responsible for much of the additional growth that may have taken place during the involvement of lay clientele, it was determined that only persons who had a high school education or less when they became involved would be considered for the sampling.

In exploring for the possible existence of the External Curriculum the major emphasis was on the city of Philadelphia. Representatives of various portions of the "inner-city" areas were selected. Among those interviewed the four key sections of the city were represented: West Philadelphia, South Philadelphia, North Philadelphia, and Germantown. These are also the sections of the city where the candidate has

had most of his professional and community experience.

Because the lay sampling is somewhat representative of the black population of the city, it became necessary to determine whether the individuals were always residents of the city, or if they migrated from another part of the nation. Half of the sampling were originally from the city; the other half migrated from southern states such as Virginia, North Carolina, and South Carolina. Interaction with schools was totally encountered in the city.

### Interview Process

Once the subjects were identified by the process described above, they were contacted, in person, to establish their willingness to participate. Times and places for the interviews were arranged.

The time was selected based on the schedules and availability of those cooperating. It was considered best to select a place familiar to and comfortable for those lay persons who were included. Some of the locations selected were their homes, community centers, or local eating places. Restrictions imposed by time and responsibilities were considerably fewer in these settings than would have been the case in a local school, the interviewer's office, or some more institutional- or establishment- type arrangement.

The interviews were held, as often as possible, in one or two sessions. The length of the sessions ranged from one to three hours.

The interviewing of subjects began during the fall of 1971, and continued until the spring of 1973. Because the researcher, during the

school year of 1971-72, did an extensive amount of traveling and course work on two university campuses some miles apart, preliminary discussions of the problems with subjects, making arrangements, and subsequent interviews sometimes had to be scheduled months apart. Even with these lapses in time, the interest of the subjects was extremely high in the topic and in the possible ramifications that the project might have for their activities in the future.

The use of magnetic tape, and verbatim transcriptions of these tapes was the most efficient way to store data and review each interviewing session.

#### Treatment of the Data

The data generated from the interviews to demonstrate the existence of the External Curriculum were subjected to an intermediate process called content analysis. It was the aim in this treatment to categorize verbal or behavioral responses for purposes of classification, summarization, and tabulation.

Fox (1969) considers this intriguing process, content analyses, probably the most intellectually demanding of all techniques of data analysis, and one of the few areas in the later stages of research in which the individual researcher plays a strong and creative role.

In processing the data collected, this researcher has created growth categories and has presented interview responses in tabular form.



It is hoped that this investigation and isolation of the manifest latent levels of responses by public school clients and, the more "professional" assessments by top administrators can shed adequate enlightenment on the nature of the External Curriculum.

Much of the data from lay persons were revealed by tracing the course of school-involved activities which inadvertently led to the emergence of External Curriculum in which the writer and other school administrators, played cooperative or advisory roles.

Although the involvement of the constituent population in the External Curriculum, constituent population may well have effected changes within the schools in which participants worked, the attention of this study remained primarily on the growth or learning process related to the lay participants rather than on the formal student population.

#### Summary

The preceding investigative approach was expected to isolate, to some extent, evidence that the External Curriculum is a reality. By combining a largely qualitative procedure with some quantitative results it was hoped that the character of the E. C. might be more appropriately isolated for further investigation.

Chapter IV reports the attempt to carry out the procedures described in the above pages. The marriage of verbatim dialogue, learning categories and tabulation of the frequency of responses was expected to give the reader a closer look at the nature of the problem being searched.

C H A P T E R   I V  
S U M M A R Y   A N D   A N A L Y S I S   O F   F I N D I N G S

Purpose of Chapter

The purpose of this chapter is to summarize and analyze the background of the subjects; characteristics of the External Curriculum which are most prominent according to the research results; including entry procedures into the E. C. used by lay participants; and the findings in relation to growth from the participation in the External Curriculum.

Data relating to these categories were sought in order to achieve the basic purposes of the research: to identify or verify the existence of the External Curriculum, and to determine to some extent, the nature of the cognition resulting from it.

Findings

It was expected that the first step in the development of the profiles would show the reader, generally, the characteristics of those aware of the nature of this important educational dynamic.

Birthplace of the Lay Participants. In most reported situations the birthplace of those who get involved with the schools is seldom considered or reported. It is of distinct interest to this researcher

to note that of those ten inner city dwellers interviewed 50 percent were born in northern cities, and the other half was born in rural southern areas (see Table I). Within the black community in large cities the fact is that migration has been a major factor in the ideological mix and in cultural relationships. In the study of gangs, the characterization of the unemployed, and the identification of those who apply for welfare, place of birth has been of general concern.

Those born in southern environments expressed initial trust and assurance about their schools. A specific event or series of events attracted them to the schools to become active. In several cases entry came with quiet unperturbed membership in the parent-teachers association, or a sudden shock into action after years of being passive and unconcerned about what was going on behind the walls of the school.

It did seem that those who are active and were born in the north displayed their dissatisfaction with the role of the school in a more pronounced way at the point of entry into the process than those who migrated from the south.

TABLE I  
BIRTHPLACE OF LAY PARTICIPANTS

Born	GS	NW	MH	EL	EW	AH	DR	CC	AW	HW
South	X	X	X	X	X					
North						X	X	X	X	X

Sex of Lay Participants. In the samplings only 20 percent or two out of ten are male. This imbalance somewhat reflects the entry and participation pattern within public schools. PTAs and daily activities within schools are more often the provinces of females rather than of males. Some of the reasons may be obvious, such as men are more involved in working, and are associated with other kinds of activities. The women usually have more time to be home, and are more closely attached to the children and their concerns. This, naturally, includes the schools.

The activity that attracts larger male participation is usually connected to violent gangs or sports. The men considered in this study began to get interested because of these concerns.

Entries into the External Curriculum and Interview Summaries. The reasons for beginning participation or involvement with the public schools are varied. Countless numbers of parents and other adults seem

to involve themselves in schools in only casual ways. They usually attend school affairs to which they have been invited for entertainment, fund raising, or student progress reports.

Those persons who get involved beyond the casual level become eligible for the label, External Curriculum participants. Among the lay subjects interviewed for this study, participation started through cooperative and supportive activities on the part of some, and traumatic or confrontative activities on the part of others.

In the pages to immediately follow, verbatim accounts of the entry process are provided for each of the subjects, to be succeeded by a review of the activities described by each person in recounting his involvement with the External Curriculum. In this study the use of names does not seem necessary for lay participants; initials will be used instead.

Miss C.C. Miss C.C. was the youngest subject interviewed. Her involvement in schools, beyond the classroom, started before she graduated from high school.

I became seriously involved in school issues when I was a student when I was really 'pissed off', frustrated by the way things were going on and services weren't happening and just the way things weren't happening that weren't cool for students and how badly students were treated and not being able to make decisions and just how bad education was going on in my particular high school. My activity was not invited by the school authorities; it just happened. They treated me like a kid, 'You're right, but so what!' Some of the activities weren't looked too highly upon because it supposedly threatened somebody's authority, supposedly wasn't feasible, practical; you know, those types of things.

School employees were pretty helpful, particularly school employees were, like maybe a favorable teacher, what have you. One black teacher who was cool that you can talk to and get advice from. But they could only go as far as not too badly jeopardizing their job.

I think I was involved as an individual, more or less....

Miss C.C. did not continue on her lonely path. She realized the necessity to join with others in groups or organizations in order to be taken seriously by school authorities. Her activities involved students within the school and activists' organizations from the outside.

Student participation in their own education was her theme in most of her involvement. Characterizing the underlying approach were the black-white issues of the day.

Although this young lady did not feel that much was accomplished by her participation, she did have considerable impact on her own school, and later on issues confronting schools city wide. In assessing her impact, Miss C.C. felt that the things she did accomplish were short range and short-lived remedies. This resulted in her frustration and a feeling that more could be done if, as she put it, "all hell broke loose."

In this subject's experience the cooperation of administration was not immediately forthcoming. She sought administrative support and often failed to get it. As she learned more of the techniques, of dealing effectively with the school, Miss C.C. went beyond the school and the district to work with other educational leaders and programs throughout the city.

In drawing conclusions about her difficulties in entering and pursuing the External Curriculum, Miss C.C. expressed the feeling that fear of losing power kept many school people from permitting students and others freedom in operating for school changes.

In concluding these comments, Miss C.C. conceded that she was relatively successful in making some good things happen because of her participation. Most of her comments were indicative of her own growth in organization, group dynamics, black studies and understanding the system.

Mrs. A.H. Mrs. A.H. became active when her daughter entered Kindergarten. Her first lessons were with her Kindergarten teacher.

'Now I just don't hope that you don't teach your child, Mrs. A.H.' Now how can this operate, she tells me, 'I am a professional'. I know this and right away when she said this something happened, and I said, 'Miss, you don't understand and I am a professional mother cause if I don't have children you won't be a professional lady.'

It started me on this kind of path. The next thing was the annex. I went along for a long time. I have pretty nice kids. They don't give anyone any trouble. They always get A's. They get along pretty good because they're not the worse. Now my daughter was in seventh grade by now and I remember when we had a big thing about them (school officials) building these portables. But they told us it was 'temporary'. Mrs. S. and I went around the neighborhood and tried to tell people they're giving us a makeshift situation that will be with us black folks 'temporary', which means forever, but nobody believed us because, 'That lady talks all the time'.

Several times I have gone back home and I've said, 'I am going to stay here and I am not going out there again cause you know these kind of experiences just upset me, upset my children and my husband. So we don't need it. So when she wrote

she finally went to seventh grade they finally got the portables built and she goes into the portables. In the spring it was great. Wintertime comes and I didn't think about it. One day I met somebody and she said, '... in addition those kids are walking through the cold with no coats on.' So I said, 'Oh, they are having a fire drill,' and she said, 'No, they go to the portables.' So I say, 'Yes, the buildings behind the school.' 'Don't they walk through the school building?' She say, 'No, they have to come outside' so I go running over there like in the next ten minutes and sure enough they are walking around out there in the cold. So I go to the principal's office, and I say Mr. So and So, I am Mrs. H. I have a daughter here in the seventh grade. I can't speak for everybody but the H's, but I said, 'do you see that young lady, now she had better have a coat on when any of us pass through this door,' because a teacher had told they could get their coats, they had to go and if they were late to class and a whole lot of other things. When I came home I asked and she said yes, she could get her coat but it would make her late and I told the principal I don't know about anybody else, but my daughter had better have her coat on and nobody said too much about it for quite awhile til one day I heard that they were having a protest about kids coming out of school with no coats on and they got this little joining situation. That was the end of that as far as I was concerned.

Mrs. A.H. continued her activities in the school being a very aggressive mother; in general, very cooperative and supportive of the school program. In critical situations she would join with other mothers and community people to organize to bring about change. Mrs. A.H. spent many years volunteering for many good and bad experiences. All together, her activities with the school span at least fifteen years. During the late 60's, as more funding became available because of her activities in the elementary school in the neighborhood and the junior high schools, Mrs. A.H. was selected as a School Community Coordinator. In this role she was paid by Federal funding and she would



continue the task she had done as a volunteer for years. Her approach to school officials and school problems has been aggressive in that, in general, it has been positive and non-evasive. Mrs. A.H. intends to continue working with the schools until her last child has graduated. She considers that her most important area of growth in her years of experience with schools has been in organizing, that is, encouraging other parents to come together around issues and force solutions. For the most part, Mrs. A.H. has maintained her activity with the schools and has spent very little with other civic or political endeavors.

Mrs. G.S. Mrs. G.S. is the mother of twelve children. During the school attendance of all of her children, she has been active with schools.

Speaking of how far you go back when my oldest son was five years old, I took him to school because I just felt kind of carrying these children to school. He was in first grade in a school that was an annex in the A.P. School. I would meet people when I came to the school for the interview of first grade parents. They had only 1st, 2nd, and 3rd grade in the particular annex and I came to deal with those particular teachers. The teachers began to tell me 'You don't do with your children if they are in public schools, because now don't teach them anything at home that has a tendency to confuse them, you know, if you are teaching him one thing and I am teaching him another.' So I looked at the woman very straight in the eyes and I said I am going to always teach my child. I am going to teach him his father's name and his mother's name, telephone number and his address. You talking about not teaching my child at home and if you are teaching him vertical mathematics and I am teaching him horizontal, and I wouldn't do that to confuse my own child, but I am going always to teach my child basic things because there is a rule that an A will always be an A and never a Z and 2 and 2 will be 4 and the teacher looked

at me and said, 'I am not talking to anyone like you and I said you are right because you have never met me. It's the first time I had ever had a child in school. I became involved in about 1944. I went to school with my children from then on.

From 1944, Mrs. G.S. spent the majority of her working time deeply involved in school affairs. One of the most important struggles she had was in trying to identify the best schools to see that her twelve children were permitted to attend them. During the years of struggle for integration, Mrs. G.S. had her children in schools all over Philadelphia. All of the frustration, the extra carfare and the involvement in PTA's continued so that she could provide her children with the best education. Each relationship with schools grew in complexity from the encounter over teaching her children to issues of galoshes, wearing galoshes all day, and minor aggravations to very large problems such as the installation of portables in the local schools. In this confrontation, Mrs. G.S. became a local organizer, expanded her skills in getting parents behind school issues that extended beyond their own children and the teacher-child relationships in the classroom. Mrs. G.S., as an educational worker in the neighborhood, spent much time speaking to the school board, fighting for bond issues in school programs, becoming a consultant in educational experiences for professional staff, trying to move colleges and universities to their local neighborhood so that their education could be community based, and confronting officials at City Hall to make her input into changing or improving education. Her membership in E.C. projected her into activist organizations and the impact of her activities has been developed throughout

the community. Mrs. G.S. senses that she learned most when she began talking with other people, spending a great deal of time with administrators, teachers and parents of children in the schools', they knew that she was involved. Through the anxiety and pain of raising twelve children, Mrs. G.S. seems to have contributed as much to the schools as her children have received from them. Mrs. G.S. also has the distinction of being the most experienced community person that this interviewer encountered. Her thirty years of school involvement have been reflected in the wisdom and understanding that she freely shares with her neighbors and friends.

Mrs. E.L. Mrs. E.L. is the kind of mother who plays the matriarchal role in a very loving and cooperative way. She is known in her neighborhood as a most dependable parent, a strong worker for improvement in the schools. She is the kind of person who supports a school with coffee and donuts and lots of hard work.

Well, I started volunteering around 1948 or 1949. We didn't have any children, but I learned that there was quite a bit of hostility as I volunteered some services and even though no one ever said thank you one time to me, and this seemed a little bit odd for the highest institution of learning that we had. Then I had one child and I put her in a private school, and I was working at the time. By the time she started school, there was another school about a half block from the house and I stopped working, and I took her to school but it wasn't quite what I liked. Then I moved to Walnut Street. This school was supposed to be better at this time. There was an elementary school. There was a new junior high school, my Lord, what a morning. And it was. So it wasn't the type of morning I expected and by volunteering in the school, there are so many things you can do to help this situation, but I found out sometimes you can do everything but you couldn't

really help the situation. And one good experience that I really didn't expect happened when my second daughter came along and she went to kindergarten, and they had lots of fingerpainting and what have you. I took her to school one day and they were complaining if they just had some way or something that they could put on these little fellows that could dress themselves to keep the clothes clean while they were painting. It would be such a relief. Me, having a lot of skill with community and being home, I offered my services. I invented a kindergarten apron. All the child had to do was stick his hands in and then put it over his head and put his arms through and they had me to make enough for one class. I was supposed to furnish the material and sell it throughout the system for fifty cents an apron. So they took those aprons and they heeded them until some of them disappeared. They then took the last ten and sent them back. In the meantime an understanding guy had every Jew in the nation was exploiting the schools and selling just what he wanted to sell. So this really got next to me and they had bazaars and what have you. I worked with the home and school, and I worked with this and I worked with that and I didn't have a lot of money but the children were not bad and what have you and I thought they were completely looked over, and this got next to me. I had rendered some services that netted them quite a bit of money. The next meeting I went to they sat up and had something to say about it and I said you don't even know who's helping you. You are so wrapped up in yourselves. Well, I didn't get along with the Home and School Association too good there. Then I began to express myself and I talked so loud that the people began to talk not at all and I said there is something wrong. This was in elementary school.

Mrs. E.L. continuing her in-depth participation in the schools began to have trouble with her second child, ended up spending more time than she had expected in the schools. She states that she did not grow up in Philadelphia, but had taken for granted that the schools were the best place for her child. She spent a good bit of time there, but what concerned her most was that children are often promoted

without having to perform successfully at each level. Her work continued with the school and became increasingly involved in the classroom and issues over aprons and issues of what youngsters were learning with regard to basic skills. She began to get politically involved in the schools and made efforts to change principals when the need arose. E.L. is not the kind of parent to take the leadership of a group but she developed a style and helped groups to function by doing the basic things necessary for organizations involved with the schools to be successful. For instance, providing the hostess services, seeing that letters were addressed and mailed, and developing the kind of services around which other parents who were more aggressive could be effective. With all of her efforts, Mrs. E.L.'s children have been relatively successful in school and gone on to college. Those who know her believe that because of her activities she has enriched not only her own life and the life of her children, but also the life of many other families that she served so faithfully.

Mrs. A.W. Mrs. A.W. lives in South Philadelphia. At the present time she has developed a Self Help Center for neighborhood children. On the basis of her experience in schools over the years, and with school personnel, Mrs. A.W. has begun her own crusade for a viable alternative to public schools for a small number of school age young people in her neighborhood.

I really became interested in the education system because the civic organization I belonged to at the time wanted to quiet me because they felt that I was too politically oriented or minded for this organization at that time, and this was back in the early 60's.

Black people were not sophisticated or did not think in a sophisticated way about the ordinary layman asking questions or talking about education.

The chairman of this organization appointed me chairman of this little education committee. Not one of the members that belonged to this organization would become one of the people in this little education committee with me. So, I went out and I recruited folks from the black community to work with me on my little education committee....

This entry into the External Curriculum led to almost total immersion into school-community affairs. Beginning with the frustrating experience of having to take over a local organization committee, Mrs. A.W. continued her aggressive stance in her activities with the schools. The process of "politicizing" became her agenda.

Mrs. A.W.'s description of her experience was heavily laden with an account of her own growth in beginning to understand her capability as a decision-maker. Her greatest revelation during her involvement in the E. C. was her self-actualization in the interaction process with students, professionals, and other parents.

In activities including local and city wide staff development, confrontative demonstrations, writing proposals, breaking up meetings with hard attacks of "Truth," cooperative curriculum writing, and establishing private educational bases, Mrs. A.W. spent years of participation in and beyond public education.

I must be committed to my goal, and as I pass in time, I create, think, and strategies become clear to me. I must let myself sometimes be involved in inhuman agendas until I work out a strategy to combat that inhuman agenda. You see, they have my children, my future, and we're both captives....

With this sense of destiny Mrs. A.W. toils within the External Curriculum and, in her view, she grows.

Mrs. E.W. Well over sixteen years ago Mrs. E.W. of New Haven made her entry into the External Curriculum. The reason she gives, in a casual way, is "Cause I'm nosy."

She speaks of her daughter, Jeanette:

Well, she had a slight problem. She was just a little slow. You know, some public schools, around here anyway, didn't have time to deal with her. So, I had to constantly be seen and heard so that she could get the help she needed. So, that started me....

While making a constant effort to assure her daughter an attentive and effective educational experience, Mrs. E.W. became deeply involved in the dynamics of the school. Her entry was one of cooperation and support.

Although she never became president of the Parent Teachers association, she made every effort to support the organization. She accepted and performed well in supportive P.T.A. roles.

After years of this type of activity, Mrs. E.W. encountered a counselor who was not adequately guiding her daughter. She fought against a decision that excluded college from her daughter's future, won the point, and her daughter entered and became a successful college student.

In addition, Mrs. E.W. became upset with other parents about students coming to school without breakfast. She joined with parent leadership and the Principal to create a breakfast and a tutoring program. It was very successful.

As this interviewee became more involved in activities of the schools, she also became a member of three or four P.T.A.'s. Much of what she learned, she credits to other parents who were active before.

These efforts led to creating a new school and new activities in a community-school approach to education and strong school-community alliances.

In each episode, Mrs. E.W. describes both bitter and sweet lessons she feels she learned with school officials, the media, or other parents.

One of the positive results for this mother was the acquisition of a job with the schools. Her repertoire of skills and institutional know-how led to a crusade beyond the school yard into a neighboring public housing development, and then to deep involvement in the election of a New Haven Mayor.

Not only did her experience positively effect her civic and political interests but also her family and friends benefitted from her additional knowledge and skills in very personal and productive ways.

Maybe it's not so much because I recognized that they didn't have the answers, but I think at that point I wasn't even concerned about that. I think if I had had an extremely bright child, and all I had to do was go and thank the teacher for letting him sit there, I probably would have been bashful about talking to all those degree persons. But, when I had to get angry about my daughter, I just brought everybody to my level.

Mrs. N.W. Mrs. N.W. has led an extremely colorful life since she's been involved with the schools. Her growth and recognition have been phenomenal and her contributions to the school and to the



community beyond the school have been exceptional. Her experiences moved as her children grew, from elementary school through junior high school into high school, and to the establishment of a university-related free school with the University of Pennsylvania and West Philadelphia High School. This remarkable epic has been brought to the attention of thousands of people throughout Philadelphia and makes Mrs. N.W. one of the most outstanding scholars in External Curriculum to date.

I walked into the schools a long time ago. Some years ago I didn't think things were alright as I had a young man who was in the schools, my nephew, really my son, but my nephew because he is my sister's son. Mine, because I raised him along with my mother and there was a very good friend of Gladys' kids. The only difference was they were in one school and my kids were in another school. And this young man was placed in an OB class. So my whole problem was that he was in the fourth grade, back in 1954, I think 1955 and I wanted to know why he was in this class? He was removed from a fourth grade class and placed in an OB setting when no one had asked the family, and especially my mother because she was the guardian. I began to think about that and to talk to people in the community about such things as that. I saw some good things happening in the schools at this particular time. The school I am talking about was all right except for a handful. Dr. H. was there at that time. He was the Principal. Then he left and was replaced by Dr. K. Miss H. would always give you this story 'We're trying,' but I saw that they were doing a thoroughly decent job. The school was predominately white, only w, x, y, z, kids were black, and that means you could count them on your hands and I had three kids in there and this boy just happened to be one of them. The other three seemed to be moving along very well, as far as the basic skills were concerned. This one was having problems and no one seemed to be taking any interest in him, so I said now this is passe. I went out into the community. My thing has always been that there has to be somebody else out there with the same problem. So I

began to talk to people in the community and at that particular time we were really outnumbered in the schools and nobody was listening. Parents felt that the kids were bad and the whole attitude that had been taken towards them was because of the way they were. 'These black folks have moved into the community and there's just something wrong here.' 'They brought with them kids that we cannot handle.' 'They are undisciplined.' So that year I said OK, there's nothing I can do, but I became very disturbed because I saw this kid dying. I saw him being moved from grade to grade. It was his age. It was a social promotion. They moved him into Holmes. By this time it was later than '54 as he moved into Holmes. I followed him very closely, continued to work with the people in the community saying there is something wrong, there's something wrong, we have to do something but nothing ever really happened. We lost that one, we lost that kid, just lost him. He had an awful lot of problems in his life. I knew then after I watched him that it would not happen to another one. I made up my mind coming from a school system that was segregated... was actually doing a better job, that was in North Carolina that was a better job than I saw these kids getting here. Then, I was determined that it would not happen to any other kids that I was involved with.

Mrs. N.W. continued her struggle to assist this young man who had problems in school. It is tragic to note in 1972 this youngster was killed or shot to death in the street by another misguided young man. Mrs. N.W. believed strongly that the school could do the job. It was only a matter of getting external people involved and putting the pressure on schools to perform what they are established to perform. From this step she joined the neighbors groups and made every effort she could in civic associations and other kinds of groups to improve education. After some activity in this regard, Mrs. N.W. was placed in another traumatic situation. One of her children was almost involved in a bus accident, while being bussed to another school.

That accident helped to create the energy to mobilize many parents to confront schools about the safety of the buses, about the issue of bussing children long distances without the necessary safety precautions. She was recruited by a man in her neighborhood who recognized her potential and the two of them started an organization known as the Citizens for Progress. This organization moved forth to correct the circumstances developed by the automobile accident to the courts. They were successful in the courts. After having resolved this problem and having established an organization, these E. C. participants focused on the elementary school involved as a target for more intense and broader based activity. That activity mushroomed beyond the school and into the local community through consumer issues, police community issues, the closing of taprooms and the fighting of illegal activities in the neighborhood. As Mrs. N.W.'s children got older, she used her skills in cooperation with the administration of the junior high schools. Upon being asked into the junior high school to assist in mobilizing the community around some problems, she and her organization undertook a series of developments that are quite well known in the city. Over a period of two years that partnership between the school and the community established the first workable school-community advisory committee, it established the first secondary school satellite for the enrichment of basic skills, it designed and developed the first career development laboratory and it launched the first staff development program that took place in the streets, hospitals and the jails, in the bars and barbershops. Mrs. N.W. utilized

her growing skill in every way possible to improve education and to bring about change within the schools. Her notoriety city wide became daily front page news and her coverage on the radio and television was unparalleled in the late '60's. New relationships were developed in the school system in the lower schools and into the district office and the central offices even with members of the Board of Education and the Superintendent of Schools, and actually into City Hall. Then Mrs. N.W. moved into the area of politics and at this time, she is considered a strong political reality in the neighborhood. Her influence is of such a nature that she can wield the balance of power in many elections, and she is consulted by politicians, financiers, community developers, and many of the leaders of the power structure in regard to her community.

Mrs. N.W. fought hard against street gang violence, and drug abuse. Her organization and her personal resources were directed towards assisting exconvicts, as well as school drop-outs and bringing about positive change. Several years ago because of her dynamic aggressiveness, she confronted some members of the United Nations in New York and won non-governmental status as a part of one small segment of the United Nations structure. Mrs. N.W. traces her success and extensive involvements directly to her participation in elementary schools, when her nephew's failure was brought to her attention and her participation began. She concluded her comments during the interview with a strong statement. "It was the schools that motivated me to speak out because I am a firm believer that without knowledge you

have nothing else."

Mrs. M.H. One of the subjects was, not so much for leadership, but for great followership. This was Mrs. M.H. who commented on her entry into the External Curriculum.

My son was on the bus that had the accident, but before he was on the school bus he was the only child I had, I had little domestic problems, one parent you know. Whenever any papers had to be filled out, they always wanted to know what about this one parent and it irked me, but then I joined the Home and School Association and was a little active in that though they seemed to worry more about the parents and the principal was pushing it better than they were the kids, you know. They didn't have coat hangers, and yet they wanted to have a big chair and parties for the principal. So I got up one night and I guess I must have said too much because my educational background was a little different. I was born in the South but I went to the schools up here. I was born in North Augusta. I didn't have this around like my mother to this day can't read and she can't write, so I dropped out also. So anyway after that they put me out of the Home and School Association and they kind of pushed me out of the school. I lived in North Philadelphia but my son started school. After that I would pay this \$1.00 a month, but it just didn't bother me. So then the school burned down and my son was sent to the \_\_\_\_\_ school, and he would come home and tell me tales like 'Mommy they didn't have brakes today.' Six years old, you don't pay attention too much. His teacher at that time told me, 'You know, Mrs. H., somebody should see about those buses. Something is wrong.' But I hadn't been long moved out here, being one parent with a sick mother, and I really didn't know what to do. So the time came when he had this bus accident. They didn't notify the parents and I was working at the Naval Base in the Cafeteria and it came on the radio about the school bus accident and the number and right away I got hysterical at the Naval Base. How am I going to get from there to home. My mother can't read or write, even if they called on the phone, what would she do. So my neighbor Mrs. Holly who lives right across the street from me so I called her and she couldn't get anyone and I think her son

was on the bus and she got my mother out to the hospital on Woodland Avenue so when I came home my mother was not there. I just didn't know where. The next minute a lady said, 'I think Mrs. Holly took your mother to the hospital.' My mother is an asthmatic and it was July 16th, 1968. So when they did come home, my son is a nosebleeder, I mean he could be sitting and his nose would just bleed. This particular day his nose didn't do nothing . . . , L and N were going around to different people's doors, ringing doorbells, and my mother would say my God, what do that woman want? I would say tell them I am not home. I am tired, but as you say, when something happens to yours, you get selfish and it changes things. So had told me about this meeting. We went to the meeting and then we decided about the fact finding committee. So then when we found some facts out, they didn't go over too well. The teacher retracted her statement and she told me about the bus and all that so we got a lawyer and found out what legal action we could take. But for some reason the parents didn't want to do anything. They were just happy that the children didn't get hurt, and they didn't even bother. On the particular bus my son was on there were 47 children and out of the 47 I was the only parent that sent the school the money. I did get some money. So then they sent an insurance adjustor around to visit these people and they told them no, the kids didn't get hurt so he came to see me. Did my son get hurt, and at that time he was going to a pediatrician and I said, I'm going to take him to a doctor, I don't know. So he said it's obvious that he is not hurt and the attitude that he took, I just didn't like it, and in turn, my son was outside playing and he lured him away and he took him around onto Delancey Street to question him. And then it was a kind of a big to do about that because I went around there to deal with him. So then I engaged my lawyer.... Meanwhile, the next time N rings my doorbell I didn't hide that time and I didn't say I wasn't home and we went to a meeting at the Board of Education.

Mrs. H. became a part of the local external organization that was confronting the schools on issues such as safety, curriculum, and school community relationships. Her style was that of support, more for the organization for change than of the school authority or school programs.

The local leaders who helped her during her traumatic experience after the bus accident became the center around which she revolved in her participation with the schools. Much of which she learned, she learned directly from the external leaders who, in turn, developed much of their expertise directly from the school. She comments on the process by saying:

I in turn learned something. I've learned a lot I would say, from N and L, because somehow they inspired me these two, like I said I always knew what I wanted to do but I didn't know how to do it.

Mrs. M.H. noticed that as she became more active in the organization that confronted the schools on many issues, her interest also broadened her social life, her political astuteness and her activities boomed and through her support for change in education, she made her contribution to her family, to her friends, and to the public schools.

Mr. H.W. Early in the 1960's, Mr. H.W., with a background of street gang and poverty experiences, was involved in a deadly encounter. His wife, Jean, was shot by a gang. Luckily she survived. This traumatic event changed the course of his life.

His determination to make a difference led him to get deeply involved in the problems of his struggling neighborhood in the depths of West Philadelphia. Out of his efforts grew a self-help organization and a relationship with the local schools that was beneficial to the residents and the schools. The elements of the External Curriculum worked to such an extent that he is now one of the outstanding lay educational leaders of the city. He has gained national recognition.

Hundreds of adults and young people have grown through the efforts of his organization, The Young Great Society. Mr. W.'s involvement in the External Curriculum has helped to validate the process and encourage educators to open the schools to the neighbors for the improvement of the school program and the growth of the clients.

To provide a flavor of how he entered the External Curriculum, Mr. H.W. recounted a brief overview of his activities. The names of schools and individuals have been changed.

In 1964, our knowledge of the Philadelphia school board and how its mechanisms worked, were somewhat Greek. But at that particular juncture in our beginning, meaning our group, we had problems dealing with neighborhood teenagers who would not attend school. At that point, they could not force them to go to school, because everyone of them had some significant idea that the reason he was not going to school was the fact that they did not like the lesson plans. I figured that was a cheap excuse, but some kids will use an excuse of that nature.

So I decided to use some sort of gimmick to convince them to go to school. So one evening when we were standing together on a corner, I suggested that if I would go to school with them every day during the year that they attend school. This brought much laughter from the crowd because it seemed as though I was joking. Most of the young men could not even imagine me sitting in a class with seventh and eighth graders. So till the next day, they all had a big joke. So that's a part of my story.

I contacted Wendell Gregory, who was at that particular time an intergroup coordinator. I also contacted William Rho who was a principal of an elementary school and explained the idea, which they thought sounded feasible, but they couldn't understand the details. So we jotted down the details on what part I would play and what part the boys would play if we could get cooperation from the teachers. And what happened at that particular time is that we went to see the principal of the



junior high school, who at that time agreed that it seemed to be a feasible idea and would allow for it to happen.

So I attended seven classes a day for one year. The attendance was 85 to 90 percent. The detentions that they were normally getting before, they didn't get. They did not get bored with school because we had homework sessions at night. And that's the beginning of what my involvement with the Philadelphia School Board was on a basis of a one-to-one relationship.

Mr. H.W.'s imagination, determination, and local support led to a strong working partnership between him and many school officials at the local district and citywide levels. His forthrightness and his ability to express the view of his community married with the kind of skills he could pick up from professionals internally to create a local thrust that has been heralded nationally in books, news media, and in educational circles. Much of his success and the success of his organization can be traced to the developed capability in analyzing problems, being able to recount those problems orally and in writing, developing proposals, and submitting them to the right people for support. The Y.G.S. worked with the schools and the community it served to bring about understanding and effectiveness, through educational partnerships. Mr. H.W. and his group were characterized by their staunch support of school professionals who brought concern and expertise to the problems of the neighborhoods in which they were involved. In spite of many negative and confrontative situations in the latter '60's, and early '70's, this alliance continued to serve to the best interest of both the school and the students. In terminating his remarks about

his growth through the External Curriculum, Mr. H.W. remarked,

We also started to deal with the establishment of the educational system and we were learning to take our bumps and knocks along with other community people in terms of what we could and what we couldn't do. At this particular point we found ourselves becoming a giant in the educational field, but only because we had the aid and support of the system. The system itself was also starting at that point to find allies on a neighborhood level and to believe that a decentralized educational system was workable....

Mr. D.R. One Cinderella story of the External Curriculum can be recounted in reviewing the interview with Mr. D.R. who had a gradual re-entry into the public schools of Philadelphia through activities in which he had been involved before he graduated from high school. This young man had a collection of miscellaneous jobs after graduation working in hospitals, selling insurance, working in a supermarket, etc. He never actually severed his relationship, but continued his activities.

I used to go back all the time and visit because I held track records at G high school because their doors were always open, even when I was selling insurance, I always would stop and visit and check out the brothers and sisters on the track team and help some of the brothers that I knew. I used to run with one brother to help him because he had gotten sick. I was always interested in track and baseball. I always played sports. This was my first introduction at going back to school as a non-formal student.

Mr. D.R. got increasingly involved in black movement activities and grew to be somewhat "militant." This involvement began a new outlook as he participated in school affairs around sports. He looked more critically at what was happening in his alma mater to students who

were dropping out, or who were having difficulty. As he injected himself into their problems, he found that his welcome at the school rapidly wore out. This acceleration of activity with a certain abrasiveness led to his being barred from the school by the school officials and often arrested by the police if he were to be seen near the school premises. Mr. D.R.'s effectiveness with gangs and violent activity brought him fame in many corners where persons were concerned about Philadelphia's exceptionally high number of deaths and injuries due to gang violence. Although he was accepted warmly on the streets by gang workers and gang members and played a key role in preventing many destructive rumbles, his acceptance by the public schools in his critical role was continually rejected. During a demonstration at another high school, when there was danger of hundreds of young people being seriously hurt or killed, some educators invited Mr. D.R. into the school to assist in quieting the black students and quelling a riotous situation.

This opened the door to a new chapter of involvement for this young man. He was successful, but in being so, he alienated many white teachers, and many members of a very powerful white community. He was, therefore, barred from another high school. This pattern continued until a middle school principal had the courage to invite Mr. D.R. into his school on a totally open basis. Mr. D.R. had the opportunity to meet and talk with students, teachers, and parents. As they understood him more, he understood them more and a remarkable metamorphosis began to take place.

As a key community resource, Mr. D.R. added an additional dimension to the educational experience at this middle school, and at the same time added to his own understanding and expertise as a community leader. His educator benefactor was very politically oriented and the lessons that Mr. D.R. learned followed a political pattern. As one lesson led to another, Mr. D.R. became extremely active in supporting a candidate for Mayor, and learned a great deal about the political process. He won many friends and pursued his agenda for positive change in schools. This success resulted in his nomination for the State Legislature. The organizational skills, the friends and the political know-how which he had developed in his years of work with the schools and school programs within the establishment, stood him in good stead in his political challenge. Mr. D.R. was again successful and is at present a State Congressman in Pennsylvania. He credits his success and the knowledge upon which he built it to his acceptance into the External Curriculum. He gained in sophistication while matriculating therein.

Professional Participants. The professional educators who were interviewed represent a varied background of experiences and school-community involvement in various large cities throughout the United States. These individuals also represent both primary and secondary sources for data in this exploratory effort.

They have all been personally involved in the role of school authorities as internal interactors with the external participants. They have been observers of the process, and how it has affected their

lay clientele around the public schools.

The following descriptions of these educators are not meant to detail their experiences, or even give an overview of their activities within the External Curriculum. An attempt will be made to provide a brief glimpse at the background of these administrators to demonstrate the experience upon which their perceptions of the External Curriculum may be founded.

Dr. Oliver Brown. Dr. Oliver Brown is now employed by Price Waterhouse as a Process Planning and Budgeting System executive. He views the External Curriculum within the sector of the public schools from a private industry perspective and public education experience. In previous years Dr. Brown has served as a classroom teacher, an elementary school principal, a central office administrator, and a P.P.B.S. consultant.

Much of his experience is founded in school-community interaction from a budgetary point of view. He engaged in planning for new schools, administering urban system efforts at decentralization and helping to institute the program planning and budgeting system's approaches in Philadelphia, Oakland, Detroit, Washington, and other large cities.

Dr. Samuel Brownell. Of the professional subjects with whom this study was shared, Samuel Brownell spans the greatest amount of expertise and experience extending back to the early decades of this century.

As a high school principal in Grossepointe, Michigan; Superintendent in Peru, Nebraska; Superintendent of Schools in Detroit; a college professor at Yale University; president of a Connecticut Teachers

college; the U.S. Commissioner of Education during the Eisenhower presidency and the director of the Mid-Career Program for Urban School Administration, Dr. Brownell brings much wisdom to his observations of the External Curriculum process.

Mr. John Calabro. In planning new schools for communities in Massachusetts, John Calabro has had to undertake countless exchanges with lay citizens in a field that at best is technically confusing and always educationally critical to the lives and budgets of the local municipality and the state. At present Mr. Calabro serves as a School Plant Specialist for the Massachusetts State Department of Education. His previous roles have been as a teacher in the Boston schools and private schools, Senior Supervisor in the State Department, and an associate professor at Boston State College.

As the author of a number of publications on Planning and "how to" works, Mr. Calabro's approach to the External Curriculum is soundly based in practical involvement and long range outlooks.

Dr. Matthew Costanzo. In the face of the stupendous challenge of big city politics and growing anti-public school sentiment, Dr. Costanzo insists on the promotion of community participation in the Philadelphia public schools. As Superintendent, he has emphasized repeatedly that the External Curriculum is a mutually beneficial process, for the private citizen and the public official.

"They bring something to us and we bring something to them. We both learn from each other, we both grow out of this, and both come out of it a little better than when we started...."

With the post of teacher, curriculum collaborator, Principal, District Superintendent, Associate Superintendent of Schools, and the top role in urban system education, Dr. Costanzo has had the opportunity to view the External Curriculum in operation at every level.

Dr. Marcus Foster. The present Superintendent of Schools in Oakland, California, is still highly respected for his rapport with the students and communities he has served in Oakland and in Philadelphia. Marcus Foster began his career in the Philadelphia schools as a teacher and moved to various roles including supervisor, elementary principal, disciplinary school principal, high school principal, and associate superintendent.

He has been well aware of the dynamics of the External Curriculum. One point that often recurred in his comments during the interview was that the process of growth does not occur overnight and it is a developmental process over a period of time. Growth can be enhanced by preparation of professionals through training and of lay persons through specific skill building in order to make the most of school-community encounters.

Dr. Foster has observed the External Curriculum in Philadelphia and Oakland. He professes to be a strong believer in the concept.

Mr. Clarence Gittings. While watching the miracle of desegregation of the Baltimore, Maryland schools during recent decades, Clarence Gittings has been impressed by the power of the External Curriculum. Mr. Gittings is at present an Assistant Superintendent of Schools in the Baltimore Public School system.

As teacher, assistant principal, principal, supervisor, and area director, and in his present role, he concludes that the education of citizens through their interaction with the schools has been very significant. It is his belief that the extended process of desegregation did much to encourage black parents to get active in their schools.

He can recount numerous stories of parents entering the schools in frustration and often institutional ignorance and emerging years later on the public scene as politicians, businessmen, school board members and civic leaders of various descriptions.

Mr. Gittings makes every effort in his role as an educator to encourage the growth he has seen develop so naturally during school-community interaction.

Mr. Alan Hawthorne. Within a system largely populated by Chicanos with whites and blacks in a minority, the External Curriculum is as effective as anywhere else, according to Alan Hawthorne. Mr. Hawthorne is the Deputy Superintendent of Educational Programs, in Tucson, Arizona.

With a ladder of experiences stretching from Massachusetts to Arizona, this administrator, too, supports and recounts the validity of the External Curriculum in relation to the public schools. "I watched these folks and after a certain period of time, they are remarkably advanced in their ability to analyze situations, come up with solutions and to articulate their stances."

Mr. Paul Hoerlein. As an area administrator in the Seattle, Washington Public Schools, Paul Hoerlein has also witnessed the action



from the professional-lay interchange.

Teacher, curriculum consultant, vice principal, exchange teacher in the United Kingdom, and principal were other roles in which Mr. Hoerlein was able to watch the effects of the External Curriculum.

Mr. Hoerlein, in his experiences in Seattle, is most familiar with parents in a conservative setting. He remarks,

I think that our experience with parents getting involved with the school has to do with not so much them coming in to alter the governing structure of the school, but, rather to participate in a way which they felt they had something to offer the school.

In his interview, Mr. Hoerlein stressed the universality of the growth possibilities for lay persons who do get involved with the schools. He feels that persons from depressed areas without college experience gain most from the External Curriculum activities.

Mr. Sidney Johnson. Sidney Johnson, for a public school system administrator, has a unique background of over twenty years in the military service. His travels have taken him all over the world. After retirement from the service, Mr. Johnson entered the Syracuse, New York public school system and rose rapidly from teacher to manpower training supervisor to school business administrator to his present role of assistant superintendent.

With this background, Mr. Johnson has been observing the nature of the External Curriculum largely from a Federal program perspective. He is considered to be an expert on Federal programs with the public school systems and perceives these programs as having been fertile around which the External Curriculum has thrived.

Mr. Thomas Newby. In a southern city such as Norfolk, Virginia the External Curriculum was described by Thomas Newby as having a totally different character than was reported by other interviewees in this study. Mr. Newby is a black educator and, therefore, his experiences, until recent years, were restricted by law and necessity to the interaction between black citizens and the public school establishment.

From his view as a principal, former director of para-professional activities, and a teacher, the parents and neighborhoods with whom he has interacted displayed limited access to and relationships with the internal workings of the public schools. It is his view that the strict segregation policies of past years created barriers and inhibitions that prevented appreciable numbers of education consumers from getting productively involved in any substantial way.

Since the middle sixties with increased Federal dollars and more influence locally, Mr. Newby reported greater participation by external black lay persons and an upsurge in the impact of the External Curriculum.

Mr. Newby has had the opportunity to share information about and personally visit school systems in other parts of the nation. His conclusion is that northern and western public school systems have been more susceptible to the growth of the External Curriculum than his home base in Norfolk.

Much of his activity in recent times has been focusing on the encouragement of lay persons to play more prominent roles in the affairs

of their schools. The benefit from the External Curriculum is one reason.

Dr. Arthur Smith. One of the administrators who was interviewed seemed to be more intimately involved in the External Curriculum and more intensely concerned about its perpetuation than any professional with whom this work was discussed.

At the time of the interview (Spring, 1972) he was director of the Baldwin-King Schools Project in New Haven, Connecticut. His name is Arthur Smith. He has been a college instructor, assistant high school principal in Cleveland, Ohio, and a classroom teacher. His work has been extensively entwined with community groups and young people in and around the schools in which he has served.

One reminder Dr. Smith gave the interviewer was that as community people who confront the school establishment become successful in their task to bring some change to schools, they sometimes switch roles and become staunch supporters of the system to which they have grown accustomed.

Dr. Smith expressed his strong conviction that school people must interact with their clientele and promote the dynamics of the External Curriculum if the schools and the neighbors they serve are to thrive.

Mr. Isadore Wexler. "This bold community program for helping slum kids elevate themselves holds hope for tenement prisoners throughout the country". The foregoing quotation encapsulates one hope sparked by Isadore Wexler of New Haven, Connecticut. The article from which it is taken (Readers Digest, Oct., 1963) is entitled,

"Stepping Stones from the Slums." It tells the story of what took place twenty-six years ago in New Haven, Connecticut. This bright young elementary school principal, his staff, parents of the school, and agency leaders joined one another in successfully changing the way education was pursued in the Winchester corner of the city. The result was the birth of a community school opened at night and weekends, a new school, breakfast programs, tutoring, etc. Much of what was done there spilled over into the neighborhood to bring about changes in public housing practices, improvements in the operations of the streets department in that area and a strong influence on a mayoralty election.

A quarter of a century later in reviewing the long span of years and experiences it is evident to Mr. Wexler from the view of administrators and parents who played a key role there that the process of changing the school itself brought about extensive changes in the lay individuals who were a part of those adventures. Many of the parents who participated were educated by the experiences. Personal growth and new approaches to life's problems became the result for many.

Mr. Wexler has a vita that is heavy with community experiences reflecting his years of teaching, supervising, and serving as principal in several schools. He was also the New Haven Mayor's Deputy for Physical Fitness. At this time he is serving as Supervisor of Work-Study and Career Education Program for the New Haven public schools.

Dr. Marechal-Neil Young. Promoting a vigorous and free interchange resulting in the creation of the External Curriculum can be painful for the client and for the professional. This statement has been borne out

in the dedicated experience involved in opening up School District #1 by its Superintendent, Dr. Marechal-Neil Young.

With a background of counseling and principalships, Dr. Young brought to her administration a rare talent for listening to lay persons and unselfishly providing opportunities for their growth through realistic involvement at all levels of operation in her district.

This willingness often resulted in her having to take almost unbearable abuse from irate parents and others until they grew in sophistication to the extent that their institutional maturity reflected more comfortable styles of communication and realistic goal setting.

Dr. Young's District, because of its openness had an unprecedented number of people matriculating in the External Curriculum. In the latter 1960's the eyes of the city of Philadelphia were focused on the expanding personalities and talents of secondary students and community persons as they confronted the system in every way imaginable.

Today as Dr. Young reflects on those years exciting stories of exceptional growth come to her mind. Her perceptions are substantiated by the perceptions of the most prominent members of the External Curriculum in her district who have grown to a point of wisdom which allows realistic objective assessment of past involvements.

Dr. Young said,

I think we would have to recognize that the priority of that climate the 60's was for greater community involvement. Particularly directed toward the people who had not been previously recognized as leaders, who were not the outstanding leaders of the community in terms of highly educated professional persons, but those who were natural leaders, as I speak of them, in the community. I think the

understanding of top administration was that the schools would be strengthened if the natural community leaders were more involved in the actual instructional process and this involved decision making as well....

Dr. Young followed this path to help strengthen the schools. Her recollections of the clients for whom she opened many doors includes the many ways in which they learned and grew because of or in spite of the problems all involved encountered.

#### Growth Categories and Sub-Category Determinors

In anticipating the kinds of responses to be recorded during the interview, fifteen categories of growth seemed prominent to the researcher. After completing one half of the interviews, it became obvious that these fifteen categories could be condensed into a much more compact set. The set includes five general areas in which growth was indicated by those who were interviewed for their personal or observed perceptions of learning. These five categories are recorded below and are subdivided to enable more specificity in analysis of the data.

The analytic approach used is called semantic content analysis according to David J. Fox (1969). The five major headings and the subcategories that define them were felt to provide adequate descriptive guidelines. The interviewer did not search for any sense of evaluation on how well any category was learned by an External Curriculum participant, or what value a professional or lay observer placed on the type of growth noted.

Since this work is not committed to a quantitative analysis, it is not felt necessary to quantify the frequency with which determiners (the subcategories) were tallied though tabulations were made for the major categories. It is only required that the person interviewed perceived growth in a general sense.

The growth categories and the subcategory determiners compiled as the basic cognitive gain arising from the External Curriculum are:

#### I. Communication Skills

- A. Public Speaking
- B. Verbal Expression
- C. Pedagogically Functional Vocabulary
- D. Writing Skills--letters, proposals, etc.
- E. Non-verbal expression
- F. Listening Skills and Utilization of Information
- G. Reading Skills

#### II. Economic Skills

- A. Monetary Values
- B. Interpretation and Planning of Budgets
- C. Funding
- D. Taxes and Bond Issues Structure
- E. Employment

#### III. Political Awareness

- A. Secret Information/Gate Keepers
- B. Diplomacy
- C. Problem Analyses
- D. Knowledge and Use of Media
- E. Crises Resolution
- F. Negotiation
- G. Strategies
- H. Gathering and Interpretation of Data
- I. Organization/Recruitment
- J. Use of Human Resources
- K. Re-evaluation and Manipulation of the Power of Politics

#### IV. Personal and Social Skills

- A. Sense of Community
- B. Child Rearing Skills
- C. Study Skills
- D. Understanding of Human Nature
- E. Personal Style Refinement
- F. Value Reassessment

#### V. Institutional Understanding

- A. Administrative and Bureaucratic Patterns
- B. Relationship of Schools to Other Institutions
- C. Laws and Procedures at Local State and Federal Levels
- D. Issues, Needs, and Goals
- E. Classroom/School Organization

In order to establish an informal classification reliability, several readers with professional experience and education were enlisted to read the verbatim dialogue, listen to the tapes and complete the cross-tally (the frequency) for each category. This procedure was employed subsequent to the analysis steps taken by the researcher.

The process helped to determine that the determiners were adequately refined to identify statements related to the general categories. In reviewing the results of this approach it was demonstrated that a comparable number of tallies were documented by the other readers. This process provided the writer with the necessary assurance that the procedure was relatively valid.

It is also noted that no comments on a category or few comments in certain categories is not as significant as the fact that the growth, in a general sense, took place.

In this section each of the five categories will be delineated with verbatim examples from interviews in order to provide a basis for



understanding how the data were analyzed. After each explanation the tallies for lay and professional subjects will be listed in a growth category matrix.

Communications Skills. This is the category that seemed to be most obvious to both observers and participants. In coming into contact with school officials and attempting to convince others of one's agenda or in sharing needed information, the determiners of public speaking, verbal expression, functional vocabulary, written skills, nonverbal expression, listening skills, and reading skills were frequently utilized.

Miss C.L. very succinctly spoke to the communications category in saying, "I did learn how to talk to people...."

After entry into the internal dynamics of schools, neighborhood people are often forced into new learning situations such as Mrs. E.W.

He didn't know what to do with me, so the first couple of days, I stacked books, I ran around chasing the guidance counselor, waiting for something to do. So finally, one day I got very disgusted, so I said, 'Jack, I could stay home at this rate, cause I can't sit here and not do anything.' So he says, 'Write your job description.' So I wrote it, and I did it.

One aggressive champion for change in schools remarked with emotion,

I watched the Ku Klux Klan with hoods ride through the community, take my father and charge him with a crime. All of this was building up in me.... It was the schools that motivated me to really speak out....

Another mother from New Haven recounted:

And one day they realize the inner city problems, as they call them, they're not reaching at all, and when it shows up, like reading scores are low or attendance is low, and then they want to know, What's wrong with this inner-city child? They don't know how to deal with him.... This Kooky principal \_\_\_\_\_ at the \_\_\_\_\_ School and others claimed that the kids were so bad and situations in the neighborhood were so bad for about three years. Every year they changed the principal. Every single year we had a new principal, so we decided, the PTA group, that we weren't going to have this any longer .... So we went down to the Board of Education and saw the superintendent, and we had cur little state-ment of purpose with us....

Question: "What gave you the thought of having a statement written out? Did it make any difference?"

Answer: Yes, because you see we had tried in the past. In the first place you don't get to see the superintendent of schools. He's got more assistants than you can count, and then there comes the business of appointments. And, if you go down angrily, you're not seen anyway, so nothing ever gets done. And, then there's a way that everybody has, that if you say something to a person that they don't want to hear, when you hear it the next time, it's not like you said it. So, I decided that we don't go down there and all off the walls with a lot of rhetoric and nonsense. We say what we're going to say on paper; either he agrees to it or he doesn't. So we wrote it.

An echo of this approach can be distilled from the administrator from Seattle, Washington. Although the two have never met, the understanding is consistent, even if the words are different.

In doing their own homework, which has to be done, because I think they discover that they can be slaughtered by approaching an institution person, let's say with a half-ass preparation, and very often, even if it's a financial issue or a curriculum issue or personal issue, they come across with a lot of knowledge because they often read, they find other sources and they actually do research in some cases. They'll get with people who know. So that when they confront the system, either cooperatively or otherwise, they can be better prepared....

So I would say that the first thing that happens with people is this verbal communication, the ability to organize and the ability to begin to investigate an issue. Then you come to this other, actually to developing a greater skill in leading, a greater skill in writing....

The director of the Baldwin-King Project in New Haven makes the same points:

Now the style of the people who are asking for playground facilities is not to do writing, but to go and talk and demand. But, as they begin to see the rules of the game they learn that they're also going to have to write. Then they learn to write a proposal to accommodate the request of the confronted group....

Placed in the position of having to communicate for a cause dedicated parents of the External Curriculum often meet the challenge. An issue over a new school building brought such a communication challenge to Mrs. G.S. one day.

Then they called for \_\_\_\_\_ Jr. High School. The architect walked over and said, 'Is there anybody here from \_\_\_\_\_ Jr. High School?' When he said that, so then all of us stood up, about fifty of us. So the man said one come up here, and be the spokesman because all fifty people can't come to the rail. So everybody looked at me and said, 'Miss, you go up there.' So I go up there and said, 'We're here to I didn't use the word protest, that wasn't popular then we're here to oppose....' They called the board for a legal counsel to come out, so they had him standing on one side, and I'm standing on the other side, you know debating the lawyer....

In reviewing the interviews it is clear that skills in speaking, expressing and communicating ideas were often honed to a fine point by many of the participants. This, of course, may be the case because speaking and communicating are so fundamental in this kind of

involvement.

It was stated that language patterns were learned so that the greatest benefits in specific situations could be realized. Expressions of anger, indignation, profanity, intellectualism, folksiness, or soul were utilized as needs arose. As one learned the right time to push the right communication button, that button was pushed to elicit a desired response.

The learning and use of the vocabulary of the educator complemented this preparation. Not only did citizens digest the pedagogy but they often mastered the confounding acronyms such as P.P.B.S., A.D.A., N.D.E.A., E.S.E.A., O.E.O., S.E.A., C.O.P., A.D.M., and L.E.A.

#### Response Frequency For Communication

##### Skills By Lay Participants

For communications skills, as discussed by lay participants, Mr. D.R. responded with the largest number, fourteen. Mrs. A.W. responded with eight, Mrs. E.W. responded with five, Miss C.C. responded with four, as did Mrs. H.W. and Mrs. N.W. Mrs. G.S. responded three times in the communications skills category, and there were two responses each from Mrs. M.H. and Mrs. E.L. Mrs. A.H. responded only one time in the communications skills category. The lay subject frequencies for communication skills are listed in Table II below.

TABLE II  
 RESPONSE FREQUENCY FOR COMMUNICATION  
 SKILLS BY LAY PARTICIPANTS

Lay Participants	Communication Skills
Miss C.C.	4
Mrs. A.H.	1
Mrs. M.H.	2
Mrs. E.L.	2
Mr. D.R.	14
Mrs. G.S.	3
Mrs. A.W.	8
Mrs. E.W.	5
Mr. H.W.	4
Mrs. N.W.	4

Response Frequency For Communication  
 Skills Noted By Administrators

Administrators who identified learning within the communications skills area were led by Mr. John Calabro with a rating of ten responses. It is interesting to note that Mr. Calabro has a background in languages.

His focus on communications skills may well be related to his experience in this field. Dr. Oliver Brown was tallied at nine responses in noting communications skills. Dr. Marachal Neil Young, who has a background in counseling, noted seven within this category. Mr. Isadore Wexler noted eight and Mr. Alan Hawthorne noted five. Growth in the communication skills area was observed and remarked upon three times by Mr. Clarence Gittings and Mr. Paul Hoerlein. Mr. Thomas Newby and Dr. Arthur Smith perceived communications skills and remarked on them twice apiece. Dr. Samuel Brownell and Dr. Matthew Costanzo, Dr. Marcus Foster, and Mr. Sidney Johnson commented on communications skills one time apiece.

TABLE III  
 RESPONSE FREQUENCY FOR COMMUNICATION  
 SKILLS NOTED BY ADMINISTRATORS

Administrators	Communication Skills
Brown	9
Browmell	1
Calabro	10
Costanzo	1
Foster	1
Gittings	3
Hawthorne	5
Hoerlein	3
Johnson	1
Newby	2
Smith	2
Wexler	8
Young	7

#### Economic Skills

Since the public schools are a multi-million dollar business in all of the larger cities, it is natural that any external learning process

in relation to them has as part of its content, economics. Some of the participants in this study related anecdotes about acquisition of knowledge concerning how to get a job; others learned about the tax structure, or helped others learn how to read and interpret the school budget.

During interviews and discussions about the concept on which this paper is written, it became evident that unusually large numbers of parents and community people have, in the past decade, taken good advantage of federal and local funding for paraprofessional positions. A large percentage of them were hired because their works had become known in the neighborhood. Participants in the P.T.A. leadership during a demonstration, or extensive volunteer work have often led directly toward getting a job.

One of the activities that developed around the trend toward decentralization in Philadelphia a few years ago was community based training opportunities in the intricacies of Program Planning and Budgeting Systems.

Dr. Oliver Brown designed and conducted training sessions. He has been a strong advocate of community people learning how to interpret and take advantage of the information included in school and school system budgets. His goal was to include lay persons in the P.P.B.S. efforts from the local school level.

Dr. Brown explains:

This isn't a game for professionals to play alone. It has no validity, no choice. If you're talking about priorities, it's ridiculous to talk about the guy behind the counter making the choices



as to what the customer is going to buy; I mean it's nutty. You have to understand what you're looking at. I think most people can't read a budget. They can't read a finance document, and perhaps, many of them don't understand the budget documents as related to the school.

Dr. Brown is very concerned about whether his teaching active parents how to interpret a school budget had any effect.

Well, do you think that any of those people, won't go in and ask to see a budget? Yes. And won't they go in and ask the principal to check just those things, and if any of them did that, then they were successful. I think \_\_\_\_\_ probably did. I heard some principals were madder than hell that they were doing this.

In the category of using involvement to get a job Mrs. E.W. of New Haven bluntly made her point: "So they finally hired me to keep my mouth shut."

One administrator vehemently rejects this policy of paying community people off to gain their favor.

Well, I would naturally look with displeasure on that sort of practice, because I think it's tragic to compromise people, and take advantage of that, because I don't think you're going to build a strong democratic society unless you give people a chance to have their own integrity. And, to buy them off...so that they'll be quiet and well mannered and won't bother you and raise their voice, is unacceptable....

This sentiment continues to exist for some administrators, but for some clients the issue of survival and financial support is a strong motivation. Miss C.C. stated that:

I didn't get any money from the schools, however, I got money from the Urban League, cause that was my thing. But, I think when I was working for the school district, trying to get change,

I got paid cause I was hired to keep things cool....

More than any other subject Mr. H.W. seemed to have mastered the art of getting federal and local funding for his projects by learning how to write proposals, get support for them, and demonstrate their success. "We also started to write contracts in terms of using mini-schools.... With the help of the School Board, we were able to get a grant."

#### Response Frequency For Economic Skills By Lay Participants

In the category of economic skills, lay participants were recorded in having noted learning within this category in the following ways: Mrs. A.W. did not comment at all on her growth in the economic skills. Mrs. G.S. and Miss C.C. and Mrs. A.H. responded one time apiece on a condition or situation which could be tallied in the economic skills category. Mrs. M.H. and Mrs. E.L. responded twice each in this category. Mrs. N.W. responded four times in this category. A rate of five apiece was recorded for Mr. H.W., Mrs. E.W., and Mr. D.R.

TABLE IV  
 RESPONSE FREQUENCY FOR ECONOMIC  
 SKILLS BY LAY PARTICIPANTS

Lay Participants	Economic Skills
Miss C.C.	1
Mrs. A.H.	1
Mrs. M.H.	2
Mrs. E.L.	2
Mr. D.R.	5
Mrs. G.S.	1
Mrs. A.W.	-
Mrs. E.W.	5
Mrs. H.W.	5
Mrs. N.W.	4

Response Frequency For Economic  
 Skills Noted By Administrators

Dr. Oliver Brown commented fourteen times that he had noted growth in economic skills on the part of lay persons involved in the schools. This is far and away larger than the numbers of comments made by other administrators. It is perhaps because of his background in program

planning and budgeting systems, that Dr. Brown focused so heavily on the economic skills. The closest number of responses to Dr. Brown were made by Mr. Isadore Wexler with five in the area of economic skills. Next in rank order were the responses of Mr. Alan Hawthorne with four, Dr. Marachal-Neil listed three, Mr. Sidney Johnson listed two, Dr. Matthew Costanzo and Mr. John Calabro, listed one apiece, Dr. Samuel Brownell, Dr. Marcus Foster, Mr. Clarence Gittings, Mr. Paul Hoerlein, Mr. Thomas Newby, Dr. Arthur Smith made no note of growth that could be classified within the economic skills category.

TABLE V  
 RESPONSE FREQUENCY FOR ECONOMIC  
 SKILLS NOTED BY ADMINISTRATORS

Administrators	Economic Skills
Brown	14
Browmell	-
Calabro	1
Costanzo	1
Foster	-
Gittings	-
Hawthorne	4
Hoerlein	-
Johnson	2
Newby	-
Smith	-
Wexler	5
Young	3

#### Political Awareness

The practical and prudent wisdom and techniques learned by participants are tallied under the political awareness. The power concept was

of critical importance to the lay people interviewed. They expressed concern about how they gain the influence or power to modify the effect of education on their children and how their own agendas could be best served. It quickly became obvious to most E. C. participants that political know-how and understanding make a difference in the effective exercise of power as they face interaction with the system.

Political information gained by the clients while involved with schools is a fundamental part of being able to pursue desired goals. Part of that information includes the identification of gatekeepers, knowing who to approach for desired action, response, or support within the schools; this often makes the difference between success and failure.

In moving from the informal street culture to dealing with officials in the more formal settings of schools, the practice of diplomacy looms as a vital part of being heard and not antagonizing teachers, principals, and other administrators.

While facing seemingly insurmountable problems, parents and other citizens learn how to evaluate and critique the situations in which they find themselves. This process of analysis grows out of the desperate need for solutions and survival.

Television, newspapers, and radio reporting have become an important aspect of the education scene. The school story related in the mass media can often make or break a project. Those who matriculate within the External Curriculum have had to learn to utilize these media as resources and recognize both the dangers and advantages of

these powerful political mechanisms.

During decisive or crucial times as in the sixties, demonstrations of all types were widespread in urban schools of the North. Many lay people who had been interacting with the schools became assets in confronting these crises. Their participation and effectiveness was felt in support of schools at times while others took leadership roles in confronting schools.

In the height of crises older students, parents, and citizens were sometimes forced into situations of compromise, explaining or making demands or reviewing terms. These episodes honed their skills in negotiations and political compromise to a fine edge.

The recognition that successful planning and preparation resulted in achieving goals more ably, encouraged the External Curriculum clients to learn the art of developing strategies for change, for taking action, and for being heard.

Gathering and interpreting data to make a point in activities with school brought many lay people back to the days of doing homework. Being prepared with the facts is far more effective than taking action in ignorance.

Being alone in entering the dynamics of interaction with schools rarely seemed to pay off. One of the first steps people learned was to organize, support and develop a constituency. A person who is active with schools in any aggressive way learns the wisdom of making the most of human resources that are available rather than trying to make do with the limited skills he or she possesses.

Once the client realized that the relationship he had with schools was often based on political issues, he usually reassessed the political implications in taking future steps to bring about change.

It should be noted that many responses by either lay or professional subjects can be interpreted as reflecting the growth of learning in two or more categories. One example of this is demonstrated within the interview of Mr. D.R., a present State Legislator in Pennsylvania. Mr. D.R. and a local principal were facing a serious problem one day. When the principal suggested going to lunch, Mr. D.R. thought it was a nutty thing to do with the problem demanding a solution right then and there. The lesson learned that day included both political, personal and social skills:

Q: "What did you discover about having lunch?"

D.R.: "A lot of things get discussed at lunch time. You see a lot of folks would come in. They would ask you certain things they wouldn't ask around other folks. It was a social hour and these social affairs brings on a lot of final decisions --like caucuses. You're there, but we'll make a decision here and it will be a policy when we go back and they discuss it. But it's already solved."

Q: "Did you find that it was an important concept to learn?"

D.R. "Very important!"

Q: "Do you use it now?"

D.R. "Yeah, I do!!"

Paul Hoerlein adds:

But, basically in my experience, the parents who involve themselves in the school program, whether it be at the level of volunteerism in terms of working with kids and working with teachers and helping them or whether it be the people who actually come in at



what might be termed as attempting to change policy level, the parents, the adults, almost in every case that I've studied, have become much more sophisticated politically about the way the system works.

Mrs. N.W. now realizes the importance of political strategies:

It taught me the necessity of knowing political strength, of gaining political support, in other words, a constituency. It happened because you draw together all the forces, you draw together three elements: the school district, the institution of higher learning, and the people, the community around the table to decide on what methods would be best for a given situation. And out of that, grew this kind of partnership kind of relationship.

The Assistant Superintendent of Tucson, Arizona, Alan Hawthorne, has seen the External Curriculum develop political awareness in regard to how to get things done:

I can think of experiences that one group of our parents had, with the help of one of our elementary principals. The parents had gained such a feeling for the school and this particular principal, that when they had non-educational problems they went down to the school and talked with him and one of their problems was the prostitutes in the neighborhood.

Now with his help they felt more confident about going down to the Mayor's office, to the City Council, to the Police Department, to work on that problem, and if they...I don't believe they would have accomplished moving out the prostitutes if they hadn't had the experience with the school. That was a favorable experience, with the school, in other words, when you are dealing with one type of agency and you have with it a good or bad experience, it reinforces your own feelings toward other agencies.

Response Frequency For Political  
Awareness By Lay Participants

Interviewee, Mrs. G.S., responded thirteen times in a way that designated her acceptance of the fact that she had become politically aware. The person who responded most on political awareness, sixteen times, was Mrs. N.W. who is now very much involved in the political activities of her West Philadelphia neighborhood and of the city. She is a member of the Bicentennial Committee, and worked diligently in the mayoralty election in 1971. It would seem natural that her conversation would lean toward political awareness. Mrs. M.H. responded seven times in a way that expressed growth in political awareness.

The two persons who responded least in political awareness are Mrs. E.L. and Mrs. A.H. They both responded twice. It is interesting to note that both these mothers give priority attention to their families and home activities, so it may be natural that the political awareness category would have less interest to them. Mrs. E.W. responded five times within the category of political awareness. Mr. D.R., presently a State Legislator in Pennsylvania, responded thirteen times in the political awareness category; Miss C.C. five times. Mrs. A.W. was tallied at ten responses; and Mr. H.W. responded six times in the political awareness category.

TABLE VI  
 RESPONSE FREQUENCY FOR POLITICAL  
 AWARENESS BY LAY PARTICIPANTS

Lay Participants	Political Awareness
Miss C.C.	5
Mrs. A.H.	2
Mrs. M.H.	7
Mrs. E.L.	2
Mr. D.R.	13
Mrs. G.S.	13
Mrs. A.W.	10
Mrs. E.W.	5
Mr. H.W.	6
Mrs. N.W.	16

Response Frequency For Political  
 Awareness Noted By Administrators

From their perspective Dr. Oliver Brown and Dr. Arthur Smith were recorded as having observed and commented upon growth of political awareness ten times each. Mr. Isadore Wexler noted and remarked on political awareness twice. Dr. Marechal-Neil Young noted this category

six times. Mr. Alan Hawthorne commented five times. There were three administrators who remarked three times on political awareness growth among External Curriculum participants, Dr. Matthew Costanzo, Mr. Clarence Gittings, and Mr. Thomas Newby. Mr. John Calabro noted four times. Dr. Marcus Foster, Mr. Paul Hoerlein and Mr. Sidney Johnson noted political awareness learning two times and Dr. Samuel Brownell made no remarks indicated within the political awareness category.

TABLE VII  
 RESPONSE FREQUENCY FOR POLITICAL  
 AWARENESS NOTED BY ADMINISTRATORS

Administrators	Political Awareness
Brown	10
Browmell	-
Calabro	4
Costanzo	3
Foster	2
Gittings	3
Hawthorne	5
Hoerlein	2
Johnson	2
Newby	3
Smith	10
Wexler	8
Young	6

#### Personal and Social Skills

Through pursuit of improved schools and better education, urban-ites may well do more modifying of themselves than of the schools. From a personal and social skills perspective, parents and others in

our sample seemed to have grown in several ways.

Working together for better schools resulted in a stronger sense of community. This feeling of unity of purpose was expressed by several of those interviewed.

As mothers interacted with the schools much of the professional expertise seemed to have been gained. Since the primary purpose of schools is children, much of what was learned was related to the rearing and teaching of children.

The discipline required to prepare for confrontation with the formidable professionals who represent the schools was developed through strong motivation and simple necessity. The growth of study skills for those who have been out of school for years was evident as they prepared statistics, gathered personal data from other parents, outlined plans, and pored over newspapers to maintain the knowledge necessary to face the next challenge of interaction.

By working for extended periods of time in sincere efforts to improve schools, interviewees gathered much new understanding of people in different walks of life. The professors, the administrators, the politicians and others became part of the daily lessons in human understanding.

In utilizing and developing their personal skills the element of self evaluation was important. Knowing how to be most effective and how the skills of others can compliment ones own self in the struggles to effect schools becomes part of the External Curriculum.

Two or more sets of values must accommodate each other when the laity get involved with school professionals who have different backgrounds, with extensive education. As a variety of purposes and goals interacted in the resolution of problems, there seemed to be an exchange of appreciation for different values and positions.

By interacting extensively with school personnel and other members of the citizenry parents and others enriched their lives through building personal and social skills that made them most effective as active citizens and productive family members.

Mrs. G.S. increased her desire to grow personally. She expressed this development through her comment: "I sensed that I had to learn more, and I also sensed that I had to talk to more people...which is kind of easy for me."

Mrs. E.L. got new perspectives on human nature as she walked through the doors of the school.

Well, I started volunteering around the schools in 1949 or about '48--I didn't have any children, but I learned that there was quite a bit of hostility, because I volunteered some services, and nobody even thought, never said 'thank you' one time to me, and this seemed a little bit odd for the highest institution of learning that we had.

After having six babies, Mrs. E.W. through her involvement with school people and her and her neighbors began to learn some very personal points about family planning.

E.W.: "That comes from all that old-fashioned nonsense that we were taught."

Q.: "You mean about contraception?"

E.W.: "Yeah, black folks are so far behind, it's pitiful."

I had an old fashioned mother....  
 You know what the Bible says. I changed my  
 mind....

Q.: "What led you to change your mind, about limiting your family?"

E.W.: "I got smart while I was nosing around in everything else, I nosed around in that."

The knowledge that Mrs. E.W. gained while interacting with the schools she shared with many of her neighbors.

Area Superintendent Paul Hoerlein of Seattle also saw growth in personal and social skills as an E. C. dimension.

So I would say without any question, the greatest gain for any person,...is the fact that they become recognized as a person and feel that they can communicate with people on an equal level in the school. And that makes a heck of a difference to them personally.

The personal growth results out of these people adjusting or adapting to this new situation, learning to use the media, learning to use the written word, verbal kinds of communication, becoming very sophisticated about not only the formal channels of power but the informal channels of power--there are some things that you don't say to the assistant to the mayor, you've got to say them directly to the mayor. But there are some things that you might say to the leader of a ward, and he gets the word, through his informal channels to the right person. Now there's that kind of growth that takes place. But as they deal more and more with the power structure, they begin in themselves to structure, themselves along very similar lines.... He begins to pick up the same kinds of capabilities and characteristics of leadership as the person he's confronting, because he has to deal with him, and he sees himself dealing with him as an equal.

...the real growth comes about is that these people who were confrontees have picked up very useful skills through this process of confronting....



One administrator introduced the interesting view that the use of language is so closely connected to values that persons of the E. C. make in exchanging ideas with professionals that it automatically brings about some value modification on both sides.

J.C.: "Yes, there is a whole set of values here."

Q.: "In other words you are saying there is some value resolution?"

J.C.: "There has to be...."

Mr. Calabro continued his remarks by describing in detail the language patterns and dialects in Italy and how movement into town forces changes not only in language but in values. Mr. Calabro then made comparisons that were applicable to the External Curriculum in American cities.

#### Response Frequency For Personal And Social Skills By Lay Participants

From a personal and social skills perspective, the following frequency rates were recorded. Miss C.C. with twelve responses in personal and social skills rated at the highest level. Miss C.C. is younger than the other respondents and perhaps grew from her view more in this category as she matured. Mrs. A.H. and Mrs. E.L. gave no response in the personal and social skills area. This, of course, does not mean that these mothers did not learn or did not grow within the designated category. The interview did not surface identifiable references in this category. Mrs. M.H. responded twice. Mr. D.R. responded six times within this category. Mrs. G.S. was counted as responding three

in the personal and social skills category. Mrs. A.W. responded seven times and Mrs. E.W. four times. Mr. H.W. responded two times. Mrs. N.W. was recorded as having responded one time in the personal and social skills category.

TABLE VIII  
RESPONSE FREQUENCY FOR PERSONAL AND SOCIAL  
SKILLS BY LAY PARTICIPANTS

Lay Participants	Personal and Social Skills
Miss C.C.	12
Mrs. A.H.	-
Mrs. M.H.	2
Mrs. E.L.	--
Mr. D.R.	6
Mrs. G.S.	3
Mrs. A.W.	7
Mrs. E.W.	4
Mr. H.W.	2
Mrs. N.W.	1

## Response Frequency For Personal And Social

## Skills Noted By Administrators

With continued responses in the area of values, Mr. John Calabro was tallied ten times as having observed personal and social skills growth for lay persons in his experience. The closest rating to Mr. Calabro was Mr. Isadore Wexler with six within this category. Five responses in the personal and social skills were recorded for Mr. Alan Hawthorne, Mr. Thomas Newby, and Dr. Marechal-Neil Young. Dr. Arthur Smith, Mr. Clarence Gittings, and Dr. Oliver Brown were recorded five times as having commented on the growth of community people in the category of personal and social skills. Dr. Matthew Costanzo commented twice in this area, and Dr. Samuel Brownell, Dr. Marcus Foster and Mr. Sidney Johnson made no comment that could be listed in this category of personal and social skills. Paul Hoerlein commented one time in the area.

TABLE IX  
 RESPONSE FREQUENCY FOR PERSONAL AND SOCIAL  
 SKILLS NOTED BY ADMINISTRATORS

Administrators	Personal and Social Skills
Brown	3
Brownell	-
Calabro	10
Costanzo	2
Foster	-
Gittings	3
Hawthorne	5
Hoerlein	1
Johnson	-
Newby	5
Smith	3
Wexler	6
Young	5

#### Institutional Understanding

The fear and awe with which many parents and citizens hold the institution of the school is apparently somewhat dispelled as they

come more in contact with teachers, administrators, and other staff members. Along with the acquisition of skills in other categories relationships with the schools as institutions lead to new levels of understanding among participants. Those interviewed generally shared the opinion that by acquiring understanding about the school as an institution and in building the skills necessary to interact with the schools, they were better able to support activities in other institutions. This was particularly true when a reasonable amount of success was achieved in activities with the schools.

In other words, the benefits of the External Curriculum were, at times, contagious. Those who were active in one area described their move into others: housing problems, police issues, political campaigns, consumer practices, and similar civic or institutional concerns.

The monsters of modern day society for the poor and the powerless are often embodied in the bureaucracy and smothering mechanisms of large institutions. Since the public school is one of the institutions with which the citizens of our cities are most directly under the control of, it follows that institutional understanding is a critical lesson that the External Curriculum can provide. Administrative and lay subjects in this study responded in many ways in support of the fact that the External Curriculum includes lessons in this important category.

The Superintendent of Schools in Philadelphia identified growth in this category in his remark:

I have seen people come in raging mad because you couldn't do something about a particular problem and after getting involved with you in the solutions of that problem, they recognize there were many, many

forces beyond the control of that particular person, whether he be a board member, district superintendent, principal, or whatever, recognize that solutions to some of the problems are not quite that simple. You begin to walk them through some of the obstacles, and they know the path is strewn with many obstacles, they know that it is not all that easy and can't be solved with a stroke of a pen, or a word or telephone call. Again, we learn from each other.

John Callabro of the Massachusetts State Department relates his experiences in this category:

Some of the things I think that people find out, let's say from the outside coming in, is the fact that there is a way of handling school problems that is a kind of system, that is, one approaches a teacher to discuss the problem of a student. If there is no satisfaction at that level, one goes to the principal to discuss the problem. If there is no satisfaction at that level, the next level would be an area superintendent or someone equivalent in rank. Eventually, if no satisfaction is found, continuing along, the next route would be the school committee. That is what that committee is there for. They represent the public as well as to operate the school. And so that they must be responsive to the problems of individuals, but hopefully no problem is that unique that it would require the attention of the school committee. That is one of the things that is learned, procedure, how to deal effectively in publications. That there is a procedure.

Mrs. N.W. is pleased with lessons that she learned on the "ins and outs" of the school as an institution:

I never knew before that this was the way that things were being run, that this is where all the money was going, highest priorities were being placed in buildings rather than education, human education, teaching people how to read and write.

I had learned from Wendell that I had better keep my eyes open, something was going to happen there, and it was going to happen soon. That was at the YMCA at a public meeting. And from that time I thought to myself, there must be some people in the system who knew how to do things and who have a

desire to do things, who want to do things, who can teach us how to do this, can enlighten us in some way. And I will never forget how Wendell came on the scene at Sayre, everybody's in it, yet I could sit down and talk to this guy, he would talk. And he would say, 'This is the way you go, and you have to get over here and do this, and over here you can do that.' And I always thought, why, there has to be a genuine interest here. I learned a great deal, and I'm saying this because it is the facts of life, I've said it to CFP many times. I've talked about it everywhere I've gone, and I've even gone now all the way to Washington and talked about it. Wendell Gregory taught me the ins and outs of the school system.

Marcus Foster, Superintendent of Oakland, connects the lessons of the E. C. with institutional understanding and political awareness.

What they're learning, one of the main things is how the system itself works. It's kind of a gradual process, to get to know where strength is, who makes decisions, where the power is. Then the first attempts to break into the system usually are rather crude, and with very little finesse. Then they go through stages, and once they begin to break through the system, the better they can stand off, and develop more sophistication in how to be effective.

Within the interviews were sprinkled specific circumstances reinforcing institutional awareness as the category of major learning outcomes.

#### Response Frequency For Institutional

##### Understanding By Lay Participants

It may or may not be significant that three lay participants made no response that could be interpreted in the institutional understanding category. Those three people were Mrs. M.H., Mrs. E.L., Mrs. A.H. The largest number of responses in the institutional

understanding category grew from Mr. D.R. with twelve and Mrs. G.S. with ten. Mrs. N.W. responded seven times in this regard. Miss C.C. responded eight times. Mrs. A.W. was rated at five times and Mr. H.W. was listed as four times within the institutional understanding type response. Mrs. E.W. was recorded at three responses in this category.

TABLE X  
RESPONSE FREQUENCY FOR INSTITUTIONAL  
UNDERSTANDING BY LAY PARTICIPANTS

Lay Participants	Institutional Understanding
Miss C.C.	8
Mrs. A.H.	-
Mrs. M.H.	-
Mrs. E.L.	-
Mr. D.R.	12
Mrs. G.S.	10
Mrs. A.W.	5
Mrs. E.W.	3
Mrs. H.W.	4
Mrs. N.W.	7



## Response Frequency For Institutional Understanding

Noted By Administrators

In noting growth within the institutional understanding category, Mr. Alan Hawthorne was tallied at the highest rate, seven. Following this number, Mr. Isadore Wexlor and Dr. Marechal-Neil Young tallied six each. Mr. Thomas Newby was listed as five. Dr. Oliver Brown, Dr. Samuel Brownell and Dr. Arthur Smith noted learning about the institution three times as recorded from their interview. Dr. Matthew Costanzo and Mr. Paul Hoerlein were recorded at two responses indicating that they noted learning within the institutional understanding. Mr. Clarence Gittings and Mr. John Calabro were noted having spoken in this category, one time apiece. Dr. Marcus Foster and Mr. Sidney Johnson made no record in this category.

TABLE XI  
 RESPONSE FREQUENCY FOR INSTITUTIONAL UNDERSTANDING  
 NOTED BY ADMINISTRATORS

Administrators	Institutional Understanding
Brown	3
Brownell	3
Calabro	1
Costanzo	2
Foster	-
Gittings	1
Hawthorne	7
Hoerlein	2
Johnson	-
Newby	5
Smith	3
Wexler	6
Young	6

Administrator And Lay Summaries

In All Categories

Communications skills listed second for administrators (fifty-three responses) and third among lay subjects (forty-seven responses); a spread

of minor significance. Similarly the span between institutional understanding (forty-nine responses) and communication skills (forty-seven responses) was only two tallies; a difference that can be ignored in a study of this type.

Thirty-nine responses were recorded in Institutional understanding for administrators. It was next to last in the frequency listing. It is indicated that the greater "understanding" in this category is more obvious to those who gained the knowledge than among those who observed it. It may also be the case that the high rating in communications skills by administrators resulted from their perception of the growth in communication within the institution. Where they met the external citizenry, knowledge of the institution and growth in ease and skills at communicating within the institution were hardly discernible as different from each other when viewed by internal professionals on the one hand and external lay citizens on the other hand.

Having increased their awareness of the dynamics of the institution, lay persons would naturally feel more secure within the institutions. It follows that this increased security may well result in greater ease and skill in communicating to professionals. The professionals might interpret the communications more often and the lay people may conclude that the knowledge of the institution as more prominent.

Although many urban school systems are in the midst of financial straits, both administrators and External Curriculum participants gave evidence that growth in understanding and acquisition of economic skills

occurred least frequently among the growth categories included in this study.

It is surprising that political skills are discussed more often than any of the five categories and economic skills are discussed least, because of the close relationship between political awareness and the understanding of the economic influences within the system. This differential may well be a basic problem in any possible consideration of power roles for poor people.

#### Response Summaries

As previously mentioned the number of responses related to a particular category bear little or no relationship to the value of the learning acquired. However, the fact that one category seemed to be mentioned more than others by some subjects does warrant consideration. Table XII and Table XIII are records of the lay participant and administrator responses for the general learning categories by order of frequency.

Political awareness for both administrators and lay subjects rated a larger number of responses. It is significant that the administrators who are located in several cities throughout the nation responded with the highest frequency in this category.

TABLE XII  
LAY PARTICIPANT COGNITION RESPONSE FREQUENCY SUMMARY

Category	Responses
Political Awareness	79
Institutional Knowledge	49
Communication Skills	47
Personal and Social Skills	37
Economic Skills	26

TABLE XIII  
ADMINISTRATOR COGNITION RESPONSE FREQUENCY SUMMARY

Category	Responses
Political Awareness	58
Communications Skills	53
Personal and Social Skills	43
Institutional Understanding	39
Economic Skills	30

TABLE XIV  
SUMMARY OF LAY PARTICIPANT OBSERVATIONS OF EXTERNAL CURRICULUM COGNITION

	Comm. Skills	Economic Awareness	Political Awareness	Personal & Social Skills	Institutional Understanding
Miss C.C.	4	1	5	12	8
Mrs. A.H.	1	1	2	-	-
Mrs. M.H.	2	2	7	2	-
Mrs. E.L.	2	2	2	-	-
Mr. D.R.	14	5	13	6	12
Mrs. G.S.	3	1	13	3	10
Mrs. A.W.	8	-	10	7	5
Mrs. E.W.	5	5	5	4	3
Mrs. H.W.	4	5	6	2	4
Mrs. N.W.	4	4	16	1	7
Totals	47	26	79	37	49

TABLE XV

## SUMMARY OF ADMINISTRATOR RESPONSES ON LAY PARTICIPANT EXTERNAL CURRICULUM GROWTH

	Comm. Skills	Economic Awareness	Political Awareness	Personal & Social Skills	Institutional Understanding
Brown	9	14	10	3	3
Browmell	1	-	-	-	3
Calabro	10	1	4	10	1
Costanzo	1	1	3	2	2
Foster	1	-	2	-	-
Gittings	3	-	3	3	1
Hawthorne	5	4	5	5	7
Hoerlein	3	-	2	1	2
Johnson	1	2	2	-	-
Newby	2	-	3	5	5
Smith	2	-	10	3	3
Wexler	8	5	8	6	6
Young	7	3	6	5	6
Totals	53	30	58	43	39

### Summary

This chapter has presented the results of the lay and the administrator interviews. The content of these interviews was tabulated based on content analysed and information about the characteristics and the nature of the participants/<sup>that</sup> was given. In addition, this chapter has included brief biographical experiential sketches of lay participants and administrators related to observations and perceptions in regards to the External Curriculum. The examination of background information and evidence of growth perceived by the participants forms the foundation for this exploratory venture to identify the process of the External Curriculum.

In the final chapter an effort has been made to pull together the results of the interviews and the reading and the exploration in regard to the E. C. As stated in Chapter II, the frame of reference selected by this writer has been provided by Emery and Trist in an industrial context. This reference helps the writer put school-community interaction into perspective by explaining the need for giant educational institutions or organizations to interact with their environment or face demise and impotence. Utilizing the example of businesses which die, lose profits or go bankrupt the educator can bring new understanding to the environmental relationships of schools and school systems.

It is hoped that the reader will consider the summary, conclusions and recommendations presented in Chapter V within the context of turbulent fields as described in Chapter II.



## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This chapter is divided into the following parts: (1) restatement of the problem and the procedure used to analyze it; (2) summary; (3) conclusions; (4) recommendations; and (5) recommendations for further research.

#### The Problem And The Procedure Used To Analyze It

This study attempted to explore, for purposes of identification, the existence and general nature of the educational process being designated here as the External Curriculum. It was hoped that such a study would provide a rudimentary understanding of the circumstances under which the External Curriculum is operative, how involvement sometimes comes about, the general categories in which growth takes place and the broad recognition of cognitive and skill development through interaction with public schools.

Personal interviews were held with two groups of people connected with the public schools. One group was drawn from the central city client population and consisted of persons known to the investigator as successful participants in the E. C. The other group was made up of selected experienced administrators from large cities throughout the United States. These exploratory interviews were informal. They were

carried out with a broad interviewing guide which served as a frame of reference or a reminder of the purposes of the sessions.

An examination of the verbatim interviews was made with a content analysis technique. The findings were categorized, tallied, and interpreted for conclusions and recommendations.

The major study findings were that:

1. Personal growth and learning takes place when lay persons interact with school persons for extended periods of time to bring about change.

2. The learning that takes place as a result of the interaction is accepted by the lay participants and the administrators studied as being constructive and an integral part of the school-community relationship.

3. Lay participants became more politically aware by: acquiring secret or generally unavailable information, getting to know key officials and influential persons, developing diplomacy styles, learning how to analyse problems, gaining knowledge about and how to make use of the media, developing ways to bring about resolution of crises, conducting negotiation activities, designing action strategies, gathering and interpreting data, organizing communities or supporters, using various human resources, and re-evaluating and making the most of political influence or power.

4. Lay participants developed greater communications skills such as:

- A. Public Speaking
- B. Verbal Expression
- C. Use of Pedagogically Functional Vocabularies
- D. Writing Letters, Proposals, etc.
- E. Use of Non-verbal Expression Techniques
- F. Listening Skills and Effective Use of Information
- G. Reading

5. Lay participants grew in personal and social skills. These included:

- A. A Sense of Community
- B. Child Rearing Skills
- C. Study Skills
- D. Understanding Human Nature
- E. Personal Style Refinement
- F. Value Reassessment

6. Lay participants expanded their institutional understanding so that they had a clearer perception of:

- A. Administrative and Bureaucratic Patterns
- B. Relationship of Schools to Other Institutions
- C. Laws and Procedures at Local, State and Federal Levels
- D. Issues, Needs, and Goals
- E. Classroom/School Organization

7. Political awareness was the most prominent type of lay participant learning development.

8. Economic skills were the least prominent type of lay participant growth examined. They were defined as:

- A. Monetary Values
- B. Interpretation and Planning of Budgets
- C. Funding
- D. Taxes and Bond Issue Structures
- E. Employment

9. The necessity to join with others to pursue school-community agendas was the most consistent lesson learned by persons, external to the school, seeking to bring about change.

10. Knowledge gained through the public schools External Curriculum was applicable in exchanges with other institutions within the city (police, housing authority, government, etc.).

11. Learning among laymen took place within this interaction process with or without the support of professional educators.

12. Cooperation and openness on the part of educators facilitated the External Curriculum growth process.

13. The form of entry into this process of personal development, whether cooperative or confrontative, did not affect the level of learning as the interaction continued.

14. Both adults and young adults benefitted from the learning process.

#### Characteristics of the Lay Participant Sampling.

15. Females accounted for 80 percent of the lay participants in this study. They probably constitute approximately the same percentage of participants with the public schools in general.

16. All lay subjects studied were black. This selection was made because the schools involved had 99 percent or above black student populations.

17. Fifty percent of the subjects were born in southern rural areas. The remaining 50 percent were born in northern cities.

18. Of the lay subjects included in the study, 70 percent entered the schools initially through a cooperative and supportive activity. The remaining 30 percent engaged in activity because of traumatic or some kind of confrontative experience.

19. The lay participants, whether born in the urban north or the rural south had agendas and activities that were closely aligned and there was no discernible distinction in the quality or extent of participation in the learning between these two groups.

20. The agenda or reasons for becoming involved with the schools did not include learning as a conscious purpose or an obvious benefit before the possibility was brought to the participants' attention.

#### Characteristics of the Administrator Observer Sampling.

21. Administrators represented over 250 years of experience from the classroom to the Superintendent's office and from the local school to the United States office of education.

22. Administrators unanimously agreed that school community involvement resulted in mutual (professional-lay) learning and growth.

23. The experience of the administrators was varied racially and geographically broadly representative.

24. Administrators unanimously agreed that a learning dynamic exists in the E. C. process and is productive.

25. Administrators unanimously believed this learning dynamic should be nurtured and encouraged.

## Conclusions

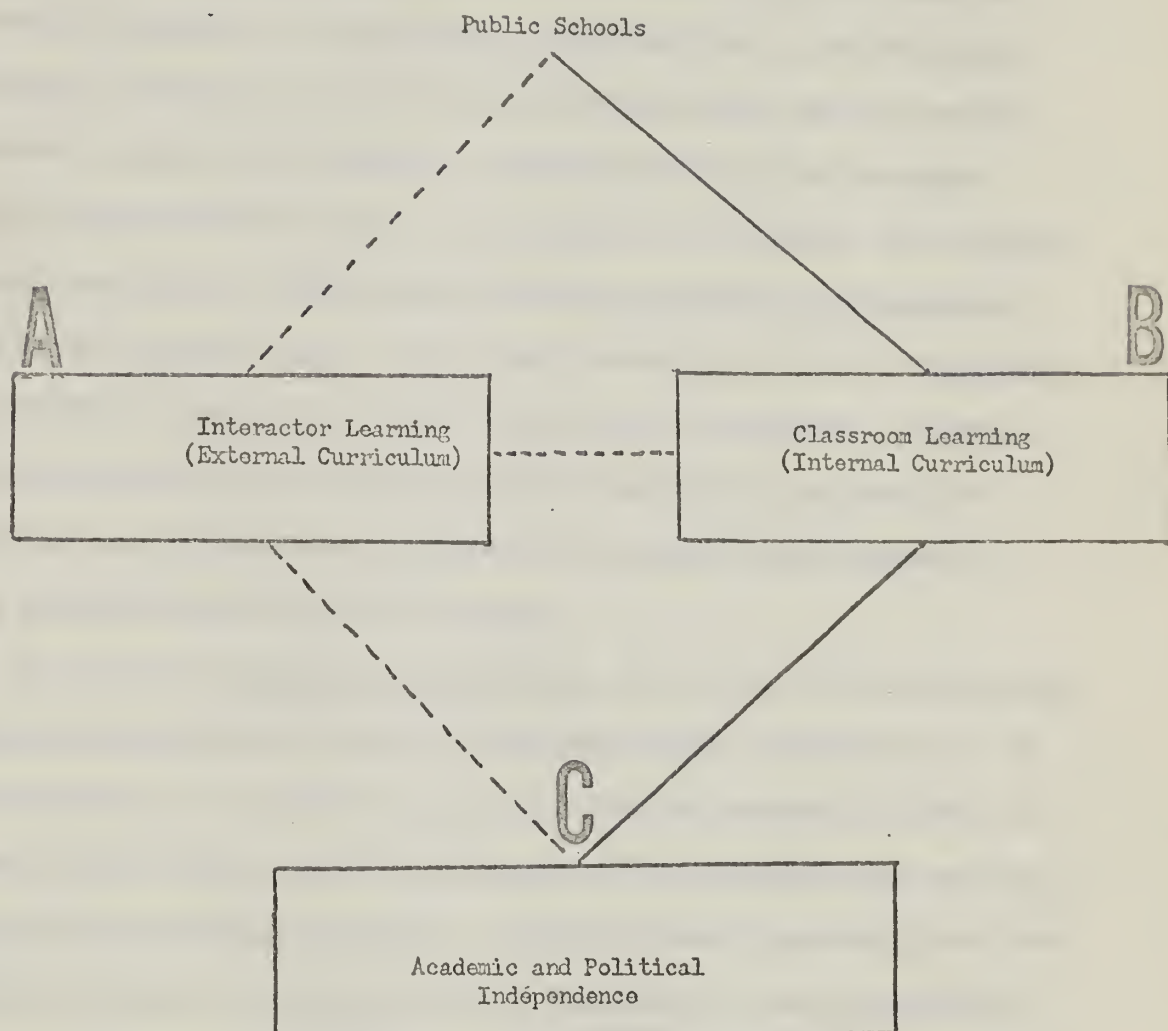
This study found that the learning process which takes place as a result of active involvement by lay people with school personnel for purposes of bringing about change is similar to an educational course of study. Participation was tantamount to being enrolled in an informal learning experience. The External Curriculum is the label given this course of study for purposes of this research. The E. C. includes the skills and understanding one develops in the effort to make schools work for the client population in the metropolitan core. This External Curriculum may take the form of lay participant/school official, cooperation, planning, confrontation, negotiation or other change oriented activities with the school personnel.

The existence of the External Curriculum is most often an accidental personal growth occurrence. It is an implicit segment of the public school process. Authors, scholars, and educators usually focus on the primary mission of public schools, what occurs inside of and in relationship to the classroom. This attention is quite appropriate because this is why public schools function. But there is another route to learning.

The evidence presented in this exploratory effort points up yet another implicit mission of the public schools. Whatever the school goals are, the External Curriculum presents itself as an additional channel by which persons, other than formally enrolled students, can attain them (see Figure 3).

FIGURE 3

## COMPLEMENTARY CHANNELS TO LEARNING THROUGH PUBLIC SCHOOLS



- A. Implicit Public School Learning Dimension
- B. Public School Learning Priority
- C. A Basic Goal
- A-B. Mutual Student-Adult Agendas

## Some Implications of the External Curriculum

While democratic practice in American cities has been advanced by the process of participation by adults and students in the enterprise of school governance, for many years, there has been a lack of representation in decision-making by the population within the most densely populated, economically deprived, and educationally short-changed areas of giant northern cities. Democracy, in these cases, has certainly not been served. School boards have been typically representative only in the broadest sense. Their real connection to what is happening in individual schools is a highly tentative and remote one. Intervention by lay residents of the core city in the form of requests, demands and participation has resulted in the emerging development of more pronounced participatory democracy.

In his book, Democracy and Education, John Dewey (1916) deals quite extensively with how the democratic process itself is educational. It gives direction, it provides experience on which learning is based, in terms of this study, and it presents many of the concepts that are the basis for the External Curriculum. Although Dewey's emphasis is on the child and what is happening to him in education, there is a growing indication that the same principles of democratic practice, of experience, and of participation leading to learning are applicable for the external members of the school society who have injected themselves into the public educational process.



Previously unrepresented and powerless people have enrolled themselves in frontline "courses" of the External Curriculum. Entry is made because problems concerning the schools are perceived. Paramount in the mind of the "enrollees" has been what is happening to their children. If they are to be saved, the powerless must join together and get the job done. The repeated school crises of the 1960's created the vehicles for much of this learning opportunity. Perhaps the most encouraging of all recent innovations has been the opening of doors to establishment channels and power, at least in part, because of this initiative.

The city's suppressed poor, racial minorities, and denizens of the streets began to pick up momentum in achieving their own liberation by becoming active fighters and supporters in school issues such as reading, race, and representation. Clashes and meetings with school personnel, whether cooperative or antagonistic, have become a vital source of education. The "Crisis in the Classroom" has become a vehicle for learning beyond the cubicle for lay persons and professionals.

Since the External Curriculum is an inseparable counterpart to the internal curriculum, training of school personnel can make the most of the situation by maximizing this additional learning dimension. School officials can make substantial contributions to the growth of political adeptness for their public through exercise of a facilitating posture toward the External Curriculum work best.

The trend toward the open classroom and the school without walls is very popular among some educators within our cities today. The

External Curriculum is consistent with this innovation. It is as though the push to open the doors of the school to the outside has created the opportunity for students to learn from their surroundings in a more productive way. In addition, persons outside of the schools began to learn more from the most prominent institutions in their localities.

It is obvious, of course, that many of these doors were opened because of outside pressure to which many school leaders found it more appropriate to respond than to ignore. Once open, they have not yet been slammed shut. Adventures in social change have become a part of the informal "course offerings" of the public schools.

Let it be understood that this process of learning is not limited to interaction with public schools. It is the writer's belief that similar learning has flourished in recent years as the result of reactions to such institutions as police, public health care, federal funding programs, and political leadership. Public education looms largest because of its monopolistic and all-pervasive nature in the urban colonies of the poor and the minorities.

From the child's early years, the school locks him in by compulsory attendance laws. School is a fact of life for virtually all children. The school is, next to the local policeman, the most visible aspect of government in the colony. Furthermore, American mythology, and to a considerable extent the workings of the nation's economy, make it clear that success can be achieved through schooling. Education, therefore, is viewed as a means of liberation by those within the dense,

powerless neighborhoods of our cities. Thus, the importance of the External Curriculum is supported by urgent need and by its sheer availability.

Participation in the External Curriculum has increased responsible and active citizenship in many groups. Young people of all classes have rallied around such issues as political freedom and student rights. Not only have schools begun to move towards more democratic opportunities for students, but the young who have been involved in pressing the issues of increased freedom have become more aware of how to be free and how to express the behavior of responsible citizenship through participation in a cause. Parents and friends who have supported them have built civic resourcefulness and useful skills in democratic expression.

Participation in the External Curriculum has proven to be contagious. It creates a network of involved citizens and grows with the participants to affect other school conditions and civic concerns. The lessons learned through interaction in one effort are often applicable to other public and private services. They can be helpful in bringing about improvements in the quality of life for participants in the experiences.

It must be noted that learning to be an effective person in the democratic process will at times involve promoting change, at other times defending against change, at times leading and at other times only observing or being a willing follower. Practical experience through activities of the E. C. can lead to the sophistication needed to make

wiser choices about which course to take and in which situation.

### Schools: One Channel to Power

Relationship that grow between the school officials and the citizenry, studentry, and lay adults, while pursuing substantial change and growth, are most often power relationships. In the work, Pedagogy of the Oppressed, Paulo Freire (1970) explains the concept of "praxis." He discusses the empowering of the peasantry through political action. That action reaches its effectiveness through an alternating process of political action and reflection. Through this alternating process, growth takes place, and the heretofore powerless peasantry empowers itself because of new relationships, productive confrontation and understanding gained through reflection. In other words, the lay people involved in the endeavor of improving schools must alternately take action and withdraw for study and refinement of the action taken. To dive headlong into a program of action without taking time out to review, evaluate and plan periodically is fatal. Freire expresses the need to divide political interaction with the establishment into these two parts. The fundamentals of Freire's concept of praxis can be applied to what has been happening to public schools in many of the United States' northern cities.

Schools and their resources, material or not, represent a substantial portion of influence within a locale, so much so, that for a large part of the population they are the only institutions that continually interact with families for a number of years on a daily and consistent

basis. Filling available jobs, holding the purse strings to contracts on capital improvements, establishing programs, exerting pressure for action on city and local leaders, using skills that can lead toward making a living, controlling centers for recreation and social affairs, exercising the right of condemnation of real estate, enforcing attendance laws, cooperating with many city agencies, controlling confidential data on students and families, and enjoying the respect held by many for the educated are some of the ingredients that make the educational institution a major source of power. That source of power is represented across the street or just around the corner from every family within the city.

With the large emphasis on neighborhood schools and the great rejection of bussing to any significant degree, parents, children, and families, in general, are forced to lean heavily on their neighborhood schools for a learning resource. If that school becomes a key resource to escape the miseries of poverty within the city, then that instrument, the school, should be utilized to help bring about the necessary changes for improvement of life for all concerned. Therefore, the External Curriculum is a matter not only of liberation but in many instances a matter of survival. It is a conspicuous public establishment that embodies hope for quality, comfort and success.

When school administrators interact with parents, students, or teachers to consider problems or forces affecting the classroom, there is the subliminal understanding that any one of the groups represented holds the capability of sabotaging or enhancing the educational

machinery. Since the schools are such a critical part of the established authority within the city, any group which is organized or any individual who can command support of those he "represents" is in the sensitive position of wielding a helping or hurting hand. Because of the congestion of the cities and because of the interdependence of all of its institutions and neighborhoods, it stands to reason that even small numbers of involved persons can disrupt or in various positive or negative ways impact upon the schools. Through boycotting or demonstrating or other kinds of activities, small numbers of parents and students can bring the giant educational institutions within the city to a halt or at least damage any possibility of productive internal experience for numbers of days and even weeks. This ability exists on the part of the sincere or the insincere, the dedicated or those who have largely selfish goals. The ability of these people to sabotage the institutions creates a fertile source of power or implied power that can be exerted to bring about change in schools. Serious expression of that power creates a reaction on those exerting it. That reaction is translated into learning.

The wise use of this latent power by the client population can have positive results, both on the population and on the schools. The unwise use of the power can lead to total disruption and perhaps destruction of schools as we know them in our cities today. (Some find the consideration of this a hopeful prospect.) Whether that is a positive outcome or a negative one is a very important question. But in spite of what maybe the answer to that question, the resulting effects on .

those exerting the power will remain an important factor and an inseparable part of any interchange between the schools and the client population.

Participation in the External Curriculum has, for many, been a course in vocational preparation. This has been demonstrated by larger and larger numbers of local lay persons listed on school systems' pay-rolls. Participation in the PTA, planning committees, etc., has led to establishment of new positions to pay those experienced local people to perform the same kinds of duties on a regular basis for money. Career ladders in some cities are complementing this effort by accelerating the metamorphosis from lay to professional status. Some educational writers have even termed persons who are working in a lay role with schools as pre-professionals, anticipating that the process of working at the lay level will ultimately lead to a professional role because of additional training and additional opportunities that will develop as time passes.

The outcomes of the External Curriculum warrant consideration by all concerned because they lead to the achievement of power and upward mobility for heretofore powerless and poor in the cities. These outcomes have become an escape hatch, particularly when dealing with the politics of militancy for young persons out of the gang society, which concerns horizontal violence within that closed society. (Horizontal violence is the violence done on peers.) In the case of gangs the fighting and murders take place over issues of "turf" (territorial imperatives) and petty revenge. Information is provided through the

E. C. that has heretofore been unavailable to the poor. That information then becomes an additional tool with which to pry the lid off of the crippling conditions of the poor in the cities. The experience of the External Curriculum sometimes develops a practice in communication that sharpens the ability of those involved to make exchanges and to communicate with persons of power within their local community. This may begin in the school, but is spread throughout the community as persons communicate on various subjects in or outside of the schools.

In addition, there is provided an image of activity that is positive. Young people and other local persons see greater participation in an important local institution and thereby assume that it is more appropriate to become active than to remain passive about it, particularly when it touches the lives of every family and every individual within the poverty communities. The impact of the External Curriculum on one's own life is of such a nature that it is capable of changing the lives of some individuals, the lives of their families, and the lives of people who revolve around those families. That could be a personal kind of impact or it might be an organizational impact.

The politicizing effect of the external learning process creates such sophistication, as described by Banfield and Wilson in City Politics, that the ultimate results or the ultimate benefits may well be the politicizing of persons that will lead to a change in the balance of power within large northern cities. (Banfield and Wilson, 1963)

The practice of the External Curriculum process sharpens the ability of not only those persons who are intervening from outside the schools but



it also sharpens the ability of the school personnel.

#### Other Implications Of The External Curriculum

As with every tool or every condition, there are both positive and negative results. The External Curriculum is no exception.

One characteristic with which to be concerned is the factor of co-optation. Co-optation is the practice of persons within the system using others by diverting them from their goals and influencing them to pursue the system's goals, or personal goals that may not have been their own.

There are many persons who have involved themselves in schools and have brought about change. Some of these persons have as a personal agenda membership in the institution. When becoming a member, they begin to accept the paychecks. They automatically become a part of the institution and are no longer as much champions of the original efforts for change. This has both plus and minus results. Perhaps the persons have achieved their personal goals, but often persons who follow them are left out with their agendas unfulfilled.

Parents and adults and even older students who have gotten themselves involved in bringing about change in schools have traditionally forgotten to pass on the skills they have learned, the techniques, the strategies, and the explanation of goals that they have developed to younger people. So as the twelfth grade active students graduate, tenth grade students enter the high school and begin anew, making the same mistakes and learning on shadows of what had existed before them.

Thus efforts are doomed to defeat because of the advanced understanding of the school personnel and the ability of the school personnel to diffuse any efforts to bring about any substantial change, particularly when that effort may hinge on aggressive behaviors, such as boycotting and demonstrations.

Another example of negative potential is the immunity that can be developed by school personnel, very much like the immunity of mosquitoes to DDT. As the DDT is used, new generations of mosquitoes develop an immunity and only stronger doses or new compounds can have any effect. For those involved in the External Curriculum this means that unless there is a variety of strategies, a variety of behaviors, and a continual reevaluation of goals and activities, the institution leaders will be so adapted to the strategies used that the strategies will become ineffective and will actually promote the perpetuation of the status quo in schools or will add very little except frustration to the lessons learned through the External Curriculum.

Very often persons involved in the External Curriculum do not take the path prescribed by Paulo Freire in "praxis" the succession of reflection after action. Therefore, when interaction or when participation is had by members of the External Curriculum, and the ramifications of that participation are not reflected upon and no post-mortems are held, mistakes are made, evaluations are omitted, and the impact for change of a positive nature is diminished. (Freire, 1970)

It is also regrettable that a number of persons who enter the External Curriculum inadvertently are doing so for personal notoriety because

of the attention of the media, because of the leadership laurels that may be placed on them by those who follow them, and for other ego-centered reasons.

One irate mother in a large New England city spat out her concern about a person who impressed other neighbors that his motives for leadership and involvement were selfishly inspired:

We just did things in groups. We just had parent groups, and we just did it because we were interested in our kids. There's an article in the \_\_\_\_\_ magazine. When these mothers got together and forced this cafeteria business and the magazine did an article on it they gave the dear man all the credit for the cafeteria and starting the community school. He didn't even share the credit and these same women that I can name by name, like I said, used to feed the kids whose parents were working and then after school their teenage daughters, because my daughter volunteered, played with the kids in the school yard until their parents came home. But this man got all the credit in a beautiful article.... Oh, I was so angry, because I wasn't even one of these women but I knew these women, and I used to let my daughter volunteer--that really bugs you.... He ended up getting a job downtown.

That kind of involvement contaminates the positive results of the External Curriculum. This selfish use of intervention is most often counter-productive, not only for the individuals who selfishly intervene but for the institution itself.

There's another view that should be considered and that is that few people make any move that is not motivated by some kind of self-interest that makes the difference in all human endeavors.

It is very difficult to maintain the zeal of aggressive intervention to bring about positive changes in schools or any other institutions.

That diminishing of zeal may damage the positive outcomes of those enrolled in the External Curriculum. The competition for leadership roles by local persons involved in the same arena of the External Curriculum can also be counterproductive both to the individuals involved, the organizations that may be pitted against one another, and for the result that will be lost in trying to improve the education of children.

People cannot be given the External Curriculum. It is comparable to the understanding "people cannot be given power." It is an effort that persons must freely enroll themselves in and pursue with their own openness and enthusiasm. Otherwise, the institution is in more effective control and the persons entrapped in participation may become the victims of the status quo and help maintain schools in nonproductive ways. People, in order to be effective in the External Curriculum, must be kept aware, must be trained to make decisions and analyses of the situations with or without the sanction of school officials. There is no such thing as instant experts, and when people get involved in decision making and impacting on schools, that involvement must be an informed involvement. It may not start that way, but unless it grows towards more information and more sophistication, promoted by school personnel or others, then the effort is destructive. Closed school systems do not transform themselves. Therefore, the institution of the External Curriculum deliberately, and hopefully cooperatively, by school officials with local persons will help to keep schools transforming themselves in productive ways. The way that schools and the persons who

serve can be most productive in the establishment of an External Curriculum is through building a high trust level of school personnel. When parents and students and when local people trust the educational leaders, the knowledge on both sides can be interchanged.

Educators for the seventies must, with all the other dimensions, take another look outside of the classroom to discover how they can help the External Curriculum enrich the people from the area served. We can no longer move through the responsible role of public school educators without considering the consequences felt by those in the total educational environment.

#### Recommendations for Action

The following action recommendations are based on the findings and conclusions that were the result of the exploratory study to identify and describe the nature of the External Curriculum.

It is recommended to educators:

1. That the External Curriculum be considered an explicit dimension of the public school agenda.
2. That the schools education include the lessons of the External Curriculum as part of the training for teachers and administrators.
3. That professional educators increase their awareness of the elements of the External Curriculum and promote its growth as a legitimate part of the public school activities.

4. That school officials take advantage of the growth produced through the External Curriculum and utilize participants as consultants in appropriate situations.

5. That mechanisms be developed to periodically review the issues and quality of a school's or system's External Curriculum for purposes of nurturing its productive existence.

6. That school personnel personally become active in the External Curriculum purposes of achieving worthwhile educational goals in cooperation with their clients and increasing their own knowledge within this learning process.

7. That the internal curriculum be designed to include increasing external experiences that will enhance the learning of the formal students and add to the learning of those "enrolled" in the External Curriculum.

8. That parents and others who seek to make an impact on schools unite in some productive way (i.e., parent unions) to share learning and influence change.

It is recommended to the Public School Lay Citizenry:

9. That parents and other citizens consider the experiences of the External Curriculum people and involve themselves in school affairs more. That involvement should attempt to bring about desired changes for their children: and to increase their knowledge of political dynamics, effective ways of communicating, how to improve their social skills, how institutions operate, and how to take advantage of economic resources.

10. That those persons who are concerned about increasing their political influence stress gaining experience and learning skills through activities dealing with the economics of public schools as well as the more obvious politically connected activities.

11. That parents encourage their children to involve themselves in student governments and important school governance issues outside of the classroom for the purpose of accelerating their learning of practical lessons available within the External Curriculum.

12. That as skills and new awareness is developed through participation in the External Curriculum the citizenry take advantage of opportunities to move into more formal educational settings to earn the required certification to gain employment in professional and pre-professional occupations.

13. That as lessons are learned and prove successful the knowledge be passed on to others. The momentum of learning can then be shared and have more impact on the institutions which outlive the single generations within the External Curriculum.

14. That educators should work toward creating learning webs to promote a fertile External Curriculum and a consistent public education experience from K to 12.

The author has chosen to expand on this recommendation. This expansion is illustrative of how other recommendations can also be expanded but for purposes of brevity are succinctly stated from 1 to 13.

Further research is required to isolate the pregnant areas of knowledge available within the External Curriculum in order to help more central city citizens understand the rules of the game and enable them not just to play this game but to change the game, its rules, regulations and even its purposes to get the most from the public education resource to win.

What Plato never suspected, apparently, was that the Athens of Solon and Themistocles was itself a greater school than any imaginary commonwealth he was capable of creating in his mind. It was the city itself that had formed and transformed these men, not alone in a special school or academy, but in every activity, every public duty, in every meeting place and encounter. (Mumford, 1961, p. 169)

After 2,300 years increasing numbers of educators are beginning to realize that in every activity, every school duty, every volunteer service, every meeting and encounter with students and parents, learning is a constant result. That process, the External Curriculum, needs to be maximized to best compliment the internal curricular activities. The organization of schools and systems can best compliment the External Curriculum if there is a continuous thread from early to the final grades in public schools. This will be to the advantage of the adult members of the External Curriculum and it may work to the benefit of the formal students.

The organization of the public educational enterprise has increasingly got in the way of the kind of development and productivity that its lofty goals and pronouncements communicate. One of the constant goals to which educational writers refer but rarely can document in



reality is the K-12 articulation. Public learning centers in the city are usually divided by grade levels, lower, middle and upper. The divisions come in various shapes and sizes--K-4, 5-8, 9-12; K-6, 7-8, 9-12; K-6, 7-9, 10-12; etc. These variations don't include the newest wrinkles of Get Set, Head Start, and other early childhood directed programs. The point is that these levels, on paper, are connected to one another in a continuous progression from the earliest years to graduation or drop out. In actuality nothing could be further from the truth. This is certainly true in most of the large urban centers.

One example is the giant system of New York City. The grades run from the earliest years to the twelfth grade but there is sharp separation in the way the schools operate. The high schools are centrally directed. The lower and middle schools are directed by the local boards. There is little or no continuity possible inside of the organization. Externally the reaction to this dissected system is and may well remain chaotic.

Two other key features of the system are its lateral and vertical divisions. The fragmentation of headquarters into various power blocs and cliques, and the rebellion and non-compliance of field officials with headquarters directives contribute substantially to the school system's failure.

Despite the formal and legal centralization, the school system is in fact informally decentralized and quite anarchic. Invariably, when authority is centralized in large, bureaucratic organizations and dispersed across numerous headquarters units, the ranks become alienated

and rebel. This happened in the New York City schools. "In both desegregation and decentralization, the significant power blocs have been the elementary, junior high, and academic and vocational high school divisions". (Rogers, 1969) David Rogers continues his description of the fragmentation of the public schools in New York in such a way that it seems incredible that there can be any success for the students or the educators in such a mess.

Rogers' thorough account of the New York City system may be applicable to other cities as well. Confusion, fragmentation and disorientation are not qualities that are limited to educational systems in the urban centers. One of the most vivid and eloquently painted pictures of northern urban bewilderment was provided by James Baldwin. (1953) His account of the migration of blacks from the south to New York demonstrated the frustrations and the horrifying disorientation that resulted in family, church, and social life. His message was certainly one that should have been heard by parents and educators of that day. The results of that migration and disorientation are now dominating the urban scene, especially the schools. Whether the city is New York, New Haven, Philadelphia, Boston, St. Louis, or Detroit, the problems of confusion and fragmentation are relatively constant.

These giant formal learning organizations have ever mobile populations, poor communications, divided interests, territorial imperatives, and operational inconsistencies that discourage large numbers of citizens who are depending on the local municipality to lift them from the claws of ignorance that widely prevail inside the urban heart. The result,

of course, is largely destructive to the educational hopes of the parents, students and professional educators. The experiences of the External Curriculum can be minimized by this disorganization and lack of continuity.

One of the responses to this crippling condition is to make stability, consistency and cross level cooperation and articulation high administrative priorities. In every realistic description depicting the nature of today's cities the characteristic that seems universal is the lack of stability and articulation. Social workers, teachers and little old ladies have often worried about instability. Their discussion has been about broken homes. The issue that seems more appropriate today is that of the broken school. To combat this weakness in urban life, parents, students, and educators should join to create learning "stability zones". (Toffler, 1970) Within these zones everything should be done to fight the confusion and segmenting of the educational system in the city. The aim should be to develop a continuous thread of growth, resources, and understanding from the early childhood years through every level of city education. Not to do so will enhance the opportunity for the monsters of chaos to prevail. Four targets of these efforts should be: the dehumanization caused by anonymity, the lack of continuity, caused by the lack of articulation between school levels, internal departments and the External Curricular activities, the educator class differences, caused by minimization and the administrative hierarchy, and the bureaucratic confusion of parents, caused by the maze of red tape with giant institutions.

Without the burden of fragmentation and tunnel vision in regard to divided schools parents can more ably pursue their goals of a united educational experience. The blurring of divisional lines will help make client systems more of a possibility. Of course, the establishment of client systems is another way of decreasing the powerlessness of many parents in the metropolitan core. With a continuous thread of experiences from the earliest years to post graduate years educational consumers will have more opportunities to pursue the External Curriculum for the benefit of their young and themselves.

In 1953 W. E. B. DuBois encapsulated the dream of a totally united and continuous educational life cycle:

And all this is gained only by human strife and longing; by ceaseless training and education; by founding Right on Righteousness and Truth on the unhampered search for Truth; by founding the common school on the university, and the industrial school on the common school; and weaving thus a system, not a distortion, and bringing a birth, not an abortion. (DuBois, 1961, pp. 72-73)

### Recommendations for Further Study

As emphasized earlier in this study, this is an exploratory effort. It is appropriate, then, to consider these pages almost a proposal. After having identified the External Curriculum as a reality, further steps should be taken if this study is to have sufficient educational impact. The following are areas of research that can assist in rounding out this exploratory work:

1. The specific nature of the cognition involved in the External Curriculum should be researched to pinpoint the quality and validity of the several growth categories.
2. The acceptance of the mutuality of the External Curriculum by the professionals studied indicates the need to examine that parallel dimension of the learning process explored in this study.
3. The evidence that students also learn when involved in trying to change schools, outside of the classroom points up the need for further study on how the process can become an accepted and integral part of school for students who are also formally enrolled in the internal curriculum.
4. The point was surfaced in this study that the exchange of values is an important segment of the External Curriculum. School personnel usually represent different experiences, goals, perceptions and life styles. The interaction between them and their clients, in the areas studied, often resulted in a clash of different values. As accommodation on both sides sometimes resulted. This exchange in views,

goals, etc., is significant enough to recommend to educators and scholars that an indepth look at the process is needed.

5. The data have indicated that the schools represent one possible tool by which persons trapped in the heart of the city can take advantage of the External Curriculum to help provide the knowledge that could lead to greater independence and self-actualization.

The most important next step that is recommended is a study on the specifics of how external citizens can take best advantage of the possibility:

The socially enabling knowledge that is often considered public information by those who have it is more often still a secret to those who don't possess it. For the middle class, acquisition and possession of the secret knowledge (how to get things done) are "inherited rights" and result in status quo perpetuation; for poor and minorities. The External Curriculum to some extent provides some of this secret knowledge to its participants and in so doing it empowers some of the formerly powerless to shape their own lives to a greater degree. The acquisition of this knowledge itself is volatile, and possession is useful because it disrupts the status quo and forces change and new accommodations for individuals and groups.

It is not unusual for dissertations to raise far more questions than they answer. This work is no exception.

Questions are raised such as: Are schools designed or intended to be used as tools of liberation for the poor and the minorities or to maintain the status quo?

Can school administrators be trusted to share power and inside knowledge with non-professionals who may have conflicting agendas?

How can the knowledge gained in the External Curriculum best be recognized formally to gain certification and recognition that may lead to employment or higher formal education?

Of all the questions raised perhaps the most searching one shakes the very conception of contemporary education.

Grade school is considered by many to be the center or foundation for basic education. If this understanding is valid the process described in the previous pages is aptly termed the External Curriculum.

The question raised in this context is what really is the center of basic education--the school or the family?

If the answer to this question is the latter, then the term External Curriculum really would more appropriately apply to other learning resources outside of the family unit, including the school itself.

It is recommended, then, that further consideration be given by other researchers to help answer this question for educators who see themselves as the center of education around which the clients revolve and for the family heads who willingly abdicate their educational responsibility to the school around the corner, and for those who seek parity between the family unit and the public school in creating educational partnerships.

APPENDIX



APPENDIX

INTERVIEWING GUIDE--LAY CITIZENRY

1. Explanation of purpose
2. Name, Address, Telephone Number
3. Family information--  
Size of family?  
Children in public schools?
4. Personal background--  
Where
5. General attitude about public schools
6. How far did you go in school?
7. How did you first get involved with schools?
8. How long have you interacted with the schools?
9. Under what circumstances did you get seriously involved in school issues?
10. Did you have any children in the public schools at that time?
11. Was your activity with the schools invited by school authorities?
12. How much support for the things that you tried to do with your schools did you get from school employees?
13. Did you get involved as an individual or as part of a group?
14. Who do you feel you represent in your school neighborhood?
15. In the time you spent trying to improve education in schools, what have you helped accomplish?

16. In helping to bring these things about, what are some of the lessons you have learned in working for change and improvement in public schools?
17. Since change doesn't happen in school without the cooperation of school personnel, what kind of school personnel were most cooperative with what you were trying to accomplish?
18. Would the things you work for in schools have happened as fast if you had not been involved?
19. If you feel you learned something by working to improve schools, how have those lessons helped you in your private life?
20. While you were working with the schools did you ever receive any payment from the school system? For what? How often?
21. What other organizations or individuals from your neighborhood helped or supported you in the work you did with schools? Did the number increase or decrease as time went by?
22. Because of your activities with the schools has your school area improved any? Why?
23. Aside from the good for pupils that you have helped bring about by working for change in schools, what other benefits resulted?
24. Were your activities ever opposed by school employees?
25. What did you learn from the opposition?

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