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SASSI : an alternative for inner-city education.

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- SASSI: AN ALTERNATIVE FOR INNER-CITY EDUCATION

A Dissertation Presented

by

William H. Smith

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

DOCTOR OF EDUCATION

April 1973

Major Subject: Education

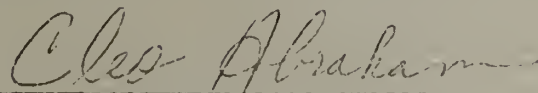
SASSI: AN ALTERNATIVE FOR INNER-CITY EDUCATION

A Dissertation

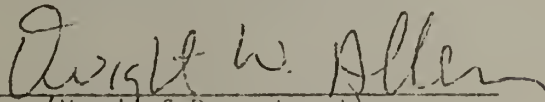
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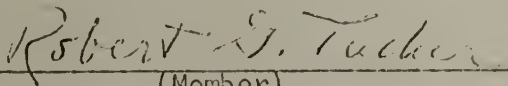
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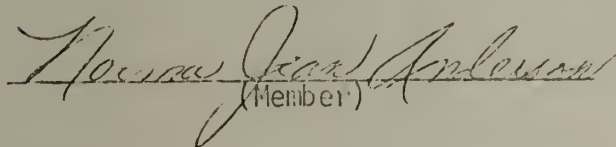
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April 1973

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Dedicated to Marcia and Caeli

ACKNOWLEDGEMENTS

To the many people who have contributed to the development of SASSI Preparatory School as students, staff, and members of the Board of Directors, I extend a heartfelt thank you.

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CHAPTER I

BACKGROUND OF THE STUDY

Introduction

I wish I knew how it would feel to be free.
I wish I could break all the chains holding me.
I wish I could say all the things that I should say,
Say 'em loud, say 'em clear for the whole wide world to hear.

I wish I could share all the love that's in my heart.
Remove all the bars that keep us apart.
I wish you could know what it means to be me.
Then you'd see and agree that every man should be free.

I wish I could give all I'm longing to give.
I wish I could live like I'm longing to live.
I wish I could do all the things that I can do,
Though I'm long over due I'd be starting a new.

I wish I could be like a bird in the sky.
How sweet it would be if I found I could fly.
Oh, I'd soar to the sun and look down at the sea.
Then I'd sing 'cause I'd know how it feels to be free.¹

The Problem

The Statistical Abstract of the United States reported that in 1970 there were nearly 2.8 million high school dropouts between the ages of 16 and 21 years old.² These statistics are not surprising in view of prophecy voiced a decade earlier. In 1961, Abraham Ribicoff, then Secretary of Health, Education, and Welfare declared:

Our high school dropout rate has reached fantastic proportions: 2.5 million of the 10.8 million high school students enrolled in public and non-public schools this fall will drop out before graduation.³

Mr. Ribicoff contended that in order to reduce the number of dropouts the nation's schools need to be strengthened by quality and money so "we can hold our young people in school."⁴

As though taking key from Mr. Ribicoff's suggestion to "hold" students in school, the U.S. Office of Education launched a nationwide "anti-dropout campaign." While the anti-dropout campaign generated publicity that cast a highly negative profile of the nation's dropouts, others like Paul Goodman and E.Z. Fridenberg challenged the idea of holding students in school. That is, they debated the merits of compulsory education. Debate on the philosophical soundness and constitutionality of compulsory education, for the most part, begins and continues in words. One notable exception being *Yoder vs. the State of Wisconsin*. The Trial of the Plain People, as it was called, produced a negative decision to the constitutionality of compulsory education when pitted against the religious views of Jonas Yoder, an Amish farmer.⁵ The court decision shed little light, however, on the philosophical and academic views of other opponents to compulsory education.

A recent study at the Institute for Social Research, Ann Arbor, Michigan entitled *Youth in Transition, Dropping Out--Symptom or Problem*, presented some insights to the dropout and the real value of compulsory education. Among the questions raised by the study is *if* in fact dropping out of high school, as opposed to graduating from high school, provides any distinct advantages for the student.⁶ One obvious advantage of staying in school is escaping the prejudicial attitudes confronted by dropouts. These prejudices, as we shall later see, are based wholly on fallacy. However, publicity such as the song below by Alan Sherman, represented, in general, the official view perpetrated against dropouts, by the U.S. Office of Education's "anti-dropout campaign":

Drop, dropouts out of school
 Proud of the will to fail
 You won't find us in the school hall--
 Look in the pool hall
 Or in jail.

Ignoramus, there you are,
 Sitting in your hopped-up car
 And your brains ain't up to par
 And your ears stick out too far.⁷

On the other hand, results from the *Youth in Transition Study* indicate "that there were very few changes of any consequence and virtually none that would support the argument that dropping out damages a young man's "mental health" and his commitment to society's values."⁸

An important consideration that affects the problem addressed by this writer is the treatment of educational attainment as a continuum.

The *Youth in Transition Study* put it succinctly:

In short, there are both conceptual and empirical reasons for treating educational attainment as a continuum. Because in most respects dropouts are not so different from those who end their education with high school graduation; it is more often the ones who go on to college who really stand apart.⁹

The first paragraph of this section serves to highlight the magnitude of the phenomena of high school dropouts. And while the *Youth in Transition Study* is not fully explored, the preceding paragraph implies that there is some greater value or reward for those continuing to post-secondary education. Paul Goodman, in *The Universal Trap* amplifies the implication:

"Most enterprise is parcelled out by the feudal corporations, or by the state; and these determine the requirements and assign the statuses and the salaries. Ambition with average talent meets their rules or fails; and those without relevant talent, or with unfortunate backgrounds cannot even survive... the requirements of survival are importantly academic..."¹⁰

The preceding paragraphs broadly outline the problem which is

approached in this document. Before making a summary of the problem it is necessary to localize the aforementioned conclusions.

In the city of Springfield, Massachusetts, 19% or nearly one out of every five students in Springfield Public Schools either drops out or is forced out before graduation: 18% of the white students, 26% of the black students, and 45% of the Puerto Rican students.¹¹ During the 1969-70 school year 705 students dropped out at the high school level.¹² Until the program presented in this writing was established, all efforts in regard to educating high school dropouts were geared to "hold" students in school. For the first time an all out effort was made in the city of Springfield, Massachusetts to attract dropouts of their own volition to structured education.

Other Considerations

In June of 1970 this writer served as one of eight incorporators of Street Academy System of Springfield, Inc. (SASSI). Prior to incorporation, the writer was chief organizer and planner of pre-project activities. At the time of incorporation the following Statement of Purpose was filed under the Articles of Incorporation:

"To establish and maintain a SYSTEM OF STREET ACADEMIES and a PREPARATORY SCHOOL for high school dropouts in Springfield, Massachusetts.

To provide facilities, personnel, and funds in order to conduct studies, surveys, and programs which will achieve the goals of the Corporation.¹³

To establish an alternative school one has to take into consideration strategies for obtaining organizational legitimacy. Chapter three

will present a basic strategy for obtaining organizational legitimacy in regard to the proposed service recipients.

Once an organization is established and begins to function it is important to have an effective means for decision making and intra-organizational communications. A section of chapter six, Organizational Structure and Student Body Profile, will be concerned with coordination vs. communication in regard to decision making and intra-organizational communications.

Presently there are hundreds of alternative schools throughout the United States. Some are financially tied to public school departments and others depend on a broader base for financial support. The average life of alternative schools is eighteen months.¹⁴ Some alternative schools fail because the staff, students, and/or parents cannot agree on the methods, and goals. Others close for lack of finances. Chapter four, The Community Service Corporation: An Effort Toward Financial Stability, will present a model for achieving financial stability through "in-house" resources.

Definition of Terms

The following is a definition of terms to be used in this document:

Alternative School: An educational establishment which represents an option to a traditional educational institution.

Component: Any program part of the Street Academy System of Springfield, Inc.

Community Rap: A group discussion, consultation, and/or debate in which all SASSI staff and students are encouraged to participate to voice ideas, opinions, and recommendations in regard to matters pertaining to SASSI.

- Community Service Corporation:** A non-profit organization which carries out the following functions:
1. Training and/or education,
 2. Provides direct services to others outside the immediate organization, and
 3. Partially or wholly generates revenue through the organization's resources which help sustain organizational activity programs.
- Dropout:** Individual who leaves the formal educational system before the completion of the requirements for graduation, also referred to as early school leavers.
- Feedback Sheet:** A questionnaire used in conjunction with the community rap to ascertain student and staff concerns.
- Grass Roots:** Low income community.
- In-house:** Within the jurisdiction of the Street Academy System of Springfield, Inc.
- Lancastrian(s):** Students at SASSI Preparatory School who have the responsibility of teaching and receive stipends for their services. Named for Lancaster, 18th century English educator, pioneer of the Monitorial System.
- LEA:** Local Education Agency, i.e., Springfield School Department, also institutions of higher education which receive federal and/or state support.
- Recruit:** To secure and enroll students.
- SASSI Service Recipient:** An enrollee or applicant to the Street Academy System of Springfield, Inc.
- Service Recipient:** An individual receiving direct assistance from a program or organization, meaning the same as the "public-in-contact" as described by Peter Scott and Richard Blau in *Formal Organizations*.¹⁵
- Street Academy:** A store-front or similarly located learning center which specializes in small group, semi-formal learning situations.

Delimitations

The dissertation, *SASSI: An Alternative for Inner-City Education*, is delimited to administration and program development at the Street Academy

System of Springfield, Inc. and its following components: SASSI Street Academy, SASSI Preparatory School, SASSI Video Clinic and SALT Newspaper in the context of the Community Service Corporation.

The dissertation is delimited to the following sources of structured data:

- A. SASSI Preparatory School Student Application Form
- B. A sample profile of 36 students at SASSI Preparatory School
- C. SASSI Feedback Form
- D. SALT Circulation Growth Chart
- E. SALT Advertising Growth Chart
- F. A sample survey of 500 SALT subscribers

CHAPTER II

REVIEW OF LITERATURE

In preparing for this document the writer read and reviewed numerous articles, essays, books, and manuals. The amount of current literature on educational reform is vast. For the purposes of this chapter, the writer has chosen selected readings. These readings indicate that literature on educational reform falls into three categories: (1) exposes of education's current ills and injustices, (2) proposals for improvement within the existing system, and (3) proposals for radical structural change and philosophical re-evaluation.

A highly publicized, well-known example of the expose is Charles Silberman's *Crisis in the Classroom*. Silberman and his three member staff made firsthand investigations of more than two hundred and fifty schools. They found the schools to be "intolerable," severely affected by "mindlessness," operating on the assumption of distrust, offering a banal and trivial curriculum, and preoccupied with order and control which promoted rather than eliminated discipline problems.¹⁶ Silberman concludes his expose with strong support for the open learning system, such as those found in the English primary schools and suggested in Rogers' compilation *Teaching in the British Primary Schools*.¹⁷

Gerald Levy has attempted to show that schools in the United States, instead of fostering the social mobility claimed by many to be the dominant benefit of public education, do exactly the opposite and encourage the reinforcement of existing social controls. Levy feels that teachers and school administrators act as agents of the broader society, transmitting

reinforcement of social class divisions, and sustaining the power and status of the few against many.¹⁸

Current efforts to improve the educational system through increased monies and expanded programs are attacked by Miriam Wasserman in her book, *The School Fix*.¹⁹ She indicates that the programic-monied approach has failed because it touches on only "surface ugliness, i.e., the superficial ways systems manifest systemic disorders...and because the system is not about educating children as human beings, but rather about fixing them in 'correct places' both in school and adult societies."²⁰

There are and have been many efforts to formulate plans for educational reform within the existing system. Compensatory programs, the well known Headstart is one example, have relied on extra monies and facilities to provide the kind of educational preparation and enrichment which are assumed to be lacking in the backgrounds of disadvantaged youth. These programs are, as the label implies, efforts to compensate for the child's deprivations or disadvantages. The assumption is that the failure of education to educate the disadvantaged is the result of the child's external environmental conditions and not the failure of a short-sighted, exclusive educational system.

The Coleman Report of 1966,²¹ a massive effort to document educational achievement, indicates that the impact of compensatory programs has been negligible, that there has been no measureable improvement in the educational achievement of participants in these programs.

The growth in the late 1960's of the community control concept for education represents another attempt to modify the current educational

system, and it is believed by many to hold the greatest potential for radical improvement of education. It developed out of concern for two major problems, civil rights and the increasingly apparent failure of public education to serve disadvantaged youngsters. Mario Fantini, Marilyn Gittell, and Richard Magat, the authors of *Community Control and the Urban School*, state emphatically, "We believe the community-control movement, born of human deprivation, can direct the public school to a more humanistic purpose and performance."²² The community calls for reform of the governing structure of public education, placing implicit confidence in itself to assume this responsibility. SASSI's program is an example of the community control concept applied outside the public educational system.

A psychiatrist, Dr. William Glasser, in his book, *Schools Without Failure*, expresses the belief that school failure is caused in large part by not satisfying the individual's basic needs for love and feelings of self-worth, and by not providing "a school system in which success is not only possible, but probable."²³

The traditional psychiatric-sociologic approach is ineffective because it assumes that school problems are almost entirely a reflection of individual personal problems, poor home environment, poverty and racial discrimination. In contrast, it is apparent to me and to most of the educators I work with that although external environmental conditions are bad for many children, there are factors within the education itself that not only cause many school problems, but that accentuate the problems a child may bring to school.²⁴

Dr. Glasser, on the basis of his own experience within the school environment, makes specific suggestions regarding school policy which would contribute to the fulfillment of the basic need for love and self-worth.

These include the abolishment of improvement and, interestingly, the use of failing students to tutor younger students. Simply written, Dr. Glasser's work urges humane reform within the current system; approaches such as his come closest to integrating specific psychiatric thinking with the planning for educational reform.

Most advocates of total-system reform have expressed themselves in generalized, ideological terms. A paper produced by Stanford Research Institute entitled, "Alternative Futures and Educational Policy,"²⁵ attempts to project itself into the future of educational policy on the basis of a complex formulation of alternative feasible future histories. It suggests that

The effective environment needs to be extended outside the traditional classroom to include the entire life space of the student, the out-of-doors, the inner city, the social institutions which affect him, the mass media. The attitudinal climate needs to be one that frees the student emotionally to struggle with problems for which there are not easy and specific solutions, to adjust to or cope with uncertainties, and to anticipate contingencies...the foremost educational need is to train in ecological thinking and appreciation of human diversity from the primary grades.²⁶

Ivan Illich views the entire school system as the modern equivalent of the church, and he attacks the myths which he believes inhibit learning and equal opportunity and states emphatically that "we can disestablish schools or we can deschool culture."²⁷ Illich believes that the current system of education serves only to increase and expand the technology which is making life more fearsome and less comprehensible. He believes that education must "set the ground rules for a new era in which technology would be used to make society more simple and transparent, so that all men can once again know the facts and use of tools that shape

their lives."²⁸

A paper prepared for former United States Commissioner of Education, the late James E. Allen, Jr., by Ronald Moskowitz, Education Editor for the *San Francisco Chronicle*, attempts to document a specific program of sweeping structural change in education. He formulates a model which he believes will encompass all children by integration with education, health, mental health and welfare programs that have already proved successful. He envisions the school as the hub around which health and welfare programs are coordinated so as to provide individual prescriptions based on the child's needs, both at home and at school.²⁹

In the *Youth In Transition Study*, the authors proposed, after an exhausting study of the causes of dropping out and the life successes of dropouts versus high school "stay-in," alternatives to compulsory education. Though not as radical as Paul Goodman's suggestion in the *Universal Trap* that compulsory attendance be totally abolished,³⁰ the *Youth in Transition Study* recommends some definite alternatives in the form of compulsory education to a junior high level with options for vocational or higher post secondary training being made available at that time.³¹

During the review of literature, the writer did not come across any information which spoke specifically to independent alternative secondary schools. One unpublished document *Harlem Prep: A Model Alternative School* did clearly define some of the problems confronted by the writer in his role as chief administrator and program developer for SASSI Preparatory School.³²

The handbook, *Alternative Schools: A Practical Manual*, serves as a

clear, step by step guide to establishing an alternative school.³³ This manual shows that "anyone can successfully open an alternative school."³⁴ Cooper's comprehensive and well documented study, *Free and Freedom Schools: A National Survey of Alternative Programs*, indicates more clearly the complexities confronting alternative educators in terms of finances, governance, and legal matters.³⁵

In summary, it is toward the "intolerable" and "mindlessness" characterizations in traditional education that *SASSI: An Alternative For Inner City Education* directs its focus. It is on the *Youth In Transition Study* that the writer rests his assertion that a college preparatory school specifically designed for urban dropouts poses one viable solution for education in the inner city.

CHAPTER III

EARLY DEVELOPMENTS AT THE STREET ACADEMY OF SPRINGFIELD, INC.

This chapter presents an overview of the initial developments of the Street Academy System of Springfield, Inc. The writer's intent is to present in a chronological order some basic concepts, strategies, ideas, and concerns necessary to the establishment of an independent alternative educational program for high school dropouts.

Strategies for Establishing Program Legitimacy in the Community

Today in inner-city planning, from housing developments to education to funding drives for sicklecell anemia, it is commonplace to hear "community involvement" as a key ingredient to implementing a particular idea. Soliciting community involvement in planning, unfortunately, is not the result of conscientious planners. Moreover, those to be affected do not necessarily agree with what professionals judge to be in their best interest, and disruption and sometimes a complete shut-down of a proposed project is often the community's means of protest. This type of community resistance is costly and at times has involved sacrificing human lives, as well as money. Community involvement, then, gives a proposed endeavor the sanction or legitimacy necessary for its overall success.

In this writing the word "community" has two applications, both of which are in the context of a proposed program service area. The first is the immediate community. The immediate community is defined as *all* individuals in the program target area and individuals who may live outside of the geographical target, but who will be directly affected by

the proposed program services, i.e., service recipients. The second group is the alert community. These are individuals who may or may not reside in the target area, but who are the traditional "eyes and ears," spokesmen, and sometimes, mis-spokesmen, in the community. The members of the alert community are often in positions of limited power and influence, i.e., agency directors, ministers, institutional representatives, etc.

Maximum success of a service oriented program is ultimately determined by the response to and acceptance of that program by those being served. Scott and Blau support this observation by stating that "service organizations would profit by harnessing the forces for support and control operationing in their client group--forces that now are often at cross purposes with their own."³⁶ Logically, then, the community to be served should be among the first to scrutinize and assist in planning the program. Again, Scott and Blau note: It would appear that a clear recognition on the part of organization officials of their public-in-contact (service recipient) would allow them to operate more effectively.³⁷

This is often not the case. Many times the community to be served is mistakenly overlooked for the individuals or groups who first show awareness or concern for a proposed idea. The result is initial contact with the alert community, i.e., agency heads, clergy, and community activists. A good example of this mistake is a recent occurrence in the city of Springfield.

There was a meeting called by the Model Cities Agency concerning the Career Opportunity Program. The purpose of the meeting was to get a recommendation for a Director of the Career Opportunity Program and to pro-

pose objectives and guidelines for the program's operation. All of those invited and present were from the alert community mentioned above. None of the selected program service recipients were invited or present. During the beginning of the program many problems arose concerning its direction and goals, a number of which could have been resolved from day one, had the participants been present at that time to consult on the direction and goals of the program.

The preceding paragraph serves to emphasize the usual route taken by program initiators in soliciting community involvement and support, i.e., contacting the alert community. It also pointed out the shortcoming of that approach in terms of the possible eventuality of the antagonized service recipient, which, in turn, affects the ultimate concern, program success. Before proposing an alternative strategy for obtaining community support (legitimacy) it will serve a purpose to further explore the makeup of the alert community and its possible affects on a program's efforts.

Within the alert community, a well-planned, good intentioned service program may be defeated before it gets off paper. In the alert community the support element and the opposing element can easily change roles. The proposal itself, along with personal and factional interest are equally important factors in determining the supportive from the opposing sector of the alert community. For successful implementation of a community based program, strong support within the general community is necessary. The question of who supports and who opposes the proposed idea is basic.

The Service Recipient: A Catalyst to Who's Who

As the ultimate success of a program hinges on the reaction to and acceptance of the program by the proposed recipient, the initial input and feedback sought from the community should be that of the proposed service recipient. Along with the important role of consulting in program planning, the service recipient can also serve as a catalyst to who is who in terms of potential support of the program.

In every community there are levels of mutual and/or unqualified respect among individuals, agencies, and institutions. It is through these relationships that the service recipient can identify program support. If the proposed service recipient thinks and feels the idea is a good one, it is likely that those to whom he refers as possible supporters of a proposed program will prove true, although they may not be bent with the same concern, and the occasion may arise when a supporter may turn opposer. Consultation with the service recipient can serve as the best guide in this dilemma. Meanwhile, first contact with the proposed service recipient and the offshoot of supportive contacts will gradually extend itself further into the community, the result being a group whose basic concern is the implementation and success of the proposed service program.

Street Academy Profile

High school dropouts, parents, community organizers, and students from the University of Massachusetts, joined forces at the beginning of 1970 to establish a Street Academy Program in Springfield. By June 23, 1970, SASSI--the Street Academy System of Springfield, Inc.--was legally incorporated. The following information represents the guidelines and

plans for operation of the pilot SASSI Street Academy.

Street Academy Education. A Street Academy is what the words say: It is an educational and recreational meeting place for high school dropouts that is -literally one step away from the street in a storefront or house and which deliberately cultivates an atmosphere of freedom from adult and "educational" coercion. More than just a center of activity, an Academy is a family of black, Puerto Rican, and white people united by the desire to learn together and share understanding. Two full-time co-directors work with twenty to twenty-five students for small group and individual study.

Concept. A Street Academy is based on the recognition that dropping out of high school is a legitimate and often necessary response by human beings to a situation they find intolerably cold, oppressive, and frustrating. Thus a Street Academy is not a place where slick "instructors" or con-men "social workers" try to "psych" high school dropouts into regaining respect for or belief in the system they have rejected. A Street Academy is not an appendage of the public school system; its educational program is controlled by the staff and students who are the Academy. Yet neither is a Street Academy merely an "indoor corner" where high school dropouts congregate to "do their thing." It is a true educational institution that offers the powers of knowledge and understanding to the participants. It also serves as an example and catalyst for institutional change in the conventional high school systems.

Program. The educational program created in the Street Academy is generally aimed at liberating human potential and encouraging each individual

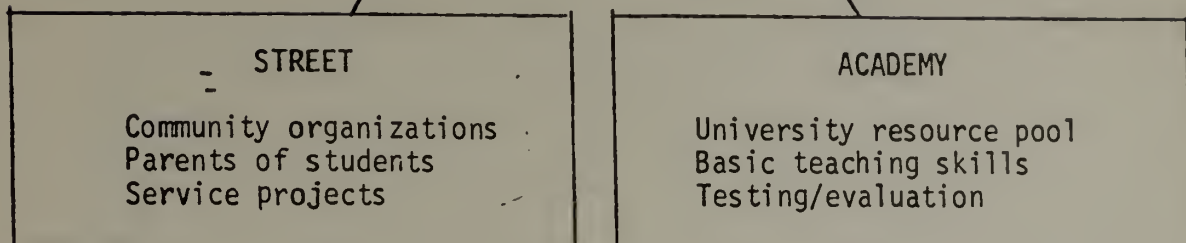
student to strengthen his own character. Loud talk, uproarious laughter, smoking cigarettes, leaving rooms without passes or paddles, and passionate disagreement are expected activities.

The people of the Academy - students and staff - pursue understanding through free discussions and learn from each other's experiences and thoughts. But "rapping" is not enough. A "hard core" of learning is also essential to the success of a Street Academy. The following list is a catalogue of basic study areas:

- a. specific techniques of survival in the game of conventional school education: learning skills, testmanship, note-taking, study skills, etc.;
- b. general powers of comprehension and skill in reading, math, rhetoric, and reasoning;
- c. development of aesthetic sensibilities and talents: poetry, sculpture, dancing, creative writing, making music, photography, crafts, painting, and study of the artistic impulse;
- d. morality and philosophy examined on the basis of their usefulness and validity for men in their present condition;
- e. essential scientific principles, discoveries, and methods;
- f. cultural, social, political, and historical aspects of human civilization in theory and reality;
- g. experiences outside the academy: students may choose to become involved in a community service project or venture into universities;
- h. prejudices of all kinds, superstitions, pernicious institutions, and ideas that have been the sources of misunderstanding, division, and murder among mankind, considered and analyzed.

ORGANIZATIONAL STRUCTURE

STREET ACADEMY CO-DIRECTORS



STREET

Community organizations
Parents of students
Service projects

ACADEMY

University resource pool
Basic teaching skills
Testing/evaluation

PROGRAM COORDINATORS

Administration, maintenance, and expansion.
Action Education; establish and coordinate
use of resource pool.
Liaison with Board of Directors.

BOARD OF DIRECTORS

Community-controlled decision-making body for Street Academy System.
Legally incorporated representation of program.
Fulfills administrative requests and plans institutional expansion.
Raises funds.
Defends and protects independence of Street Academies.
Helps obtain state accreditation to confer high school diplomas.

Action Education. Instead of remaining in the Academy building for fixed periods of time to listen to "canned" presentations, the students and co-directors learn about subjects firsthand. Administration of justice, for example, can be studied by going to courts and consulting with judges and lawyers. Universities, professions, and institutions are observed, questioned, and understood through direct involvement, as in the Parkway Program of Philadelphia.³⁸ The Academy System maintains a "resource pool" of artists, scientists, and professionals who are willing to serve as instructors and hosts. Universities and colleges in the Springfield area are prime sources for academic lectures.

The resource pool is organized as a master list of subjects and activities from which the students can choose for collective or individual study. Thus, the students have an opportunity to learn from people who are using knowledge for many purposes and to watch them at work. Students can also request instruction in subjects not listed. Seminar and study time is divided into period lengths that are appropriate for particular presentations, trips, or discussions.

Reading, writing, and mathematics are not presented as distinct areas of study unless the students want them. Power in the three R's becomes necessary when the students see them as useful for understanding problems (e.g., mathematics - to study how a landlord can buy dilapidated apartment buildings and make the venture profitable without upkeep; to learn how a computer simplifies functions in numerical correlations).

Ends. The central problems of most high school dropouts are that they are bored and discouraged by learning; they lack self-confidence; they are

crippled learners because they do not know the skills of learning; and, finally, they do not have negotiable credentials which they can use to get good employment and to move ahead in formal education. The purpose of Street Academy education is to overcome these specific obstacles.

Motivation. Street Academy education is by and for the students and directors. The process is active and natural, taking place in comfortable surroundings, without formal constraints. Street Academy education is designed to arouse and sustain genuine interest in learning among the students and directors by means of direct involvement and mutual effort.

Self-confidence. Equality and total encouragement in the learning process are aspects of the Street Academy educational environment which are intended to foster individual respect and self-confidence. Focus on personal and cultural diversity as sources of strength and beauty are consciously directed toward the development of self-understanding and awareness.

Competent learners. The co-directors are able to identify and explain the learning skills that are *implicit* in the learning process and demonstrate how they work so that students can become aware of them and master them.

Professor Daniel C. Jordan, in his *Blueprint for Action: A Summary of Recommendations for Improving Compensatory Education in Massachusetts* says:

How to learn is itself a learned process. . . disadvantaged students who are simply given information in subject matter areas (math, science, biology, etc.) as remedial work, and perhaps a variety of cultural enrichment experiences to supplement it, but no information and experience that will enable them to master the learning process itself - such students have no hope of "catching up" and staying "caught up." Although temporary gains may be made through remedial efforts, there is no efficient way of consolidating those gains and converting them into permanent assets without mastering the fundamentals of the learning process itself.³⁹

Credentials. A Street Academy offers its own credentials, based on its own standards, to members it considers to have received its full benefit, who have decided to move on, either for more education or for skilled-employment training or job placement.

Employment. Many Street Academy students contribute to the support of their families. Since they must give up part- or full-time employment to attend the program, the Academy attempts to provide part-time work for those needing it. The part-time Street Academy work program is geared to learning skills that will be valuable - not menial labor.

Location and Design. A Street Academy is naturally located in a neighborhood with a high percentage of dropouts and where there is racial and cultural diversity. The furnishings and decor of each Academy are arranged to suit the needs and desires of the students - needless to say, desks are not too popular.

Accountability. Consistent evaluation of the program's effectiveness is imperative so that: 1) the students can have reinforcement for their efforts and interests according to conventional criteria; 2) the directors can study the effect of the program they are organizing and become conscious of areas that need change; and 3) the companies, foundations, organizations, and individuals who contribute money for the creation and maintenance of the Street Academy can see tangible "results" of the program.

Realistically, the students and directors of the Academy know that, in the end, students must be prepared to cope with traditional educational and working conditions when they complete study in the Academy. But the means they use to gain proficiency in the basic learning skills and areas

of study are *completely different* from the rote approach. Testing by conventional standards, however, is necessary to demonstrate the effectiveness of the Academy in educating *competent learners*. Yet no Academy student can be compelled to take tests. The students freely choose, or refuse, to be accountable to themselves and others.

Standard tests of self-image, general aptitude, comprehension, creativity, problem-solving, are taken and analyzed by the students. This is one of the chief techniques of making students aware of how the testing game is played, the logic behind it, and the skills necessary to succeed. Tests are *not* treated as things having *independent value* and there is no "grading" of the results. Tests can only gauge the by-products of true education.

Co-Directors. Co-directors of the Street Academy must believe in the intellectual, aesthetic, and spiritual potential of each student. The directors must recognize and praise the individual human beauties of each student and what he produces, for the director's role is to help liberate the powers of consciousness and creativity, not coerce, "condition," or "shape" the students according to conventional achievement and behavior patterns. Ridicule of troubled students and blocked learners, or imposing outcast status upon them, is anathema in a Street Academy.

Co-directors of the Street Academy must love the family of man in all its hues, shapes, and cultures. They must be free of racial, religious, and cultural prejudices, because their example is pivotal in creating a spirit of unity in the Academy.

Preparation. Street Academies speak to the condition of dropouts through "hip" co-directors. Most dropouts simply will not listen to

"straights." But obviously this ability to communicate does not extend to the point of emulating the students' life styles. Co-directors must be able to teach and lead.

Two areas of expertise - street and Academy - are reflected in the preparation and work-roles of the two co-directors: one of them is street-wise, with experience in community life as an organizer, mother/-father, worker, hustler, dropout, welfaree; the other is thoroughly familiar with college education, conventional public school education, testing or evaluating, and academic hustling. Both, however, must be able to function with confidence on the street and in the Academy as a team, and they cannot choose one area as an exclusive domain of competence and work.

Tasks. The co-directors have four basic task areas:

- a) to lead the process of inquiry and critical study chosen by the students;
- b) to demonstrate relationships between different areas of life and study with integrating concepts such as interdependency, evolution, relativity, motivation, and causality;
- c) to maintain the emphasis on the study and mastery of learning skills so that the end result will be a group of competent and aware learners with continually improving levels of proficiency on conventional tests;
- d) to identify students who have special learning problems with which the directors are not trained to deal and obtain expert assistance from other resources.

Philosophy. Creation, love, sex, right and wrong, war, politics, death, belief in God, man, or nothing, and other ultimate issues, are the

forbidden fruits of discourse in the nation's classrooms, but not so in the Street Academy. Considering and judging moral questions is central to the learning process because it provides a framework of meaning for study in all areas.

Racism presents an excellent example of need for this kind of meaningful discussion. Although the laws of the land and amassed scientific evidence discredit and condemn racist thought and action as false, the traditional schools of America have done little or nothing to expose and combat these notions in the minds of their students. Moreover, they have generally failed to supply alternate principles and ideas from which students can choose to replace the traditional tribalistic prejudices. Ironically, as hate-filled people kill each other in the streets because of racism, the schools of America have retreated into "reading levels" and "achievement tests."

Street Academy education is not a retreat; it is an advance. Thus, the doctrine of racism is met head-on with concepts that can point some new direction for the Academy's multiracial, multicultural students. The purpose of stating these principles, however, is not to present a catechism or code with which to indoctrinate Street Academy students; that would clearly violate the spirit and structure of the institution, and it would be simply another version of authoritarianism. They are included for the students' and directors' consideration as guidelines and ideals.

The oneness of mankind. The natural differences among individuals, cultures, and races within the human family are beautiful and must be the cause of attraction and unity; unity *is* diversity.

Abolition of all prejudices. Prejudgment of other people without first knowing them is not only unfair, but also a surrender to the misinformation and superstition of one's peers.

Justice.- The sharing among all men of human and political rights and power, the equal treatment of men and women, and equal treatment before the law must be assured.

Service. Helping other human beings to overcome their problems and satisfy their wants and needs is not only consistent with justice and the oneness of mankind but is profitable in the ultimate sense that everyone benefits from true service.

Love and respect. Loving-kindness and respect for other people and oneself rest on belief in the essential goodness of all humans and result in the virtues that attract people to each other--generosity, affection, praise, humor, idealism, honesty, and selflessness.

Freedom to investigate truth, to speak and believe. The practice of putting anybody up-against-the-wall and forcing him to accept beliefs or ideas not of his own free choosing is condemned.

Length of Student Enrollment. Street Academy students begin study with different degrees of accomplishment, ability, and motivation. Some will be ready for "graduation" sooner than others. However, based on student performance in Street Academies elsewhere, students, on the average, can be estimated to stay in an Academy for nine months. Academies will run on a year-round basis.

Evaluation of Pilot Program

An evaluation of the Pilot Program by the staff and students resulted in the following general conclusions:

1. The ACTION EDUCATION component of the program, which took the students as far afield as New York City, for a visit to Harlem Prep.; Boston, for a pop music festival; and Warwick, Mass., for a stay at the Brotherhood of the Spirit Commune, helped arouse the student's interest and created a family spirit. Nevertheless, it could have been better, according to the students, if it had been more systematically organized and closely connected with the academic component of the program.

2. The ACADEMIC COURSES in math, writing, testmanship, art and psychology were too long in duration and not frequent enough to permit thorough and consecutive presentations with testing and evaluation. Yet, these courses served one purpose very well: they broke down the student's fears of the subject matter.

3. The staff's original ideas about freedom among students in deciding areas of study and standards of conduct were far too lax and unrealistic. They resulted in unnecessary hassles and confusion. Most students do not know what they want to learn because they know very little in the academic sense; and what they do know, for the most part, turns them off. So the solution is moderation: student consultation should be organized and every criticism or alternative suggested by them should be heeded, but basic policy and academic matters should be approved by the staff, director, or the Board of Directors.

4. The family spirit of learning with black, Puerto Rican and white students and staff was basic to the success of the program. After the first two weeks of discussions and debate about race and other close issues, the air was cleared and friendships became natural. In fact, students became very angry at visitors who leaned toward racial prejudice. Everyone

began to refer to the Academy as home and the others as family. At least half of the students found it hard to call anywhere else home.

5. Four mornings a week, students were involved in APPRENTICESHIP PROGRAMS at UMass. under the training of professionals. They learned basic skills in commercial art, computer operation, media, duplication machines and journalism. Much time was wasted in transit from Springfield, however, and the APPRENTICESHIP PROGRAMS were too scattered to be properly monitored. Also, the program was begun on short notice with volunteer professionals who did not have a complete understanding of the apprenticeship concept. But the students did gain specific knowledge that could prove to be useful later.

6. Because the STREET ACADEMY did not provide a direct link to college entrance and the students were ready to move ahead, the students and Board of Directors decided to open a SASSI PREP SCHOOL immediately.

CHAPTER IV
SASSI PREPARATORY SCHOOL

Philosophy

*Everybody is a Star
I can feel it when you shine on me.
-Sly⁴⁰*

The philosophy outlined in chapter three served the purpose of giving SASSI an overall direction in terms of its organizational intent. However, this writer discovered that learning and education are even more personal than the ideas expressed earlier. That, in fact, learning has a great deal to do with an individual's concept of self, his true self.⁴¹

In October of 1970, SASSI Preparatory School (SASSI Prep as dubbed by its students) began operations in a renovated former supermarket in the north end of Springfield, Massachusetts. Its philosophy was, and is, simple: EVERYBODY IS A STAR. In a society whose philosophy regarding human beings is, for the most part, "a sinner till saved," the idea "everybody is a star," or the notion that man is essentially noble, is quite different. Although this writer draws this philosophy from a religious source,⁴² it has proved greatly effective as a philosophy of education at SASSI Prep. This philosophy implies that each SASSI student "is a mine rich in gems of inestimable value," and given the proper skills and knowledge each student can recognize, develop and utilize those "gems" as powerful tools in establishing his livelihood and ambitions.⁴³ The actualization of the philosophy Everybody is a Star is best stated by a SASSI graduate:

Here (SASSI) I learned how to bend a little as a survival technique, but mainly SASSI made me *want* to learn again. I always wanted to be a doctor because a doctor affects the most people. Until SASSI, I never thought I'd have a chance.⁴⁴

Overview

SASSI Prep students are black, Puerto Rican and white youth, sixteen years of age or older. Most of them are from poor inner-city families. Ninety-five percent of them are former dropouts or kickouts, casualties of the conventional school systems. If they work up through SASSI Prep, each of them will go on to higher education. Some will enroll in community colleges and two-year technical institutes; others will enter universities or colleges.

SASSI Prep is different from ordinary high schools. There are no ringing bells, lines of desks, silence rules, detentions, grades, regimentation of students or a track system. Students attend SASSI because they want to and their progress is evaluated on the basis of performance and production. (See Appendix E, I)

Dropouts come off the streets and into SASSI with different levels of skill and knowledge; some are highly motivated and academically advanced, while others have been "out in the cold" doing non-academic things for months and years. Pretests determine the level of the program at which students can work comfortably. Students scoring below 9 on the SASSI entrance test are referred to Project J.E.S.I. or OWL Learning Center to bring their math and/or reading abilities up. There are four factors in the admission of students to SASSI.

1. Sixteen years of age, and not enrolled in public school.
2. From a low income family or an area identified as either economically depressed or "culturally deprived."
3. Not addicted to drugs (this does not include those in rehabilitation programs).
4. Able to achieve at level 9 on the pre-enrollment test (a modified version of the Stanford Achievement Test).

The above represent a guide to admissions rather than a firm and inflexible criterion. Movement from SASSI Prep into higher education is not determined by time, but by performance; students progress as rapidly as their motivation pushes them. Each student after identifying a school where he would like to matriculate is counselled by the college placement counsellors to assist the student in lining up the skills needed to negotiate successfully for admission.

Method of Instruction. SASSI Prep combines sound traditional methods and valuable innovations. However, it is not chiefly an "experimental" program. The students cannot afford to be treated as human guinea pigs. Nor is SASSI Prep a "free" school program where everybody "does their own thing" as on the streets before they enrolled. What the students want, and SASSI Prep supplies is a human environment where they can feel natural and learn the knowledge, skills and discipline necessary for success in higher education.

SASSI Prep education stresses inductive learning. Students start with reality-experience, by doing, observing, and working, and progress by logical degrees to the use of abstract concepts, ideas, and theories. This type of learning is necessary for the inner-city dropouts. Educational studies demonstrate that so-called "culturally-deprived" and "disadvantaged" students are weak in abstract thinking (the manipulation of symbols and complex ideas) but are strong in reality-awareness.⁴⁵ Our experience at SASSI Prep supports the findings. If the students are taught about a subject or problem deductively, that is the beginning with abstract principles, formulas, concepts, theories, etc., they are out of their depth and become frustrated and bored.

Evaluation.

- A. Program Evaluation: Is based on (1) how many students are accepted in higher education programs (chapter six), (2) how many of them survive and graduate, (3) scores in College Board examinations and other conventional tests.
- B. In-Process Evaluation: In every SASSI class, the performance objectives are written out and explained for the students to see and discuss (see Appendix A, Course Descriptions and Outlines). The means of evaluation and the purposes are described. Then students have a clear understanding of what is expected from them and why. They also know what they can expect the teacher to produce. There is no abstract grading system and tests are not treated as things having independent value. (See Appendix B, SASSI Student Evaluation) Performance is the standard.

Lancastrians

As chief program developer at SASSI Preparatory School, the writer was instrumental in designing a number of alternative programs at the school. From those innovative programs developed at SASSI Prep the writer has chosen to present in depth the pilot testing of the Lancastrian Program. The following excerpt from *A Student's History of Education* set the stage for the Lancastrian Program at SASSI Prep:

The Schools of the Two Monitorial Societies - While philanthropic education started largely in the eighteenth century, some of the schools continued well into the nineteenth. This was especially the case with the 'monitorial' system, started at Southward in 1798. This district of London was thronged with barefoot and unkempt children; and Lancaster, the founder of the school, undertook to educate as many as he could. His school

room was soon filled with a hundred or more pupils. In order to teach them all, he used the older pupils as assistants. He taught the lesson first to these 'monitors' and they in turn imparted it to the others, who were divided into equal groups. Each monitor cared for a single group. The work was very successful from the first, but Lancaster, attempting to introduce schools of this kind throughout England, fell so recklessly into debt that an association, under the name of the 'British and Foreign Society,' continued to flourish and found new schools. . . .

So successful was the Lancasterian work that the Church of England, fearing its nonsectarian influence upon education, in 1811 organized 'The National Society for Promoting the Education of the Poor in the Principles of the Established Church.' Monitorial instruction, however, was not original with either Lancaster or Bell. It had long been used by the Hindus and others, although the work of the two societies brought it into prominence . . . the monitorial system was destined to perform a great service for American education. At the time of its introduction, public and free schools were generally lacking, outside of New England, and the facilities that existed were meager and available during but a small portion of the year. In all parts of the country illiteracy was almost universal among children of the poor. This want of school opportunities was rendered more serious by the rapid growth of American cities.⁴⁶

Method. What is needed in secondary and primary schools today is a core of students who are paid and empowered as teachers and instructors. . . .

LANCASTRIANS. Chosen on the basis of excellence and maturity, these LANCASTRIANS will share the burden of instruction - teaching classes in the academic areas and providing apprenticeship training in the professional vocations - evaluation and administration. They will be paid a fair professional wage and be held accountable for regular work as are their full-time colleagues. They must also receive full academic credit and special evaluation for their LANCASTRIAN work and it is quite possible that through the Career Opportunity Program (COP) or other para-professional teaching programs, they could begin to receive college level credits. There are important differences between the Lancastrians at SASSI Prep and their public school counterparts, para-professionals. Primarily, the

para-professional is external to the school and is not a peer of the students he teaches. For the most part para-professionals are used in "sub-teaching" capacities as indicated in this statement taken from a public school document outlining the role of the para-professional, or "teacher aide:"

They are expected to reinforce the instruction already given by the teacher through direct contact with children.⁴⁷

Rationale.

1. The in-house Lancastrian is a "resident" of the school and therefore begins instruction where his fellow students are interested and can comprehend.

2. The Lancastrian teacher comes from the same community, culturally and economically as the students he will teach.

3. The Lancastrian teacher is simultaneously a student and a teacher which creates a more intensely critical consciousness of the process of teaching/learning.

4. Money, responsibility and prestige conferred upon the Lancastrian teacher can drastically change the self image of all students from "consumer" to "producer-participant."

5. The role of the Lancastrian teacher is a giant stride toward greater authority sharing in work and decision making.

6. The role of the Lancastrian teacher diminishes the empty status gap which separates staff from students and leads to conflict.

7. The Lancastrian teacher obliterates the "generation gap" that makes para-professional programs at the secondary level difficult.

8. The Lancastrian teacher is perfectly situated for in-service teacher training.

9. The position of Lancastrian teacher is an immediate and substantial reward for excellent performance.

10. The Lancastrian teacher position fosters mutual assistance among all students and a unity of endeavor throughout the educational institution.

The pilot-testing experiment with Lancastrian teachers at SASSI Preparatory School produced mixed results: It was not a total success, nor was it a failure. The following evaluation is a concise description of how the experiment worked, where it was strong and weak.

SASSI was given funds by the New England Program in Teacher Education (NEPTE) to pay eight Lancastrian teachers half-salary (\$73 per week) for a pilot-testing period of twelve weeks. The SASSI student body was reduced to eighty for the summer program because of staff vacations and the planned move into new quarters. Therefore, the Lancastrians were able to teach smaller classes than are ordinarily held at SASSI, but the assistance they received from regular staff teachers was correspondingly diminished also.

Lancastrian Selection (Sample). At the close of the regular academic year in June, teachers were asked to list students they felt would make good teachers for the Lancastrian Program. The total number of students nominated was fourteen. These fourteen SASSI students met for a three hour orientation session in mid-June. They read the Lancastrian proposal and discussed what the criteria were for selection and performance. One student said she could not cope with the responsibility and withdrew her name from the list. During the week of June 21-26, the group met again and each student spoke about what courses he or she would like to teach and the

methods they would use. When this was done, each wrote the names of eight nominees they thought would be best for the work. Of the eight selected with the largest number of votes, six had been outstanding students at SASSI Preparatory School during the regular school year and the other two had been competent and consistent students. Two were black, one Puerto Rican, one American Indian, and four white students. Four of the eight were formerly addicted to heroin, and, of course, all were either high school dropouts or kickouts. We used this process of natural selection on the assumption that teachers and the students themselves were best able to judge the teaching potential of the students they had been working with closely throughout the year. This turned out to be largely accurate. The one factor which perhaps blunted the effectiveness of this approach, was that the nominees who spoke about what they would like to teach also spoke about their financial needs. Several people told of their near-destitution and this may have affected the final decisions.

Lancastrian Training (Procedure). After the orientation and selection procedure, there were three meetings in rapid succession with the new Lancastrians, to help them develop course descriptions, performance criteria and teaching materials. Lancastrians chose Counselor/Supervisors from regular teaching staff.

The course schedule for the summer program was revised to include Lancastrian course descriptions, and the program began. Regular weekly meetings were held with Lancastrians for discussion of problems, and progress. As a result of these discussions, confidence was sustained and one Lancastrian who encountered insurmountable obstacles in his classes was helped to find different teaching responsibilities.

Counselor/Supervisors observed some Lancastrians' classes, but six of the eight wanted to begin alone and only asked for assistance and suggestions as they felt the need.

Evaluation of Total Program: Six of the eight Lancastrians who were selected worked out well as teachers, four of them surpassingly well. They all worked hard and contributed to the diversity and strength of the academic program. Students in the Lancastrians' classes were enthusiastic and productive.

Perhaps the most dazzling aspect of the program, however, was the metamorphosis of the Lancastrians themselves, as they evolved from uncertainty to the awareness that they were effectively helping their fellow students. None of them adopted an authoritarian or superior style in dealing with their students, and, in fact, as their competency increased, several became more open and positive with their fellow students than they had been before. The Lancastrians' pride in accomplishment was not arrogant.

And many of the students spoke about this newly acquired dignity of the Lancastrians. They were eager to become Lancastrian teachers themselves, and this was a powerful learning incentive.

Only two of the Lancastrians could be described as charismatic or gifted in speech. Indeed, two of the most successful Lancastrians, Timothy Love and Cindy Fields, are quiet people. The selection process was not a popularity contest.

Finally, the Lancastrian pilot-testing program, brief as it was, helped to break down the barriers between all students and all staff, in-

cluding Lancastrians. Students could suddenly see themselves in the role of teachers as were the Lancastrians.

Lancastrian Performance: In the proposal to N.E.P.T.E., SASSI criteria by which teacher performance is evaluated were listed. It was explained further, that because the concept of the Lancastrian involves full responsibility as a teacher, the eight members of pilot-testing group would be held to the same standards. Those criteria were:

1. student productivity and response (opinion).
2. productivity and originality of teachers in creating materials and experiences for learning.
3. unification and strengthening of the whole program.
4. service to the inner-city poor community.
5. publicity for SASSI.

The performance of the individual Lancastrian teachers differed greatly. The only fair way to present an evaluation of their effectiveness is on an individual basis. Please note that criteria 3, 4, and 5 are not mentioned because none of the Lancastrians--as teachers--made any significant achievements in those areas; unification of the program, service to the poor community, or publicity for SASSI. This was to be expected. Thus, the first two criteria--student productivity and response (opinion), and productivity and originality of teachers in creating materials--are those that will be applied in the evaluative remarks following. The sources of these evaluative observations were the Counselor/Supervisors, the students and the Lancastrians themselves.

Lancastrians: *Carmen Rivera* - taught conversational Spanish to a

class of ten students. She is 27-years-old, a native of Puerto Rico, and the mother of four children. This year she is a freshman at the University of Massachusetts.

Carmen's course, though hampered by the lack of a proper conversational textbook (she ordered the U.S. Army course), and by the temporary disruption of the program, was a great success with students, both in performance and response to Carmen as a teacher.

For Carmen, teaching Spanish to English-speaking students was a drastic switch. She had dropped out of school in the eighth grade and before that time suffered years of embarrassment as she was forced to function in English-speaking schools while her natural language was Spanish. Since she had experienced the self-consciousness of speaking a new language badly, as a Lancastrian she invented strategies to help her students lose their inhibitions.

Carmen also made a sustained effort to help her students become culturally aware and sensitive in dealing with Puerto Rican people. She took the class to her home and to Puerto Rican celebrations where they could use conversational Spanish and become immersed in Puerto Rican culture. She also used a large doll house to have students play-act family scenes to reduce self-consciousness and embarrassment.

One of Carmen's most enthusiastic students was Libby King, who is the art teacher at SASSI Preparatory School.

Timothy Love - taught a course on the American Indian with six students in attendance. He is 19-years-old, unmarried, and a Penobscot Indian, Penobscot Nation, Old Town, Maine.

Tim's course was directed toward attacking myths about Indian peoples held by whites and replacing them with facts and knowledge. He was well organized and disciplined as a teacher. He did his own research, developed materials for class and taught students how to carry out a research project. He also took the class to his home, the Penobscot Nation, to witness the annual tribal festivities. Needless to say, his students were dazzled.

He began by experimenting with the lecture mode of teaching and evolved a balanced program of lectures, activities, discussions, and work with materials, books, articles, films, etc.

Gary Theriaque - taught basic photography to a class of six students. He is 19-years-old, unmarried, from a working-class white family. This year he is a freshman student at the University of Massachusetts.

Gary was a dynamic action-oriented teacher from the beginning who was hampered only by the lack of cameras before the rip-off and after. Students hit the streets every class day to take pictures, then developed them and printed them using the instant "stabilizing" process. Instant results were a big incentive.

Gary's mode of teaching was by doing and explaining at the same time.

Cindy Fields - taught Arts and Crafts to a class of six. She is 20-years-old and the mother of one child. This year she is a student at Springfield Technical Community College.

Cindy's class was directed toward experimentation in mixed media crafts. She had students experimenting with plastics and translucent paints to make junk metal into sculptures and glass wine bottles into

cathedral windows. Students were productive and eager to work with her in class.

The mode of teaching she chose was similar to Gary's--demonstration, explanation and example more than lecturing. Her supervisor and she worked on an equal cooperative basis.

Evans Dessasure - taught writing and film-making in team-teaching efforts to classes of twenty and fifteen students respectively. He is a 26-year-old black man who is a freshman student this fall at the University of Massachusetts.

In the writing class, Evans helped to develop and coordinate a round-table editing project among the students. The purpose of this project was to have all the students editing, correcting and evaluating either their own papers or those of others. He also invented writing exercises using transcription from taped conversation. These teaching strategies were well received by students and helped them to become more conscious and effective as writers.

Evans' desire to work as a Lancastrian in writing was unusual. Because he would soon be starting at the University and felt insecure about his writing skills, he asked to try working with a regular staff teacher in a team-teaching effort for the writing class as well as teaching film-making. The experiment worked out productively.

The film-making project was to develop sequences for an hour-long special on the problem of heroin addiction from the junkies' point of view. He taught students basic action-camera techniques, using video-tape porta-pack equipment, and script-writing.

Michael Attanasio - began teaching a course at SASSI Street Academy comparing "white" and "black" historical interpretation of the same events in American History. Mike is a 19-year-old student from the North End neighborhood of Springfield.

The White/Black history class of six students quickly became unfeasible for Mike to handle because of transportation problems and a personality conflict with a staff member in the academy.

After two weeks, he switched to the film-making project with Evans Dessasure and was successful in helping students become involved in the action who were reticent or having difficulty.

Mike and Evans' efforts were hampered by the fact that there was only one porta-pack video-tape unit to practice with and use for fifteen students.

Diane Smith - was a Lancastrian in Administration and Library. She is a 20-year-old black woman who is a freshman student at Westfield State University this fall.

The idea of having Diane work in the area of administration was a mistake because she did not understand enough herself to tutor or teach other students and the knowledge she has in the field of library science did not materialize in action.

In fact, Diane never fulfilled the instructional objectives and was suspended as a Lancastrian during the last week of the period. She did function well, however, as administrative assistant of the Lancastrian program; organizing regular meetings, collecting and typing course descriptions and performance objectives, purchasing supplies and equipment for Lancastrians, etc.

Edward Wegrzynek - taught a course in music, basic theory and performance. He is a 21-year-old father of one, who comes from a Polish family in Chicopee.

Ed's course never came together and he was suspended from the program three times. It was not known at the time that Ed was selected as a Lancastrian, that he was dealing with a serious drug problem. After several false starts, he was terminated, and Edward Donawa, a 40-year-old black sculptor from New York City was brought on to replace him during the remaining weeks of the summer.

Donawa is an immensely capable sculptor and artist who had prior experience teaching and was a great success, both in the work he inspired students to do and their enthusiasm for him.

Extenuating Circumstances: The summer program at SASSI Preparatory School was affected by three problems; a major break-in/theft resulting in the loss of \$5,000 worth of communications equipment, a serious lack of funds due to the fact that we had exhausted the monies appropriated for the program and a skeleton staff because of summer vacations.

These shortcomings hit the Lancastrians directly. The Photography class was reduced to one camera, there was no money for the conversational Spanish materials Carmen ordered, and teachers had little time to work with or even observe Lancastrians regularly.

Nevertheless, the Lancastrians proved to be a resourceful and willing group who made do with improvisation and steady effort where there was little material and professional help. Their students encouraged them to continue.

Conclusion: The original notion of the Lancastrian breaking down the traditional authority-barrier between teachers and students turned out to be accurate. Students made a big point about how comfortable they felt with the Lancastrians.

Second, the idea of having Lancastrians create greater diversity in the curriculum by bringing experinece and knowledge into the program that regular teachers lacked was exemplified in the work of Carmen Rivera, Timothy Love, and Edward Donawa. These Lancastrians had knowledge--cultural, technical, and academic--that no staff members possessed.

Third, the idea of the Lancastrian position serving as an incentive not only to those who are chosen, but also to other students who are striving, was validated by the present desire of many students to become Lancastrians, and the pride of those who participated.

On the critical side, four Lancastrians reported that they would have liked more support from the regular teaching staff both for aid in problem-diagnosis and strategies for solving them. They also needed more help in preparation and selection of teaching materials.

The "natural selection" process for hiring and training Lancastrian teachers was generally successful because six of the eight chosen, worked well and easily as teachers. It reduced the time necessary for formal teacher-training and stressed instead, informal learning of teaching skills.

All of the Lancastrians had effortless rapport with their fellow students so that teaching performance was easily distinguished from communication.

Finally, the Lancastrian program was valuable because it created a learning and training experience for students who may someday choose to become teachers because they know how to teach and learned to enjoy it. Teachers should begin to develop their powers at the primary and secondary levels of education, while they are still students. This will add to the numbers and excellence of teachers and result in the "natural selection" of people who are gifted as teachers.

This implementation of the Lancastrian Program went beyond the twelve week pilot program. Lancastrians have become a part of the basic organizational structure at SASSI Preparatory School. Lancastrians are also members of the teaching staff involved in the Springfield School Department/SASSI Cooperative Exchange Program.

Springfield School Department/SASSI Cooperative Exchange Program

In an attempt to disseminate some of the more positive educational developments at SASSI to the public system, the writer developed a program exchange idea in June of 1972. The purpose of the Exchange Program was twofold:

1. To move concepts and ideas employed successfully in SASSI to the public school arena for more rigorous testing, and
2. Begin to achieve legitimacy for alternative education in the eyes of the administrators of the Springfield School Department and the Springfield School Committee.

The Cooperative Exchange Program proposed activities to provide:

1. A Springfield School Department/SASSI Prep coordinated dropout prevention program. (Chart 1)

2. An "Extended Curriculum" student exchange program (Chart 2), including the PROFESSIONAL SABBATICAL instructor (Chart 3), and courses in Video, Sculpture, Art, Photography and Drug Education taught by LANCASTRIANS (Chart 4).
3. A SPECIAL SKILLS teacher exchange (Chart 5).
4. A pilot VIDEO FEEDBACK program conducted by a MASTER TEACHER-TRAINER (Chart 5).

SPRINGFIELD SCHOOL DEPARTMENT/SASSI PREP DROPOUT PREVENTION PROGRAM

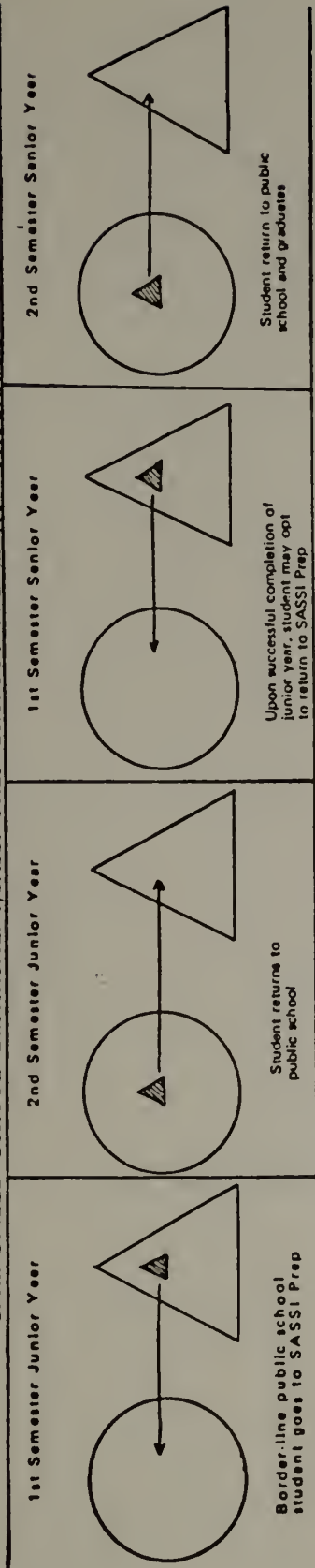


CHART 1

Explanation:

The Springfield School Department/SASSI Prep Dropout Prevention Program will focus on "border-line" first semester juniors in the public high schools of Springfield. By "border-line" is meant students with a grade average below "C" and those having a history of inattendance and truancy. The Springfield School Department will be responsible for identifying the above described students. Initially, the Dropout Prevention Program will deal with forty (40) students.

Because of the personable atmosphere, flexible freedom, individual attention, and alternative approaches to curriculum presentation and student participation, it is felt that SASSI Prep can serve as a platform for personal motivation, goal clarification, and educational rejuvenation to the aforementioned. The Dropout Prevention Program will place border-line students in SASSI Prep on an every other semester basis, beginning with the first semester of the junior year at SASSI, second semester junior year in public school; first semester senior year at SASSI Prep, second semester senior year in public school. Student participation in the dropout prevention program will be voluntary. All students will have the option of leaving SASSI and returning to the public system permanently at the end of their first semester junior year. Any student who achieves a "B" average in the spring term of his junior year will have the option of spending his entire senior year at SASSI Prep if he so desires.

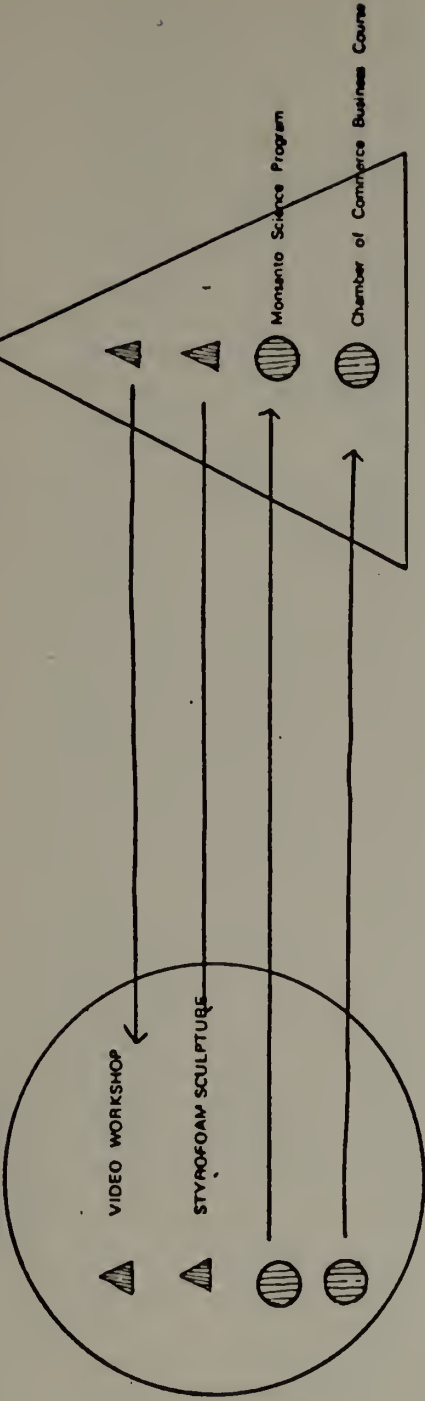
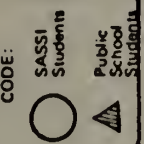


CHART 2

Extended Curriculum:

The Springfield School Department has recently adopted the concept of the "open campus" at the junior and senior levels in its secondary schools. The basic idea of the concept is to involve community resources in the public school curriculum both within and outside the physical school. In adopting the "open campus" concept, the school department has successfully involved resources from industry, business, community agencies, courses in physical sciences with industry, i.e. Monsanto Company, business courses with local business owners and managers as teachers. During the next school year these courses will be available to students of SASSI Prep.

SASSI Prep also offers a number of unique courses. These are sculpture, video production, photo-journalism, newspaper writing, layout and graphics. The uniqueness of these courses is not in their titles but in their structure, contents, and goals. The courses are organized with an apprenticeship orientation, which means that their content is application more than theory, and their goal is professional production. All of the journalism and associated skills courses are for SALT (Springfield Area Life and Times), a professional Springfield-wide, 6,000 circulation, bi-weekly newspaper.

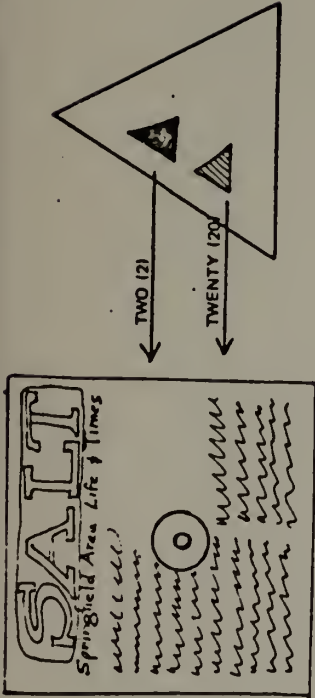
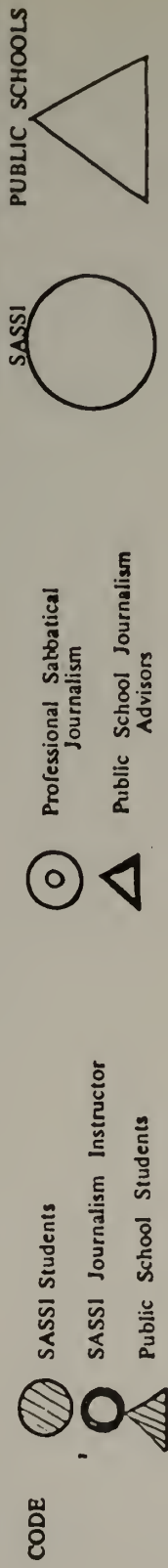


CHART 3

Explanation: PROFESSIONAL SABBATICAL:

Along with the other exchange programs in the SASSI/Springfield School Department cooperative effort, the PROFESSIONAL SABBATICAL (journalism) will have a feature role. In cooperation with the journalism instructor at SASSI Prep and two journalism instructors from the public school system, the PROFESSIONAL SABBATICAL will devise a curriculum in journalistic skills which will be production oriented via SALT (Springfield Area Life and Times, Appendix A.) The course offering will involve up to sixty students over the first year (30 per semester). The action journalism curriculum will be disseminated via video tape and written materials to other school systems and news publications as a model for action journalism at the secondary level.



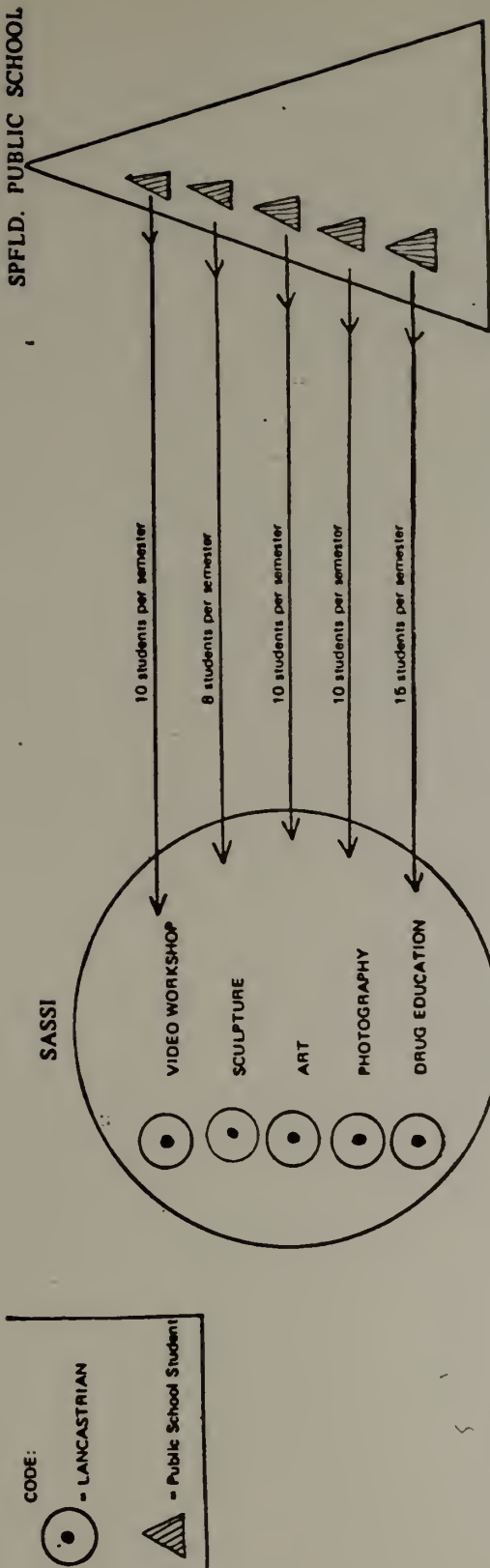
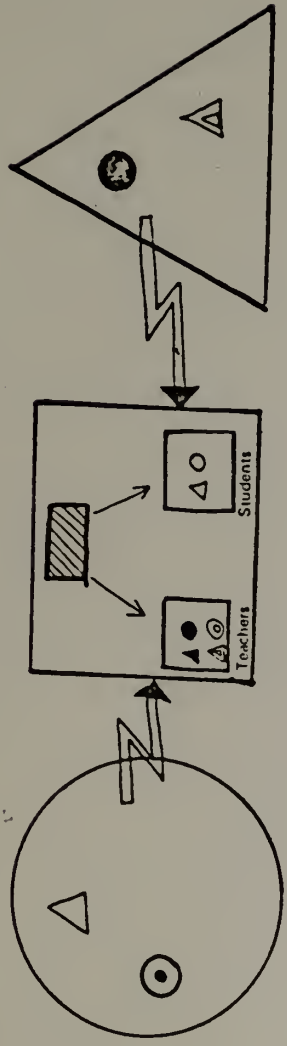
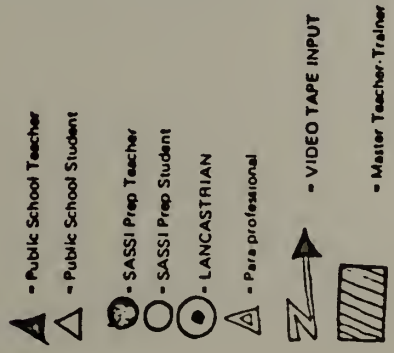


CHART 4

Explanation:

The SASSI LANCASTRIANS will have their debut with public school students as part of the extended curriculum exchange with SASSI and the Springfield School Department. LANCASTRIANS are outstanding SASSI Prep School students who have acquired sufficient knowledge and sophistication in specific subject areas to function as paid teachers. The LANCASTRIAN program has worked effectively at SASSI Prep School during 1971-72.

VIDEO FEEDBACK PILOT PROGRAM: For Teachers and Students



The Master Teacher-Trainer will coordinate seminars for teachers and students.

CHART 5

MASTER TEACHER-TRAINER: The role of the MASTER TEACHER-TRAINER is not simply to facilitate teaching seminars and develop a sequential VIDEO-FEEDBACK library. His primary purpose is to focus attention on, and develop problem-solving strategies for the areas of maximum stress in urban classrooms: race and group conflict, classroom authority and order, relevance of course contents and teaching styles. VIDEO-FEEDBACK is the medium he uses for problem identification and communication of constructive alternatives. Thus the MASTER TEACHER-TRAINER, together with the SPECIAL SKILLS teachers, LANCASTRIANS, PROFESSIONAL SABBATICAL and para-professionals whose classes will be video-taped on a regular basis, will be responsible for developing criteria of evaluation. (see Appendices for resume of Joseph Samuels)

EVALUATION CRITERIA: Specific evaluation criteria for judging the effectiveness of various teachers will evolve from seminar discussions among participating teachers, students, and pre-teachers. They will be addressed chiefly to the effectiveness in the areas of race and group conflict, classroom authority and order, relevance of course contents and teaching styles.

Negotiating the SASSI/Springfield School Department Cooperative Exchange Program. The following log was kept to allow the reader to follow the negotiation aspects of establishing the SASSI/Springfield School Department Cooperative Exchange Program:

June 2, 1972 - Springfield School Department - 10:30 a.m.

Present: Dr. John Deady, Superintendent of Springfield Schools
William H. Smith, Headmaster, SASSI Prep School

Topic: SASSI/Springfield School Department Cooperative Exchange Program

Decisions: It was agreed that

1. the proposed project was refreshing, exciting, and feasible;
2. the various components of the proposed exchange program should be phased in; and
3. to have a follow-up meeting for introduction and discussion of the proposed project with the principals of the four Springfield high schools.

August 4, 1972 - Springfield School Department - 1:30 p.m.

Present: Dr. John Deady, Superintendent of Schools
Joseph Samuels, Director, Teacher Training (SASSI/NEPTE)
William H. Smith, SASSI Headmaster
Ray Montagna, Deputy Superintendent
Phil Sweeney, Principal, High School of Commerce

Discussion: Presentation of proposal, SASSI/Springfield School Department Cooperative Exchange Program to principals and their representatives.

Discussion centered on the problems in education in general. General questions were raised on the specific components of the Exchange Program proposal.

- Decisions:
1. Each principal would make a follow-up visit to SASSI.
 2. The Superintendent would send an evaluation committee to look at SASSI Prep.
 3. A follow-up meeting of all the high school principals would be held once school was underway. This meeting would discuss the particulars of phasing in the Cooperative Exchange Program.

September 15, 1972 - Springfield School Department

Present: William H. Smith, Headmaster, SASSI
 Douglas Ruhe, Assistant Headmaster, SASSI
 Joseph Samuels, Director, Teacher Training (SASSI/NEPTE)
 William Rappaport, Supervisor, Senior High Guidance
 Thomas A. Kenefick, Assistant Superintendent (Bureau of Pupil Services)
 Charles W. Powers, Principal, Technical High School
 Jim Kane, Director of Guidance
 Cliff Flint, Counsellor, Trade High School
 Bill Phillips, Counsellor, Commerce High School
 Russell Peterson, Principal, Classical High School

Topic: Phasing in Cooperative Exchange Program

Discussion: The problem of granting credit for students who return or remain in the Cooperative Exchange Program. The problem of receiving non-letter grade reports for students attending SASSI who return to the public schools from SASSI. The need for expediency in setting up the dropout prevention program.

Decisions: 1. Students participating in the extended curriculum component of the Exchange Program would receive an elective credit for courses they took at SASSI. This would not include credit for core subject areas defined by the high schools involved, i.e., English, math, science. It would include drama, sculpture,

journalism, photo journalism, video production, Black Studies, Total Theater, Women Studies, painting, crafts, layout and graphics. Further credit for these courses for students who remain in public school will be negotiated with the different public schools involved.

2. That SASSI will submit its regular student evaluations form for courses taken by public school students at SASSI and SASSI would attach a letter grade designation to those evaluations.
3. That SASSI Headmaster, William Smith would meet with each of the high school principals, individually, to work out the process for the Dropout Prevention Program and the extended curriculum program.
4. That the two above components of the Exchange Program be pursued immediately.
5. One hundred (100) students were the suggested number for the dropout program. SASSI committed itself to twenty.

September 20, 1972 - SASSI Preparatory School - 10:00 a.m.

Present: Walter Stranton, Principal, Trade High School
William H. Smith, Headmaster, SASSI Prep School

Discussion: Dropout Prevention Program

Decision: 1. Mr. Stranton would meet with his guidance counsellors and inform them of the Dropout Prevention Program and then set up a time for the counsellors to visit SASSI for questions and answers before initiating the Dropout Prevention Program.

September 20, 1972 - SASSI Preparatory School - 3:30 p.m.

Present: Charles Powers, Principal, Technical High School
William Smith, Headmaster, SASSI Prep School

Discussion: General

Decision: None

September 21, 1972 - SASSI Preparatory School - 3:00 p.m.

Present: Russell Peterson, Principal, Classical High School
William H. Smith, Headmaster, SASSI Prep School

Discussion: Dropout Prevention Program, Extended Curriculum Program

- Decisions: 1. Forty (40) Classical High Students will be allowed to take courses at SASSI as part of their extended curriculum.
2. Classical teachers will be invited to participate in team teaching with SASSI teachers, courses offered in the extended curriculum program.
3. A maximum of eight students from Classical to enroll in SASSI full time as a part of the Dropout Prevention Program.
4. Classical High teachers will be invited to participate on a voluntary basis in the in-service teacher program in November.

October 4, 1972 - Springfield School Department - 10:00 a.m.

Present: Dr. John Deady, Superintendent, Springfield School Department
Dr. Lewis Knight, Associate Director, NEPTE
Raymond Montagna, Assistant Deputy Superintendent-in-Charge of Secondary Education
Joseph Samuels, Director, SASSI Teacher Training Program
William H. Smith, Headmaster, SASSI Prep

Discussion: SASSI/Springfield School Department Cooperative Exchange Program Teacher Training Component

- Decisions:
1. That a pilot teacher training program involving ten public school teachers would be initiated in the near future.
 2. That the school department would commit \$400 hard money for video tapes for the teacher training program and an in-kind commitment totaling approximately \$1,200 for teachers who are in the pilot project and an expanded follow through Teacher Training Program for the spring.

October 10, 1972 - Springfield School Department - 10:00 a.m.

Present: Dr. John Deady, Superintendent, Springfield School Department
Raymond Montagna, Assistant Superintendent-in-Charge of Secondary Education
Joseph Samuels, Director, SASSI Teacher Training Program
William H. Smith, Headmaster, SASSI Prep School

Discussion: The particulars of SASSI/Springfield School Department Cooperative Exchange Teacher Training Program

- Decisions:
1. The pilot project would run from November 6, 1972 thru December 1, 1972.
 2. Based on the success of the pilot training session, an expanded ongoing teacher training program would be implemented January 8, 1973 thru June 8, 1973. The hard money commitment for the spring training program would be approximately \$4,800 with an approximate in-kind contribution of \$10,000.
 3. To meet again as soon as the print-outs on the Teacher Training Program are returned from the printer.
 4. At the next meeting go over the structure and content of the training program in detail.

October 26, 1972 - SASSI Preparatory School - 9:00 a.m.

Present: Mrs. Elaine Rucks, Education Specialist, Springfield Model Cities
 Mrs. Bessie Ranson, Education Coordinator, Springfield Urban League
 Robert Henderson, SASSI Social Studies Instructor (Special Skills Teacher)/College Placement Director
 William H. Smith, Headmaster, SASSI Prep School

Discussion: SASSI Prep as an "above the board" alternative for minority students presently in school who might derive greater benefit from attending SASSI.

Decisions: 1. Before open advocacy by either agency for in or out of school students to attend SASSI, that certification of SASSI as a legitimate educational institution be sought.

2. That an immediate proposal by SASSI to Model Cities be submitted for funds in January 1973 to:

- A. Assist more minority students to attend the open campus offered by SASSI through materials and supplies for these students.
- B. Funding of the Total Theatre concept as a pilot project in inner-city education.

October 26, 1972 - SASSI Preparatory School - 11:00 a.m.

Present: Dave Gabby, Student, Chairman of the Classical Open Campus Committee
 William H. Smith, Headmaster, SASSI Prep School

Discussion: How to make effective use of the extended curriculum courses offered to public high school students. SASSI as a sanctioned alternative for high school dropouts. SASSI evaluation system.

Decisions: 1. William Smith, Headmaster, SASSI Prep School, would speak to an open meeting of open campus students at Classical High

School October 31, and

2. That Technical High and Trade High student open campus representatives should be at that meeting in order that the 80 open campus slots be equally shared by the three high schools.
3. Priority be given to obtaining sanction from the Springfield School Committee so that regular students be given the option of attending SASSI for courses or full time.

The five program areas in the Cooperative Exchange Program met with varied success:

1. Dropout Prevention - SASSI enrolled twelve dropout students over a four month period who came directly from public schools to SASSI. Although these students have not shown any desire to return to public school, it is just as well. Due to the varied "requirements" for graduation for the four public high schools and an inability of the public school administrators to take seriously the worth of SASSI courses, the flow of the dropouts back to public school is nil.
2. The "Extended Curriculum" component enjoyed the most success in terms of number of students participating. During a four month period over twenty five public school students took courses in video production, photography, sculpture, art, and dance. All of the public school students took the courses on their own time as the question of credit for the courses taken at SASSI was never resolved and accepted by both parties.

3. The Special Skills Teacher Exchange did not develop.
4. A modified version of the pilot Video Feedback program took place on an eight week pilot basis. The results as reported by the teachers from public school who participated were as follows:

SASSI Teacher Training Program
Pilot Program Evaluation

Participant: A. G.

School: Van Sickle

- I. Please list positive and negative criticisms about the Teacher Training Program that you are consciously aware of as a teacher undergoing the training process.

A. Positive

1. Friendly, cooperative atmosphere; sincere concern with the individual and his problems.
2. Individual seeing himself teach and response to his teaching --new opportunity for growth.
3. "Real" situations dealt with rather than "philosophical" abstract educational mumbo-jumbo.
4. Positive encouragement given to individual through close-knit group situation.

B. Negative

1. Perhaps one meeting per week would be less taxing on school preparation time.

- II. Do you feel the Teacher Training Program has been beneficial? Explain.

Yes. It has shown me shared problems other teachers have, and possible solutions for different individuals. It has shown me what views of myself students might get from my unconscious behaviors, and has made me more conscious of "body language."

Do you feel that the Teacher Training Program, could be beneficial

to other Public School Teachers? Explain.

Yes--especially in regard to minority-group behavior and views of white middle-class teachers. It deals with problems of teacher-student relationships in all school situations as well.

III. What other areas of Strength Training would you like to see included in the Teacher Training Sessions?

Perhaps more discussion of actual behaviors and activities geared to different types of students, perhaps through individual discussion with SASSI-trained area teachers if possible.

IV. What are your positive and negative reactions to the use of video in Teacher Training?

A. Positive, i.e., I feel that it has been effective.

At first it made me self-conscious in my reactions, later I found it very revealing. It gave me ideas of its use in the classroom also.

B. Negative, i.e., Video does not show my actual teaching abilities.

Self-consciousness mentioned above.

V. Please list positive and negative criticisms about the Teacher Trainer that you are consciously aware of as a Teacher undergoing the training process.

A. Positive

1. Very understanding of human motivation.

2. Extremely amusing--attention-getting.

3. Radiates sincere concern and attempt at communication--effective speaker.

B. Negative

1. None

Participant: A. G.

School: Van Sickle

I. Please list positive and negative criticisms about the Teacher Training Program that you are consciously aware of as a teacher undergoing the training process.

A. Positive

1. The Teacher Trainer gets us enthusiastic about ourselves vis a vis the kids. His imitations are sidesplitting and put problems in perspective.
2. Seeing myself on tape was very effective in getting a better perspective on myself.
3. The criticisms from the teachers and Joe Sam were very frank.
4. SASSI Prep is a good environment for it. It exemplifies the kind of teaching we strive for and the kids and teachers that participated helped.
5. The Teacher Trainer and all others involved really cared.

B. Negative

1. Sessions weren't long enough and took place after a long day of teaching. Maybe a whole day or weekend?
2. Two hours did not permit time for teaching and viewing of tape or analysis.
3. Not enough teachers (maybe 8 or 10 would give us exposure to more teaching styles).
4. More time for individual follow-up. Analysis of implementation (one week after video-taping analysis) is needed.

II. Do you feel the Teacher Training Program has been beneficial? Explain.

Yes. I have gotten a new perspective of both myself and the students.

1. My students' behavior has become less threatening as I see it has

patterns and emerges in response to my behavior. I am now able to understand and even predict student behavior and thus to manipulate it.

2. I see my own weaknesses and strengths and can capitalize shown me alternatives to the traditional overbearing and confrontation approach to discipline problems. I can now react to challenges in a way that is natural and which avoids unnecessary escalation. I can manipulate the kids rather than vice-versa! And I know I am not alone in my problems.
3. I also could feel again what it is like to be a student. I can empathize more with the frustrations and restlessnesses of my own students because of what I felt in the role-playing situations.

Do you feel that the Teacher Training Program, could be beneficial to other Public School Teachers? Explain.

Yes! For the reasons I just described on page 1. Many teachers do feel threatened by students and thus react in a strong face-saving way to problems which is hard on the student and teacher. In general, if there were a more gentle approach exercised by more teachers, there would be less escalated crises and a better atmosphere in the schools. Most teachers could benefit by learning how to use their bodies, voices and personalities to gain control and trust instead of relying on the old "strong-man" approach. Both teachers and students would be less tense. Also, such a program could break down barriers among teachers and encourage them to be more honest with each other. It is hard to go through the program and not feel close to your colleagues in it.

III. What other areas of Strength Training would you like to see included in the Teacher Training Sessions?

I can't really say as this is my first exposure to strength training. I would like to see more tapes of classrooms and teachers in action. Also, tapes of kids interacting in natural situations, i.e., playgrounds. When I teach it is hard to objectively observe my students and their behavior. Perhaps strength training could include observation of classrooms and kids in general, so we could have our own experience picking out behavior patterns.

IV. Would you like a follow-up of your progression (or regression) after 4 or 5 weeks?

Yes, definitely. Four weeks of training doesn't necessarily give us a good feeling for our classes. My teaching still involves a lot of trial and error and often I can't tell what aspects of my behavior need clarification until I have tried them. After four or five weeks of teaching using new techniques learned in the program. I know I will have questions.

V. What are your positive and negative reactions to the use of video in Teacher Training?

A. Positive, i.e., I feel that it has been effective.

Yes. It has been effective. The cameramen were very skilled in focusing on certain people and interactions that I, as the teacher, didn't pick up in the studio and probably don't pick up in class.

B. Negative, i.e., Video does not show my actual teaching abilities.

VI. Please list positive and negative criticisms about the Teacher Trainer that you are consciously aware of as a Teacher undergoing the training process.

A. Positive

1. The Teacher Trainer imitates beautifully.
2. He listened to us all and cared a great deal.
3. He is tactful but frank.
4. He is animated and enthusiastic.
5. He is extremely perceptive.

B. Negative

1. He did not always clarify our problems enough.
2. He didn't always give us enough concrete suggestions. (Though, when asked about specific situations, he always had an answer.)

I loved the program. It has changed my behaviors in the classroom and my life to the extent that teaching is a large part of it!

Participant: R. G.

School: Van Sickle

I. Please list positive and negative criticisms about the Teacher Training Program that you are consciously aware of as a teacher undergoing the training process.

—A.—Positive

1. No attempt to ridicule any individual.
2. Constructive criticism of participants.
3. Genuine atmosphere of dealing with problems.

B. Negative

1. Some suggestions given might work once or infrequently, but not on a steady basis.
2. I wish the course could have been longer and more intensive.

It has given me greater insight into the handling of teacher-student relationships and has helped me to overcome invalid pre-conceptions in the matters of class control and discipline.

Do you feel that the Teacher Training Program could be beneficial to other Public School teachers? Explain.

Yes, I feel any teacher would benefit from an increased awareness of what may or does lead to teacher-student confrontations in the classroom. It has helped me personally to more effectively recognize and deal with my own individual strengths and weaknesses as a teacher.

II. What other areas of Strength Training would you like to see included in the Teacher Training Sessions?

More time spent after the observations and lectures to see how effective or ineffective the results are for individual teachers in classroom.

III. Would you like a follow-up of your progression (or regression) after 4 or 5 weeks?

IV. What are your positive and negative reactions to the use of video in Teacher Training?

A. Positive, i.e., I feel that it has been effective.

B. Negative, i.e., Video does not show my actual teaching abilities.

Negative only in the aspect that the video operators, at times, seem to intrude into the proceedings in the simulated classroom.

V. Please list positive and negative criticisms about the Teacher Trainer that you are consciously aware of as a Teacher undergoing the training process.

A. Positive

1. Professional manner in which he dealt with participants.

2. Created an aura of enthusiasm and eagerness to deal with and solve problems.

Participant: R. M.

School: Duggan Junior High

I. Please list positive and negative criticisms about the Teacher Training Program that you are consciously aware of as a teacher undergoing the training process.

A. Positive

1. Readiness of young to participate in role playing.

2. Atmosphere open enough for "gut" feelings.

3. Variety of situations presented by trainer.

4. Including black and Puerto Rican participants.

B. Negative

1. At time too repetitive.

2. T.V. equipment not functioning.
3. Need for focus on urban youth in depth.
4. Room atmosphere. Code of his (teacher trainer) at times.
- 5.- Need for some follow-up readings.

II. Do you feel the Teacher Training Program has been beneficial?

Yes. As related earlier it is a significant vehicle. My own experience over the years has reaffirmed the need for re-tooling and re-threading in the area of group dynamics.

Do you feel that the Teacher Training Program, could be beneficial to other Public School teachers? Explain.

I am sure the program could be beneficial. In earlier stages it should remain a voluntary experience. This will provide motivation and desire to be part of project. All can benefit, but many teachers feel group experiences have little to offer.

An enthusiastic participant should share experience with colleagues. The program might be in-plant. Little of SASSI Prep's overall program was alluded to during course.

III. What other areas of Strength Training would you like to see included in the Teacher Training sessions?

When possible, an on-the-spot observation of real learning situations.

Less dependency on TV media.

More individual sharing of current experiences.

When possible, case-study approved.

Use the film "Eye of the Beholder", to show how each participant has a different frame of reference.

IV. Would you like a follow-up of your progression (or regression) after 4 or 5 weeks?

Yes, could we have names and schools of all participants including staff/trainer.

- V. What are your positive and negative reactions to the use of video in Teacher Training?
- A. Positive, i.e., I feel that it has been effective.
When practical application made can be more useful.
- B. Negative, i.e., Video does not show my actual teaching abilities.
Artificial simulation. Over-acting in role-playing. Not a true picture. Better interpretation of use before application by trainer.
- VI. Please list positive and negative criticisms about the Teacher Trainer that you are consciously aware of as a Teacher undergoing the training process.
- A. Positive
1. Sharp.
 2. Open.
 3. Experienced.
 4. Knows where action is.
 5. Interpretive/non-threatening.
- B. Negative
1. At times goals for program lack focus.
 2. Free flow good, but need to tie-up program.
 3. Too frequent referral to non-verbal closure. More emphasis needed on values as well.
 4. Give some readings that teacher/participant might find useful.
 5. Have group state own expectations. More time for group to inter-relate on issues, feelings, etc.

Participant: F. F.

School: Kiley School

I. Please list positive and negative criticisms about the Teacher Training Program that you are consciously aware of as a teacher undergoing the training process.

A. Positive

1. The course helps a teacher become aware of various factors in the classroom (hostility, friendliness, etc.)
2. Allows the teacher to strengthen his outstanding points.
3. Helps a teacher's awareness of self.
4. Shows methods to avoid conflicts without giving one answer.

B. Negative

1. Time allotment not enough sometimes to finish topics.
2. Room sometimes too confining.
3. Not enough time to discuss each teacher to same extent.

II. Do you feel the Teacher Training Program has been beneficial?

Explain.

Yes, it has given me more confidence and awareness to develop the classes I have by using my personality. I'm more at ease in the classroom because I don't need to use the management which I think a teacher should have. Also, some classes are responding better toward me as a person than a teacher.

Do you feel that the Teacher Training Program could be beneficial to other Public School teachers? Explain.

Yes, the teacher training program does give one an insight into dealing with classroom situations in a way which will help one be more consistent. That's done by developing your personality in the classroom. It helps eliminate a student dealing with the teacher, but put it at a level where the student is dealing with a person. In this way, many conflicts are avoided.

III. What other areas of Strength Training would you like to see included in the Teacher Training sessions?

Maybe in the various subject matter to help present the subject better and more efficiently.

IV. Would you like a follow-up of your progression (or regression) after 4 or 5 weeks?

Yes.

V. What are your positive and negative reactions to the use of video in Teacher Training?

A. Positive, i.e., I feel that it has been effective.

It is effective and helps indicate both strengths and weaknesses in teaching. It also reveals mannerisms which may be bothersome to viewers.

VI. Please list positive and negative criticisms about the Teacher Trainer that you are consciously aware of as a teacher undergoing the training process.

A. Positive

1. Helps a person to become more aware of self.
2. Helps a teacher become aware of things he is doing well and is actually helping the situation.
3. Helps teacher become aware of things which hurt teaching situations.
4. Good discussion amongst teachers revealed more insight in perceiving class situations.
5. Role-playing very effective.

B. Negative

1. Does not take into account subject matter which must be

taught in specific time limit.

2. Sometimes takes too much time setting equipment up for taping; takes time away from course.

Participant: T. M.

School: Kiley School

I. Please list positive and negative criticisms about the Teacher Training Program that you are consciously aware of as a teacher undergoing the training process.

A. Positive

1. It is realistic.
2. The group leader is extremely knowledgeable and skilled.
3. It plays on the good points as much as possible.
4. Video-tape is tremendous asset.

B. Negative

1. Time is too short for complete individual attention.
2. Not enough pre-program information is available.
3. Facilities could be enlarged.

II. Do you feel the Teacher Training Program has been beneficial? Explain.

Yes. I find myself looking at the students in a different light. I feel I can better cope with the situations and students I meet because of this program.

Do you feel that the Teacher Training Program, could be beneficial to other Public School teachers? Explain.

Definitely. There are many individuals who need exposure to their assets as well as their deficiencies as teachers. I think the program would be a definite asset to those teachers who truly wanted

to improve themselves and their classrooms as learning situations. The program has definite improvement potentials for all who are involved.

III. What other areas of Strength Training would you like to see included in the Teacher Training sessions?

I would like to see more time spent on the strengths of the individual teachers.

IV. Would you like a follow-up of your progression (or regression) after 4 or 5 weeks?

I would like to see if there has been any real change (positive or negative) has been made in me as a teacher.

V. What are your positive and negative reactions to the use of video in Teacher Training?

A. Positive, i.e., I feel that it has been effective.

The video allows you to see what was actually done, not merely talk about it.

B. Negative, i.e., Video does not show my actual teaching abilities.

Video sometimes does not pick up all the activity of the "learning situation."

Participant: R. C.

School: Van Sickle

I. Please list positive and negative criticisms about the Teacher Training Program that you are consciously aware of as a teacher undergoing the training process.

A. Positive

1. I feel the Teacher Trainer knows more than I know.
2. I can feel myself broadening while I'm there.
3. The Teacher Trainer makes you want to come.
4. You feel that all you need to be better is standing in front of you.

B. Negative

1. This might blow your mind, but the only complaint I have is that the program isn't long enough.

Do you feel the Teacher Training Program has been beneficial? Explain.

Yes, I've never been as relaxed in my life. I'm glad I found another way of dealing with problems rather than using sentences, etc. I feel no tension at all in my room.

Do you feel that the Teacher Training Program could be beneficial to other Public School teachers? Explain.

Yes, but only if the teachers volunteer to come. I think teachers who are forced to go to meetings can spoil them rather than add to them. I do think that other teachers should be aware of another way of control rather than strong arm tactics.

What other areas of Strength Training would like to see included in the Teacher Training sessions?

1. Video taping of classroom situations both at SASSI and in the classroom of the teacher.
2. Plenty of hardnosed, frank comments of the teacher's attitude, appearances, etc.--even though it hurts.
3. Maybe a retaping of short first day experiences towards the end of the strength training.

II: Would you like a follow-up of your progression (or regression) after 4 or 5 weeks?

Yes.

III. What are your positive and negative reactions to the use of video in Teacher Training?

A. Positive, i.e., I feel that it has been effective.

It's probably the best way to show facial expressions and other physical strengths and weaknesses.

B. Negative, i.e., Video does not show my actual teaching abilities.

None really, after you get going you don't even know or care.

IV. Please list positive and negative criticisms about the Teacher Trainer that you are consciously aware of as a Teacher undergoing the training process.

A. Positive

1. Action filled!

2. Acts out what he (teacher trainer) is trying to say.

3. His (teacher trainer) knowledge of the area shines through.

B. Negative

1. None, but don't go on an ego trip!

Teacher Trainer, if there is anything I can do, just let me know. I feel I owe you a lot for bringing me back to the state of mind I had the first day of my teaching career.

CHAPTER V

THE COMMUNITY SERVICE CORPORATION: A MOVE TOWARD FINANCIAL STABILITY

Presently, there are hundreds of alternative schools established throughout the United States. Some are financially tied to Local Education Agencies and others depend on a broad base for financial support, i.e. foundations and businesses. Due to internal "hassles" and/or shortage of funds those alternative schools not directly tied to school departments financially, often close. The average life of alternative schools is 18 months.⁴⁸

In an attempt to avoid the closing of SASSI for lack of finances, ways were sought to utilize resources existing at SASSI toward revenue producing projects. These same resources should provide education and/or job training for students, and in keeping with the SASSI priority of an urban oriented service program, the venture should seek to provide a service to the community from which the student comes. The Community Service Corporation, then, should serve three functions:

1. An educational and/or training platform;
2. A source of direct service to the community;
3. A source of revenue to assist in sustaining the Street Academy System of Springfield, Inc.

In February of 1972, the New England Resource Center on Occupational Education awarded SASSI with a five thousand dollar (\$5,000) planning grant to assemble professional resources and plan the operational mechanics of the Community Service Corporation (Appendix C).

The following SASSI activities are the first tangible fruits of the planning effort.

SASSI Video Clinic

Some people say it is like the printing press all over again - that cable television has the capacity to revolutionize modern communications and eventually to provide cities with all their telecommunications needs.⁴⁹

Already community antenna television, or CATV, provides subscribers with more channels than there are programs to fill them. Improved technology has made it possible for cable systems to provide not only improved television signals, but copying services, access to data-processing equipment, two-way video communications, electronic transfer of mail, or the service of just about any piece of equipment that can be attached to the wires.⁵⁰

It is widely estimated that within ten years sixty percent of American homes will be serviced by cable television equipped with more than 20 channels. Currently, subscribers increase by a rate of nearly 20 percent per year. Whereas in 1971 there were 2,500 systems serving 5.5 million people, in a decade the number of subscribers will reach a staggering 90 million.⁵¹

It is, with the abovementioned developments in mind, that the Street Academy System of Springfield, Inc. operates the SASSI Video Clinic. The SASSI Video Clinic serves three functions:

1. It serves as a training platform for minorities in an area which offers job opportunity with upward mobility. (See Appendix A)

2. It provides Greater Springfield with a service resource which is otherwise absent and,
3. Represents a potential source of revenue for the Street Academy System of Springfield, Inc.

These three functions form the core to a developmental concept at SASSI called the Community Service Corporation. A second component of the SASSI Community Service Corporation, SALT, is presented later in this chapter.

Community Service. At the Riverview Housing Project, as in many low income housing projects, the most common complaint of the more involved residents and social workers alike is the serious lack of any unified community action when dealing with major common goals.

According to a Riverview social worker, there exists a situation where very little social and environmental change or development takes place despite the abundance of community groups and service agencies. Each group, because of the lack of intra-community understanding and communications operates independently of the other. As a result, those problems whose solution necessitates unified monolithic community support never reach a lasting solution. Administrative "buckpassing" of responsibility thwarts the efforts of any one organization. Community groups at Riverview tend to fall into impotent time-consuming organizations in the face of the well entrenched established procedures of the existing bureaucracies.

The need for a communications link between organizations is reflected in problems that range from keeping the laundry room in good repair, to renegotiating leases and attracting grants for modernization.

A second problem at Riverview is the absence of any vehicle for cultural or self-expression. The only organized activities are the Day Care and Headstart Programs for children and newly developing recreation program for teenagers. The recreation program activities are primarily entertainment oriented (movies, bowling, a dance, etc.) There are little, if any, activities designed to encourage the expression of self pride or explore personal growth through the Arts. The only known group is a rock band, but this is an isolated exception to a general rule. It has been expressed by a worker at the social services agency that the population at Riverview has no sense of their community individuality or potency.

Communications between the low-income community and the agencies designated to give them assistance has always been problematic. One of the principal dilemmas is the one of access to the people in these communities. Agency personnel are generally from a different stratum of society and find it impossible to communicate with the poor. Over the years efforts to cope with this dilemma have included such things as augmenting staffs with residents from the target areas under the assumption that better communications would be facilitated. Ironically, community concern in many instances has come to be gauged by the amount of protest generated against the very programs designed to give assistance to the poor.

The SASSI Video Clinic in conjunction with the Riverview Tenants Council, the Riverview Health Clinic, and the Brightwood Social Service Center have begun the Riverview Television System. This is done

through the central television antenna of the 150 family project. The central antenna of the projects has been modified to accommodate video decks to transmit throughout the housing complex. Residents tune in Channel 11 for programs in the following areas:

- Bilingual News Broadcast
- Weekly Variety Hour in Spanish using local talent
- French Broadcast (French Canadian residents)
- Health Services
- How-to Programs

There are presently five organizations in Riverview using Channel 11 and active community involvement in program production numbers fifteen people a week. About 400 or 55% of the 750 of the Riverview residents benefit from the Riverview Television System. Expanded programming is planned for the future.

Revenue. Simultaneous to the student training and community service functions of the SASSI Video Clinic is a third and important activity: providing at a fee local programming for area CATV operators.

The Federal Communications Commission guidelines to cable television companies require that all companies must provide a channel for local access. Recent FCC guidelines are more specific. They require that any cable television company beginning operations in a city after March 2, 1973 must provide "one dedicated, noncommercial public access channel available without at all times on a first come first serve basis, one channel for educational use and another channel for local government. . ."52 These guidelines serve as the cornerstone for revenue generating activities by the SASSI Video Clinic.

Through existing short term contracts with local, state, and

federal agencies, as well as one cable company, the SASSI Video Clinic is honing its in-house skills to begin to specialize in production of local origination programming for general use by cable television operators throughout New England.

The following short term production contracts have been executed or are in production:

	Tapes	
New England Program in Teacher Education		\$4,000.00
Brightwood Social Service Agency	1	125.00
Planned Parenthood Clinic	1	50.00
Greater New England Cable Company	4	200.00
Southbridge Redevelopment Corporation	1	50.00
Housing Allowance Research Program	4	500.00
TOTAL		\$4,925.00

The above income represents a fraction of the potential income that can be generated as the Video Clinic gains expertise and sophistication. Presently the Video Clinic is negotiating with three area cable television operators for long term contracts for local origination productions. The letters in Appendix D more clearly indicate the assumption of revenue generating activity by the SASSI Video Clinic.

SALT Newspaper

SALT is a biweekly newspaper with an approximate circulation of 4,000 in the Springfield, Massachusetts area. SALT has an intense inner-city focus and is strong on cultural coverage. It is moderate in tone and strictly non-political in character. It is the only news organization in this city of 200,000 with minority staff members.

The stress of coverage is on issue-areas such as education, housing, transportation, taxation, city government, unemployment, public health, etc. A city-oriented weekly newspaper fills the vacuum of urban coverage left by the mushrooming dailies with their predominant focus to diminishing the severity of the so-called Urban Communications Crisis.

In addition, SALT serves as a vocational training instrument for primarily minority students from the inner-city. It is an arm of the Street Academy System of Springfield, Inc. (SASSI), a college prep and communications training program for high school dropouts. It serves as the foundation for a Community Service Corporation, a non-profit business, the revenues from which are to be used to sustain the training programs offered.

SALT has been on the stands for one year and has developed a readership that includes blacks, Puerto Ricans, students, business, professional people, and affluent suburban residents interested in city developments. SALT is expanding within the context of a redeveloping downtown area. Retail sales over the next ten years are expected to increase by more than \$100 million.⁵³ Increased activity in the downtown area should contribute revenue to SALT's publication efforts.

The Name. Many have marveled at the curious name SALT, an acronym for Springfield Area Life and Times, and wondered why it was ever chosen. Some background information about the crystalline seasoning should cast some light on the matter.

In some countries salt has been the symbol of incorruptibility. Old Russians place a bit of salt in coffins to signify the incorruptibility of the human spirit. The ancient Scotch did the same.

In the Arabian desert salt is the symbol of unity and friendship. Those who partake of salt together cannot be enemies. In Thailand when two men wish to take a pledge of friendship they drink a cup of salted water together. This mutual act makes them brothers in the spirit.

In Da Vinci's painting of the Last Supper there is an overturned salt cellar next to the plate of Judas Iscariot, demonstrating his betrayal of his word and covenant with Jesus. St. Paul in a letter to the Colossians admonished: "Let your speech be always with grace, seasoned with salt, that you may know how to answer each other."⁵⁴ Is there any better advice for journalists?

Audience. In circulation SALT seeks the kind of diverse audience that will safeguard the financial existence of the newspaper. SALT is piecing together an audience that includes the inner-city black and Puerto Rican populations, affluent suburban whites who make their livings in the inner-city, and other inner- and outer-city residents, particularly young and professional people and the city's 15,000 college students.

Based upon current circulation figures and estimates that effort is being rewarded with success. There is concern among these target groups with the present quality of urban life and this coalition of interest will provide SALT with an audience that will allow the paper to flourish. In some areas that same coalition of interest has manifested itself politically in what is coming to be called the New Politics.

The paper is well received in the city's black neighborhood because

of the variety of SALT's coverage. SALT has strong subscription sales in one of the wealthiest suburbs of the city, Longmeadow. People are attracted by the strong urban focus and thought provoking subjects-- e.g., education, taxes, unemployment, housing--presented in SALT.

Downtown businessmen, merchants and professional people take the paper because there is something to learn about the city in every edition. SALT takes the city seriously, and while others are busy in the "metropolitan area", we're in town doing our homework. If one's future is tied up in the city, that is the kind of coverage needed.

Young people and college students are interested in SALT as much for its extensive cultural, entertainment and sports coverage, as for its lively news content. SALT carries movie reviews and listings, book reviews, theatre reviews and listings, a comprehensive area calendar of events, a dining out section, a comparative shopping guide and other features. (See Appendix E for a sample profile of SALT readers.)

SALT Overview. For over one year SASSI Prep has published a bi-weekly newspaper, Springfield Area Life and Times (SALT). The newspaper has served the school as a vocational training instrument in the areas of journalism, photography, video productions, MTSC (IBM) typesetting training and graphics/layout for offset production. (Appendix A) The students have received professional skills training to prepare them for the job market. The newspaper strives to provide serious and a sustained coverage of inner city developments affecting the entire urban population. It has addressed itself to coverage of minority communities within the city that has been neglected by the other media.

SALT seeks to help promote the revitalization of the downtown area and the city by attempting to reflect the new sense of growth and movement in its pages. The welfare of SASSI and SALT newspaper are closely related to the future of the city.

SALT Profile.

Potential: As stated in the section on SALT, the newspaper believes a community of interest exists between the inner-city minority communities, the middle-class whose lives are tied to the city, and Springfield's youth and student populations. It is to this broad audience that SALT is directed.

Circulation: SALT's present average circulation is 4,000 copies. Because of capital limitations through the first year of publication, circulation growth was modest. In recent months, however, circulation has commenced to forge ahead respectably, opening for the first time the realistic possibility of a strong alternative newspaper in the community.

Subscriptions: The paper has nearly 1,000 subscriptions from all areas of the city. A strong area for subscriptions has been the adjoining community of Longmeadow. A large boost here should be experienced as the results of a special mailing conducted for SALT by Forbes and Wallace (30,000 initial mailing; 30,000 to follow) begins to be experienced.

Hawkers: Weekly newspapers in Boston have used this method of street sales very effectively. More than 2,000 copies of the newspaper are distributed to hawkers each edition. More copies will be issued to hawkers as the college population from among whom they can be recruited returns to the area.

Newsstands: SALT is sold on almost 100 newsstands in and around the city. The paper has opted to develop its own newsstand outlets due to the unreliability of commercial distribution in the city. Newsstands selling SALT are found in such communities as Longmeadow, Indian Orchard, Forest Park, Downtown, Hill-McKnight and the North End.

Hotels and Motels: More than 16 hotels and motels now offer SALT to their guests on a controlled basis. The relatively low figure of 600 copies should be considerably surpassed as the newly build Civic Center and other entertainment and recreation coverage, its comprehensive movie and theatre guides, restaurant listings, movie listings and reviews, etc., and its convenient tabloid format, should make it indispensable to both travellers and area residents considering a night out on the town.

Hospitals: As a public service 200 copies of SALT newspaper are sent to area hospitals.

Other: During the coming months SALT will make concentrated efforts to expand subscriptions and sales in such suburban areas as Longmeadow and Wilbraham. It is expected that growth will also be experienced in the downtown area and Hill-McKnight as efforts are made to expand reader awareness of the newspaper.

Advertising Revenue. Until the end of May 1972, SASSI could not afford an advertising staff. In May, the University of Massachusetts assigned volunteers from a new federal program, ACTION, to SALT Newspaper. A professional ad director was hired and SALT began to make its tortuous way out of the doldrums. Issue 28 on May 10 produced only \$157 in ad revenues. Issue 34 published August 2 had almost \$1,200 in paid advertising, or an increase of more than 700 percent in three months. SALT is within easy range of being self-sustaining. The graph on the following page charts SALT's progress in recent months. (See Advertising graph in Appendix E.)

Jobbing Revenue. SALT produces approximately \$9000 in small jobbing contracts per month. This is also expected to increase with time. For example, SALT produces a monthly edition of the Brightwood Voice, the Springfield Redevelopment Authority newsletter for that neighborhood. SALT prepares a Spanish language program each Wednesday for Channel 57 in Springfield. The graphics staff produces such things as pamphlets for Valley Bank, brochures and posters for political candidates, billboards for the sides of city buses, handbooks for the School Department and circulars for brokerage firms. SALT recently contracted the typesetting, layout and graphics for *The Common*, A Meeting Place

for Education in New England, a 40,000 circulation regional newspaper, sponsored by the New England Program in Teacher Education.

CHAPTER VI

ORGANIZATIONAL STRUCTURE AND STUDENT BODY PROFILE

The Street Academy System of Springfield, Inc. is a formal organization inasmuch as it meets the basic criteria defining such organizations cited by Scott and Blau:

...organizations that have been formally established for the explicit purpose of achieving certain goals, the term "formal organizations" is used to designate them.⁵⁵

In every formal organization there arise informal organizations, no matter how much time and thought has gone into planning. Vincent Benet illustrates this assertion:

If you take a flat map
And move wooden blocks upon it strategically,
The thing looks well, the blocks behave as they should
The Science of war is moving men like live blocks.
And getting the blocks into place at a fixed moment.
But it takes time to mold your men into blocks.
And flat maps turn into country where creeks and gullies
Hamper your wooden squares. They stick in the brush,
They are tired and rest, they struggle after ripe blackberries,
And you cannot lift them up in your hand and move them.⁵⁶

In attempting to present a typology of the Street Academy System of Springfield, Inc., the writer met with great resistance in terms of various classifications offered by available literature on the subject. However, the service organization as defined by Scott and Blau best classifies SASSI. Scott and Blau state that "a service organization has been defined as one whose prime beneficiary is the part of the public in direct contact with the organization."⁵⁷ The classificatory scheme presented by Scott and Blau is *cui bono*--"who benefits?"⁵⁸

Communication Versus Coordination

Having established a typology of the Street Academy System of Springfield, Inc., the writer will present the operational structure and organizational design developed at SASSI to deal with a basic dilemma in formal organizations, coordination and communications.⁵⁹ Flexible strategies for accomodating this dilemma are vital if an organization is to effectively meet its objectives. Though not directly stated, one of the indications regarding the internal disintegration of many "free school" programs is an overabundance of communication and very little coordination.⁶⁰

During the early development of SASSI Preparatory School the dilemma of communications versus coordination weighed so much in the direction "communications" that the basic program was threatened. The writer feels this was largely due to the interpretation of the overall program administration as "democratic" as opposed to hierarchical differentiation. Sensing the notion that SASSI was thought of as a "free school" by fifty percent of the staff, the writer found it necessary to revert back to a basic and "primitive" system of administration. The documents that follow are presented unchanged since their delivery over two years ago. They are presented here because this particular encounter served as a platform from which current communications procedure was built. It also indicates the extremes necessary to salvage a program which is steeped in "communication" and lacks effective coordination. Presented below in full text is "The SASSI Manifesto" and "Counter Manifesto."

SASSI Manifesto: February 19, 1971

Introduction

SASSI Prep has now completed a period of experimentation in curriculum, methods of instruction, decision-making, rule-making and enforcement. That period has come to an end because it has not been productive for the students who most need help. Some results are: except in mathematics, gradual and steady progress of students who lack basic skills and intellectual powers have become frustrated or aborted; students and teachers appear and disappear when they feel the urge; basic disciplinary rules are ignored and enforcement has become "dog-eat-dog" among students; dissension and suspicion among staff members has become profound and the original concepts, objectives and methods of the SASSI program have been abandoned.

The purpose of this Manifesto, then, is to re-establish some basic *non-negotiable* realities of the SASSI concept and practice, and eliminate with *finality* some misconceptions about the nature of the undertaking.

Experimentation and innovation will always be a welcome part of SASSI, but they will not again be allowed to supersede or eliminate or distort the fundamental purposes stated below.

Realities

SASSI is a preparatory program offering the skills and knowledge necessary for acceptance and survival in higher education.

Non-Realities

SASSI is not a "free school" where everybody "does their thing" nor is it a place where students who have not mastered basic academic skills can afford the luxury of endless speculation and rapping.

Realities

SASSI is designed and financed specifically for inner-city poor students and, especially, minority drop-outs, who are hit hardest by unemployment and prejudice.

SASSI is a "success"-oriented program that prepares students in *motivation* and *values* for achievement in conventional higher education.

SASSI is a place where students and staff of all persuasions and beliefs are welcome and free discussions can be held as long as they don't force their conclusions on others.

SASSI is an institution that teaches valid and marketable vocational skills which are direct preparation for career development programs in communications.

SASSI is a school in which the character and deeds of the teachers must set an example for the students to lead them out of ignorance, confusion, dope, hatred and despair.

SASSI is a program that evaluates itself chiefly on the basis of measurable improvement in skills and knowledge by means of conventional tests.

SASSI is an ordered and organized program calculated to help students become disciplined, confident, able and self-motivated by degrees and uses *performance criteria* as the means to monitor and reinforce the process.

Non-Realities

SASSI is not a cultural center for middle class street people who reject all education as an avenue to success and service and who are only shucking about a desire to go to college.

SASSI is not a training place for cultural and political revolutionaries and the ideology of hatred and contempt for conventional "success" in the system.

SASSI is not a Baha'i, a revolutionary, a counter-revolutionary, a black, a white or a Puerto Rican program.

SASSI is not only a course of study in preparation for university and college liberal arts programs but vocational, communications job training as well.

SASSI is not a school where the characters and deeds of the teachers are the same as the students and thus do not lead them out of ignorance, confusion, doping, hatred and despair.

SASSI is not an "indoor corner" where non-productive students gather to have bull-sessions, make connections or groove.

SASSI is not a day-care center for idlers or a T-group for youth who are mentally and emotionally sick.

SASSI is an educational system which is legally and in fact controlled by the Board of Directors, and administered by William Smith, Douglas Ruhe and John Wright. They make the in-school rules and enforce them.

SASSI is a "traditional" school using a mixture of inductive and deductive methodology. It starts the education process at the level of performance of each individual student and helps him or her by gradual degrees, become more able and knowing.

SASSI is a "traditional" school in which teachers principally teach (or instruct), and students principally learn, notwithstanding the cliché about education being a two-way street.

SASSI is a program which seeks to help students become competent learners to master the several strategies and powers of the learning process.

SASSI is not a participatory democracy where everyone shares power equally in deciding everything that affects them.

SASSI is not an innovative school which makes either induction or deduction the only method. It is neither student-centered, *exclusively*, nor teacher-centered.

SASSI is not a "Summerhill" where there is no difference between students and teachers and their functions--although that was not the actual case at Summerhill. If there were no differences, there would be no need to have teachers.

SASSI is not a place where shallow hip-phrases and slogans are presented as knowledge of skill and where each teacher pursues his own ideas independent of what others are doing or the school is about.

Counter Manifesto: February 22, 1971

With regard to the students, the staff, education and learning, the so-called "SASSI Manifesto" is administratively stupid, educationally primitive, insensitive, insulting and counter-productive. It violates much of the spirit and intent of original SASSI objectives. We take the last "non-reality" of Smitty and Doug and apply it to them:

"SASSI is (indeed) not a place where shallow hip-phrases and slogans are presented as knowledge or skill, and where Smitty and Doug pursue their own ideas independent of what others are doing or the school is about."

1. It was a colossal administrative blunder to present the "Manifesto:"
 - a. It forces everybody's hand, when Smitty and Doug could probably have gained much of what they wanted at the staff meeting Monday. The staff recognizes that SASSI is not working sufficiently well and would have been willing to seek solutions together.
 - b. The "Manifesto" attempts to rule out dissent. (Underlined *non-negotiable* and *finality*.) This obviously authoritarian in the worst way.
 - c. It may not have been so stupid if Smitty and Doug had intended to force all those who disagree with them to resign from the program. In that case it was merely ruthless.
2. The "Manifesto" represents Smitty's and Doug's reality and non-reality, not SASSI's. This statement is our *negotiable perception* of SASSI's reality.
3. The introduction to the "Manifesto" states that we have gone through a period which has not been productive for those students who most need help. We feel that reactionary educational and philosophical conservatism is both counter-productive and foolish. It is ironic that the "manifesto" is the most substantial piece of "administering" performed by Smitty and Doug thus far. However, we feel that since it is an administrator's job to make a program work, rather than lay or imply blame elsewhere in a manifesto, a more thoughtful analysis of our situation is called for.

Why SASSI is not working.

I. The original plan was to have a two phase program...

A. Street Academies, to take kids off the streets

1. To turn them on to learning.
2. To repair the psychological damage to their self-concept.
3. To get them to a point where they could decide what they want.

B. Then, if they wanted college (and it was a realistic goal)

1. The Prep would be there to give them the skills they lacked.
2. Then, if they wanted something other than college, Street Academy would direct them to other programs, schools, job-training, etc.
3. Everyone who came into Street Academy was not to be promised entrance to the Prep, or college. Everyone was to be offered a chance to get his head together.

II. Even before many of the original Street Academy students really got their heads together, the Hancock Street Academy was abandoned, and the Prep was begun...

A. This meant all the students from Street Academy who stayed with the program were now in a college prep program.

B. Any kid who came in off the streets was in a college prep program.

C. Neither many of the old Street Academy kids nor the new kids off the street had been given a real chance to get their heads together; i.e., to deal with themselves, their goals, their values, their real potential, nor were many of them turned on to learning.

III. The results of this are...

- A. Most Prep students are motivated to say they want to go to college.
- B. Most Prep students still desperately need to get themselves together, but instead they are in a program which insists that they "deliver the goods", i.e., learn skills and get into college.

IV. Proposition I

- A. Students will not be able to "deliver the goods" in the skills area unless they take care of their emotional and psychological needs and concerns, and it is impossible to shove it down their throats.
- B. When the students *are* dealing and coming to grips with themselves, they *will* be able to master skills with a minimum of trouble in a minimum of time.

V. Proposition II

- A. Realizing student needs, SASSI must either reorganize completely into Street Academies...or
- B. Come to some compromise involving
 1. a reordering of priorities in favor of student needs.
 2. re-stating of program goals to students.
 3. reordering in favor of three-tiered curriculum a) skills acquisition, b) encouragement of student's individual creative potential, c) effective domain.

VI. Ultimate Conclusions

- A. SASSI cannot succeed as it is, especially with manifesto restrictions.
- B. SASSI cannot succeed (i.e., our kids get into college or other schools at its stated Prep goals) on the kind of time that we have expected of ourselves, and the students have been brought to expect of themselves.
- C. SASSI can only succeed *at all* with the students it now has *if* it recognized the student need for Street Academy type program and make the necessary adjustments to meet these needs.
- D. Harlem Prep has succeeded with rapid skills acquisition because its students are an elite, screened through strict entrance requirements.
 - SASSI could succeed with the same skills acquisition, only if we have the same entrance requirements.
 - SASSI doesn't. We take any student who walks in through the door, and it's absurd for us to expect to produce the same kinds of results. If we take every student, they *must* have Street Academy preparation first.

The Needs of the Kids

Most of the kids at the Prep should not be expected to be able to "deliver the goods" because we have not met their primary needs. We have not turned many students on to learning as an intrinsically gratifying experience. We have not helped them to define for themselves their values and goals.

Many of our students cannot "deliver the goods" because they are not yet "together," enough. They have too many unresolved problems, and they

have not internalized their goals to the point where they are really self-motivated. Many cannot concentrate on skills.

There is an extremely high percentage of kids who desperately need to be in a program in which they can get self-knowledge and that will turn them on to learning. They may need as much as six to nine months in a close, supportive learning situation, with a small number of students (10-15) and teachers who will help them deal with their real concerns, the things that pushed them out of traditional schools, who they are, what they want. And they need the kinds of classes that will excite them, inform them, and show them that there are things other than the street and the public schools. After students have this kind of preparation then it is realistic to expect rapid acquisition of skills at the Prep, if that is what they want to do.

The Dilemma. The opening statements of the "SASSI Manifesto" and the "Counter Manifesto" classically pronounce the conclusion drawn by Scott and Blau that "the free flow of communications creates a battleground of ideas" as "different persons are guided by different frameworks."⁶¹ While the ideas presented are agreed upon initially, each 'manifesto' generates more communication (ideas) that move further away from the initial concern of the "SASSI Manifesto," coordination. The seeming lack of hierarchical differentiation is a result of the previous free flow (exchange) of communication (ideas). The administrators, who in this case were the designers of the original master plan for program development, met with great resistance because in their attempt to facilitate communications they had in fact encouraged an open, democratic, system of program

operation. Scott and Blau puts this problem in perspective in stating:

Experiments with various communication networks show that differentiation, centralized direction, and restricted communication are necessary for efficient coordination. However, the achievement of such a differentiated organization--itself a problem solving task--seems to have been easier for groups in which communication flowed freely than for those where it was experimentally restricted.⁶²

Although there were other, more basic, arguments implied by both manifestos, the dilemma of coordination versus communication is clear. This point came through to the administrators despite the name calling and emotion presented in the "Counter Manifesto." The need for an effective communication procedure became a priority--one which would clearly indicate hierarchical differentiation, but also maximize the flow of communications. The "X," "wheel,"⁶³ or centralized network for in-house communications was chosen for the Street Academy System of Springfield, Inc. Research indicates that "a centralized network of communication apparently contributes to effective coordination."⁶⁴ If properly administered, it also allows a relatively free flow of communications. This conclusion was reached via the centralized communications network work employed at the Street Academy System of Springfield, Inc.

The following is one of the communications instruments developed by the writer and used at the Street Academy System of Springfield, Inc. Examples of the responses to the instrument by students are also indicated.

Student Feedback Form. The instrument is a simple "feedback" form. It is geared toward immediate concerns about the school in general with a section referring the school administrator specifically. Due to the

hierarchical differentiation of the "Headmaster," it was felt that students felt that the "Headmaster," "Smitty," could affect the most change by virtue of their trust and the status of "being in charge," implicit in the title-Headmaster. The "freedom to speak one's mind" encouraged by the school's administrators and teachers, resulted in the feedback forms being surprisingly frank. For example, response to item III, "If I were Headmaster, I would..."

(Example A) III. If I were Headmaster, I would...
Be more sensitive to the needs of both staff and students. Be more available to discuss problems that come up, when they come up--not a week later in Community Raps--not evade questions, but take the responsibility immediately. Be more human!

(Example B) III. If I were Headmaster, I would...
Do one thing right off the bat, that is eliminate all the students who are not about some serious work. And for all the students that can't quite hang with the classes, but are trying, I would provide extra help courses, tutorials.

(Example C) III. If I were Headmaster, I would...
As Izzy (the Street Worker) to stop breathing down people's necks, but still get his point across. More people would respect him if he didn't have the attitude that he owned the world. He has this "power-ego" think in his mind that is taking over his usually nice personality. I'm not saying he should put friends before work, but don't let him completely throw his friends. It's bad for him as well as us.

(Example D) III. If I were Headmaster, I would...
Keep the school just like it is, because I feel that the school is pretty together.

(Example E) III. If I were Headmaster, I would...
Try to cut out some of the people running around and consequently disturbing the classes.

The writer found that the feedback form was effective as a communications instrument only to the degree to which a verbal discussion at the Community Rap of the concerns raised was used as a follow-up. The

feedback forms were presented every two weeks, community raps were held at least once weekly. By honestly responding to the concerns that were more universal to the students, a majority of them took the instrument to heart and after the third collection of the forms, they began to sign their names, which was never required. Four major changes and corrections took place as a result of the student feedback forms: rescheduling of class time and sequence; a longer lunch hour was established; a teacher was asked to resign; minor renovations in the building were accomplished.

The following is a condensed version of the student feedback form:

I. List five (5) things you dislike about SASSI Prep in order of your displeasure.

- 1.
- 2.
- 3.
- 4.
- 5.

II. List five (5) things you like about SASSI in order of your pleasure.

- 1.
- 2.
- 3.
- 4.
- 5.

III. Complete the following sentence. (Write as much as you like.) If

I were Headmaster of SASSI Prep, I would...

IV. List your two most favorite personalities.

- 1.
- 2.

The effectiveness of the Student Feedback Form prompted the writer to develop a similar form specifically aimed at staff members. (Appendix G)

Having established the communications network at SASSI, the writer thinks it is relevant to present an overview of the organization and functions of its personnel.

Board of Directors

The Street Academy System of Springfield, Inc. has a twelve (12) member Board of Directors. The members are selected to reflect the diverse groups involved and affected by SASSI's programs.

2 Students elected by the student body in a one person, one vote, secret ballot on a no nomination or campaigning basis.

1 Staff member (administrators exempt) same election process as students.

2 Parents (Nominated by the Board Nominating Committee which is composed of the chief program administrator, one student board member, and one member of the Board-at-large and confirmed by the entire Board.)

1 Clergyman (same procedure as parents)

3 Members of the business and professional community (same procedure as above)

2 Members of the community at large (same procedure as above)

1 Member of the political establishment (same procedure as above)

The Board of Directors are responsible for the following tasks:

1. To make outright grants or loans of all or any part of its funds or property, with or without interest, in furtherance of or in connection with the Directors of the Corporation;
2. To engage in such other educational, charitable, or scientific activities as the Corporation may from time to time determine;
3. To acquire by purchase, gift, devise, bequest, lease or otherwise, to own, hold, use, maintain, improve, and operate and to sell, lease, and otherwise dispose of real and personal property;
4. To solicit and accept gifts of money, securities and real and personal property from any firm, person, corporation, trust, association, organization or agency, of any kind or nature, public,

governmental or private, to invest and re-invest the funds of the Corporation, and to borrow money and issue evidences of indebtedness, therefore, and to secure the same by mortgage, pledge, or otherwise;

5. In general, to perform and do, either directly or indirectly and either alone or in conjunction or cooperation with other persons and organizations of every kind and nature, all other acts and things incidental to or in furtherance of the accomplishment of the purposes of the Corporation, and to use and to exercise all powers conferred from time to time by the laws of the Commonwealth of Massachusetts upon corporations organized under Chapter 180 of the General Laws.⁶⁵

There are four committees of the Board of Directors. Their designations, which implies their responsibilities, are: 1) Finance Committee; 2) Personnel Committee; 3) Planning Committee; 4) Community Ways and Means Committee.

The writer works as Headmaster (Executive Director) and as liaison between the daily operating aspects of the organization and the Board of Directors. He is responsible for the overall administration and program development. Other staff members are linked to the Board of Directors by the staff representative and through the Personnel Policy Statement. (See Appendix H)

Student Body Profile

Because the Street Academy System of Springfield, Inc. was established to serve a specific clientele, high school dropouts, it is necessary to provide specifics in regard to students at SASSI--that is, what kinds of experiences they bring with them to SASSI; what academic skills they possess; and guidelines for their relationship with SASSI.

The average student applying for enrollment in SASSI Prep comes at the suggestion of the outreach worker or a friend who is or has been a

student at SASSI Prep. The student's first contact is highlighted by a brief "rap" which begins his orientation to SASSI. He is then given a twenty minute pretest, an informal tour of the school and its activities and classes. Each applicant is presented a SASSI Hipbook which explains point by point what SASSI is about. The Hipbook presents a comprehensive view of SASSI and was written to include the questions most frequently asked by students. The writer has excerpted a portion of the Hipbook to present here. A second section which pertains to course offerings and objectives is in Appendix A. The SASSI PREP HIPBOOK is 4½" x 8" and has its title in neat large letters. Centered on the cover is the following address:

*Everybody is a Star
I can feel it when you shine on me.
I love you for who you are,
Not the one you feel you need to be.
Ever catch a falling star?
Ain't no stopping till it's in the ground.
Everybody is a Star,
One big circle moving round and round.*

*Sly*⁶⁶

INTRODUCTION (JUMP STREET):

This Hipbook was put together so that you will be able to know some basic info about SASSI at a glance. It is not the final word. If there are questions not answered or raised, ask a staff member.

PURPOSE:

What can SASSI Prep do for me as a student?

SASSI can give you the skills and self-confidence you need for survival in a college or university. SASSI can give you the skills you need to get a pre-professional job in the field of Communications: TV, Journalism, Photography, Graphics/Layout, and IBM Selectric Composer.

Will SASSI also get me into college with a scholarship or on-the-job in the area I choose?

Yes, SASSI has already sent 50 students to college, most of them with full scholarships. It has also found jobs for trainees in the Communications program. That's just a beginning.

Does SASSI cost me anything?

Only some commitment and sweat and tuition if your parents can afford it. -

How long do I have to stay as a student before "graduating" to a college or a job?

There are no grades or time limits. If you come well prepared and progress rapidly, it may take you only three months. Some students need to stay at SASSI for two or more years until they are mature and skilled enough for graduation. Age is not a factor.

What do I need to be admitted to SASSI Prep?

A ninth grade reading score, 16 or more years of life, not addicted to drugs and out of school--kicked out, dropped out, or couldn't get into college, even with a high school diploma.

What if I have a full-time job or a house full of kids?

We are flexible and will try to work out a study program that fits around your responsibilities.

What if I think I'm not smart enough to make it in college?

You are. Think back for a minute over all the teachers you had when you were growing up. If all of them made it, you can too.

Suppose I can't read at a ninth grade level but want to go to college anyhow?

No big hassle. You should go to the OWL Adult Education Center and bring your skills to the ninth grade level. Then we will welcome you into the Prep immediately.

Does SASSI give a G.E.D. high school equivalency diploma or a regular high school diploma?

Neither. If you *only* want a high school diploma, SASSI is not the place for you. We do not award diplomas because we are not certified by the State of Massachusetts to do so. However, the streets are full of people with high school diplomas and G.E.D. equivalency diplomas who cannot work or get into college.

DECISIONS/POWER:

Who makes decisions at the Prep?

William "Smitty" Smith is the Headmaster and makes all final decisions. He answers to the SASSI Board of Directors which has empowered him to run the program.

Isn't SASSI a democratic school where the majority makes decisions?

No. It is not a democracy. Students can make policy about student affairs and staff can make decisions about academic and course issues. Suggestions and consultation are encouraged. Final power, however, rests with the Headmaster.

How can I make my suggestions known to the Board of Directors?

There are two students and a staff member on the board. They can make your ideas and suggestions known to the board and can vote.

Doesn't that make SASSI just another establishment school like the one I dropped out of?

Did you ever see student members on the Springfield School Committee?

Oh, then SASSI can give a scholarship to a college?

No. SASSI has no money for student stipends or scholarships. We recommend you to the scholarship programs at the university or college where you are admitted. Then the college decides how much financial help you need and how much they will give.

ACADEMIC PROGRAM:

I'm already together for college, why do I need all those Mickey Mouse core courses in English, Study Skills, Writing, Math, Science, etc.?

Your mouth is more together than your head, because you don't know anything about these classes. They aren't Mickey Mouse. The purpose of the core classes is to help your academic skills catch up to your rap.

I don't want a full schedule. I've been out of school for awhile, and I just want to ease back in.

SASSI is the wrong place to ease. Your schedule has to be full so that you can move ahead rapidly into college or job placement.

Why should there be CORE courses?

Because everybody going to college needs skills in writing, analytical reading (English study skills) and self-confidence.

You keep talking about skills, but what I need to make it in college is knowledge.

Wrong. You need to know how to find information and analyze it, then turn it into knowledge for your own purposes. If we taught you the facts, we know it would be a re-run of the high school movie: you'd forget them immediately after the test. You have to gain knowledge for yourself.

What if I have a teacher who lays down the "correct" interpretation or analysis, the final word?

If it's a question of history, literature, culture, the arts or morals, it's just an educated opinion. If it's in an area of hard

facts, it's not an analysis or interpretation.

How is my work at SASSI evaluated?

You are not evaluated on the basis of your rap, no matter how slick it is. We look at the work you produce in class. You can have any beliefs or convictions you want, as long as you do the work. There are no grades. Each quarter, you will receive an evaluation from your teachers and they will receive your evaluation of them.

Who decides when I'm ready to graduate?

Your teachers meet and make recommendations each semester.

PERSONAL CONSULTATION:

If I'm bugged by a problem at the Prep, hassled by a conflict at home, or up-against-the-wall with the law, how do I get help?

There is no special person designated "counselor" at the Prep. You must pick a staff member you like and trust. Explain the bind you're in and the staff member will mobilize all the help she/he can for you.

PHILOSOPHY:

What is the meaning of "Everybody is a Star?" I know a lot of folks who aren't.

We believe that every SASSI student "is a mine rich in gems" and that each individual can develop many beautiful qualities that will benefit him/herself and everybody else.

Anybody who has been told or has come to believe that he/she is stupid and does not possess these shining qualities and powers, has been brainwashed and duped.

"Everybody is a Star, one big circle moving round and round." --Sly.

What is a Public Service Corporation?

SASSI is a Public Service Corporation, meaning that the whole organization is designed to serve the Springfield community on a number of levels. Our goal is to combine college preparatory study with direct service to the community through SALT Newspaper, TV, public art and every other possible means. Thus, we are using knowledge directly instead of simply playing more academic games while at the same time, moving in the direction of self-support for part of the program. It's hard to be really SASSI when we're completely dependent on support from other people: businesses, government, foundations, and individuals.

What about the mix of races and cultures? It doesn't work in the public schools so it can't work here.

Racial and cltural differences are beautiful. If everybody at SASSI looked and acted the same way, it would be as boring as suburbia. Another one of our slogans is "Unity With Diversity is Learning". It is possible to have unity with diversity. Look at the SASSI staff.

Why don't teachers force you to learn and do homework, etc., at the Prep?

Because force doesn't work and because if it did, it would make us sick and undermine the whole program anyhow.

COLLEGE COUNSELLING:

How do I find out about colleges offering admission and scholarships to SASSI students?

Every SASSI Prep student is scheduled for a session with our College Placement Director, at least once each semester to discuss possibilities.

Suppose I don't want to go to UMass. or one of the other schools most SASSI students graduate into?

Talk to a number of staff members early about your preferences and interests so that they can advise you about a wide range of possibilities before the January admissions deadlines. If you work, we will work to have you admitted to the college of your choice.

If I don't get a diploma or G.E.D. from SASSI, then what is graduation?

Graduation from SASSI occurs when you are accepted at a college or university, or, are placed on a job through the Communications Training Program. If your pride demands a G.E.D., we will help you get it.

What if I can't get any action?

Go directly to Smitty.

RULES:

What if I lose my temper and cuss somebody or start a fight?

You're not dealing with the problem...but complicating it. There is no reason for anybody to fight at SASSI Prep.

Can I eat/drink and smoke in class?

Sure, as long as you "eat" food, "drink" non-alcoholic beverages, and "smoke" tobacco.

Can I leave my ashes, wrappers, bottles and trash anywhere they fall?

Ever hear of a pig? Beast of the field?

What about dope and alcohol?

Dope is illegal and if you possess it at the Prep, you are endangering the whole program. Move back three squares and take a vacation before beginning again.

What if a student comes to school high on dope or alcohol or gets wrecked during the day?

He is polluting himself and the environment at the Prep. For many students at the Prep who are trying to deal with drug problems, it is either annoying or tempting to have other high students around. If

you're nodding, tripping or stoned, find another place to crash where you won't have to think. There is nothing more pitiful than a dopey student trying to participate in an intelligent discussion.

What if a dude comes up and molests me?

If you're a female, get loud, then see Doug or Smitty if he doesn't get the message. If you are a male, the dude's got a problem.

Can I openly disagree with a teacher?

It wouldn't be SASSI if you couldn't.

What if I'm late to a class?

If you're more than five minutes late, you must ask the teacher if you can sit in. Some will let you, some won't.

What if "other business" keeps me away from the Prep for a couple of weeks or maybe three days out of every week?

If your "business" is legitimate, explain it and you won't have to wait until the next period to start again. Students who are steadily absent from the Prep need a vacation.

Can I bring some friends to see the Prep?

Only if you check in advance so we know what's happening.

Can I use a SASSI phone anytime I want to make a call?

No. Clear all student calls with the receptionist. You can only use the phone briefly during the noon hour or before and after school. No lovers' quarrels.

If I have free time, can I hang around and rap with friends?

You don't have free time at the Prep. Your schedule should be full and your friends' too.

Suppose I wake up late or my car breaks down?

Call the receptionist and she will note your reasons.

Suppose I don't like a class or a teacher? Can I just get up and walk out?

Suppose a teacher doesn't like you and what you're into? Should he/she just get up and walk out? No. We are all in this together. SASSI needs students who are willing to hang-in even when everything isn't peachy and SASSI students need teachers who hang-in with them when they're not peachy. PEACHY?

SASSI COMMUNICATIONS TRAINING PROGRAM

What is the SASSI Communications Training Program?

The SASSI Communications Training Program is funded by the State Department of Occupational Education. The goal of this training program is to (1) prepare and place students on actual job sites related to

training received, (2) to prepare and place students in programs and institutions for broader and more in-depth training than received in the SASSI Communications Training Program. The SASSI Communications Training Program offers training in Photo-Journalism, IBM MT/SC Production, Video Production, and Layout/Graphics.

What are the requirements for enrolling in the SASSI Communications Training Program?

Applicants scoring at level 10 on the SASSI entrance test, are eligible to enroll in the communications training program.

If I enroll in the Communications Training Program, will I have to take all the classes listed?

Yes. All students in the Communications Training Program will follow the scheduled course outline. Communications students may take some of the elective courses offered in the SASSI Academic Program.

Is there money for me if I enroll in the Communications Training Program?

No. However, there are frequent job openings at institutions and businesses that will be available for students in communications training.

Can I be in the Academic Program and Communications Training Program at the same time?

No. That would divide and weaken your efforts.

Is it possible to take communications training and then go to college?

Yes, if you have your academic skills together, it is possible to get a job and go to college upon completion of your training program.

SALT: Springfield Area Life & Times

What is the connection between SALT and SASSI?

SALT was started by SASSI to provide a professional work situation for training students in communication skills.

SALT was also created to serve the Springfield community by providing information and news coverage not available in the daily papers, TV, and radio. SALT, therefore, specializes in coverage of minority communities, news analysis, and cultural events and media.

Finally, SALT was created to provide profit for supporting the SASSI program. This is our long-range objective.

Can I have my opinions or articles published in SALT?

Yes, if they are accepted by the editors. You may have to do some rewriting.

SASSI Students. In order to obtain a general profile of students at SASSI Preparatory School a questionnaire was presented to fifty

students. At the time of this writing 36 questionnaires or 72% were returned. The information requested on the questionnaire serves two purposes: it provides a general statistical reference for applying for specified funds, i.e., Title I, Crime and Criminal Justice, Model Cities, etc.; it also informs the administrators of whether or not the program is dealing with the client who most needs the services of SASSI.

From the 36 questionnaires returned, the following profile emerged:

Ethnic Background:

Black - 72%
 White - 22%
 Puerto Rican - 6%

Family:

30.6% of the participants are themselves welfare recipients.
 20.7% of the participants' parents are welfare recipients.
 39% are from a family of 5 or more members.

School:

20% were referred to school psychologist in elementary or secondary school.
 14% were in "slow", "auxiliary", or special classes in public school.
 78% were sent to a principal or counselor for "bad" behavior with the following frequency: infrequent - 33.3%, frequent - 48.15%, many times - 18.52%.
 16% were in special reading classes.
 8% were referred to speech pathologist.
 57% were suspended or kicked out of public school.
 42% left on their own accord.

Drugs:

61% have smoked marijuana.
 33% have used LSD.
 22% have used heroin.
 38% have used cocaine.
 33% have used pills.
 2% have been addicted to heroin.

Crime:

38% have been booked at police headquarters.
 44% have been formally charged with violations of law.
 19% have been convicted of a crime.
 11% have served time in reform or penal institutions.

Academic Ability:

The average student is 18 years old.

The average dropout grade is 11th.

The average score by students on the Stanford Achievement Test is

9. (See Appendix I for Master Questionnaire and Testing results.)

OVERALL STATISTICAL DATA:

Number of enrollees since inception -- 250

Average yearly enrollment -- 85

Black Students -- 63%

White Students -- 30%

Puerto Rican Students -- 6%

Other (American Indian, Jamaican) -- 1%

SASSI Prep graduates (1971-72) -- 68

Number graduates matriculating college (1971-72) -- 53

Number graduates placed in jobs (1971-72) -- 15

Number of graduates currently in college (1973) -- 43

Number of students still on jobs where placed (1973) -- 8

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

The writer has attempted to provide a detailed analysis of the Street Academy System of Springfield, Inc., and so doing, to indicate its viability as a model for alternative education in the inner city. In pursuing the goals of the founding purpose, the project has provided quality independent education, while simultaneously effecting change in the traditional system and surviving socially and financially as an educational institution.

During its two and one-half year existence, SASSI has evolved from a limited project to a long term institution, providing alternatives in education for high school dropouts. In its growth, SASSI has proven that, given the proper environment, dropouts can take a real interest in education, are effective decision makers, competent learners, competent teachers, and possess a beautiful human spirit.

SASSI also has concrete evidence which indicates the possibility of insured long-term survival of its programs by generating a substantial part of its operating cost through the Community Service Corporation concept. It is a positive act of self-determination, benefiting the young people it educates, the community it serves, and the organization which fosters it.

The writer makes the following recommendations to those interested in developing independent programs in alternative education:

1. Make community involvement a priority in planning; concentrate

on input from those who most immediately will be served.

2. Do not use the independent status of the undertaking to isolate the program from interaction with others who share the same goals, but have different, and perhaps ineffective methods.
3. Maintain an honest communication instrument within the organization.
4. Be aware of compromising the need for hierarchical differentiation and decision making by those responsible for making decisions.

A challenge of major importance facing successful alternative education programs is to grow beyond themselves and have input to the public systems whose shortcomings they are dedicated to correct. It is one level of success to have an effective alternative education program that deals with fifty, a hundred, or two hundred students. It is another level of success, and a more important one, to begin to affect a public system with five- to forty-thousand students. Too often, alternative educational programs bow at the peak of success and content themselves with laurels of a job well done. This reaction to success is just as pompous as a school system that pats its own back for its successes, while ignoring its overall responsibility, the education of all students. It is the commitment to the education of children that serves as a common denominator for public systems and alternative programs. There is very little double talk that can rationalize this reality. On the other hand, there is a less pleasant reality: the antagonisms between independent alternative education and public systems. In the eyes of each, the other is the

antagonist, the accuser, the threatened. For the sake of students and learning, there must be a middle ground, a meeting place, a cooperating effort.

Most alternative programs will agree with the previous statement of reasoning. However, more often than not, their concern is perceived by the public systems in a similar fashion as the general American public perceived a U.S. State Department ad, which ran frequently on television in the late 1950's.

The late Soviet Premier, Nikita Krushchev, is shown shaking hands and smiling before a facade of the United Nations Building. He turns to the camera, his lips moving to the dubbed words, "Your great grandchildren will grow up under communism."

Responsibility for Change. This writer directs the responsibility of initiating and cultivating mutual effort for better education to the alternative education proponents. It is they who have taken the initiative for change, and surely in their ability to effect successful programs, applied human relations are a tool of their trade. Too often alternative programs generate compassion, patience, perseverance, and love for their clientele, but find it difficult not to hold contempt for their erring professional fellows.

APPENDIX A
COURSE DESCRIPTIONS AND OUTLINES
SCHOOL CALENDAR 1972
SAMPLE OF STUDENT SCHEDULING FORM

COMPONENT: Academic

MAIN OBJECTIVE: College Matriculation

Curriculum Code:

- C - core-course to be taken by all students in academic component
- OC - optional core course based on results of student pre-entry test
- E - elective courses of students' choice

WRITING (C):

The writing course teaches students by means of constant practice to criticize, edit, rewrite and finish their own compositions and the works of others. Awareness of different styles and techniques, as well as grammar, is sharpened by having students read and write compositions in a variety of modes: direct personal reporting, storytelling, impersonal analysis, fantasy, propaganda, advertising, etc. The objective of the class is, therefore, to develop confidence and sophistication in the students' minds and writings.

Objectives:

1. Write position topics on various topics.
2. Write narratives and descriptions based on personal experience.
3. Produce impersonal analysis, advertisements, propaganda, fantasies, etc.
4. Complete major project: research paper, short story or article.

ENGLISH STUDY SKILLS (C):

English Study Skills is a course designed to teach analytical reading, speed reading, testmanship, note-taking, and college board vocabulary. The focus of the course is on teaching students to read and analyze college-level material from a variety of sources and on diverse topics. Learning to penetrate abstract concepts and begin to use them, is the crux of analytical reading.

Objectives:

1. Written and verbal analysis of essays, articles and books.

2. Mastery of basic speed reading skills.
3. Selection of significant facts and concepts for note-taking and reading notation, as well as a code for recording them.
4. Recall and flexible use of new vocabulary words.

SELF AND GROUP STRENGTH TRAINING (C):

This course is designed to teach students how to relate to themselves and other people on the basis of their positive potential and good qualities to replace the emphasis on negative qualities and shortcomings taught by American culture. Alternative strategies for dealing with racism; sexism, in-groups, beauty prejudice, cultural and personal differences will be examined. Students will also read related literature and write essays on these subjects.

Objectives:

1. Written and verbal description of cultural and personal forces shaping self-concept and social relations.
2. Analysis of the causes and cures of different types of prejudice.
3. Personal written narratives describing how and why people choose to change their characters for better or worse.

BLACK HISTORY (C):

Black History explores the origin and evolution of black people. The course is conducted in three stages. The first deals with ancient African civilizations; the second, with the slave trades and slavery in America; and third, with the origins of black protest and the black conditions in contemporary America. All three stages relate historical occurrences to contemporary circumstance.

Objectives:

- All students will be expected to verbalize and transcribe their understanding of the following concepts and historical occurrences:
1. The significance of the African slave trades to Africans.
 2. The North's role in the development of a slave economy in America.
 3. The sociological disposition of black people during slavery.
 4. The impact of slavery on the economic and social growth of America.

5. The abolitionist agrument.
6. The economic, political, and social implications of the Emancipation Proclamation.
7. Reconstruction and the Freedman's Bureau.
8. Students will also write a term paper on the topic of their choice.

PAINTING I (E):

The Painting course will make students familiar with four different painting media, their uses, and differences. Students will be given basic instruction in techniques, materials and tools in oils, acrylics, water colors and pastels.

Objectives:

1. Oil painting exercises and finished painting.
2. Acrylic painting exercise and finished painting.
3. Water color painting exercises and finished painting.
4. Pastel drawing exercises and finished drawing.

INDEPENDENT STUDY IN PAINTING (E):

Will offer the opportunity for advanced study to the student with a previous background in painting. Individual research projects will be set up. Background study in art appreciation will be offered. A focus on the three basic properties of any work of art will be stressed: dimension, design, and expression through color.

Objectives:

1. To plan and execute a painting.
2. To justify the style and reasons for choice of style as a means of self-identity.
3. To apply and use material producing desired results.
4. To develop one project in painting as an outgrowth of a former project.

ARTS AND CRAFTS (E):

This program will be organized to help students develop skills in a variety of handcraft activities: tin can crafting, hand weaving, nature crafts, paper dyeing, etc.

Objectives:

1. To produce "do-it-yourself" art objects which can be used for decorative purposes.
2. To develop dexterity in the use of tools and materials.
3. Advanced study in chosen area of interest.

DRAWING DESIGN & BLOCK PRINT (E):

The purpose of this course is to teach the skills of translating what is seen into art. The program will include: seven basic designs and how to use them; contour drawing; perspective and tone study of light and dark.

Objectives:

1. To use constructive ways of 'seeing' things through your five senses using contour, action modelled, still life and perspective drawing.
2. To develop a portfolio of five study units plus an individual project: portrait sketch or other.
3. To understand and recognize the 7 basic designs from nature and how to use them.
4. To develop a linoleum or woodblock print.

SCULPTURE (E):

Will include an introduction to the methods used in stone carving and wood carving. Students will learn a working knowledge of forms, and how they relate to rhythm, proportion and design.

Objectives:

1. Model with plasticine or clay.
2. Build an armature.
3. Create a form in plaster.
4. Learn direct carving in stone.
5. The use and care of carving tools and equipment.
6. Introduction to woodcarving.
7. Seven types of woodcarving.
8. Exercise carving in the round.
9. Carving in relief.

MAN AND HIS ENVIRONMENT (E):

The purpose of this course is to expose students to experiences (in and out of class), that will facilitate teaching major principles and

theories of modern science. Topics will include: human physiology, sex education, scientific methods, simple chemistry and biology experiments, evolution, diseases, nutrition, and drug education.

Objectives: -

1. Demonstrating laboratory skills.
2. Written and verbal explanation of basic concepts.
3. Completion of term paper.

MATHEMATICS I & II (OC):

Students will be divided according to levels of proficiency and courses I & II will be organized for individualized and group learning. Math courses range from practical mathematics to calculus.

WOMEN'S STUDIES (E):

This is a course which presents the history, psychology and physical makeup of women and analysis of the 20th century struggle for equality.

Objectives:

1. Verbal and written interpretation of articles.
2. Relating of personal experiences to struggle or equality.
3. Participation in class discussion.

MORALS (E):

This course will explore the morality of social, political, economic, religious and personal events. The various sources of authority for making such moral judgements and distinctions will be studied together with the questions of "absolute" and "relative" morality.

DRUG EDUCATION (E):

This course will focus on the causes of drug usage, personal and social. Drug laws and attitudes toward drug usage by users and non-users will be examined in order to help students separate reality from unreality, truth from jive.

BLACK LITERATURE (E):

Students will read a variety of books by black authors for analysis and comparison. Individual interpretations of the books are required from all students in writing and orally in class discussions. They are expected to develop positive and negative critiques of the books and the ideas expressed by the authors as well as relating what they read to their personal experiences.

TOTAL THEATRE (E):

Total Theatre is an attempt to combine Black Music and Afro-American Dance with some of the basic concepts of Black Theatre. In dealing with Black Music, Afro-American Dance, and Black Drama, primary interest is placed on putting these elements into an historical perspective in order to obtain a basic understanding of where these creative forces are headed.

Since most of the students lack the essential dramatic dance and musical skills, a method known as "pressure teaching" is employed. "Pressure teaching" involves giving a student more than he/she is normally expected to fully comprehend. This includes exercise, dance techniques, understanding of a dramatic moment, and music interpretation. In learning "too" much, it is hoped that the students learn enough of the essential skills needed to compete with the best.

COMPONENT: Communications Skills Training

OBJECTIVE: Job Placement and/or Study at Post-Secondary Technical Schools or Institutes

Curriculum Code:

MC - major core of communication skills training

C - core course to be taken by all students in skills training component

NOTE: All enrollees will be encouraged to enroll in Academic "E" courses if they have time and so choose.

Typing required for all students taking News Clerk/Reporter and MTSC Operation who cannot type 30 wpm without errors.

NEWS CLERK/REPORTER (MC):

Phase I - Basic News Writing (Required typing - 30 wpm) (9 weeks)

1. Study and imitation of different journalistic writing styles.
 - a. news
 - b. editorial
 - c. feature
 - d. "new journalism"
2. Interviewing
 - a. recording strategies
 - b. discrimination
 - c. psychology
3. Information/Data Gathering
 - a. source books
 - b. budgets and budget reading
 - c. who and how to ask "experts"
 - d. "unavailable" documents

Phase II - Editing, Grammar & Punctuation (9 weeks)

1. Editing Strategies
 - a. marking code
 - b. form paste-up
 - c. rewrite
2. AP Stylebook - Punctuation and Grammar
3. Strunk & White, Elements of Style

Phase III - History of Journalism, U.S. (9 weeks)

1. Origins of mass public press.
2. Impact of historical events.
3. Roles of the press--philosophy.

Phase IV - SALT Internship/Laws of Libel (9 weeks)

1. Regular production of articles
 - a. news
 - b. editorial
 - c. - feature
2. Apprenticeship assignment - one area of coverage (working "shadow" of staff reporter)
3. Libel Laws
4. What is public information?

GRAPHIC ARTS/LAYOUT

Phase I - Basic design will be taught beginning with introduction to proper use of the following equipment:

- a. reduction wheel
- b. headliner
- c. pica ruler
- d. T-square, triangle
- e. ruling pen
- f. chart-pak, pressure type, zippatone screens, etc.
- g. typography

Students will also learn:

- a. proper use of photos
- b. cropping photos
- c. printing processes
- d. correct use of typography to set moods & expressions
- e. different layout styles

Phase II - Students will be assigned to the production staff of SALT Newspaper to prepare publication for printer. They will perfect their graphic arts skills under actual deadline conditions.

PHOTO-JOURNALISM AND LABORATORY SKILLS (MC):

Phase I - Basic Photography (9 weeks)

1. Camera Operation - 35mm
 - a. loading of camera with film
 - b. focusing
 - c. speed selection & lens opening

- d. function of light control
 - e. basis for selection of light, depth of field selection in relationship to shutter speed
 - f. cleaning of camera
2. The nature of light sensitive materials and what they are made of.
 3. Using the Camera
 - a. camera angle
 - b. point of view
 - c. approaching the subject
 - d. cropping with camera

Phase II - Darkroom Work (9 weeks)

1. Developers, how they work, what they contain.
2. Equipment for Film Developing
3. Film Developing - Standard developing procedures, why they work.
 - a. relationship between temperature and time
 - b. special developers
 - c. emergency measures - making bad negatives printable
4. Negative Enlargement
 - a. how it is done
 - b. evaluating negatives
 - c. making the print
 - d. developing the print
 - e. finishing the print
 - f. cropping

Phase III - Photo-Journalism (9 weeks)

During this phase, students will be assigned several complex photo essays. This phase will stress elements of the "the good photograph" including:

1. Establishment of a Purpose
2. Previsualization
3. Use of Background and Foreground
4. Subject Selection & Placement
5. Primary & Secondary Subjects

6. The Sophisticated Use of Light
7. The Proper Use of Camera Angle
8. The Necessity for an Overview

Phase IV - SALT Apprenticeship (9 weeks)

During this phase, students will receive actual working experience. They will complete assignments with strict deadlines and acceptable quality. The work will expose them to such areas as portraiture, sports photography, and illustrative work. Students will also perform commercial photography required by SALT advertisers.

VIDEO PRODUCTION (MC):

Video Production Assistant:

Phase I - Uses and elementary repair of $\frac{1}{2}$ -inch video-tape equipment and tools. Areas covered will include:

Video Equipment Theory

- a. electricity
- b. audio electronics
- c. video electronics
- d. magnetic tape storage & retrieval of information
- e. transmission (broadcast, line, closed circuit)

Care and Preventive Maintenance of Equipment

- a. mechanical design intelligence
- b. electronic design intelligence
- c. manufacturer's design intelligence
- d. storage
- e. handling
- f. transporting
- g. cleaning

Operating of Equipment

- a. video tape recorder (selectors, controls, switches, connectors, jacks)
- b. AC power adapter (switches, monitor lights-power, jacks-battery, meters-battery charge)
- c. cameras (view finder, record stand-by trigger, lens adjustment)
- d. monitor-TV receiver (channel tuners, connectors, jacks, switches)
- e. microphone (acceptance pattern, impedance, connector)

Phase II - Students will develop video-tape presentations employing a variety of camera, lighting, editing, directing and scripting techniques. Practice use of video-tape equipment to record the elements of various communications training programs.

Applied Use of Skills

- a. video tape recorder (threading, ascertaining and implementing proper function)
- b. camera (frame, focus, smoothness, in-camera editing, hand held)
- c. style (news, documentary, dramatic, creative)
- d. monitor (connection, playback, live-monitor, adjustment)
- e. microphone (position, distance, direction, follow source)
- f. conversation - interview styles (news, documentary, dramatic, creative)
- g. production assistance (connections, cables, coordination)

Phase III - Operation of complex production equipment. (9 weeks)

Editing Deck

- a. threading, controls, buttons, selectors, switches, meters, connectors, jack receptacles, tape counter, fuse holder

Studio Camera

- a. selectors, switches, connectors, mounting lens, mounting view finder, view finder controls

Video Camera Selectors

Microphone Mixers

Phase IV - Production apprenticeship assignment, Model Cities, MICAH, SALT and SASSI promotion and evaluation program materials.

MTSC OPERATION (MC): A 35 wpm typing rate is pre-requisite for admission into this course.

Phase I (9 weeks)

1. Daily timed typing drills to build up steady rhythm and increase speed to a minimum of 50 wpm/no errors. Proper punctuation/symbols used for copy marking. Proper dress and office procedures will be stressed.
2. Functions of MTSC (input), including operation lights, proper loading of magnetic tapes, line return button, prefix button and backspace key function.

3. Basic reference codes; how to begin and end copy on magnetic tapes; five mode styles.
4. A typing project on magnetic tape using all above procedures.

Phase II (9 weeks)

1. The function of output unit, including search button, reread button, skip button, cover unlock button, load/unload buttons.
2. Proper programming of output keyboard.
3. Interchangeability of fonts, with correct leading spacing, proper escapement, velocity control.
4. Computing correct measurement corresponding to escapement lever.
5. Run off recorded project (step 4, Phase I) on output unit, using Phase II, 1-5.
6. New Keys, input unit, for typing Spanish copy; dead key on output unit; special Latin fonts for foreign copy; how to prepare correction tapes; manual justification; copy for SALT Newspaper.
7. Job placement.

ADVERTISING SALES (MC):

Phase I - SALT Advertising Breakdown & Practicum (9 weeks)

1. History of Development
2. Present Revenue Picture - Complete
3. Role of Ad Sales
4. Organization
5. Selling Techniques - Telephone, Mail, Direct
6. Practicum with Staff Salesman/Woman

Phase II - Apprenticeship Selling & Business Practices (12 weeks)

1. Regular selling with staff member
2. Filing system - current accounts
3. Call card index file

4. Rate construction
5. Commission structures
6. Daily reports
7. Sales "appeal" strategies
8. Bargains and extras
9. Independent practicum

SASSI PREP/SASSI COMMUNICATIONS TRAINING PROGRAM
Springfield, Massachusetts

SCHOOL CALENDAR
1972-73

<u>1972</u>			
September	5	Tuesday	All teaching vacations end. Teacher report for final planning.
September	11	Monday	SASSI Prep/SASSI Communications Training classes begin.
October	9	Monday	School closed - Columbus Day.
October	23	Monday	School closed - Veterans' Day.
November	22	Wednesday	Early dismissal for Thanksgiving vacation. Time of dismissal to be announced.
November	27	Monday	Schools reopens.
December	22	Friday	School closes for Christmas vacation.
<u>1973</u>			
January	2	Tuesday	School reopens.
February	21	Wednesday	School closes for Midwinter vacation. Regular classes will be held this day.
February	26	Monday	School reopens.
April	13	Friday	School closes for Spring vacation. Regular classes will be held this day.
April	23	Monday	School reopens.
May	28	Monday	School closed - Memorial Day.
June	15	Friday	School closes/SASSI Prep graduation. SASSI Communications Job Placement Day.

Scheduled Student Days

September 11, 1972 - December 22, 1972
January 2, 1973 - June 15, 1973

71
111

182 Days

APPENDIX B
STUDENT EVALUATION FORMS

SASSI STUDENT EVALUATION

Information:

Student _____ Date 1/19/73
 Instructor Robert C. Henderson Quarter 2nd
 Course Black History Grade _____
 (if requested)

COURSE DESCRIPTION:

Black History has two primary focal points. First, it is concerned with ancient African civilizations, including their political systems, forces of nationhood, communities, and family life. Second, it is concerned with the institution of slavery in America and the post-Civil War period of Reconstruction. This portion of the class focuses on the condition of the slaves, including their response to slavery, the various abolitionist movements, and significant figures of the times.

OBJECTIVES:

Student will be expected to submit, verbally and in writing, all of the following:

1. Analysis of a series of authenticated historical documents, written by black people about black people.
2. Analysis of the Vesey and Turner insurrections and the reasons for their failure.
3. Comparative analysis of early 1800's black literary and news publications and similar contemporary black publications.
4. Analysis of opposing social implications typified by groups like the American Colonization Society and the Phoenix Society.

Student Progress: (in direct relation to above objectives)

Student work attached yes no

Comments/Conclusions:

SASSI GENERAL PROGRESS REPORT

INFORMATION:

Student _____ Quarter _____

Date _____ Number of Teachers _____

PURPOSE: This progress report is designed to provide each student at least once each quarter with a progress report from the academic teachers in consultation. The report offers a general picture of where she/he stands in relation to graduation and the steps necessary to reach that goal.

STATUS UPON ENTERING: (TEST SCORES)Reading Comprehension _____ Mathematics _____

PRESENT PERFORMANCE: (Attendance, reading, composition, quizzes, consistency of work, etc.)

NECESSARY PERFORMANCE FOR GRADUATION: (possible target date) (SAT)

APPENDIX C

PROSPECTUS FOR PLANNING

SASSI: A PUBLIC SERVICE CORPORATION

(FUNDED: \$4,900 /NEW ENGLAND RESOURCE CENTER
IN OCCUPATIONAL EDUCATION7)

SASSI: A PUBLIC SERVICE CORPORATION

A public Service Corporation is a non-profit business supported partly by revenues from the services it provides to the community and partly from public and private contributions.

ASSUMPTION: There are only four possible revenue sources for alternative educational/training programs.

1. Tuition
2. Public money
3. Private money
4. Services

For alternative programs serving poor students, tuition is out of question. And piecemeal funding from private and public sources causes perpetual instability of the program--money is scarce.

Therefore, independent alternative educational systems must move in the direction of the Public Service Corporation or else become appendages of the public system.

This year the SASSI Street Academy is funded by Model Cities and the SASSI Prep Communications Training Program has received basic salary funding from the Massachusetts State Department of Education, Division of Occupational Education.

OVERVIEW: SASSI needs two years of funding support ("seed money") to develop the Public Service Corporation. Services provided to the Greater Springfield community by SALT Newspaper, video production and FM radio will be an independent community-based communications training and production center for inner-city black, Puerto Rican, and white dropout students.

SERVICES:

SALT - Already an excellent community newspaper, SALT will also provide readers and subscribers with an eight page fold-out CATV program schedule including stories on local originations and specials traded with other communities.

Video News Service - The SALT staff will provide a daily video news roundup of events in the Connecticut River Valley which can be used on a subscription basis by all area CATV stations. SASSI will have its own head end studio for live cable broadcast and video recording.

Local Video Originations - The SASSI video production crew will provide area CATV stations special programs with a community focus.

Community Video Open Access Facility - SASSI will provide studios, equipment and training in the use of 1/2-inch video recording portapak units for community originated programming.

Community Video Exchange - SASSI will offer area CATV systems programs produced in other communities and traded for SASSI local origination programs.

Community Radio - SASSI has prepared special weekly programs for a local commercial FM station, WHVY. SASSI proposes to begin a 250 watt FM station carrying area SALT news daily and providing live community coverage and its own music programming.

Communications Training Program - The vocational training component of the SASSI program is in the following areas: Photo-journalism, TV and Radio Broadcasting, Journalistic Writing, Layout and Graphic Art, Video Production, Advertising Sales and IBM Selectric Compositor Operation (MTST).

This vocational training element of the program has salaries funded by the Massachusetts State Department of Occupational Education. Graduates of the Communications Training Program are placed on jobs in the field of communications upon completion of the SASSI course.

STRATEGY: Planning for the SPSC (SASSI: A Public Service Corporation) will focus on the components of the concept which lend to measurability. Those components are Service (Revenue) and Training.

The following is the proposed approach to planning for the different components, subject to modification and change upon completion of Step A in both components:

Service (Revenue) Component

- A. Assemble technical assistance from the University of Massachusetts, School of Business Administration; Package Machinery Company, IBM, and Placement and Development Resources, Inc.
- B. Appraise elements of the proposed Service (Revenue) Component, i.e., local video origination, video news service, community FM radio, Springfield Area Life and Times (SALT).
- C. Market research.
- D. Analysis of "in-house" resources which can be contributed to revenue component.
- E. Define a system of business management for proposed Service (Revenue) components.
- F. Proposal to potential clientele (advertisers, CATV operators, private businesses, and industry).
- G. Incorporate final planning with findings in Training Component for Master Plan for SASSI Public Service Corporation.

Training Component

- A. Evaluate present areas of training in terms of job market (present and future).
- B. Seek concrete job opportunities for existing SPSC related

training, i.e., video production assistants (grips), photo-laboratory assistants, news clerks, typists, offset photo production (paste-up, layout), broadcast journalism, MTST operators.

- C. Research job market for potential areas of training to be provided by Service (Revenue) Components of SPSC.
- D. Incorporate findings with plans developed in Service (Revenue) Component for Master Plan of SASSI Public Service Corporation.

Funding sources for the SPSC will be sought throughout the planning period.

PROFESSIONAL RESOURCES FOR PLANNING

Several businesses, institutions, and individuals have volunteered their services as resources for planning. They are as follows:

<u>CONCERN</u>	<u>CONTACT</u>	<u>PLANNING SERVICE(S)</u>	<u>TIME</u>
Package Machinery Company East Longmeadow, Massachusetts	Roger L. Putnam, President	Advisory: Business Management	8-12 hours weekly
IBM	Tom Bustinduy Sales Representative	Current Production Analysis	8-12 hours weekly
Placement Development Resources, Inc.	Robert M. Hughes President	Advisory: Job Placement	6-8 hours weekly
School of Business Administration University of Massachusetts, Amherst	Dr. Gordon Paul, Chairman Marketing Department	Marketing Personnel	12-20 hours weekly
School of Education University of Massachusetts, Amherst	Dr. Ken Ertel Assistant Professor	Advisory: Vocational Training	1-2 hours weekly
Standard Oil of Lybia	Mr. Gordon Leete (Retired) Public Relations Director	Advisory: Planning Public Relations	4-8 hours weekly

PLANNING SUPPORT TEAM

The Planning Support Team will consist of the following personnel:

Coordinator - The Coordinator of planning will be responsible for assembling resources, closely monitoring direction of planning and timetable for planning goals. He will centralize all data and information proposed in planning stages and areas. He will expedite communications during the period of planning; and coordinate the personnel of the Planning Support Team and the Professional Resources for Planning. The Coordinator will be responsible for presenting a planning report (Master Plan for the SASSI Public Service Corporation) at the end of the planning period.

Administrative Assistant - The Administrative Assistant will assist the Coordinator in assembling the day-to-day "feed back" from planning. He or she will also provide "leg" support to the Professional Resources for Planning.

Clerk/Typist - The Clert/Typist will do all filing and typing of research papers, reports, proposals, etc.

Consultants - Consultants will be called in for assistance in areas where Professional Resources for Planning lack expertise or influence. The specific areas for consultation cannot be identified until such time as the Professional Resources for Planning and the Planning Support Team have begun their work.

NON-PERSONNEL EXPENDITURES

Travel - Travel reimbursements of 10¢ per mile will be available to the Planning Support Team and Professional Resources for Planning. Along with automobile travel, air travel is also anticipated.

Telephone - One line will be available for use by the Planning Support Team and Professional Resources for Planning.

Supplies/Postage - Paper supplies, typewriter ribbons, etc., and postage for mailings will be purchased for use during the planning period.

PLANNING SCHEDULE SERVICE (Revenue) COMPONENT		PLANNING SCHEDULE TRAINING COMPONENT	
WEEK		WEEK	
1	A. Assemble Professional Resources	1	S A. Assemble Professional Resources
2	B. Appraise elements of the proposed service (revenue) component	2	E B. Research on present areas in job training in terms of job market (present and future).
3		3	E E. Marketing Research
4	File Proposal	4	K File Report
5	C. Analysis and development of "In-House" Resources which may contribute to service (revenue) component.	5	C. Seek concrete job opportunities for existing training related to the proposed public service corporation.
6		6	F
7	File Findings	7	U File Findings
8	D. Define a system of business management for proposed public service corporation.	8	N D. Research job market for potential areas of training by service (revenue) component of proposed public service corporation.
9		9	D
10	File Proposal	10	I File Findings
11	F. Proposal to potential clientele (advertisers, CATV, private business and industry).	11	N E. Prepare above data for inclusion in MASTER PLAN for SASSI: A Public Service Corporation.
12		12	G Corporation
13		13	
14	G. Prepare MASTER PLAN for SASSI: A public service corporation.	14	
15		15	

APPENDIX D

LETTERS: SPECTRUM COMMUNICATIONS, INC.

GREATER NEW ENGLAND CABLE T.V.



SPECTRUM
COMMUNICATIONS, INC.

P.O. BOX 95, WEST SPRINGFIELD, MASS. 01089
Tel: (413) 739-6505

November 1, 1971

Mr. William H. Smith, Headmaster
SASSI
215 Dwight Street
Springfield, Massachusetts

Dear Mr. Smith:

Spectrum Communications is a cable television company incorporated under the general laws of the Commonwealth of Massachusetts. The corporation has two systems under construction--Agawam and West Springfield, Massachusetts--representing a combined potential of approximately 15,000 homes or 50,000 viewers. Spectrum has applications for cable television franchises in 13 other Western Massachusetts communities including Springfield, Chicopee and Northampton. Our company recognizes and accepts willingly the public service responsibility inherent in permission to operate cable television systems.

We are most anxious to cooperate in any way possible with SASSI relative to their proposal for community communication through cable television originations. To this end Spectrum Communications offers to dedicate the use of one full-time channel to the SASSI Public Service Corporation for their use in developing the community communications potential of cable television. This full-time channel would be available if and when Spectrum acquires the cable franchise for Springfield, Massachusetts, the major city in our proposed complex. In addition we will make a channel available for experimental purposes on our systems already under construction and cooperate in other areas with the SASSI Public Service Corporation.

We view the proposal by SASSI for a cable television guide as an enterprise which would, in our judgment, be a viable business. To this end we agree that we would use the proposed publication as a part of our total promotional effort.

We look forward eagerly to cooperation with SASSI in terms of local originations of news, special interest programming, particularly with regard to programming designed specifically for minority and other excluded groups--i.e., groups which are excluded from access by over-the-air television stations. Our conversations along these lines have taken place recently with William Geisler, Director of the Communications Department; Douglas F. Ruhe, Assistant Headmaster and Bill Roberts, Video Coordinator of SASSI.

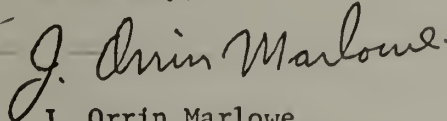
Prior to our discussions with these gentlemen, we had undertaken through communications with various government agencies to find a group which would

November 1, 1971

set up just such an endeavor. Our company's philosophy in terms of communications potential is entirely consistent with SASSI's aims, and we look forward eagerly toward cooperation with them and toward using our good offices with other segments of the television industry so that the proposed public service corporation could acquire access to great numbers of people and specifically to specialized and minority groups.

We urge favorable consideration of SASSI's plan for a public service corporation dedicated to the improvement of communications through cable television.

Sincerely,



J. Orrin Marlowe
Vice President - Cable Systems

JOM:mwl

GREATER NEW ENGLAND



97 Winsor Street
Ludlow, Mass. 01056
Phone (413) 583-5171

March 6, 1973

Mr. Robert Russell
Sassi Prep
17 Pearl Street
Springfield, Mass. 01103

Dear Mr. Russell:

I would like to take this opportunity to commend you and your students for your excellent live production of the Ludlow town meeting on March 5th, 1973.

We are very interested in continuing to use Sassi Prep's people and facilities to produce more community oriented programs for the town of Ludlow, at the agreed rate of \$50.00 per session.

Some of the types of programming we are interested in putting on would be the Ludlow Hockey Association games and similar programs of this nature. Another item we are currently working on is trying to do a Portuguese program for at least one hour a week.

We are looking forward to working with Sassi Prep in the very near future.

Sincerely,

A handwritten signature in cursive script that reads "Brian J. McDermott".

Brian J. McDermott
Chief Engineer

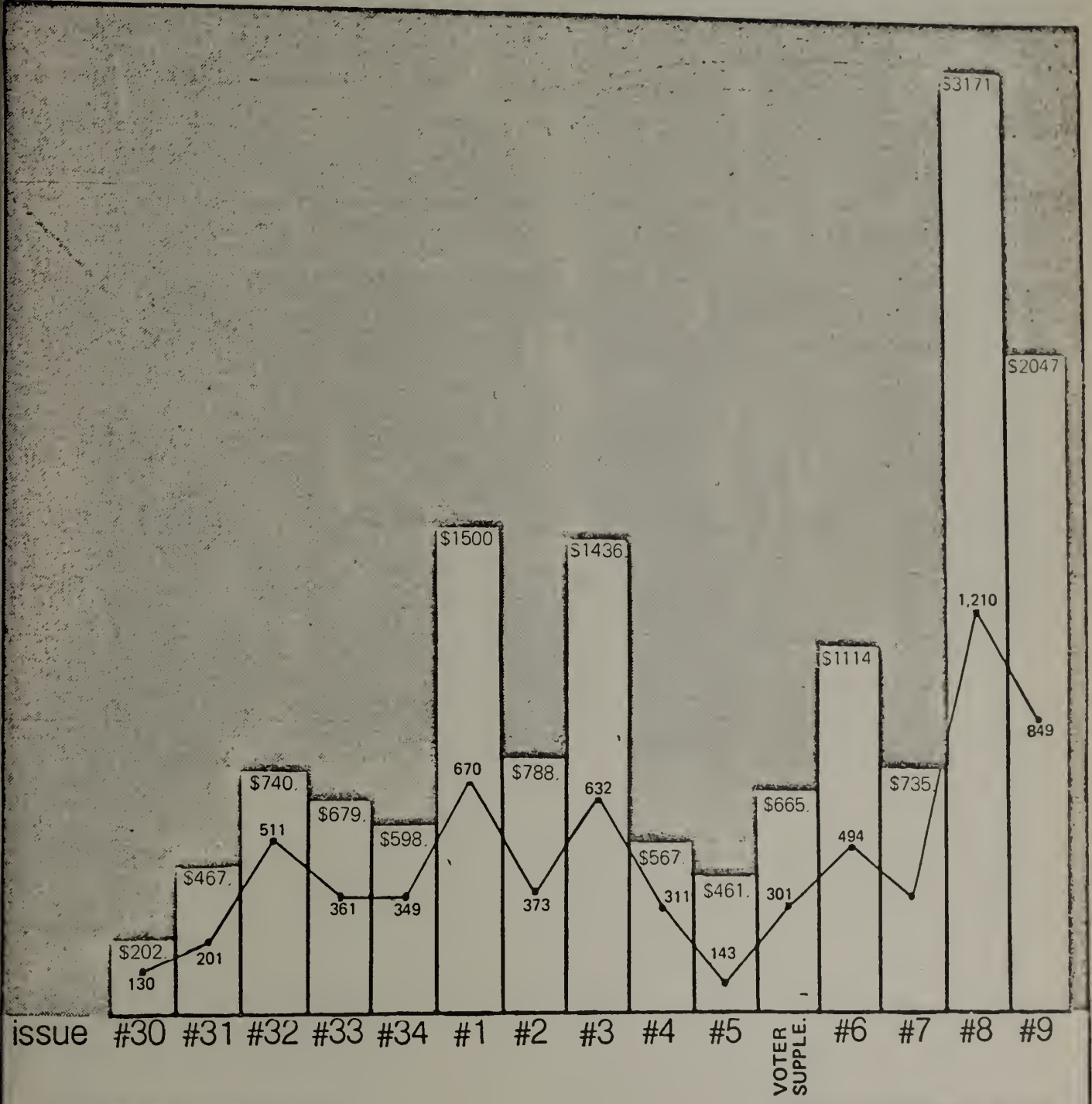
BJMcD:ead

APPENDIX E

SALT: ADVERTISING REVENUE, JUNE 7, 1972-DECEMBER 15, 1972

SAMPLE OF SALT SUBSCRIBERS

...a graph



from issue of June 7, 1972...

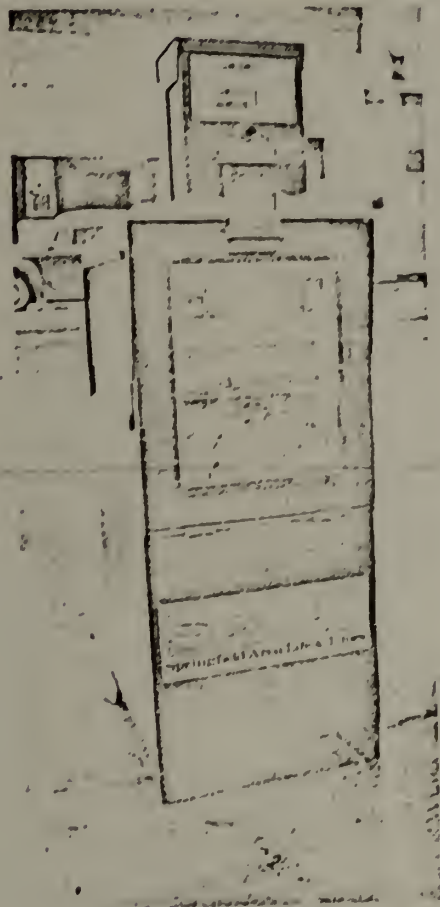
...to issue of December 15, 1972

SALT'S advertising revenue

column inches _____

another graph

salt... in a box



SALT has attempted to be a serious investigative newspaper in the community, providing people with sufficient facts about issues to allow them to make intelligent and reasoned decisions about the city's future. Recently we surveyed a sampling of 500 subscribers to determine whether decision-makers were buying the newspaper. What follows are some of the statistics we came up with. Of the sample taken,

- 9% were teachers
- 6% physicians
- 6% lawyers
- 6% self-employed businessmen
- 6% social and community workers
- 5% salesmen
- 5% writers and journalists
- 5% company presidents
- 4% ministers
- 4% executive administrators
- 4% housewives
- 2% chemists and engineers
- 2% psychologists
- 2% public officials
- 2% real estate brokers
- 1% college professors

(This is not a complete listing. Other professions that appear in the survey are accountants, pilots, janitors, art directors, hospital workers, judges, welders and others.)

- The sampling also showed that of our paying readers:
 - the youngest subscriber is 18 yrs. old
 - the oldest subscriber is 77
 - 59% of subscribers are over 40
 - 36% are over 50
 - 7% are over 60
 - the average paying SALT reader is 44
 - the overwhelming majority live within the city limits

Roughly 5,000 SALT newspapers are distributed on a controlled basis to the city's colleges. This sizeable block of readers is not reflected in the subscription survey

In addition, newstand sales contribute a sizeable amount to the circulation totals. Bright blue coin-operated SALT newsboxes have been appearing on city streets since early December. Many dozens more are yet to be placed. SALT will have 101 newsboxes on the streets by March 1. Newstand sales are also not reflected in the subscription sampling above.

In addition to subscriptions, newstand sales are a primary source of SALT circulation. Bright blue coin-operated SALT newsboxes have been appearing on Springfield streets since early December. They are already responsible for hundreds of sales. Many dozen more are yet to be placed. SALT will have a total of 101 coin-operated newsboxes on the streets shortly.

APPENDIX F
FINANCIAL DATA ON THE STREET ACADEMY SYSTEM
OF
SPRINGFIELD, INC.
1971 and 1972

FINANCIAL DATA

July 1, 1970 - June 30, 1971

<u>Income</u>	
State Department of Education/Division of Occupational Education	\$ 52,000.00
Beveridge Foundation	5,500.00
Greater Springfield Business Community	24,500.00
Churches of Greater Springfield	3,000.00
University of Massachusetts Student Funding	7,000.00
Model Cities of Springfield	15,000.00
Dexter Fund (Valley Bank and Trust, Springfield, Massachusetts)	11,000.00
SASSI Student Funding Efforts	2,000.00
	<hr/>
TOTAL	\$ 120,000.00

July 1, 1970 - June 30, 1971

<u>Expenditures</u>	
Administrative and Supportive Staff	\$ 40,000.00
Teaching Staff	55,000.00
Supplies	5,000.00
Equipment Purchase	7,000.00
Utilities	3,000.00
Rentals and Office Supplies	6,000.00
Renovations	4,000.00
	<hr/>
TOTAL	\$ 120,000.00

July 1, 1971 - June 30, 1972

<u>Income</u>	
State Department of Education/Division of Occupational Education	\$ 104,000.00
New England Program in Teacher Education	45,200.00
Springfield Model Cities	27,600.00
Dexter Fund (Valley Bank and Trust, Springfield, Massachusetts)	22,000.00
Greater Springfield Business Community	14,000.00
SALT Newspaper (Published by SASSI)	14,000.00
Frank Stanley Beveridge Foundation, Westfield, Massachusetts	10,000.00
Churches of Greater Springfield	2,000.00
General Contributions	1,000.00
New England Resource Center in Occupation Education	4,800.00
	<hr/>
TOTAL	\$ 244,000.00

July 1, 1971 - June 30, 1972

<u>Expenditures</u>	
Administrative and Supportive Staff	\$ 57,100.00
Teaching Staff	114,200.00
Consultants/Temporary Staff	7,000.00
Supplies/Text	11,000.00
Equipment Rental	8,511.00
Equipment Purchase	15,700.00
SALT Printing	9,679.00
Renovations	8,500.00
Services	13,000.00
Other (Fringe Benefits, Travel, Publicity)	9,600.00
	<hr/>
TOTAL	\$ 244,290.00

APPENDIX G
STAFF FEED BACK FORM

STAFF FEED BACK FORM

Name (Optional) _____

Work Area (circle area): Academic, Administration, Communications, SALT

List five things to your displeasure about your work area and work conditions, etc. If you are totally pleased with all the beforementioned, check here _____.

Five things to my displeasure are:

- 1.
- 2.
- 3.
- 4.
- 5.

List the five most positive aspects of your work area.

- 1.
- 2.
- 3.
- 4.
- 5.

Complete two of the following three sentences.

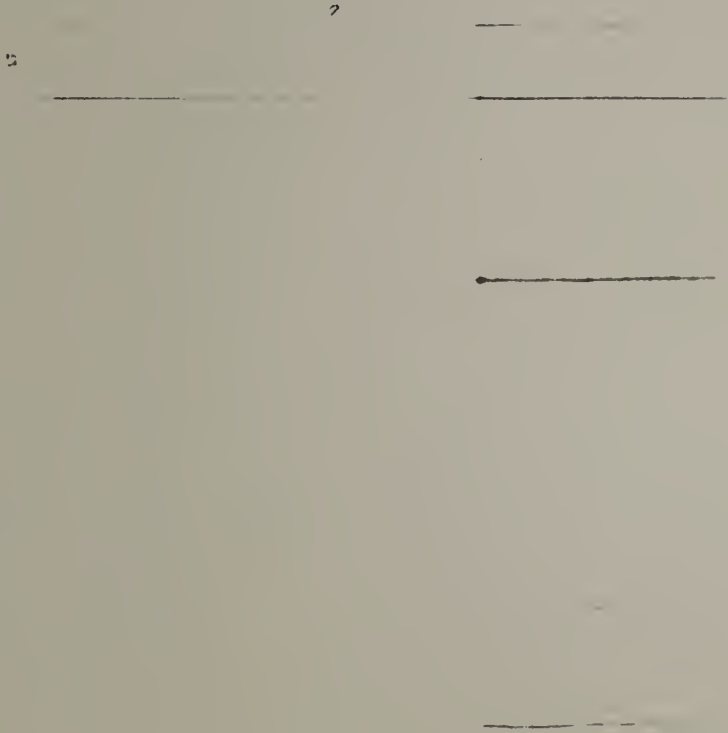
If I were my department head, I would.

If I were on the SASSI Board, I would.

If I were Headmaster (Director) of SASSI, I would.

APPENDIX H

- Street Academy System of Springfield, Inc.
Personnel Policy
Organizational Chart



PERSONNEL POLICY

I. STAFF RELATIONS

1. Staff meetings shall be held at regular intervals.
2. Suggestions and criticisms by the staff shall be transmitted to the Board of Directors by the Headmaster, Assistant Headmaster, or the Staff Representative to the Board of Directors.
3. SASSI encourages discussion between the staff or its representative and the Personnel Committee involving practices and policies. Requests for such meetings should be made through the Headmaster, the Assistant Headmaster, or the Staff Representative to the Board of Directors.

II. EMPLOYEE RESPONSIBILITIES

1. The principle responsibilities and duties of each employee's position shall be provided in writing to each employee at the time he or she is hired.
2. Each employee shall be provided with a copy of the Personnel Policy, as well as an organizational chart of SASSI outlining his place in SASSI and designating his immediate supervisor.
3. At the time of his or her employment, each employee shall sign the following statement:

"I hereby acknowledge that I have received a copy of the Personnel Policy, a job description, and an organizational chart of SASSI. I further acknowledge that I understand and agree to abide by the rules and regulations of SASSI as set forth in the Personnel Policy. I understand that I am being hired as-----for the period (month/day/year) to (month/day/year) at a salary of-----dollars per (month/year/week). In signing this I further acknowledge that my salary and position as stated above are contingent on SASSI being funded for that period."

4. Major changes in the employee's responsibilities and duties shall be made only after a decision by the Headmaster and the Personnel Committee, a conference or conferences between the employee and the Headmaster relative to such changes and notification thereof to the employee in writing, as well as the Personnel Committee. The employee shall sign a statement of agreement with any such changes.

III. HIRING PROCEDURE

1. The Headmaster is hereby authorized to hire all personnel for SASSI once the position has been established and authorized by the Board of Directors on recommendation of the Personnel Committee.
2. The Headmaster shall take into consideration the applicant's academic background, experience, personality, motives for applying for the job, and his overall qualifications for the position. No person shall be hired without first advertising the job opening in appropriate local media.
3. No person shall be hired or denied a job because of sex, race, national origin, or religion. An effort should be made to hire a staff which represents a broad cross section of society.

IV. PROBATIONARY PERIOD

1. A probationary period of two months for all employees shall be established to permit the employee to demonstrate his capacity of performance and to determine whether or not SASSI and the employees wish to continue on a more permanent basis. The probationary period may be extended for a period not exceeding one month.
2. When the probationary period is completed successfully, the employee shall be notified in writing, with a copy of the notification sent to the Personnel Committee. The same policy shall apply if the probationary period is not successfully completed. In the latter case, the Personnel Committee shall review the case and take appropriate action.

V. SALARIES

1. Salaries will be determined on the basis of the specific job slot, and shall reflect the qualifications needed to perform the specific job.
2. Salaries for each job slot shall be approved by the Board of Directors on recommendation from the Personnel Committee and the Headmaster.
3. Salaries of all personnel shall be reviewed annually by the Personnel Committee prior to submission of funding proposals with final approval by the Board of Directors. Salary increases may be granted based on performance of the individual

V. SALARIES cont'd.

and availability of funds for the following year.

VI. DISMISSALS

1. An employee may be dismissed at any time for reasons of gross misconduct or for continued failure to properly perform his or her duties. Use of drugs (including marijuana) and/or alcoholic beverages on the premises of the school shall be considered an example of gross misconduct.
2. In case of dismissal, the employee shall be given two weeks written notice of such action by the Headmaster stating definite reasons for such action.
3. Or, an employee, at the discretion of the Headmaster may be dismissed immediately without notice, provided he is given two weeks severance pay and definite reasons in writing on that day for such a dismissal.
4. An employee dismissed shall be entitled to a full and fair hearing with the Personnel Committee, if he so desires, within one week of notification of his or her dismissal, with final right of appeal to the Board of Directors.
5. The Personnel Committee shall be notified in writing of all dismissals within 48 hours, of notification to employee of dismissal.
6. Employees may also be dismissed at any time if funds are lacking for their salaries. If and when the Board of Directors and the Personnel Committee agree that due to financial circumstances a position can no longer be maintained, the employee will receive written notice two weeks in advance of his termination. Employee positions can be terminated due to lack of funds only by a vote of the Board of Directors. In cases like this, SASSI will make all efforts to find the employee a comparable position in another organization, but cannot guarantee that a job will be found.
7. No person may be dismissed because of sex, race, national origin, or religion.

VII. ATTENDANCES AT CONFERENCES

SASSI workers may attend professional conferences, institutes, and

VII. ATTENDANCES AT CONFERENCES cont'd.

seminars as approved by the Headmaster and their expenses shall be paid in whole or in part by SASSI within the limitation of the budget.

VIII. RESIGNATIONS

1. A SASSI worker who intends to terminate his employment may resign by giving a minimum of 30 days notice.
2. The worker's service shall be available to SASSI during the notice period in order that he may complete his/her work and SASSI secure a replacement. The notice period may be shortened by mutual agreement.

IX. GRIEVANCES

The following steps shall constitute the procedure with regard to grievances in the process of which the worker shall be given a prompt, full, and fair hearing at each stage. Whenever requested by the worker, a written decision and the reasons therefore shall be furnished.

1. Referral to Supervisor and if no decision is made within 48 hours during the normal work week or the decision is against the employee;
2. From Supervisor to Headmaster and if no decision is made within 48 hours during the normal work week or the decision is against the employee;
3. From Headmaster to Personnel Committee and if no decision is made within one week during the normal work week or the decision is against the employee;
4. From the Personnel Committee to the Board of Directors at its next regular meeting or at a special meeting if called by the President of the Board.

X. INSURANCE PROTECTION

There is group medical insurance available paid for by the employee at his/her option. This is subject to the subscription minimum of of the insurance company.

XI. HOLIDAYS

The following holidays shall be granted with pay or if required with compensatory time off:

NEW YEAR'S DAY
WASHINGTON'S BIRTHDAY
MEMORIAL DAY
INDEPENDENCE DAY

COLUMBUS DAY
THANKSGIVING DAY
CHRISTMAS EVE
CHRISTMAS DAY

Other religious holidays shall be granted at the discretion of the Headmaster.

XII. SICK LEAVE

1. All workers shall be granted up to 10 working days per year sick leave with pay, cumulative to a maximum of 30 days. These are sick days and not cumulative as vacation days.
2. Longer absences due to illness shall be referred to the Personnel Committee for consideration.

XIII. OTHER LEAVES

Reasonable leave, maximum of seven days per year with salary be granted at the discretion of the Headmaster for personal emergencies such as serious illness or death in the immediate family of the worker.

Those employees who have armed forces reserve obligations shall not be charged vacation time for the period when they must attend their two-week summer training. In addition, SASSI will pay the employee during that period the difference between his salary at SASSI and the pay he receives for the summer training from the Armed Forces.

XIV. COMPENSATORY TIME

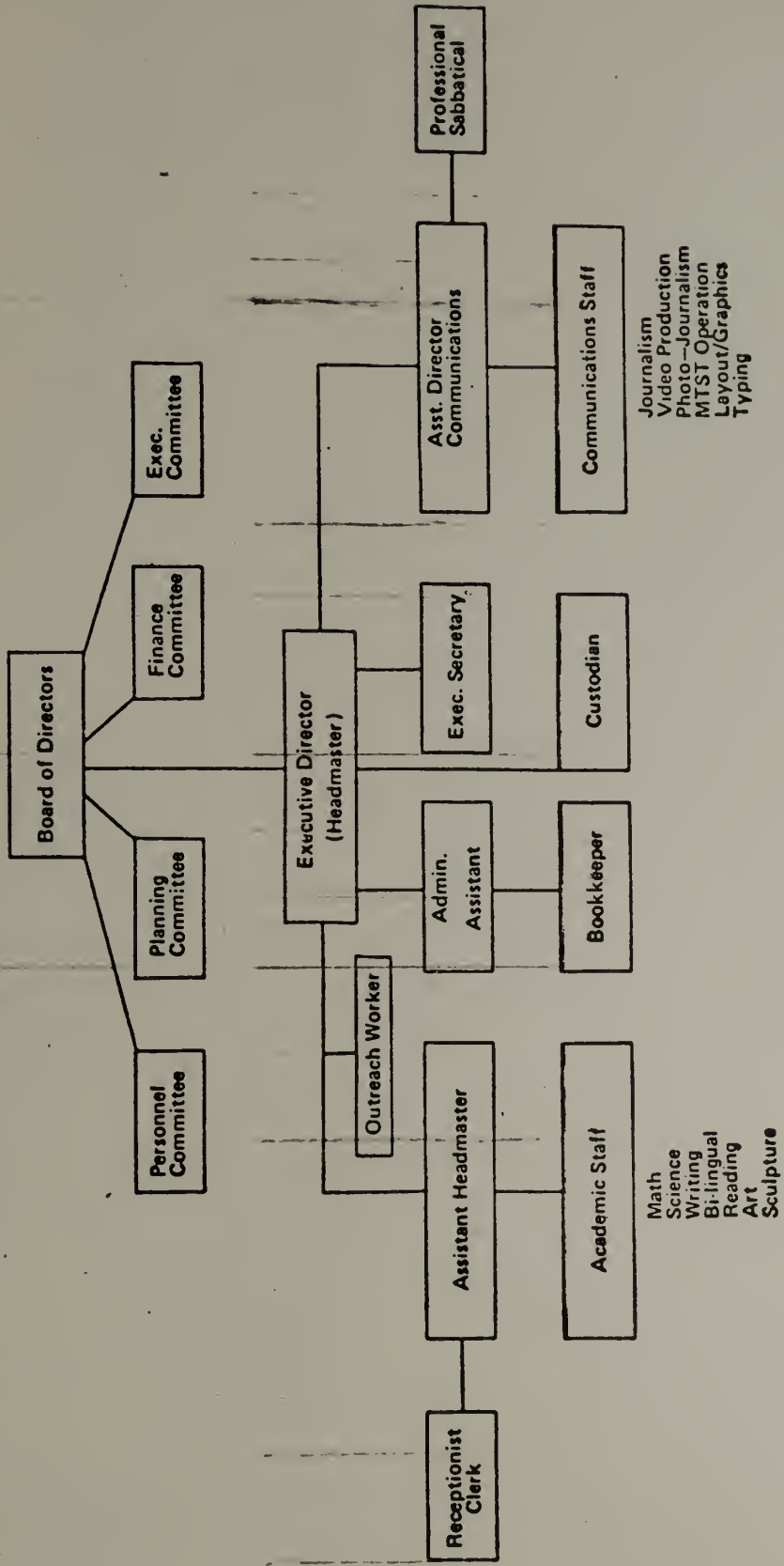
1. Those employees who work on a regular school holiday when they normally would be free shall be granted an equal amount of compensatory time off by their immediate supervisor and/or department head.
2. Compensatory time off may be granted for employees at the discretion of the employee's immediate supervisor and/or department head.

XV. VACATIONS

Vacation period at SASSI Prep runs from June 30 to September 1. Employees with 9 months or more service as of June 30 will be entitled to paid vacations according to the following schedule.

Academic Teachers	4 weeks	20 working days
Communications Department Classroom Teachers	4 weeks	20 working days
All full time Administrative Staff	4 weeks	20 working days
Supportive Staff	3 weeks	15 working days
Professional Sabbatical	4 weeks	20 working days
Action Education Volunteers	2 weeks	(as per arrangement with U. Mass)

Since SASSI is funded on a fiscal year running from July 1 to June 30, vacations with pay are contingent on our being funded for the following fiscal year; the fiscal year in which the vacation would be taken. For example, an employee working at SASSI from September 1, 1972 to June 30, 1973 will be entitled to vacation time during the period July 1, 1973 to September 1, 1973 (according to above schedule); however, this vacation with pay would only be given if our program is funded from July 1, 1973 to June 30, 1974 since the vacation period falls in the following fiscal year.



APPENDIX I

MASTER FORM OF STUDENT PROFILE
QUESTIONNAIRE AND STUDENT TESTING
RESULTS FROM ENTRANCE PRE-TEST 1972

NAME _____
ELEMENTARY SCHOOL _____
HIGH SCHOOL _____

This information is confidential.

1. Your age _____
Check one: Black _____ White _____ Puerto Rican _____ Indian _____ Other _____

2. Are you single _____ Married _____ divorced _____ separated _____ widowed _____

THINK!

3. What is the total number of people living in your house? _____
How many are under 18 years old? _____
How many are under 15 years old? _____

4. Are you a veteran? _____

THINK!

5. Do you know your family income? That is, the total amount of money per week, month, or year that comes into your house. Put in "?" if you don't know.

Per week _____ Per month _____ Per year _____

6. Are you on welfare? yes _____ no _____
Is your mother or father on welfare? yes _____ no _____
Does any one in your house receive Aid for Dependent Children (ADC)? yes _____
no _____
Social Security? yes _____ no _____
Pensions? yes _____ no _____
Veterans Benefits? yes _____ no _____

7. Are you on any of the above? yes _____ no _____
If yes, which one(s)? _____

8. Is your mother employed? yes _____ no _____
Is your father employed? yes _____ no _____

9. Residential Area
Hill-McKnight _____ Northend-Brightwood _____ South End _____
Indian Orchard _____ Other _____

10. Which of the following drugs have you taken or used?
marijuana _____ heroin _____ other _____
speed _____ cocaine _____
LSD _____ pills _____

Were you ever hooked or strung-out? yes _____ no _____

11. Have you ever been, or, are you currently in a drug rehabilitation program?
yes _____ no _____

12. Have you ever been booked at police headquarters? yes ___ no ___
 Have you ever been charged with something and had to go to court? yes ___
 no ___
 Have you ever been convicted? yes ___ no ___
 Have you ever served time in jail? yes ___ no ___
 Have you ever spent time in reform school or a detention center? yes ___ no ___
13. When you were in public school were you ever referred to a school psychologist in either grade school or secondary school? yes ___ no ___
14. Were you ever in a "slow" class, a general auxillary class, or a "special" class in grade school or high school? yes ___ no ___
 If yes, which class? _____
15. Were you suspended or kicked out of public school? yes ___ no ___
 If no, why did you leave public school? _____

16. Were you ever sent to the principal or guidance counselor for "bad" behavior in grade school or high school? yes ___ no ___
 If yes, was it infrequent ____, frequent ____, many times ____.
17. In grade school or high school, were you ever in a special reading class?
 yes ___ no ___
18. Have you ever been referred to a speech pathologist? yes ___ no ___
19. Do you drink alcoholic beverages? (wine, beer, liquor, etc.) yes ___ no ___
20. At which grade did you leave public school? _____
21. List awards, honors, or other significant achievements in public school:
22. Have you been in any other educational programs such as JESI, NES, GENESIS II, etc. yes ___ no ___
23. Number in order of importance the sport you would like to see SASSI start as a school. Number "1" as your first choice and number "2" as your second choice, etc.

___ Basketball
 ___ Baseball
 ___ Track

___ Hockey
 ___ Football
 ___ Other

Thank you.

Statistical response is based on 36 questionnaires returned. Percentages, however, are computed on number of people responding to specific question.

1. Average age: 18.33 (36 responses)

Ethnic background: black 72.2% (26 respondees)
 white 22.2% (8 respondees)
 Puerto Rican 5.6% (8 respondees)
 100.0% 36 respondees)

2. Single 97.2% (35 respondees)
 Married 0.0% (0 respondees)
 Divorced 2.8% (1 respondees)
 100.0% 36 respondees)

3. Total number of people living in your house:

A. Average family size: 4.5*

B. Household size	# of Families by size	% of Families by size	# of People per household
2	2	5.6	4
3	11	30.6	33
4	9	25.0	36
5	7	19.4	35
6	2	5.6	12
8	3	8.3	24
9	2	5.6	18
	36	100.1%	162 ÷ 36 = 4.5*

C. Average under 18 years old: 2 (31 respondees)

D. Average under 15 years old: 1.3 (29 respondees)

4. Veteran: Yes: 2.9% (1 respondee)
 No: 97.1% (34 respondees)
 100.0% 35 respondees

5. Family income:

Average per week: \$150.00 (2 respondees)
 Average per month: \$241.40 (3 respondees)
 Average per year: \$8874.50 (4 respondees)
 9 respondees

6. You and Welfare: Yes: 30.6% (11 respondees)
 No: 69.4% (25 respondees)
 100.0% 36 respondees

- B. Mother and/or father and welfare: Yes: 20.7% (6 respondees)
 No: 79.3% (23 respondees)
 100.0% 29 respondees
- C. Household has AFDC recipients: Yes: 22.6% (7 respondees)
 No: 77.4% (24 respondees)
 100.0% 31 respondees
- D. Social Security: Yes: 28.6% (8 respondees)
 No: 71.4% (20 respondees)
 100.0% 28 respondees
- E. Veterans Benefits: Yes: 20.8% (5 respondees)
 No: 79.2% (19 respondees)
 100.0% 24 respondees
7. Are you on any of the above? Yes: 33% (12 respondees)
 No: 67% (24 respondees)
 100% 36 respondees
8. A. Both parents working: 16.7% (6 respondees)
 B. Mother only working: 22.2% (8 respondees) -- of these, 3 had
 C. Father only working: 33.3% (12 respondees) no response to
 D. Neither parent working: 13.9% (5 respondees) father working
 E. Mother no/father no response 13.9% (5 respondees)
 100.0% 36 respondees
9. Residential Area:
- | | | |
|------------------------|-------|-----------------|
| Hill-McKnight | 58.8% | (20 respondees) |
| Northend-Brightwood | 8.8% | (3 respondees) |
| Southend | 5.9% | (2 respondees) |
| Other | 26.5% | (9 respondees) |
| (Pine Point, 1) | | |
| (Huntington, Mass., 1) | | |
| (Amherst, 1) | | |
| (Westfield, 1) | | |
| (Forest Park, 2) | | |
| (Sixteen Acres, 1) | | |
| (West Springfield, 1) | | |
| (No specification, 1) | | |
10. "Drugs" (This response is based on 36 questionnaires returned.)
- | | | |
|--------------|-------|------------------|
| A. Marijuana | 61.1% | (22 indications) |
| Speed | 33.3% | (12 indications) |
| LSD | 33.3% | (12 indications) |
| Heroin | 22.0% | (8 indications) |
| Cocaine | 38.9% | (8 indications) |
| Pills | 33.3% | (12 indications) |
| Other | 19.4% | (7 indications) |

- B. Hooked or strung out: Yes: 2.9% (1 respondee)
 No: 97.1% (33 respondees)
100.0% 34 respondees
11. Drug rehabilitation program: Yes: 5.6% (2 respondees)
 No: 94.4% (34 respondees)
100.0% 36 respondees
12. A. Booked: Yes: 38.9% (14 respondees)
 No: 61.1% (22 respondees)
100.0% 36 respondees
- B. Charged with something: Yes: 44.4% (16 respondees)
 No: 55.6% (20 respondees)
100.0% 36 respondees
- C. Convicted: Yes: 19.4% (7 respondees)
 No: 80.6% (29 respondees)
100.0% 36 respondees
- D. Served time: Yes: 11.4% (4 respondees)
 No: 88.6% (31 respondees)
100.0% 35 respondees
- E. Reform school or detention center: Yes: 19.4% (7 respondees)
 No: 80.6% (29 respondees)
100.0% 36 respondees
13. Referred to school psychologist in grade school or secondary school:
 Yes: 20% (7 respondees)
 No: 80% (28 respondees)
100% 35 respondees
14. "Slow", auxiliary or "special" class: Yes: 14.3% (5 respondees)
 No: 85.7% (30 respondees)
 (One each in reading and sociology.) 100.0% 35 respondees
15. Suspended or kicked out: Yes: 57.1% (20 respondees)
 No: 42.9% (15 respondees)
100.0% 35 respondees
16. A. Sent to principal or guidance counselor for "bad" behavior in grade or high school:
 Yes: 78% (28 respondees)
 No: 22% (8 respondees)
100% 36 respondees
- B. Frequency of yes:

Infrequent:	33.33%	(9 respondees)
Frequent:	48.15%	(13 respondees)
Many times:	18.52%	(5 respondees)
	<u>100.00%</u>	<u>27</u> respondees (1 no response)

17. Special reading class in grade or high school:

Yes:	16.7%	(6 respondees)
No:	83.3%	(30 respondees)
	<u>100.0%</u>	<u>36</u> respondees

18. Referred to speech pathologist:	Yes:	8.3%	(3 respondees)
	No:	91.7%	(33 respondees)
		<u>100.0%</u>	<u>36</u> respondees

19. Drink alcoholic beverages:	Yes:	71.4%	(25 respondees)
	No:	28.6%	(10 respondees)
		<u>100.0%</u>	<u>35</u> respondees

20. Grade left public school:

9th	14.286%	(5 respondees)
10th	17.143%	(6 respondees)
11th	45.714%	(16 respondees)
12th	17.143%	(6 respondees)
Graduated	5.714%	(2 respondees)
	<u>100.00%</u>	<u>35</u> respondees

21. Honors:

Academic:	25.0%	(9 respondees - includes honor roll--3,
Athletics:	13.9%	(5 respondees) and class honors--6)
President's		
Physical Fitness	5.6%	(2 respondees)
Other:	<u>11.1%</u>	(4 respondees)
		<u>20</u> respondees

This is based on 36 returned questionnaires.

22. Other educational programs:

Yes:	23.5%	(8 respondees)
No:	76.5%	(26 respondees)
	<u>100.0%</u>	<u>34</u> respondees

	<u>Stanford Achievement Test Score</u>	<u>Dropout Grade</u>	<u>Junior High School Attended</u>	<u>High School Attended</u>
1	7.6	11	Weaver	Our Lady of Floures
2	10.2	11		Commerce
3	12.3	11	Murrayfield	S.J. High School
4	9.4	11	Buck.	Tech
5	9.0	11	Van Sickle	Tech
6	9.0	11	Duggan	Classical
7	5.8	10	Deberry	Tech
8	10.4	11	Chestnut	Trade
9	12.0	11	Kennedy	Tech
10	10.0	11	Forest Park	Classical
11	8.0	10		
12	9.4	11	Classical	Tech
13	10.0	11	Duggan	Commerce
14	11.6	5		
15	12.0	12	Classical	Tech
16	7.0	12		Weaver H.S.
17	10.0	11		Framingham
18	8.2	11		
19	11.0	11	Duggan	Tech
20	11.6	11		
21	8.6	11	West Springfield	West Springfield
22	9.0	12		Trade

	<u>Stanford Achievement Test Score</u>	<u>Dropout Grade</u>	<u>Junior High School Attended</u>	<u>High School Attended</u>
23	9.0	11		
24	11.8	11	Kiley	Commerce
25	12.0	11		Tech
26	5.6	11		
27	12.1	10	Duggan	Commerce
28	12	11	Mount Carmel	Chicopee Comp.
29	12	Graduated		Commerce
30	8.0	11		M.L.K.
31	6	6	Deberry	
32	9.0	11	F.P.	Tech
33	8.6	11	Pinefort	Classical
34	7.8	11	JFK	Tech
35	6.0	10	V.S.	Commerce
36	9.0	10	Classical Jr.	
37	12.7	10	Duggan	Commerce
38	8.6	10	Kiley	Tech
39	11.8	12	F.P.	Commerce
40	11.6	11	JFK	Tech
41	9.8	11	Chest.	Classical
42	10.0	12		Gibbs H.S.
43	6.3	10		P.R.
44	4.8	10	V.S.	Tech

	<u>Stanford Achievement Test Score</u>	<u>Dropout Grade</u>	<u>Junior High School Attended</u>	<u>High School Attended</u>
45	8.0	11	Kiley	Classical
46	8.0	11		Commerce
47	7.8	11		
48	7.4	10	Army	GED
49	12.0	10		
50	10.0	11	Buck.	Trade
51	7.7	11		Commerce
52	4.3	11	Chest.	Commerce
53	7.8	11		
54	8.0	10	Classical	Commerce
55	7.0	9	V.S.	Tech./Commerce
56	6.8	11		
57	9	11		
58	12.0	11		
59	11.0	11	Thor.	Westfield H.S.
60	9.0	11		Tech
61	7.8	9	JFK	
62	7.6	10	Duggan	Tech
63	10	12	Homer	Fitzimmons
64	9.0	11	Kiley	Chicopee Comp.
65	7.6	10		Commerce
66	9.6	11	V.S.	Commerce

	<u>Stanford Achievement Test Score</u>	<u>Dropout Grade</u>	<u>Junior High School Attended</u>	<u>High School Attended</u>
67	10.6	10	Classical	Commerce
68	12.6	11		
69	9.0	11	Buck.	
70	5.8	11	Chestnut	Trade
71	7.6	10		Commerce
72	9.0	(From Tennessee)		
73	10.7	10	V.S.	Tech
74	7.2	9	V.S.	
75	8.4	11	Classical	Classical
76	10.6	11	Brook	Commerce
77	7.6	11	P.S., N.Y.	Commerce

APPENDIX J
STUDENT APPLICATION FORM

II. Education Experience

1. Previous education (beginning with elementary school)

School	Years	Diploma or Degree
_____	_____	_____
_____	_____	_____
_____	_____	_____

III. Employment Information

Are you employed? _____ Full Time _____ Part Time _____

Name and address of employer _____

Special work in which you have been trained:

Name of School	Type of Training	Dates
_____	_____	_____
_____	_____	_____

Work Experience

Name and address of Employer _____

Preference of Work 1. _____ 2. _____ 3. _____

Specific Skills: Typing _____ WPM _____, Shorthand _____ WPM _____ EDP _____

Driver's License _____ Other _____

IV. Are you totally independent of financial help from your parents or guardian?

Yes _____ No _____

If "Yes" complete the following:

Your income and resources:

COSTS (month)

- b. Board (or food) \$ _____
- c. Room (or rent) \$ _____
- d. Lunches & Transportation for commuting students \$ _____
- e. Clothing \$ _____
- f. Personal (cosmetics, haircuts, laundry, etc).... \$ _____
- g. Health (Medical, Dental, Drugs)..... \$ _____
- h. Automobile Operating Expenses. \$ _____
- i. Payments on loans & charge accounts presently owed. \$ _____
- j. Other costs (itemize on separate sheet and attach)..... \$ _____

TOTAL COSTS \$ _____

RESOURCES

- a. From part time work. \$ _____
- b. From G.I. Benefits (or other Govt. programs)..... \$ _____
- c. From summer employment. \$ _____
- d. If married, income of spouse. \$ _____
- e. From all other sources: _____ \$ _____
- f. Social Security or Welfare Aid. \$ _____

TOTAL RESOURCES \$ _____

Students Note: Any intentional misrepresentation of the above information, may be grounds for dismissal.

V. INFORMATION CONCERNING FAMILY INCOME & RESOURCES

Name	Occupation	Total or Gross Income From Salary & All Other Sources (last calendar year)
Father _____	_____	_____
Mother _____	_____	_____
Guardian _____	_____	_____

Federal income tax paid 1972 by parents or guardian \$ _____
(Line 16, Form 1040 or Tax Due, Form 1040A)

2. Do either or both parents receive:
- V.A. _____ Amount monthly _____
 - ADC _____ Amount monthly _____
 - Welfare _____ Amount monthly _____
 - Social Security _____ Amount monthly _____

3. Other information
a. List by name and age and relationship, all dependents of parents, excluding parents themselves
(Note: Any who receive partial support)

4. Brothers () _____ No. Ages _____
Sisters () _____ No. Ages _____

5 Brothers in college _____ Sisters in college _____
Tuition & Fees _____ Amount of Financial Assistance which is anticipated from these colleges \$ _____

6. Please explain any unusual family circumstances which have a bearing on family financial support for a son or daughter in S.A.S.S.I. Include such items as unusual illness, misfortunes, or other pertinent information not included elsewhere on this form.

7. To the best of my knowledge, the information reported is complete and correct. I understand that

_____ is enrolled at S.A.S.S.I. Prep.
(Name of Son or Daughter)

I APPROVE OF THIS APPLICATION

Signature of parent or guardian _____

The Street Academy System of Springfield, Inc. is a non profit educational program organized and administered to give educational opportunity to low income youth who have left public school for whatever reason.

S.A.S.S.I. also admits a percentage of students who have completed high school but were not able to enter college at the time of high school graduation due to lack of interest at that time, lack of college preparation courses, or lack of college counseling.

The S.A.S.S.I. Board of Directors and Administration, emphasize low income as one of the factors of no cost admission to either S.A.S.S.I. Preparatory School or the S.A.S.S.I. Communications Training Program. A minimal tuition fee for students who have resources to pay, is charged based on the income formulas below:

SCHEDULE I

No./Family	Annual Net Income	
	Welfare	S.A.S.S.I.
1	\$3,300	\$4,300
2	\$4,900	\$5,900
3	\$6,000	\$7,000
4	\$7,000	\$8,000
5	\$7,900	\$8,900
6	\$8,900	\$9,900
7 or more	\$9,800	\$10,800

* Tuition Free (No work study obligation)

SCHEDULE II

No./Family	\$5,300	\$6,300	\$7,300	\$8,300
1	\$5,300	\$6,300	\$7,300	\$8,300
2	\$6,900	\$7,900	\$8,900	\$9,900
3	\$8,000	\$9,000	\$10,000	\$11,000
4	\$9,000	\$10,000	\$11,000	\$12,000
5	\$9,900	\$10,900	\$11,900	\$12,900
6	\$10,900	\$11,900	\$12,900	\$13,900
7	\$11,900	\$12,900	\$13,900	\$14,900

Work study or tuition or \$100 \$150 tuition \$250 tuition \$400 tuition

No./Family	\$9,300	\$10,300
1	\$9,300	\$10,300
2	\$9,900	\$10,900
3	\$12,000	\$13,000
4	\$13,000	\$14,000
5	\$13,900	\$14,900
6	\$14,900	\$15,900
7	\$15,900	\$16,900

* \$550 tuition *\$700 tuition

FOOTNOTES

¹Billy Taylor (lyrics), Nina Simone (songstress), Silk and Soul, "I Wish I Knew How It Would Feel To Be Free", (New York, N.Y.: RCA Album LS3837, 1967), Side B, Song 1.

²U.S. Bureau of the Census, Statistical Abstract of the United States: 1971. (92d edition) (Washington, D.C.: U.S. Government Printing Office, 1971), p. 112.

³Abraham Ribicoff, Plain words from Mr. Ribicoff on dropouts, School Life, 1961, p. 14-15.

⁴Ibid.

⁵Stephen Arons, "The Plain People Resist", Saturday Review, January 15, 1972.

⁶Jerald G. Bachman, Swayzer Green, and Ilona D. Wirtanen, Youth In Transition, Volume III, Dropping Out - Problem or Symptom?, (Ann Arbor, Michigan: Braun - Brumfield, Inc., 1971), pp. 3-11. (Cited hereafter as Bachman, et.al.)

⁷Alan Sherman, "Dropouts March", Time (April 10, 1964) p. 76.

⁸Bachman, et. al., p. 175.

⁹Ibid., p. 174.

¹⁰Paul Goodman, "The Universal Trap", Daniel Schreiber (ed.), Profile Of The School Dropout (New York: Random House, 1967), p. 29.

¹¹Springfield Action Commission, "Educational Survey For The Concentrated Employment Program", August 1970. (Mimeographed)

¹²Springfield School Department, "Summer Program 1972, Title I, E.S.E.A.", April 1972.

¹³Street Academy System of Springfield, Inc., By-Laws, Article II, Sec. 2, June 23, 1970.

¹⁴Alan Graubard, "Free School", Harvard Education Review, August, 1972.

¹⁵W. Richard Scott and Peter M. Blau, Formal Organizations (San Francisco: Chandler Publishing Company, 1962), p. 42.

¹⁶Charles E. Silberman, Crisis in the Classroom: The Remaking of American Education (New York: Random House, 1970), pp. 59-60.

¹⁷Vincent Rogers, Teaching in the British Primary Schools (New York: MacMillan, 1970).

¹⁸Gerald Levy, Ghetto School: Class Warfare in An Elementary School (New York: Pegasus, Inc., 1970), pp. 171-174.

¹⁹Miriam Wasserman, The School Fix, N.Y.C., U.S.A. (New York: Outerbridge and Dunstfrey, Inc., 1970) pp. 9-10.

²⁰Ibid., p. 520.

²¹James Coleman et.al., Equality of Educational Opportunity (Washington, D.C.: Department of Health, Education, and Welfare, Office of Education, 1966).

²²Mario Fantini, Marilyn Gittell and Richard Magot, Community Control and the Urban School (New York: Praeger Publishers, Inc., 1970), p. 251.

²³William Glasser, M.D., Schools Without Failure (New York: Harper and Row, 1969) p. 6.

²⁴Ibid., p. 8.

²⁵Willis W. Harman et. al., (eds.), "Alternative Futures and Educational Policy," (Unpublished Memorandum Report of the Educational Policy, Research Center), Stanford Research Institute, Menlo Park, California, 1970.

²⁶Ibid., p. 18.

²⁷Ivan Illich, "The Alternative to Schooling," Saturday Review of Literature (June 19, 1971), p. 45.

²⁸Ibid.

²⁹Ronald Moskowitz, "A Proposal to Restructure America's Public Schools," (Unpublished Manuscript, 1970), pp. 8-9.

³⁰Goodman, p. 38.

³¹Bachman, et. al., p. 183.

³²Edward F. Carpenter, "Harlem Prep: A Model Alternative School", November, 1969. (A working paper, unpublished).

³³Alternative Schools: A Practical Manual, Harvard Center For Law And Education, 24 Gardner Street, Cambridge, Massachusetts.

³⁴Ibid., p. 5.

³⁵Bruce Cooper, Free and Freedom Schools: A National Survey of Alternative Programs, A Report to the President's Commission on School Finance, November, 1971.

³⁶Scott and Blau, p. 81.

³⁷Ibid.

³⁸James Bowman, Larry Freeman, Paul A. Olson, and Jan Pieper (eds.), Of Education and Human Community, "The Parkway Program" (Lincoln, Nebraska: University of Nebraska Press, 1971), pp. 83-90.

³⁹Daniel Jordan and Kathryn Hecht, Blueprint For Action: A Summary of Recommendations For Improving Compensatory Education In Massachusetts (Boston, Massachusetts: Massachusetts Public Document Division, March, 1970), p. 56.

⁴⁰Sly Stone (lyrics), Sly and the Family Stone Greatest Hits, "Everybody is a Star" (New York: Epic Records, 1971), side 1, song 2.

⁴¹Daniel Jordan, Becoming Your True Self (Wilmette, Illinois: Baha'i Publishing Trust, 1968), pp. 4-7.

⁴²Baha'u'llah, Hidden Words of Baha'u'llah (Wilmette, Illinois: Baha'i Publishing Trust, 1970) p. 9.

⁴³Baha'u'llah, Gleanings from the Writings of Baha'u'llah (Wilmette, Illinois: Baha'i Publishing Trust, 1969), p. 260.

⁴⁴"SASSI Prep", The Common: A Meeting Place for Education in New England, Vol. I, No. 1, February, 1973.

⁴⁵Kenneth R. Johnson, Teaching the Culturally Disadvantaged: A Rational Approach (Palo Alto, California: Science Research Associates, 1970), pp. 20-39.

⁴⁶Frank P. Graves, A Student's History Of Education (New York: MacMillan, Inc., 1925), pp. 238-239.

⁴⁷"Handbook For Teacher Aides", Springfield School Department (undated) p. 1.

⁴⁸Alan Graubard, op. cit.

⁴⁹Charles Tate (ed.), Cable Television In The Cities: Community Control, Public Access, and Minority Ownership (Washington, D.D.: The Urban Institute, 1972), p. 3.

⁵⁰Ibid., p. 13.

⁵¹Ibid., p. 11.

⁵²Thaw: New Rules to End the Cable TV Freeze (Washington, D. C.: National Cable Television Association, Inc., 1972) p. 23.

⁵³"Projection of Retail Sales, 1965-1990", The Springfield Urbanized Area Comprehensive Transportation Study (Springfield, Massachusetts Springfield Chamber of Commerce, 1972).

⁵⁴"Colossians, Chapter Four: Verse 6," The Holy Bible (New York: American Bible Society).

⁵⁵Scott and Blau, pp. 5-6.

⁵⁶Ibid.

⁵⁷Ibid., p. 51.

⁵⁸Ibid., p. 57.

⁵⁹Ibid., pp. 242-244.

⁶⁰Suzanne S. Fennon, "Why Free Schools Fail".

⁶¹Scott and Blau, p. 243.

⁶²Ibid.

⁶³Ibid., p. 126.

⁶⁴Ibid.

⁶⁵Street Academy System of Springfield, Inc. op. cit.

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