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THE UNIVERSTIY OF MASSACHUSETTS
PERCEPTIONS OF AN ALTERNATIVE SCHOOL,

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE DIVISION OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

WILLIAM C ALLARD

AMHERST, MASSACHUSETTS
SEPTEMBER 1976

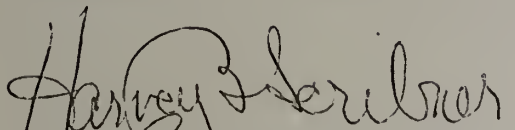
PERCEPTIONS OF
AN ALTERNATIVE
HIGH SCHOOL


A DISSERTATION

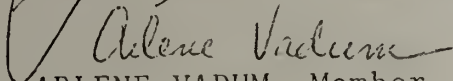
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DEDICATION AND ACKNOWLEDGMENT

This dissertation is dedicated to:

All those who shared in the excitement, pain and joy of
The Worcester Alternative School.

And in particular to:

MARY

Without whom this would not
have been possible; for her
help, patience, encouragement,
support and love.

Arlene Vadum

for her personal friendship and
commitment to excellence.

George Bryniawsky

for picking me up and keeping me
going at a difficult time in my
life

Harvey Scribner

for his personal and professional
comradeship

Ada Rauscher

for her commitment to finishing
my work

Barbara and Billy

for giving their father more love
and understanding than any father
deserved.

PERCEPTIONS OF AN
ALTERNATIVE SCHOOL

William C. Allard, B.A. Clark University

Directed by: Dr. Harvey Scribner

ABSTRACT

The dissertation contains an analysis of the perceptions of alternative schools in general and the Worcester Alternative High School in particular. The Worcester Alternative High School is an alternative high school that was in operation for four and one-half years in Worcester, Massachusetts. During the years 1972-1976 it provided alternative experiences and learning options for over five hundred students.

The dissertation provides data and analysis of the perceptions of those individuals who were not actively participating in the Worcester Alternative School. The following groups of individuals were surveyed:

1. Community representatives
2. Teachers in other public schools in Worcester, Massachusetts who did not have students from the Worcester Alternative School take their courses.

3. Teachers in other public schools in Worcester, Massachusetts who did have students from the Worcester Alternative School take their courses.
4. Principals in the elementary, junior high and senior high schools in Worcester, Massachusetts.
5. Central Administration personnel from the Worcester Public School System.

The major perceptions the dissertation examined are:

1. The perceptions that individuals have of the dimensions of central educational opportunities provided by alternative schools.
2. The perceptions that individuals have of the value of alternative schools.
3. The perceptions that individuals have of the kind of students that should or are attending alternative schools.
4. The perceptions that individuals have regarding the "ingredients" that are essential to the success of alternative schools.
5. The perceptions that individuals have of the role of the "Director" of an alternative school.

The perceptions were derived from a five point Likert-Type attitude questionnaire constructed by the investigator. Individuals surveyed not within alternative schools hold the following perceptions that are in agreement with the ideology of the alternative school movement.

1. Alternative schools are perceived to be change agents within a community.
2. The director of an alternative school is perceived by administrators of a school system as an individual knowledgeable about "change".
3. It is believed that alternative schools should use the resources of the community to service their students.
4. However, in conflict with the point of view of educators involved in the alternative school movement, it is believed by those individuals surveyed that the choice of the director of an alternative school is very important in determining the success of an alternative school.
5. Finally, those involved in alternative schools perceive the alternative school as capable of serving all types of students. The data from this research indicates that generally, individuals outside the alternative school also hold the same perception, however, the respondents

felt that there should be a selection process. This is not in agreement with the policy of most alternative schools who choose their students by a lottery system.

The results of this research are discussed in terms of those perceptions which individuals outside alternative schools hold that are in agreement with the alternative school movement and those perceptions which are in disagreement with the alternative school movement and as a result requires the alternative school movement to re-educate the public concerning the alternative school's goals and modes of operation. Finally, directions for further research are explored.

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CHAPTER I

BACKGROUND

CHAPTER 1

BACKGROUND

The movement termed "alternative" education in this country has become a familiar by-word for everyone in education. There is probably not a state or national administrator's conference that has not had a segment dealing with public alternative schools. All across the country small public schools have opened to provide students with choice in their curriculum, offering resources in the community, more control over the governing of the school, complete selection as to the teachers they wish to learn from and the chance to be in the school by volunteering to be there.

For the purposes of this research, an alternative school is a small school which students may choose to attend in place of the conventional school. It is significantly different from conventional school in several respects and typically emphasizes a high degree of staff and student involvement in decision making. Ordinarily the alternative school occupies separate facilities. Even in those few instances where the alternative school is housed in the same building as the conventional school, it is designated here as an alternative school if it is an autonomous instructional unit, with its own territory, leadership, rules and budget. Typically, its offerings encompass the entire range of the curriculum. In a few cases, however, an autonomous and separate

school provides for only part of the student's program. For the purpose of this study the importance of separateness and autonomy lie in budget, decision making, and leadership, not essentially in program and facilities.

In his book, "Alternatives in Education," Allan Glatthorn points out that until recently the selection of a school was a simple problem for contemporary American students and their parents. Unless you were wealthy and could afford a private school, or were, for example, Roman Catholic and preferred the parochial school, chances are that you attended the community public school. In almost every American community there was only one public school system, one "comprehensive" public high school which prided itself on including all the young people of that community.

That picture has changed during the past ten years. All across the country small alternative schools have opened, providing educational choices to young people and their parents. Although reliable figures are very hard to come by in a movement that changes so rapidly, some observers hold that as of 1974, there were upward of 2,000 schools that could have been considered significantly different.

Much has been written about alternative schools as to their purpose and justification for their birth and growth. The need for alternative schools has been well documented by such authors as Glatthorn (1975), Cox (1974), Smith (1974), Fantini (1973), Brenner (1972) and others. The concept of options in public education is consistent with a democratic philosophy, a pluralistic society, and a free-market economy. Freedom and diversity are as desirable in education as they are in other aspects of society. The need for alternative public schools can be justified on psychological grounds alone. No single program could ever meet the learning needs of all students. Different children learn in different ways. The same child may learn in different ways at different stages of development. Some children learn better in open, informal, non-competitive, or non-print centered environments as has been evidenced by studies done in England in their primary infant schools. Basing the idea on his work with Piaget, Furth (1970) suggests that schools should develop thinking skills rather than reading skills in the early years. It is evident that a plurality of modes of education is necessary to meet the needs of children with a plurality of learning styles.

STATEMENT OF THE PROBLEM

Since individuals hold many perceptions of any movement as great as the alternative school movement and those perceptions tend to be generalized as part of the movement, research pertaining to those perceptions must be done and documented. The rationale for this investigation on perceptions was that the alternative school movement must assess those perceptions being formed because of its existence and formulate strategies to build on those perceptions that are in agreement with the philosophy of the alternative school movement and to overcome those that are possibly incorrect. In other words it is important for the alternative school movement to know what perceptions are being formulated about it so that those perceptions may be analyzed to strengthen the movement.

The justification for this research was that if change is to be made within a school system, the assessment of how individuals perceive those changes taking effect from an initial model must be done so as to give credence to further change models in the future. Much research has been done to assess the perceptions of those individuals who are directly involved with alternative schools; individuals such as students who attend alternative schools, parents

who permit their children to attend alternative schools, and teachers who work in alternative schools. A review of the literature by the investigator yielded no study that had been done to assess the perceptions of those individuals who were not involved in alternative schools.

The purpose of this investigation was to study the perceptions that individuals have of alternative schools in general, and the Worcester Alternative High School, Worcester, Massachusetts in particular.

Worcester Massachusetts is located in central Massachusetts. The city has a population of 180,000 and is considered by the Chamber of Commerce to be a "city of small manufacturing plants" in terms of its industry. The public school system has four senior high schools (enrollment about 1,500 per school), six junior high schools (grades 7-9) and fifty-three elementary schools. About forty-one percent of its graduates go on to some form of higher education.

The Worcester Public School System has been in transition for the last ten years. The transition has been from a very structured, lock step system to a system that is opening up more options for choice for students and parents. Worcester has built in the last ten years, five community schools, two senior high schools, and has a new high school opening in 1978. Included as part of the plans for this transition was the inception of the Dynamy program in 1970. Dynamy was

an alternative program designed for thirty seniors from the various schools to spend a year doing internships in the community and receiving academic credit from the school system. Therefore, the school system was a good school system to investigate the possibility of an alternative high school. Since 1972, Worcester Massachusetts has operated an alternative high school. The school opened in April of 1972 with fifty-five students, two full-time staff members, two teacher-aides and one full time director. Today there are two hundred and fifty pupils, six full-time staff, two teacher aides and one full-time director who also teaches.

Several studies have previously been done on the perceptions of students who are attending the Worcester Alternative High School. One such study was done by the members of the Graduate School of Education, University of Massachusetts, Amherst, Massachusetts (1973, Bierwirth, et al) utilizing QUESTA I and QUESTA II surveys. Perception data was gathered from the students attending the Worcester Alternative High School and control groups from three of the other (traditional) high schools in the city. Another such study conducted by Ardent (1973, graduate student, Boston University) entitled: "Motivations of Students Selecting The Worcester Alternative School", gathered research as to why students selected an alternative

high school. A study by Mooradian (1972, student, Worcester Poly-technic Institute) examining perceptions of students attending the Worcester Alternative High School provided great insight into students' needs and desires. Parent questionnaires were sent and gathered, documenting the parents' perceptions of the school, its operation and its effect on their children's behavior. (1974, Allard, Bierwirth-co-directors)

Thus, in 1975, the time has come to document the perceptions that persons other than those directly affected by the Worcester Alternative High School have. Specifically, this investigation was concerned with providing additional information on the perceptions of an alternative school of students in other schools, teachers in other schools, community people, school committee, school administrators and central administration personnel. Since the Worcester Alternative High School was created to make an impact or change in the present make-up of what educators, the community and students perceive schools to be, this study attempted to document perceptions of alternative schools and the Worcester Alternative High School after four years of operation.

Specifically, the major perceptions that this investigation dealt with were those of individuals who had never attended alternative schools or had never been associated with alternative schools with respect to (1) the dimensions of central educational opportunities provided by alternative schools, (2) the value of alternative schools, (3) the kind of students that should or are attending alternative schools, (4) the necessary ingredients that are essential to the success of alternative schools, and (5) the role of the director of an alternative high school in relation to the administrative structure of the school system.

DEFINITIONS OF TERMS USED

For the purpose of this study, the following terms are defined as they were used.

Alternative School. A public alternative school is a public educational body which is significantly different from other public schools in the district in the areas of curriculum, governance and/or staffing. Participation in the alternative school by both teachers and students must be voluntary. The particular methods and approaches or age groups are in no way uniform, but the processes by which alternative schools are created are, in fact, its source of definition. That is, alternative schools are uniquely designed for the specific population they serve, often discarding or re-creating traditional curriculum, role definition and/or procedure for organization.

Director. The individual who assumes leadership in an alternative school will be consistently referred to as "director". Although this is not necessarily uniformly the title applied to that position, it is a common title and, for the purposes of this study, consistently applied.

DESIGN OF THE STUDY

Subjects. Since the study was aimed at obtaining and documenting perceptions of individuals who have neither attended nor directly worked in the Worcester Alternative High School, the investigator employed as subjects the following groups:

1. Elementary, junior high and senior high school principals in Worcester, Massachusetts, (60) administrators.

The rationale for the selection of this group was that they were directly involved in major policy decisions in the educational process and their perceptions of an existing school designed for "change" effects is extremely important to give support to further innovations.

2. Personnel in central administration, (20) administrators.

The rationale for the selection of this group was that these individuals were in a position to perceive the Worcester Alternative High School as a part of the entire school system.

3. Individuals in the community (Worcester). A random selection of these individuals was used by the investigator. The investigator used the Chamber of Commerce list and drew their names from a box. All the individuals that were chosen were associated with some business or industry in the community. The rationale for the selection of this group was they must provide the community support for educational innovations, (54) individuals.
4. Teachers in other public high schools in Worcester, (80) individuals. The investigator randomly chose forty (40) teachers who had Worcester Alternative School students in their classes and forty (40) teachers who did not have any students from the Worcester Alternative School in their classes. The random selection was done by placing the names of all teachers who had students from the Worcester Alternative School take their courses in a box and choosing forty (40). The investigator chose the teachers who did not have students from the Worcester Alternative School take their courses from a list of all secondary teachers in the Worcester Public School system. The forty (40)

teachers were randomly selected by placing all of the secondary teachers names in a box and selecting forty (40) names. The rationale for choosing these groups is that the investigator felt that their perceptions were different from each other and the total group is essential to the further development of educational change.

5. Students in other public schools in Worcester, (200) students. The investigator randomly selected these students by drawing the names of English teachers from the various schools from a box and gave the questionnaire to to the students of those teachers. The rationale for the selection of this group was that their perceptions of the Worcester Alternative High School is a key ingredient in the overall perceptions that their parents have and eventually what kind of student they perceive as attending an alternative school.

Questionnaire: The perceptions were derived from a five point Likert-Type attitude questionnaire constructed by the investigator.

The type of questions that the questionnaire contained were:

1. Students who attend an alternative high school should be highly motivated students who wish to succeed academically.

- | | |
|-----------------------|-----------|
| (1) Strongly Disagree | (1) _____ |
| (2) Disagree | (2) _____ |
| (3) Agree | (3) _____ |
| (4) Strongly Agree | (4) _____ |
| (5) No Opinion | (5) _____ |

2. Students who attend alternative schools tend to be more independent as persons.

- | | |
|-----------------------|-----------|
| (1) Strongly Disagree | (1) _____ |
| (2) Disagree | (2) _____ |
| (3) Agree | (3) _____ |
| (4) Strongly Agree | (4) _____ |
| (5) No Opinion | (5) _____ |

Summary of the data was produced by tabulation of percentages that each group responded to in the various response categories.

To gather data for each of the major perceptions to be analyzed, the investigator set forth a series of questions pertaining to the general perception, such as:

- (1) Perception to be analyzed: The dimensions of central educational opportunities provided by alternative schools.

The investigator posed the following questions:

- (1) What should the purpose of an alternative school be?
- (2) Should the school system view an alternative school as a "model" for change?
- (3) How much relationship should an alternative school have with other schools in the school system in terms of cross-enrollment, staffing and services?
- (4) Should academic credit be provided for non-classroom experiences?
- (5) Should the diploma that students from an alternative school be the same as for other students in the school system?
- (6) Do individuals perceive the education that students receive at alternative schools as "valid" in terms of other educational opportunities within the school system?
- (7) Should the school system involve the resources

of the community in attempting to provide educational opportunities for its students?

(II) Perception to be analyzed: The value of alternative schools.

- (1) What are the perceptions that teachers in other schools have of an alternative school in terms of whether it contributes to the school system in an educational way or whether the alternative school innovations contribute to ideas or concepts that may help them?
- (2) Why has the alternative school movement grown so rapidly in the last five years?
- (3) Did the alternative school movement grow because of dissatisfaction with the present system of educating children?
- (4) Should the only purpose of an alternative school be to take care of the educational needs of those students who attend?
- (5) Should the scope of an alternative school be such that it produces change effects in the whole school system?

(III) Perception to be analyzed: The kind of students that should or are attending alternative schools.

- (1) What types of students should attend an alternative school?
- (2) Should the students be highly motivated or should an alternative school be for everyone?
- (3) What perceptions do individuals have of students who attend an alternative school in terms of motivation, learning problems, coping with the system, etc.?
- (4) Should all students who attend an alternative school be given the same degree of "freedom"?
- (5) How should students be selected to attend?
- (6) Should students ever be sent to an alternative school by referral from other agencies?

(IV) Perception to be analyzed: The necessary ingredients that are essential to the success of alternative schools.

- (1) What are the necessary ingredients that are essential to the success of an alternative school in terms of curriculum, staffing, budgeting, and autonomy?
- (2) How important is the choice of the director in terms of the alternative school's success?

- (3) How important to the success of an alternative school is the use of "certified" teachers working at an alternative school?
- (4) Is the success of an alternative school greatly enhanced by the kind of students that might initially choose it?
- (5) Are formalized evaluation reports and transcripts necessary?
- (6) What degree of familiarity do individuals have with the Worcester Alternative High School after it has operated for five years in Worcester, Massachusetts?

(V) Perception to be analyzed: The role of the Director of an alternative school in relation to the administrative structure of the school system.

- (1) What is the role of the Director of an alternative school in terms of administrative structure, autonomy, and relations with other principals and teachers?
- (2) How much of an influence will the Director of an alternative school have in the rest of the school system?
- (3) Will the Director of an alternative school be viewed as an individual who is knowledgeable about change?
- (4) To whom in the school system should this individual be reporting?

- (5) Should the Director of an alternative school be considered a principal in the school system?
- (6) Should the Director of an alternative school come from the school system after a successful teaching experience?

Distribution: The investigator constructed two separate Likert-Type questionnaires. The first (see Appendix C) was distributed to all the groups previously identified (page 10). The questionnaire analyzed perceptions I-IV. A second questionnaire was constructed by the investigator (see Appendix D) and sent to the following individuals in the Worcester School Department:

1. Superintendent of Schools
2. Deputy Superintendent of Schools
3. Two (2) Assistant Superintendent of Schools
4. Supervisor of Secondary Education
5. Director of Pupil Personnel
6. Director of Professional Personnel
7. Director of "In-Service" Training
8. Director of Special Education

This questionnaire analyzed the questions under Perception V.

SIGNIFICANCE OF THE STUDY

The justification for this research is in terms of its importance to the field of education. First, since the movement classified as "Alternative Education" has been a movement that has produced a large number of schools that can be classified as different and/or innovative, documentation of those perceptions that individuals outside of alternative school hold about alternative schools must be gathered so that those perceptions that are in agreement with the alternative school movement can be strengthened and strategies implemented to re-educate the public about those perceptions that are not in agreement with the alternative school movement.

Second, public education in the 70's is being faced with many challenges and calls for change. Much has been written about experiences in education that have been called changes and how those changes took place. Authors such as Glatthorn (1975), Graubaud (1971), Glasser (1969), Postman (1970), Weingartner (1970), Silberman (1971), Toffler (1970), Fantini (1970), Holt (1971) and others have pointed out the need for change and have documented the methods that should be taken to "implement" those changes. Many communities have invested large sums of money and talent in implementing those changes. Since the Worcester Alternative High School is a result of those urgings, the investigator decided to assess the perceptions associated with alternative schools in his community at the time of the study. The investigator

feels that those perceptions are crucial to the further development of educational innovations in the community. The perceptions that are formed from initial experiment are critical in influencing future change within the school system.

Third, the alternative school movement and its popularity have coincided in time with the increased awareness of the school system's responsibility to parents and students for total educational opportunities available within their communities. Many educational laws are now being written that give parents and students the right to demand and expect educational programs that respond more to each individual and his educational needs. In the state of Massachusetts, Chapter 766 has been the result of this concern. Chapter 766 now provides each student the right to learn from age three(3) to age twenty-one (21). This right must be provided by each community for all of its students and must be acceptable to the parents. The school systems, moving in great haste to be in compliance with the law may look toward alternative schools as one possibility to provide students with viable educational opportunities. Because alternative schools have a student body that is comparatively smaller than that of the larger, more complex counterparts, they may enjoy more "risk taking" in terms of individualization, scheduling and other bureaucratic procedures. The investigator feels again that it is

critical to the expansion of the alternative movement that the perceptions a community has of an existing alternative high school be well documented so that the expansion of a concept may proceed from solid data rather than from what is thought to exist.

LIMITATION OF THE STUDY

The obvious limitation is that the study is confined to one area, namely, Worcester, Massachusetts. What is perceived in Worcester does not necessarily apply identically to other communities.

Another limitation is the fact that the investigator was also the Director of the Worcester Alternative School at the time of the study. This dual role might have influenced the kinds of perceptions obtained in the study.

CHAPTER II

REVIEW OF THE LITERATURE

CHAPTER II

REVIEW OF THE LITERATURE

The investigator has chosen to organize Chapter II along the following format; the initial part of the chapter presents literature on the ideology behind and the organization and function of alternative schools. The review will identify perceived needs for alternative schools and the literature supporting these needs. It will also include the literature identifying types of alternative schools and organizations that support alternative schools.

Chapter II then addresses itself to a description of the Worcester Alternative High School. The literature on the Worcester Alternative High School, already written when the study began, included evaluation reports, parent questionnaires and an unpublished Dissertation by John Bierwirth, II.

The final part of Chapter II deals with the literature pertaining to perceptions of alternative schools. The material gathered for this section was acquired through an ERIC search.

The Need for Alternative Schools. The need for alternative schools within the public school system has been documented by many individuals. Richard Kamman stated the basic democratic need in his work:

"Imagine a town in which every family is arbitrarily assigned to some local doctor by a ruling of the Board of Health. Imagine that the Health Board assigns families only on the basis of the shortest distance from the home to the doctor's office. Imagine finally that if a family complains that the assigned doctor is not helping one ailing member of the family the Board of Health replies, 'Sorry, no exceptions to doctor assignments.' If this sounds like a totalitarian nightmare, stop and think. This is nothing less than a description of the way that Boards of Education assign children to schools and teachers. The fact that it is a time honored tradition does not change the meaning of the process. In fact, a better case can be made for assigning families to doctors than to schools and teachers."¹

For most of the 1960's, a "comprehensive" public high school served the majority of students in public school by giving them the skills necessary to attain college admission, discover basic skills pertaining to job entry and in some small manner, developed their skills as citizens. In the past ten years, however, that picture has changed rapidly. Writers and authors started to expose the public to deep-rooted problems that faced public education. It was being pointed out more and more that the schools were not servicing many of the students and their complaints and the complaints of their parents were not simply

1. Richard Kamman, "Family Choice in Public Schools" Bell Telephone Laboratories.

from a small group of dissatisfied individuals.

Alan Graubard, another author who has written extensively about the "Free" school movement identified the trouble that the American system of public education was in:

"The American system of public education is in very deep trouble. This is now so widely admitted as to be almost an official truth, especially in the great urban areas of the country. The so-called crises of the schools shows itself in many ways. In the urban schools young people drop out or are truant in astonishingly large numbers. Despite years of official concern, education for poor and minority youth is as disastrous as ever."¹

Administrators of schools, teachers, students and parents became more vocal about the problems that schools were facing and also about their inability to make what seemed to be necessary changes. It became obvious that the many complaints were not to be overlooked or pushed aside as petty complaints of minority groups or eccentric parents and their children.

In the introduction to "Teaching as a Subversive Activity" Postman and Weingartner summarize in brief the list of complaints about public schools.

"The institution we call 'school' is what it is because we made it that way. If it is irrelevant, as Marshall McLuhan says; if it shields children from reality, as Norbert Wiener says; if it educates obsolescence, as John Gardner says; if it does not develop intelligence, as Jerome Bruner says;

1. Allen Graubard. Free the Children, (Random House, New York, 1972) Pg. VII.

if it is based on fear; as John Holt says; if it avoids the promotion of significant learning, as Carl Rogers said; if it punishes creativity and independence, as Edgar Freidenbert says; if, in short, it is not doing what needs to be done, it can be changed. It can be changed, we believe, because there are so many wise men who, in one way or another, have offered us clear, intelligent and new ideas to use, and as long as these ideas and the alternatives they suggest are available, there is no reason to abandon hope."¹

What is important about this quote is in the area of change.

It was recognized that the school can be changed and must be changed. However, educators cannot stand around and expect change to occur automatically. They should not be placed in the position of acting after an event has occurred but rather should be anticipating the necessary action.

Educators are constantly faced with the question "What should education try to do?" Historically, there have been many goals set forth. The Puritans thought it should teach children to read Scriptures. By the mid-nineteenth century education was supposed to give every child an equal opportunity for personal development. There were other visions to follow of what schools were supposed to be. Schools were the "melting pot" for the American culture, making immigrants into Americans. Schools were to prepare children for life; to teach a boy a trade, to teach a girl housekeeping. Schools were to impart moral training, to help build physical fitness, to build a happy, healthy person, and to teach the joy of learning.

1. Neil Postman and Charles Weingartner, Teaching as a Subversive Activity (New York: Delacorté Press, 1969) Pg. XIV

The fact that schools were places where children were sent and the many diversified philosophies that prevailed about schools and their purpose were extremely confusing to educators, students and parents became more and more obvious a problem as criticism about public schools became more vocal. What was becoming evident was that there was more to school than subject-matter, books, tests, etc. Children had different needs and goals and they were demanding more relevancy to their lives.

" 'Not too many of us realize how bad American schools are from the point of view of humanity, respect, trust, or dignity, 'Charles E. Brown of the Ford Foundation, a former Superintendent of the Newton, MA schools, told a Daedalus conference on adolescence. And secondary schools are the worst of all. Because adolescents are harder to 'control' than younger children, secondary schools tend to be even more authoritarian and repressive than elementary schools; the values they transmit are the values of docility, passivity, conformity, and lack of trust. . . . mindlessness affects the high school curriculum every bit as much as the elementary curriculum. And the junior high school, by almost unanimous agreement is the wasteland-one is tempted to say cesspool-of American education. "1

America has moved as a nation from an information-poor, action rich society to an information-rich, action-poor society. Schools as they now exist were designed for an information-poor society, in part to give a child vicarious experience through books and contact with a teacher. Obviously that function has been altered radically by television, radio, and other media outside the school. The United States

1. Charles E. Silberman. Crisis in the Classroom. (New York: Random House, 1971) Pg. 323-324

has now moved to an action-poor, information-rich society. Information richness removes the function of the school in extending the child's horizons through vicarious experience.

For years the prerogatives and practices of public education have been virtually sacrosanct. The eye of its "public" has always stopped at the schoolroom door. As Silberman¹ points out, "...adults take the schools so much for granted...". The rapid changes, however, that have hit all of our society's institutions with the accompanying questions of their legitimacy and effectiveness are now being directed toward public schools and the nation's educational process is coming under close scrutiny, as expressed in the following quotation:

"The public schools have never really embraced the mass of the community, nor do they now. There is no point in reviewing here once again the frequency of academic failure for poor children, or the joylessness in middle-class schools, the overriding fear of social disruption, or the unending sacrifice of the individual to the imperatives of economic growth. Still, we assess and plan, guided by a legend, believing all the while that we are making rational plans for the future."²

Thus fertile ground is now being laid for the seeds of change that were to take place during the later years of the 1960's and early 1970's. There was great dissatisfaction with schools as they were in existence. The despair of a mother in Roxbury whose child cannot read or a father in Scarsdale whose daughter has turned off and tuned

1. *ibid.* Pg. 25

2. Conlin Green. The Great School Legend. (New York: Viking Press; 1972) Pg. 29

out are no longer isolated cases and are seen not as a failure of the children but of the schools in meeting the needs and desires of a diverse population. An early reaction to this problem was the free school movement which attempted to make learning more relevant and more enjoyable for children. Free schools sought to address the individual needs of school children and represented a reaction against sterility, impersonality, and bureaucracy of public schooling. Schools were started by disaffected teachers and parents and were set up in homes, storefronts, and warehouses. The spark behind setting up these free schools in this way is illustrated as follows by Graubard in his book,

Free the Children:

"The concern with reforming education has spread quickly and many people - parents, students, teachers, administrators, government and foundation officials are working for reform of various sorts inside the public school system. But over the past few years, a small but rapidly growing number of people have despaired over the possibility of substantial changes within the public school system within a reasonable time. For them, the public schools as they now exist are not places they want their children to be, and there are students and teachers who have similar feelings. So, in keeping with a great American tradition of self-help, these few parents, students, and teachers have decided that if you want them now, you'll have to do it yourself."¹

The influence of the relatively small-scale movement cannot be minimized, for these new creative ventures produced reverberations within the system. What people began to realize was that most of the children will always be in public schools and that alternatives

1. Allen Graubard. Free the Children (New York: Random House; 1972.) Pg. VIII, IX

to conventional programs need to start there. Even though small in numbers, however, the free schools were perhaps fortunate in that they were often led by articulate people who knew how to tell their story and were successful in capturing the attention of media journalists looking for news about the counter-culture. Thus, many authors have expressed the recent need for alternatives in education and the movement has gained a certain popularity but this need was expressed much earlier in 1859, by John Stuart Mill in his writing entitled "On Liberty";

"All that has been said of the importance of individuality of character, and diversity in opinions and modes of conduct, involves, as of the same unspeakable importance, diversity of education. A general state education is a contrivance for molding people to be exactly like one another: and as the mold in which it casts them is that which pleases the predominant power in the government, whether this be a monarch, a priesthood, an aristocracy, or the majority of the existing generation in proportion as it is efficient and successful, it establishes a depotism over the mind, leading by natural tendency to one over the body. An education established and controlled by the state should only exist, if it exist at all, as one among many competing experiments, carried on for the purpose of example and stimulus, to keep the others up to a certain standard of excellence."

From On Liberty, 1859
John Stuart Mill

The Ideological Foundation of Public Alternative Education

During recent years a new concept has emerged in public education. Today, in many communities, students, parents and teachers are accepting and even demanding options in public education. Alternative public schools are currently operating in several hundred communities in over 30 states and Canada.

"Although reliable figures are very hard to come by in a movement that changes so rapidly, some observers hold that as of 1974, there were upward of 2,000 schools that could be significantly different and available by choice."¹

These alternatives have developed with little or no communication with each other and without national or state coordination. They have not come as a response to educational crisis, but have been developed to meet specific needs within their local communities.

The existing definitions of an alternative school are varied and many and it is impossible to rely on one source or definition for clarity and succinctness.

"An alternative school is a community of learners who have chosen a different means of satisfying their educational desires."²

"Alternative school: a small school, which students may choose to attend in place of the conventional school, that is significantly different from conventional schools, and typically emphasizes a high degree of staff and student involvement in decision making."³

1. Allan A. Glatthorn. Alternatives in Education (New York: Dodd, Mead & Co. 1975) Pg. IX
2. Phillip H. DeTurk: P.S. 2001. The Story of the Pasadena Alternative School (Bloomington, Indiana, 1974.) Pg. 15
3. Allan A. Glatthorn. Pg. 11

"Six years after the establishment of Murray Road, a public alternative high school in Newton, Massachusetts, and four years after the now famous Parkway Program in Philadelphia, over 200 school systems across the country have set up public alternative schools and scores of other districts are planning them. Their format may range from a street school, to a learning center, to a school within a school, but their common thread is a commitment to voluntarism (A clientele participating through choice), to providing a different kind of education from the standard fare of the public school system, and to financial support from local district funds."¹

Alternative schools, by definition then, come in many sizes and shapes and with varying objectives and philosophies. The growth of the movement since around 1968 has been rapid and considerable. That students or parents have a choice in selecting an educational program is basic to all. Alternative schools recognize that different students may do better in different types of schools and, therefore, stress variety rather than uniformity. They are organized in many different ways with various kinds of student bodies. But all involve a total educational program. They may occur at any educational level, elementary or secondary, though there has been more effort thus far to establish alternatives for high school students, who are more vocal than elementary age youngsters in their complaints about education.

1. National Alternative Schools Programs. "Rationale, Readings, Resources." (School of Education, University of Massachusetts Amherst, MA 1973.)

Within the literature on alternative education, a consensus exists in the belief that all types of schools should be made available to students and parents and no one program or method of education should ever be classified as the best. All types of structure should be considered valid if alternatives are to be meaningful. Many are physically separate from other schools, but some share a large school building with other alternative programs, though each is administratively independent. Many are not confined to a single building and consider an entire city as their schoolhouse. Public alternative schools have appeal for both the experimenters or the traditionalists within a community. The concepts of free choice and pluralism underlying alternative schools are values basic to our democratic way of life.

"For rather than 'pushing people around', you provide options that attract people to them. They choose. They make decisions," said Mario Fantini, Dean of Education at State University College, New Paltz, N.Y., and a strong advocate of alternative schools.¹

In addition, as the political and economic viability of alternative schools has been demonstrated and as their programmatic credibility has grown, more and more of their initiation is starting at the upper reaches of the educational power structure, that is at the request of superintendents and school boards.

1. Mario D. Fantini: "Public Schools of Choice and a Plurality of Publics". Educational Leadership. March 1971 Pg. 585-591.

As an example of this latter statement, on March 13, 1973 "the Minneapolis School Board voted unanimously to try to offer alternative educational styles to all elementary students in the city by the fall of 1976."¹ Philadelphia currently operates over sixty (60) alternative schools and programs at the secondary level.

In Los Angeles last year, a study by students, community members, and professionals recommended twenty-five (25) alternative schools and programs at the high school level. Multiple options are currently available in Ann Arbor and Grand Rapids, Michigan; Cherry Creek and Jefferson County, Colorado; St. Paul, Minnesota; Seattle, Washington; and Madison, Wisconsin. This situation is, however, relatively recent. Thus, Smith writes:

"Prior to 1970, options and alternative public schools were little talked about and seldom, if ever, referred to in the literature of education. Today these terms are so common and widespread that they are almost ubiquitous. This situation may be partly related to the search for alternatives in many aspects of society today."²

Because alternatives have developed as a response to an individual community's educational concern rather than as a response by the mainstream of the profession to a concern for the national interest, the alternatives represent the first evolutionary

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1. Greg Pinney, "Board Approves Alternative Schools", The Minneapolis Tribune, March 14, 1973.
 2. Vernon H. Smith: "Alternative Public Schools: What are They?" (NASSP Bulletin, September 1973, Pg. 7)

thrust in public education at the grass-roots level. There is probably not a state or national administrators' conference that has not had a segment dealing with public alternative schools. In the eyes of most educators, the alternative school provides a change vehicle without inherent risks involved in most experimental ventures because it is based on voluntarism: The school does not require consensus within the community to operate, nor is it mandated or imposed upon a particular clientele. It is also not a pilot school, bringing with it the threat of system-wide replication, but, instead, a continuing option among many. As Dwight Allen, former Dean of the School of Education, University of Massachusetts, has said the alternative school does not have to make the assumption that if it succeeds, everybody will have to do the same thing. The alternative school succeeds on the presumption that it is an alternative and that it may in fact, succeed for the people for whom it was designed.¹

American educators have spent many hours at conferences and many proposals have been presented as to solutions to the problems that exist in education at the secondary level. In all their attempts, one agreement comes forth; the high schools are in difficulty.

1. Dwight W. Allen and Jeffrey C. Hecht. Controversies in Education. (Philadelphia; W. B. Saunders, 1974) Pg. 12

"The American high school has become a beleaguered institution. Everyone agrees that the high schools are in difficulty, but there agreement ceases; even before they arrive at proposals, experts find themselves arguing about what is wrong and about the source and size of the trouble. While educators ponder the problem, the high school environment deteriorates further.

Our large city school systems are on the verge of complete collapse. Two decades ago, the cities operated the best school systems in the United States. Today, these schools are at the bottom in academic accomplishments. Data from the National Assessment of Educational Progress reveal that achievement in schools of the inner city has fallen even below that in schools of the rural South, traditionally the nation's inferior schools."¹

With this very strong indictment by the commission, the investigator states the case for the possibility of establishing public alternative schools. If the present system is in such chaos and confusion and is literally not working for many students and their families, let us try to reach out to as many as possible through alternatives. The reasons for creating public alternative schools could be summarized as follows.

1. The National Commission on the Reform of Secondary Education: The Reform of Secondary Education. (McGraw Hill, New York, 1973) pg. 8

- The growing pluralism within our society -- long a hallmark of our democratic culture -- demands that a plurality of educational options be provided that can begin to satisfy a greater number of families.

- Children have different learning needs, and no single program yet devised can meet all educational needs.

- The conventional schools need a comparative perspective on all facets of their operations which uniquely different options can begin to provide.

- An alternative school provides an opportunity for total institutional reform (as opposed to piecemeal changes for a school that can be wild or as sober as a clientele might opt for).

- Alternative schools can provide a symbol of flexibility and change within the public schools at a time when demands for change have often reached a point of desperation.

- Within the context of alternative education programs, mediocrity -- an inherent characteristic of institutions that must respond to consensual compromises -- becomes unacceptable as long as clients can opt out.

- A school program whose constituency attends entirely by choice must remain heavily accountable to that group of people.

• - With parents satisfied that they have a say in their children's education, and an alternative, if things do not work out, they will be more willing to back the budgets and referenda of the School Board.¹

Types of Alternative Schools. It is the essence of this dissertation to validate the thought that the term "alternative" school has meant many things to many people. Many programs and different types of schools have been attempted by a number of school systems all over the country. Until recently, they have existed quietly within the system without much fanfare or publicity. Students were usually sent into these programs or schools not by choice of themselves or their parents but by the determination of the school system. All these programs were waiting for a place in the school system and for their recognition. Perhaps it was the alternative school movement or perhaps it was the new movement expanding out of the civil rights movement of the 1960's giving rise to "right of the individual to learn" laws or perhaps a combination of both movements that gave the "umbrella" coverage to all of the previously mentioned changes or concepts in education. The term "alternative" has led to much confusion in the minds of all connected with schools.

1. Richard Kamman, "Family Choice in Public Schools"; Bell Telephone Laboratories.

Two sources list types of alternative schools and although there are other sources, these seemed to be precise and succinct. Vernon Smith¹ lists his definitions as:

Open Schools - With learning activities individualized and organized around interest centers within the classroom or building.

Schools Without Walls - with learning activities throughout the community and with much interaction between school and community.

Magnet Schools, Learning Centers, Educational Parks - with a concentration of learning resources in one center available to all students in the community.

Multi-cultural Schools, Bilingual Schools, Ethnic Schools - with emphasis on cultural pluralism and ethnic and racial awareness.

Street Academies, Dropout Centers, Pregnancy-Maternity Centers - with emphasis on learning programs for students in targeted populations.

Schools-Within-a-School - could be any of the above organized as a unit within a conventional school.

Integration Models - Could be any of the above with a voluntary population that is representative in racial, ethnic, and socio-economic class makeup of the total population of the community.

1. Vernon Smith: "Options in Public Education: The Quiet Revolution".
(Phi Delta Kappan March, 1973) Pg. 434-444

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Free Schools - With emphasis on greater freedom for students and teachers. This term is usually applied to non public alternatives, but very few are operating within public schools systems today.

Allan Glatthorn¹ lists his types under the following categories.

Student-Centered Alternatives - Although all alternative schools would argue that they are student centered, this term is used here to describe kinds of alternative schools that are identified primarily in terms of the kinds of students they serve.

1. Schools for students out of school. Many alternatives have been developed for pregnant girls and for students who have dropped out or have been pushed out of school.
2. Schools for disruptive students.
3. Schools for special ethnic groups.
4. Schools for the gifted and talented.

Program-Centered Alternatives - All alternative schools, of course, develop their own programmatic emphases. There are, however, four kinds of alternatives that seem to be primarily program-centered.

1. Career schools.
2. Performing Arts schools.
3. Skills-training schools.

1. Allan H. Glatthorn: Alternatives in Education (New York: Dodd, Mead & Co. 1975) Pg. 27-28

4. Open learning schools. Perhaps most of the alternative schools now developing begin with a primary commitment to some vaguely defined "open curriculum," often stressing community-based learning.

Place-Centered Alternatives.

1. Schools without walls.
2. Community Schools.
3. Multi-district schools.
4. Wilderness schools.

Although alternative schools exist in these varied forms, Smith¹ indicates the common elements underlying the apparent diversity:

"While each alternative public school has been developed within its community in response to particular local needs, most of the alternatives share some or all of the following characteristics:

1. They provide options within public education for students, parents, and teachers.
2. The alternative public schools have a commitment to be more responsive to some need within their communities than the conventional schools have been.
3. The alternatives usually have a more comprehensive set of goals and objectives than their conventional counterparts. While most alternatives are concerned with basic skills development and with college

1. Vernon Smith: "Options in Public Education: The Quiet Revolution".
(Phi Delta Kappan, March, 1973) Pg. 435

and vocational preparation, they are also concerned with development of individual talent and uniqueness, the understanding and encouragement of cultural plurality and diversity, and the preparation of students for various roles in our society-consumer, voter, critic, parent, spouse.

4. They are more flexible and, therefore, more responsive to planned evaluation and change. Since they originated in today's scientific age the alternatives have been designed to rely on feedback and formative evaluation as they develop and modify their programs.
5. The alternatives attempt to be more humane to students and teachers. Partly because they tend to be smaller than conventional schools, alternatives have fewer rules and bureaucratic constraints for students and teachers. In many cases the alternative has been designed to eliminate those aspects of the culture of the school which are most unpleasant and oppressive to its clientele."

New Organizations. The alternative education movement has developed many new organizations and resources for its development as a movement and to gather materials pertaining to alternative education and to act as a resource for information. Some of the more prominent ones are:

Center for New Schools, 431 South Dearborn, Suite 1527,
Chicago, Illinois, 60605

Educational Exploration Center, 3104 16th Avenue South,
Minneapolis, Minnesota, 55407

Germain Institute, Consultants for Experimental Education
Programs, 8162 Sycamore; Indianapolis, Indiana, 47240

International Consortium for Options in Public Education.
School of Education, Indiana University, Bloomington,
Indiana, 47401

National Alternative Schools Program (NASP) School of Education, University of Massachusetts, Amherst, Massachusetts, 01002

New Schools Exchange, 301 East Cannon Perdido, Santa Barbara, California, 93101

New Schools Movement, 117 Madrone Place East, Seattle, Washington, 98102

The investigator has had some contact with all of the above mentioned centers but is most familiar with the National Alternative Schools Program (NASP) Amherst, Massachusetts. The original thrust of NASP was to set up alternative schools throughout the nation. These schools were to be set up cooperatively with various school systems and were designed to serve as educational models of experimentation and innovation. NASP was prepared to give new or innovative public alternative schools large sums of money to be used for consultants, "seed" money and on-site participation. The Worcester Alternative School was an example of such an adventure.

The present thrust of these centers has now shifted from actual implementation of alternative schools to acting more in a consulting nature and as collection agencies for information and for what's happening in the field. An example of this new thrust is the survey just published by NASP in which every public alternative school on record was contacted. The survey gathered information on alternative school funding, staffing, decision-making, curriculum, philosophy,

goals and student selection. The material, like much of the material that is being collected today by those centers, is an invaluable resource to individuals involved in the design and implementation of alternative schools.

The Worcester Alternative High School. The Worcester Alternative High School was conceived as an educational experiment within the public school system by the Worcester Public Schools and the National Alternative School Program (NASP), Graduate School of Education, University of Massachusetts, Amherst, Massachusetts. As an educational experiment, it was to attempt innovation in curriculum and change effects upon the school system.

The introductory remarks made by the school committee in its presentation of the Alternative School concept gives the school its main objectives:

"The Worcester Alternative High School is to be a series of educational experiences designed to provide an opportunity for the participant to develop to his maximum potential the basic communication skills, self perception, and social awareness. To achieve these goals will require the active participation of all parties to the alternative school process - students, staff, parents and community resources. The Alternative School will increase the boundaries on the experiences of the student with regard to space and time. Participation in the Alternative School will provide the student participants the opportunity -

- A. To develop decision-making skills;
- B. To participate in educational decision-making;
- C. To continually evaluate themselves and their resources to a degree not presently available in the high school situation.

Thus, the climate of the Alternative School will flourish on various forms of experimentation as these enhance a decision or goal-making process.¹

1. "Worcester Alternative School:" New Business; Item #7 - School Committee Agenda, November 4, 1971.

The largest single document that exists about the Worcester Alternative High School was made available in November, 1974, entitled Worcester Alternative High School, Evaluation Report. That report was made at the request of the School Committee as part of the ongoing evaluation process of the school. In the introduction the report states:

"It (The Worcester Alternative School) was the result of nine (9) months of intensive planning on the part of the Worcester Public Schools, interested parents, teachers, students, and community leaders, and the National Alternative Schools Program (NASP) at the University of Massachusetts School of Education. The mandate of the school was to explore alternative forms of education. The Worcester Alternative School was not meant to be a pilot or demonstration project of some new form of education in all the schools. It was intended to be simply an alternative for those teachers, students, and parents who wanted a different kind of education than that offered at other schools in the city.

The Worcester Alternative High School had the following objectives:

1. To take care of the educational needs of the students who were attending; the concept being that in exploring alternatives for the students, they should not be penalized for that exploration in the loss of basic skill development.

To assure that this did not occur, the Stanford Achievement Test Form W was administered to all students in the Worcester Alternative School in October, 1972. In September, 1973, the Stanford Test of Academic Skills (T.A.S.K.) Form A was administered to all returning students. The results indicated that the vast majority of the students

in the Alternative School either stayed on grade level or improved in grade level as compared to the national rankings. Thus it was documented that exploration of alternative methods of education at the Alternative School did not deny basic skill development.

2. To develop better student attitudes toward school, other students (peers) and their own self-worth as learners.

To assess whether these perceptions were in fact occurring and if they were improving because the students were involved in the Alternative School, the Worcester Public Schools introduced the use of an instrument entitled QUESTA I and II developed by the Educational Testing Service of Princeton, New Jersey. QUESTA I was given to the Alternative School students immediately upon their arrival. It is designed to assess the perceptions that students had of their previous schools and their previous educational experiences. QUESTA II, which is a more extensive questionnaire, was given to students, teachers, and administrators who had been attending the Alternative School for a year and measured the individual's perceptions of the environment and its impact upon him/her. The same instruments were given to students in other schools in order to make a comparison between the groups. Although the complete report is more detailed, QUESTA I and II indicated that the Alternative School had met most of the goals and expectations of the students. The results also showed that the students of

The Worcester Alternative High School perceived certain practices in particular areas much more favorably in comparison with how students in other schools perceived similar practices.

3. To establish procedures that would assess the desires of parents who allowed their children to attend the Alternative School.

Pursuant to this objective, in May, 1973, a questionnaire was sent to all parents who had students at the Alternative School. The results of the questionnaires indicated that a large portion of the operation of the Alternative School and the parents also gave some suggestions for improvement.

Bierwirth Study: In September 1973, an unpublished Dissertation was completed by John E. Bierwirth, II and submitted to the Graduate School of Education at the University of Massachusetts. The work, entitled "The Worcester Alternative School: A Study in the Development of an Educational Innovation", was the effort of this investigator's co-director of the Worcester Alternative School from April, 1972 to June, 1973. On page VI¹, the author states some of the main conclusions of the dissertation as:

1. The Worcester Alternative School proved to be a viable mechanism for introducing change into the Worcester Public Schools.

1. The Worcester Alternative School: A Study in the Development of an Educational Innovation. (Unpublished Dissertation: John E. Bierwirth II, 1973, Pg. VI.)

2. The Worcester Alternative School was able to create an institution which was significantly different from the traditional schools in the areas of curriculum, governance, structure and evaluation.

3. Change in the Worcester Alternative School was a painful, confusing and somewhat chaotic process.

The work is best described by the author (Bierwirth) in the section Methodology of the Study.

"This study is both a history, in that it attempts to delineate chronologically key events in the development of an institution, and a case study in that it attempts to critically analyze, make judgements and draw implications from a particular case of a more general phenomenon."¹

The dissertation captures the events that led to the creation of the school and in a very personal way relates the crises and hardships that took place during the first year and one-half of the school's operation. Much of the discussion centers around the initial efforts of NASP and the Worcester Public School System in setting up the Alternative School. The politics involved by this effort is well-documented by the work as stated:

"Universities who wish to act as change agents in the field would do well to examine this model of operational involvement in an alternative school. Change is carried out mutually and the only people involved from the school district are there voluntarily."²

1. The Worcester Alternative School: A Study in the Development of an Educational Innovation. (Unpublished Dissertation: John E. Bierwirth, II 1973, Pg. 7.)

Evaluation By An Outside Consultant. An evaluation of the Worcester Alternative School was prepared by Ms. Elaine Jeffers,¹ a consultant with the National Alternative Schools Program (NASP). The report was commissioned by NASP as part of the total evaluation that was submitted to the Worcester School Committee in November, 1974. The report concluded with the following summary of the state of the Worcester Alternative School:

Present Strengths.

1. Clarity of purposes and aims. It was perceived that the School knew what it was doing and where it was going.
2. Wide provision of activities. At the time of this evaluation, a wide variety of learning experiences within the community had been made available to the students.
3. Flexibility in curriculum. The Alternative School had opened up the opportunity for all students to take courses in other schools in the school system and not be confined to simply what was offered at the Alternative school site.
4. Openness of learning environment. All types of learning experiences were considered and given academic credit, not simply classroom experiences.
5. Supportiveness of learning environment. Because each student worked with a full-time staff member as his/her advisor, each student was supported by this individual for seeking learning options that corresponded with his/her educational goals.

1. Elaine Jeffers; Evaluation of the Worcester Alternative High School (November, 1974) Pg. 14

6. Sense of community among staff and students as well as between groups. Students and staff volunteered to be involved in the Alternative School and thus its success was mandated upon mutual respect for each other.
7. Participation of staff and students in sharing of responsibility for learning activities. It was well identified by all groups that the responsibility for active participation in a learning experience was not simply the students responsibility.

The following areas were pointed out as areas that needed improvement:

1. Need of increasing motivational base of program. It was perceived that many students had no real reason for attending the Alternative School other than they might have viewed it as "different" from their own school.
2. Need of increasing awareness of students that different choices bear different consequences. Students had to be made aware that outside learning options carried with it a greater responsibility to succeed than the individual responsibility that is normally present in a classroom experience. Failure to fulfill responsibilities in the community experience might deny other students the same learning experience.
3. Provision for some structure for those students who may need some initial structure at the beginning or at some point of the program. At the time that this evaluation was done, there was no organized structure to allow students gradual freedom with increased responsibility. All students, whether capable of handling it or not, were given the same freedom. This was later changed and a structure was established to help students make a gradual transition.
4. A further broadening of representation of students from urban areas. Although the Alternative School used a lottery process for the selection of its students, minority groups were not present in sufficient numbers. This may have been partially due to the

innovative nature of the school and partially to the recruitment procedure. The main source of information about the Alternative School was through the media and word-of-mouth.

This then constitutes perceptions of the Worcester Alternative High School by an outside individual and comments about each perception by the Director (Investigator).

Other Studies On Perceptions of Alternative Schools. A review of the literature pertaining to studies that had been done on perceptions that individuals had of alternative schools, particularly individuals who had little or no involvement with alternative schools revealed a very limited fund of knowledge. Most of the articles were attempts to design instruments of evaluation that would be able to provide evaluation reports about a school or program to the school committees or communities that these schools were in.

Therefore, the focus of the present study on perceptions of alternative schools seems well justified. There is a need for other school systems to be aware of the perceptions and to make provisions for the concerns of members of the community and the educational system. The developers of alternative schools should be made aware of those perceptions in order to build a model incorporating those concerns. Alternative education, as a movement, must deal with external concerns of various groups that they will inevitably be involved in order to remain a viable alternative within a public school system.

As was stated in Chapter I, the concern of the present research is to document perceptions by outsiders of alternative schools and the Worcester Alternative School in particular. The perceptions investigated include:

1. The dimensions of central educational opportunities provided by alternative schools.

2. The value of alternative schools.
3. The kind of students that should or are attending alternative schools.
4. The necessary ingredients that are essential to the success of alternative schools.
5. The role of the director of an alternative school in relation to the administrative structure of the school system.

Congruence or non-congruence of these perceptions with the Alternative School Movement is addressed in Chapter V. (Summary and Conclusions)

CHAPTER III

METHODOLOGY ----- RESEARCH DESIGN

CHAPTER III
METHODOLOGY -RESEARCH DESIGN

As stated in Chapter I, the data for the investigator's research was gathered by using a five point Likert-Type attitude questionnaire constructed by the investigator. There were two (2) separate questionnaires used in the survey. The first questionnaire (see Appendix C) was distributed to 417 individuals who constituted the following groups:

1. Sixty (60) school administrators.(Worcester)
2. Twenty (20) Central Administration Personnel. (Worcester)
3. Fifty-four (54) individuals in the community.
4. Eighty (80) teachers in the Worcester School System.

(Forty (40) who have had students from the Worcester Alternative School in their classes; forty (40) who have not had students from the Worcester Alternative School in their classes.)

5. Two-hundred (200) students. (Worcester) These students are students in other public high schools in Worcester.

The questionnaire gathered data about the following perceptions:

1. The dimensions of central educational opportunities provided by alternative schools.
2. The value of alternative schools.
3. The kind of students that should or are attending alternative schools.
4. The necessary ingredients that are essential to the success of alternative schools.

A second questionnaire (see Appendix D) was distributed to eleven (11) Central Administration personnel of the Worcester School Department. The questionnaire specifically gathered data relative to the perceptions that these individuals had of the role of the director of an alternative school in relation to the administrative structure of the school system.

After reviewing a great deal of material, a questionnaire was developed (See Appendix E) and submitted to the investigator's dissertation committee. After review by this committee, a second questionnaire (See Appendix F) was developed. This model was then distributed to twenty-five teachers, students, and community representatives for the purpose of reviewing the questionnaire for clarity of the statements. These individuals were not asked to complete the questionnaire but only review the statements as to whether or not they were clear and meaningful. The investigator then developed the final form (See Appendix C) and distributed it to twenty-five (25) students not in the Worcester Alternative School, twenty (20) teachers in the Worcester Public Schools not at the Worcester Alternative School and ten (10) individuals in the community as a field test of the results of the responses. Similiar procedures were established for the second questionnaire (See Appendix D).

The investigator personally distributed and collected the questionnaires given to the two-hundred (200) students from the four senior high schools in Worcester, Massachusetts. None had ever attended the Worcester Alternative School. Fifty-four (54) questionnaires with a self-addressed return envelope were mailed to individuals in the community. These individuals were randomly selected (as previously described on page 11) from the "Worcester Area Chamber of Commerce Official Marketing Directory" (Windsor Publications, Directory Division, 1975). All principals of elementary, junior and senior high schools in Worcester, Massachusetts were mailed the questionnaire with a self-addressed return envelope. Twenty (20) administrators in central administration positions in the Worcester Public Schools were mailed the questionnaire with a self-addressed return envelope. Forty (40) teachers in the Worcester Public School system who had students from the Worcester Alternative School enrolled in their classes were selected by the random selection process previously described on page 11. (Item #4) The teachers were mailed the questionnaire with a self-addressed return envelope. Forty (40) teachers from the Worcester Public School system who never had students from the Worcester Alternative School enrolled in their classes were selected by the random selection process previously described on page 11. (Item #4) These individuals were mailed the questionnaire with a self-addressed return envelope. In addition

to the first questionnaire, eleven individuals in central administration were given the second questionnaire (See Appendix D). These were mailed along with the first questionnaire.

Rationale for Statements. Questionnaire #1 (See Appendix C) was designed to determine the perceptions various types of individuals have about alternative schools in general and the Worcester Alternative School in particular. The results of the investigator's research in Chapter II was that there was no research completed that dealt with what individuals within a community perceived alternative education to be and in particular what individuals not associated with the Worcester Alternative School perceived it to be after it had existed for four years with their community. The questionnaire:

- Focused primarily on values, attitudes, levels of expectation and satisfaction.
- Anonymously answered, with the resulting data organized by relevant groups rather than by individuals.
- Action-oriented to produce information that will be useful in decision making.
- Designed to provide information about the attitudes, values, and perceptions of subgroups within the school system and community, such as students, teachers and administrators.
- Provide information that leads to constructive changes in programs, policies, and practices.

Methodology. Under each perception that was analyzed by the study, a series of questions were posed that would help assess that perception. the investigator has organized this section of Chapter III in the following manner:

1. The perception to be analyzed is stated.
2. The questions that were set forth to analyze the perception will be stated.
3. Under each question, the statements from the questionnaire that pertains to that question will be stated.

(I) Perception to be analyzed: The dimensions of central educational opportunities provided by alternative schools. The following questions and the statements from the questionnaire that pertained to that question were:

1. What should the purpose of an alternative school be?
Statement from the questionnaire: #1. The purpose of Public Alternative School should be to serve as an "educational" model of innovation and experimentation in the community.
2. Should academic credit be provided for non-classroom experiences?
Statement from the questionnaire: #5. Students in an alternative school should be permitted to receive "academic" credit for non-classroom learning experiences.

3. Do individuals perceive the education that students receive at alternative schools as "valid" in terms of other educational opportunities within the school system?

Statement from the questionnaire: #6. The education that students receive at an alternative school is "comparable" to that which students in other schools receive.

4. How much relationship should the alternative school have with other schools in the school system in terms of cross-enrollment, staffing and services?

Statement from the questionnaire: #9. The alternative school should be conceived as an "integral" part of the school system rather than as a separate entity.

5. Should the school system involve the resources of the community in attempting to provide educational opportunities for its students?

Statement from the questionnaire: #8. Community resources and knowledgeable individuals should be utilized in the alternative school to teach courses.

(II) Perception to be analyzed: The value of alternative schools.

The following questions and the statements from the questionnaire that pertained to that question were:

1. What are the perceptions that teachers in other schools

have of an alternative school in terms of whether it contributes to the school system in an educational way or whether its innovations contribute to ideas or concepts that may help them?

Statement from the questionnaire. #10. The innovations in curriculum and operations of an alternative school have contributed to ideas or concepts that may have helped other students and teachers in traditional schools.

2. What do individuals perceive as the reasons that the alternative school movement has grown so rapidly in the last five years?

Statement from the questionnaire. #11. The growth of alternative schools in this country over the last five years is based on dissatisfaction with the traditional approach to educating children.

3. Should the scope of an alternative school be such that it produces change effects in the whole school system?

Statement from the questionnaire. #13. Alternative schools should be concerned with attempting to make some "changes" in the school system rather than simply being concerned with the students who attend an alternative school.

(III) Perception to be analyzed: The kind of students that should or are attending alternative schools. The following questions and the statements from the questionnaire that pertained to that question were:

1. What types of students should attend an alternative school?

Statements from the questionnaire.

- #2. Alternative schools should be only for the highly motivated students.
- #3. Alternative schools should be only for those students who have "trouble" with traditional schools.
- #14. Alternative schools can service all types of students; i. e. college-bound, terminal students, slow learners, etc.

2. What perceptions do individuals have of students who attend alternative schools in terms of motivation, learning problems, coping with the system, etc.

Statements from the questionnaire.

- #15. In general, students attending an alternative school are looking for an "easy" way out of school responsibilities.
- #12. Alternative schools are able to concentrate more on students' goals and personal problems than traditional schools.

3. Should all students who attend alternative schools be given the same degree of "freedom"?

#17. Each student in an alternative school should be afforded an equal amount of choices, freedoms, and opportunities.

4. How should students be selected to attend an alternative school?

Statement from the questionnaire. #16. A careful screening and selection process should precede the admittance of any student into an alternative school.

5. Should students ever be sent to the alternative school by referral from other agencies?

Statement from the questionnaire. #18. Students should never be "sent" to the alternative school by the school system or referral agencies.

(IV) Perception to be analyzed: The necessary ingredients that are essential to the success of alternative schools.

1. What are the necessary ingredients that individuals perceive as essential to the success of an alternative school in terms of curriculum, staffing, budgeting, and autonomy?

Statements from the questionnaire.

#4. A necessary ingredient to success is that students at an alternative school be allowed to take courses in other public high schools as part of their curriculum.

#20. A necessary ingredient to success is that an alternative

#24. A necessary ingredient to success is that an alternative school should be provided the same per pupil funding as every school or program in the system.

2. How important is the choice of the Director in terms of success?

Statements from the questionnaire.

#27. There should be a "head person" responsible for the operation of an alternative school.

#30-2. The following item greatly influenced your perception of the Worcester Alternative High School; choice of the Director.

3. Is it a necessary ingredient to the success of an alternative school that "certified" teachers work at the school?

Statement from the questionnaire. #19. Teachers in an alternative school should be "certified" by the school system.

4. Is the success of the alternative school greatly enhanced by the kind of students that might initially choose it?

Statement from the questionnaire. #30-1. The following item greatly influenced your perception of the Worcester Alternative High School; academic abilities of original students.

Questionnaire II. A second questionnaire was distributed to eleven (11) Central Administration personnel in the Worcester Public School System as previously listed in Chapter I. The questionnaire was designed to assess Perception V. The perception to be analyzed here is the role of the director of an alternative school in relation to the administrative structure of the school system. The questions posed under this perception and the statements from the questionnaire that dealt with those questions were:

1. What is the "role" of the director of an alternative school in terms of administrative structure, autonomy and relations with other principals and teachers?

Statements from the questionnaire.

- #2. The "Director" of the Worcester Alternative School should be a person who has the same responsibility as a principal.
- #4. The "Director" should meet with the principals of the secondary schools and be responsible to the Supervisor of Secondary Schools.
- #7. The "Director" of the Worcester Alternative High School should be held responsible for all aspects of the school.

- #10. It is the responsibility of Central Administration personnel to determine the "limits" of the role of the Director of the Alternative School.
- #11. The "role" of the Director of the Alternative School should be thoroughly clarified as to "decision-making" rights relative to the school before a person is assigned to the position.
- #16. The Director of the Alternative School should have complete autonomy in making decisions that directly effect the school.
- #17. A major role of the Director of the Worcester Alternative School is to supply Central Administration personnel with information as to what is going on in the school.
- #18. The Director of the Alternative School should be under the same supervision as a principal of a secondary school.
- #19. The Director of the Alternative School should be viewed as one who can make change in the system.
- #20. The Director of the Alternative School should be a spokesman for the necessary changes within the system.

2. Was there confusion in the title "Director of the Worcester Alternative High School" and did that confusion result in increased operational possibilities for the Director?

Statements from the questionnaire.

#13. There was much "confusion" as to the Director of the Worcester Alternative School's role in the system by most individuals in Central Administration.

#14. "Confusion" would enable the Director to have more "power" to make decisions relative to the school and its operation.

In summary, the investigator has presented in Chapter III the perceptions that were analyzed and the questions that were posed under each perception and then the statements from the questionnaires that responded to that perception.

CHAPTER IV
ANALYSIS OF THE DATA

The first part of Chapter IV will deal specifically with the data pertaining to Questionnaire I. After discussion of each of the four perceptual areas addressed in Questionnaire I, the data pertaining to Questionnaire II which addressed itself to Perception V, the role of the director of an alternative school will be discussed.

Percent of Returns for Questionnaire I. As was stated previously, the investigator distributed eighty (80) questionnaires to administrators in the Worcester Public School System. The administrators were sixty (60) principals of elementary, junior high and senior high schools and twenty (20) administrators in Central Administration. The investigator received fifty-seven (57) returns or a 71% return from this group. Fifty-four (54) questionnaires were sent to individuals in the community. Thirty-seven (37) were returned or a 68% return. Forty-three (43) questionnaires were sent to teachers who had students from the Alternative School in their classes in the Worcester Public Schools and forty-three (43) were returned or a 100% return. Forty (40) questionnaires were sent to teachers who did not have students from the Worcester Alternative School in their classes in the Worcester Public School System and seventeen (17) were returned or a 42% return. Two hundred questionnaires were given to students in the Worcester Public School system and 189 were returned or a 99% return. The total number of questionnaires sent were four-hundred and seventeen (417) and the total returned and used in the data were three hundred and forty-three (343) or a 82% total.

TABLE 1.
 NUMBER AND PERCENT OF QUESTIONNAIRE I
 RETURNED FOR EACH GROUP

QUESTIONNAIRE DISTRIBUTION	NUMBER OF QUESTIONNAIRES RETURNED	PERCENT OF RETURN
School Adminis- trators 60	57	71%
Central Admin- istration Personnel 20		
Community Individuals 54	37	68%
Teachers who had students from Worcester Alternative School 43	43	100%
Teachers who did not have students from Worcester Alternative School 40	17	42%
Students not in Worcester Alter- native School 200	189	99%
TOTALS	417 DISTRIBUTED	343 RETURNED 82% % RETURNED

Limitation of Returns for Questionnaire I. This represents generally a good response rate particularly from teachers who had students from the Worcester Alternative School and from the group of students sampled. The students were given the questionnaire in class which accounts for the high return. All other questionnaires were returned by mail. The small number of returns from the teachers who did not have students from the Worcester Alternative School is a limitation of the study.

Perceptions I through IV. The data for each perception is examined by looking first at each statement in the questionnaire that pertains to that perception. Each statement will be identified by number and the data for that statement presented as part of the table dealing with that particular perceptual area. In the tables, the percent of agree-strongly agree responses are totaled together and the percent of disagree-strongly disagree are totaled together. A summary of the overall results for each statement and for the overall perception assessed is finally presented. The degree of congruence between perceptions of individuals surveyed and those within the alternative school movement and the Worcester Alternative School in particular is deferred until the next chapter.

Perception of the dimensions of central educational opportunities provided by alternative schools. The first statement from the questionnaire used to analyze this perception was statement #1. This statement read

as follows:

"The purpose of public alternative schools should be to serve as an "educational model" of innovation and experimentation in the community."

According to responses to the questionnaire indicated in Table II, there was a high agreement by all categories of respondents except in the category of teachers who had not worked with Worcester Alternative School students that alternative schools should be viewed as "educational" models. As can be seen in Table II, the percent of responses in agree-strongly agree area ranged from a high of 78% to a low of 41%.

The second statement used to analyze this general perception was statement #5. This statement read as follows:

"Students in an alternative school should be permitted to receive "academic" credit for non-classroom learning experiences."

As Table II indicates, there is a high agreement to this statement by each group ranging from 92% agreement among administrators to a 58% agreement among students. The favorable response by administrators and community representatives (83%) should be noted. These individuals within the educational system and the community show closest correspondence to the alternative school ideology.

The third statement used to analyze this perception was statement #6 which read as follows:

"The education that students receive at an alternative school is 'comparable' to that which students in other schools receive."

As Table II indicates, there was high agreement from the administrators (71%) but a rather low agreement by the students (26%). It should be noted that groups other than teachers who had worked with Alternative School students and administrators were not really in a position to "compare".

The fourth statement used to analyze this perception was statement #7. This question read as follows:

"Students at an alternative school should receive the same 'diploma' as students receive from other schools upon graduation."

As Table II indicates, we find two groups who are not perceiving very positive feelings about this area. Teachers who have not worked with Alternative School students (52% disagreement) and students (49% disagreement) are not comfortable that alternative school students should receive the same diploma. Note again, high agreement (82%) among administrators.

The fifth statement used to analyze this perception was statement #8 which read as follows:

"Community resources and knowledgeable individuals should be utilized in the alternative school to teach courses: i. e. art, music, law, etc.

As Table II indicates, all categories responded very favorably to this question with agreement ranging from 96% for administrators to 65% for students.

The sixth statement used to analyze this perception was statement #9. The question read as follows:

"The alternative school should be conceived as an integral part of the school system rather than as a separate entity; giving its own diploma, not using the resources of the school system, little or no communication with the school system, etc.."

As Table II indicates, generally, all categories had good positive agreement to this question ranging from 70% for the community to 38% for students. Forty-seven (47) percent of the students were not in agreement and this might indicate that they feel that the alternative school should be totally on its own. Note consistency of students in rating 40% range in disagree-strongly area for question #6 (comparable), #7 (diploma) and question #9 (integral part).

The seventh statement used to analyze the general perception was statement #22 which read as follows:

"The curriculum in an alternative school should be the same as it is in 'traditional' school."

As Table II indicates, there was a very high disagreement with this statement ranging from 99% in the administrators category to a 51% in the student category. Note particularly the negative response category of administrators (99%) and teachers who had students from the Alternative School (92%).

The eighth statement used to analyze this perception was statement #23. The question read as follows:

"An alternative school creates an environment which fosters closer student-teacher relationships than are generally found in traditional school."

As Table II indicates, there was a very high agreement generally found in all categories ranging from 84% for administrators to 52% for teachers who did not have students from the Alternative School and students surveyed. This agreement may be due to most perceptions being formed around the smaller size of an alternative school as in contrast to their larger - more complex counterparts.

Summary of Table II. Overall, the results on the perception of central educational opportunities perceived to be available through alternative education by a group of people not directly involved in the alternative school movement are as follows; generally:

1. Alternative schools are viewed by these individuals as "educational" models within a community.
2. That students should be permitted to receive "academic" credit for non-classroom learning experiences.
3. There is a strong feeling by administrators and teachers who have had students from the Alternative School take their courses that the education that students receive at an alternative school is "comparable" to that which students in other schools receive.
4. It is believed that community resources and knowledgeable

individuals should be used to provide students at the Alternative School with learning experiences.

5. The Alternative School is perceived as an integral part of the entire school system and not as a separate entity.
6. Generally, students, teachers, and community feel that there should be high interaction between them and the Alternative School.

TABLE II

PERCENTAGE RESPONDING TO STATEMENTS PERTAINING TO THE DIMENSIONS OF CENTRAL EDUCATIONAL OPPORTUNITIES PROVIDED BY ALTERNATIVE SCHOOLS

STATEMENTS FROM THE QUESTIONNAIRE	PERCENTAGE RESPONDING IN EACH CATEGORY											
	AGREE - STRONGLY AGREE						DISAGREE - STRONGLY DISAGREE					
	HS	NS	AW	NO	TS	TN	HS	NS	AW	NO	TS	TN
#1	78	41	87	67	53	74	13	41	10	21	16	17
#5	76	64	92	86	58	83	17	22	1	0	34	7
#6	50	29	71	38	26	52	33	52	11	26	49	26
#7	71	41	82	74	47	72	24	52	10	8	43	17
#8	92	70	96	94	65	91	6	23	3	2	14	6
#9	59	69	64	70	38	65	33	16	29	20	47	27
#22	2	29	0	5	33	4	92	58	99	81	51	89
#23	74	52	84	73	52	74	13	29	8	7	26	11

KEY:

- HS-TEACHER WHO HAS WORKED WITH WORCESTER ALTERNATIVE STUDENTS
- NS-TEACHER WHO HAS NOT WORKED WITH "WA" STUDENTS
- AW-ADMINISTRATOR OF THE WORCESTER SCHOOL DEPARTMENT
- NO-NONE OF THE ABOVE
- TS-TOTAL STUDENTS
- TN-TOTAL NON-STUDENTS

Perception of the value of alternative schools. The first statement from the questionnaire that was used to analyze this perception was statement #10. This question read as follows:

"The innovations in curriculum and operations of an alternative school have contributed to ideas or concepts that may have helped other students and teachers in traditional schools."

As Table III indicates, there was general agreement with this statement except in the category of teachers who had not worked with Alternative School students (34%).

The second statement used to analyze the perception was statement #11 which read as follows:

"The growth of alternative schools in this country over the last five years is based on dissatisfaction with the traditional approach to educating children."

As Table III indicates, there is general agreement by all categories about this statement ranging from 73% (teachers who had students from the Alternative School) to 46% (students). Note particularly teachers who had students from the Alternative School (73%) and administrators (72%). What is important here is that these are individuals who are involved in education responding with a high degree of agreement with the statement.

The third statement used to analyze the perception was statement #13. The question read as follows:

"Alternative schools should be concerned with attempting to make some changes in the school system rather than

simply being concerned with the students who attend an alternative school."

As Table III indicates, all categories responded more favorably to this statement than were in disagreement ranging from 65% agreement for administrators to 52% for students.

The fourth statement used to analyze the perception was statement #21 which read as follows:

"An alternative school provides students with more choice and freedom in the curriculum and over their own time than does 'traditional' school."

As Table III indicates, all categories responded with high agreement to this statement ranging from 92% for administrators to 64% for the community.

The fifth statement used to analyze the perception was statement #26. The question read as follows:

"Students at an alternative school should have the same school hours as do students in 'traditional' schools."

As Table III indicates, all categories responded highly in disagreement with this statement except students (18% disagreement). The students apparently feel that alternative school students spend less time in school than they do.

The sixth statement used to analyze the perception was statement #30-3. The question read as follows:

"Your perception of the Worcester Alternative High School was influenced by the background and experience of teachers at the Alternative School."

As Table III indicates, students, community and teachers who did not have students from the Alternative School take their courses responded much less favorably to this statement.

Summary of Table III. Overall, the results on the perception of the value of alternative schools by a group of people not directly involved in the alternative school movement are as follows; generally:

1. There is the feeling by all groups that the alternative school has contributed to ideas or concepts that help them.
2. That the alternative school movement has grown rapidly in the last five years because of dissatisfaction with the 'traditional' approach to educating children.
3. Finally, it is believed that the scope of the alternative school should be larger than simply attending to the education of the students at the alternative school.

TABLE III

PERCENTAGE RESPONDING TO STATEMENTS PERTAINING TO
THE VALUE OF ALTERNATIVE SCHOOLS

STATEMENTS FROM THE QUESTIONNAIRE	PERCENTAGE RESPONDING IN EACH CATEGORY											
	AGREE - STRONGLY AGREE						DISAGREE - STRONGLY DISAGREE					
	HS	NS	AW	NO	TS	TN	HS	NS	AW	NO	TS	TN
#10	64	34	88	67	40	71	15	46	1	5	27	11
#11	73	52	72	66	46	69	15	40	21	15	33	20
#13	62	52	65	59	52	61	23	40	25	26	30	27
#21	88	70	92	64	67	82	6	16	3	2	10	5
#26	30	46	16	10	65	21	55	46	69	67	18	62
#30-3	41	17	53	26	35	39	18	22	14	13	14	15

KEY:

HS-TEACHER WHO HAS WORKED WITH WORCESTER ALTERNATIVE
STUDENTS

NS-TEACHER WHO HAS NOT WORKED WITH "WA" STUDENTS

AW-ADMINISTRATOR OF THE WORCESTER SCHOOL DEPARTMENT

NO-NONE OF THE ABOVE

TS-TOTAL STUDENTS

TN-TOTAL NON-STUDENTS

Perception of the kind of students that should or are attending alternative schools. The first statement from the questionnaire that was used to

analyze this perception read as follows:

#2 "Alternative schools should be only for the highly motivated student."

As Table IV indicates, there is a high disagreement by all categories toward this statement ranging from 88% for administrators to 72% for community and students.

The second statement from the questionnaire that was used to analyze the perception was statement #3. The statement read as follows:

"Alternative schools should be only for those students who have 'trouble' with traditional schools."

As Table IV indicates, there is a high disagreement with this statement by all categories.

The third statement that was used to analyze the perception was statement #12. The statement read as follows:

"Alternative schools are able to concentrate more on the students' goals and personal problems than traditional schools."

As Table IV indicates, all categories responded favorably to this statement ranging from 77% for administrators to 40% for teachers who did not have students from the Alternative School.

The fourth statement that was used to analyze the perception was statement #14, which read as follows:

"Alternative schools can serve all types of students, i. e. college bound, terminal students, slow learners, etc.."

As Table IV indicates, all categories were very high in agreement with this statement.

The fifth statement that was used to analyze this perception was statement #15. The statement read as follows:

"In general, students attending an alternative school are looking for an 'easy' way out of school."

As Table IV indicates, all but two categories responded with high disagreement to this statement. Teachers who did not have students from the Alternative School (58% agreement) and students from other schools (48% agreement) felt that alternative school students were looking for an easy way out of school responsibilities.

The sixth statement that was used to help analyze the perception was #16 which read as follows:

"A careful screening and selection process should precede the admittance of any student into an alternative school."

As Table IV indicates, all categories supported this statement.

The seventh statement that was used to analyze the perception was #17 which read as follows:

"Each student in an alternative school should be afforded an equal amount of choices, freedoms, and opportunities."

As Table IV indicates, teachers who did not have students from the Alternative School and administrators were not as strong in their agreement with this statement as were the other categories.

The eighth statement used to analyze the perception was statement #18 which read as follows:

"Students should never be 'sent' to the alternative school by the school system or referral agencies."

As Table IV indicates, all categories were in agreement with the statement ranging from 69% agreement to 52% agreement.

The ninth statement from the questionnaire used to analyze the perception was #25. The statement read as follows:

"Alternative schools should be utilized for students who are 'dropping out' of school."

As Table IV indicates, with the exception of teachers who did not have students from the Alternative School (64% agreement), all categories responded with a high percentage of disagreement.

Summary of Table IV. Overall, the results on the perception of the kind of students that should or are attending alternative schools by a group of people not directly involved in the alternative school movement are as follows; generally:

1. Alternative schools are not perceived as being for one group of students.
2. It is perceived that students in an alternative school are generally not looking for an 'easy' way out of school responsibilities.
3. That there should be some regulation of the degree of freedom of choice and opportunities afforded each student.

4. Finally, students should never be "sent" to the alternative school by the school system or by referral agencies.

TABLE IV

PERCENTAGE RESPONDING TO STATEMENTS PERTAINING TO THE
KIND OF STUDENTS THAT SHOULD OR ARE ATTENDING ALTER-
NATIVE SCHOOLS

STATEMENTS FROM THE QUESTIONNAIRE	PERCENTAGE RESPONDING IN EACH CATEGORY											
	AGREE - STRONGLY AGREE						DISAGREE - STRONGLY DISAGREE					
	HS	NS	AW	NO	TS	TN	HS	NS	AW	NO	TS	TN
#2	20	10	9	18	19	14	75	87	88	72	72	81
#3	11	10	5	7	21	7	83	87	93	82	72	87
#12	69	40	77	69	64	68	22	46	9	8	20	16
#14	71	70	93	69	59	79	22	22	1	20	28	14
#15	20	58	1	13	48	16	62	35	83	69	30	69
#16	71	82	79	74	68	77	19	11	15	10	19	14
#17	71	34	45	51	69	56	22	63	38	26	20	34
#18	69	52	60	61	63	62	24	47	32	26	22	30
#25	36	64	46	40	31	44	67	28	34	43	52	41

KEY:

HS-TEACHERS WHO HAVE WORKED WITH WORCESTER ALTERNATIVE
STUDENTS

NS-TEACHERS WHO HAVE NOT WORKED WITH "WA" STUDENTS

AW-ADMINISTRATOR OF THE WORCESTER SCHOOL DEPARTMENT

NO-NONE OF THE ABOVE

TS-TOTAL STUDENTS

TN-TOTAL NON-STUDENTS

Perception of the necessary ingredients that are essential to the success of alternative schools. The first statement from the questionnaire used to analyze this perception was statement #4 which read as follows:

"Students at an alternative school should be allowed to take courses in other public high schools as part of their curriculum."

According to responses to the questionnaire indicated in Table V, there was a very high agreement by all categories with this statement ranging from 99% for administrators to 70% for students.

The second statement from the questionnaire used to analyze the perception was #19. This statement read as follows:

"Teachers in alternative schools should be 'certified' by the school system."

As Table V indicates, all categories responded with high agreement to this statement.

The third statement used to analyze the perception was #20, which read as follows:

"An alternative school should have complete control and autonomy over its budget."

As Table V indicates, there was low agreement with this statement. The investigator is in doubt as to whether this means that individuals want others to be involved in the spending of the budget or was the statement not clear in its presentation.

The fourth statement used to analyze the perception was #24 which read as follows:

"An alternative school should be provided the same per pupil funding as every school or program in the system."

As Table V indicates, all groups responded with high agreement to this statement.

The fifth statement used to analyze the perception was #27.

The statement read as follows:

"There should be a 'head person' responsible for the operation of an alternative school."

As Table V indicates, there was a very high agreement by all categories to this statement.

The sixth statement used to analyze the perception was #28 which read as follows:

"The Worcester Alternative High School is well known in this community."

As Table V indicates, there was high agreement with the statement except by community (34%) and students (42%). These two groups are very important to the perception of whether the Worcester Alternative School is well known in this community. The investigator is concerned by the low percentages recorded in these groups.

The seventh statement used to analyze the perception was #29 which read as follows:

"The Worcester Alternative School has been in existence for _____ (no. of years)."

As Table V indicates, all groups were generally aware of how

long the Worcester Alternative School was in existence. Again, the investigator is concerned by the high percentage of "Don't know" in the community group (40%) and the students (51%).

The eighth statement used to analyze the perception was #30-1.

The statement read as follows:

"Your perception of the Worcester Alternative School was influenced by the academic abilities of the original students."

As Table V indicates, there was very low agreement with this statement by the community (10%) and by the students (34%). This seemed more important to the educators.

The ninth statement used to analyze the perception was #30-2 which read as follows:

"Your perception of the Worcester Alternative School was influenced by the choice of the director of the school."

As Table V indicates, there was high agreement by all categories except students (28%). Students seem more interested in the program and opportunities than in who runs the school.

The tenth statement used to analyze the perception was #30-4 which read as follows:

"Your perception of the Worcester Alternative School was influenced by newspaper and media information."

As Table V indicates, these sources were not very strong in forming one's perception about the School.

The eleventh statement used to analyze the perception was #30-5 which read as follows:

"Your perception of the Worcester Alternative School was influenced by contacts with staff and students from the School."

As Table V indicates, contacts with staff and students from the School were generally strong in forming one's perception of the Alternative School.

The twelfth statement that was used to analyze the perception was #30-6 which read as follows:

"Your perception of the Worcester Alternative School was influenced by the degree of support of the Alternative School by the school committee and superintendent."

As Table V indicates, only the administrators felt strongly that this was necessary.

Summary of Table V. Overall, the results on the perceptions of the necessary ingredients that are essential to the success of alternative schools by a group of people not directly involved in the alternative school movement are as follows; generally:

1. That there are necessary ingredients that individuals perceive as essential to the success of an alternative school.

Ingredients such as:

(A) Choice of Director

(B) Contacts with students and staff from the Alternative School.

(C) To some degree, academic abilities of original students.

2. That certified teachers should be used in the Alternative School.
3. That there should be a "head" person responsible for the school.
4. Finally, the Worcester Alternative School is well known by this community.

PERCENTAGE RESPONDING TO STATEMENTS PERTAINING TO THE
NECESSARY INGREDIENTS THAT ARE ESSENTIAL TO THE SUCCESS
OF ALTERNATIVE SCHOOLS

PERCENTAGE RESPONDING IN EACH CATEGORY

STATEMENTS FROM THE QUESTIONNAIRE	AGREE -						DISAGREE -						
	STRONGLY AGREE						STRONGLY DISAGREE						
	HS	NS	AW	NO	TS	TN	HS	NS	AW	NO	TS	TN	
#4	92	81	99	85	70	92	6	17	0	0	22	3	
#19	83	81	80	53	78	75	6	11	15	27	6	14	
#20	31	17	43	18	36	31	48	63	54	69	41	37	
#24	66	70	73	58	44	70	18	23	22	13	25	18	
#27	96	93	99	89	86	95	0	5	0	2	2	1	
#28	67	75	83	34	42	66	25	17	15	48	40	26	
(Correct #29 Response)	83	64	82	54	38	74	(Don't Know)	6	0	1	40	51	12
#30-1	53	47	40	10	34	37	22	17	27	23	16	25	
#30-2	78	58	86	45	28	67	6	5	7	13	16	7	
#30-4	50	34	71	34	37	53	34	28	21	8	24	22	
#30-5	85	52	72	39	51	66	2	22	14	10	11	10	
#30-6	48	23	83	21	26	51	18	28	11	16	18	15	

KEY:

HS - TEACHER WHO HAS WORKED WITH WORCESTER ALTERNATIVE STUDENTS

NS - TEACHER WHO HAS NOT WORKED WITH "WA" STUDENTS

AW - ADMINISTRATOR OF THE WORCESTER SCHOOL DEPARTMENT

NO - NONE OF THE ABOVE

TS - TOTAL STUDENTS

TN - TOTAL NON-STUDENTS

POSITIVE RESPONSE - AGREE AND STRONGLY AGREE

NEGATIVE RESPONSE - DISAGREE AND STRONGLY DISAGREE

Questionnaire II. A separate questionnaire constructed by the investigator was sent to eleven (11) Central Administration Personnel. This questionnaire was returned by all eleven individuals for a 100% return. The questionnaire dealt with the perception of the role of the Director of an Alternative School in relation to the administrative structure of the school system. The entire data of the questionnaire is included in Appendix B. The data for this perception is examined by looking first at each statement in the questionnaire. Each statement will be identified by number and the data for that statement presented as part of the table dealing with the perception. In the table, the percent of agree-strongly agree responses are totaled together and the percent of disagree-strongly disagree are totaled together. A summary of the overall results for each statement and for the overall perception assessed is finally presented.

The first statement used to analyze the perception read as follows:

#1 "The Worcester Alternative High School should have a 'head' person responsible for it."

All of the respondents agreed to this statement.

The second statement used to analyze the perception read as follows:

#2 "The director of the Worcester Alternative High School should be a person who has the same responsibility as a principal."

Eighty-seven and one-half (87.5%) percent of the respondents agreed to the statement.

The third statement used to analyze the perception read as follows:

#3. "The Director should meet with the directors in the public school system."

The respondents split on this with 50% in agreement and 50% in disagreement.

The fourth statement used to analyze the perception read as follows:

#4. "The Director should meet with the principals of secondary schools and be responsible to the supervisor of secondary schools."

All of the respondents agreed to this statement.

The fifth statement used to analyze the perception read as follows:

#5. "The Director of the Alternative School should be made to explain innovations that are taking place at the school."

Seventy-five (75%) percent of the respondents agreed to this statement.

The sixth statement used to analyze the perception read as follows:

#6. "The Director of the Alternative School should be someone that has had many years experience in the school system."

As Table VI indicates, 50% of the respondents disagreed with this statement while only 37.5% agreed.

The seventh statement used to analyze the perception read as follows:

- #7. "The Director of the Worcester Alternative High School should be held responsible for all aspects of the school."

As Table VI indicates, 87.5% of the respondents agreed with the statement.

The eighth statement used to analyze the perception read as follows:

- #8. "All aspects of the Worcester Alternative High School should be thoroughly explained to other administrators in the school system by the Director."

Seventy-five (75%) percent of the respondents agreed with the statement.

The ninth statement used to analyze the perception read as follows:

- #9. "Credit for school experiences by the students at the Worcester Alternative High School should be under the control of the Director."

As Table VI indicates, 100% of the respondents agreed to the statement.

The tenth statement used to analyze the perception read as follows:

#10. "It is the responsibility of Central Administration personnel to determine the 'limits' of the role of the Director of the Alternative School."

As Table VI indicates, 75% of the respondents agreed to the statement.

The eleventh statement used to analyze the perception read as follows:

#11. "The role of the Director should be thoroughly clarified as to 'decision-making' rights relative to the school before a person is assigned to the position."

As Table VI indicates, there was 100% agreement with the statement.

The twelfth statement used to analyze the perception read as follows:

#12. "The Director of the school should be an individual thoroughly knowledgeable about the 'structure' of the school system."

As Table VI indicates, there was 100% agreement with the statement.

The thirteenth statement used to analyze the perception read as follows:

#13. "There was much 'confusion' as to the Director's role in the system by most individuals in Central Administration."

As Table VI indicates, the respondents were split on this statement, 50% in agreement and 50% in disagreement.

The fourteenth statement used to analyze the perception read as follows:

- #14. "'Confusion' would enable the Director to have more power to make decisions relative to the school and its operation."

As Table VI indicates, 75% of the respondents disagreed with the statement.

The fifteenth statement used to analyze the perception read as follows:

- #15. "The direction and purpose of the Worcester Alternative High School was clear and evident by all Central Administration personnel from its beginning."

As Table VI indicates, 62.5% of the respondents disagreed with the statement.

The sixteenth statement used to analyze the perception read as follows:

- #16. "The Director should have complete autonomy in making decisions that directly effect the school."

As Table VI indicates, 50% of the respondents disagreed and 50% agreed.

The seventeenth statement used to analyze the perception read as follows:

- #17. "A major role of the Director is to supply Central Administration personnel with information as to what is going on at the school."

As Table VI indicates, there was high disagreement with the statement (75%).

The eighteenth statement used to analyze the perception read as follows:

- #18. "The Director should be under the same supervision as a principal of a secondary school."

As Table VI indicates, 87.5% of the respondents agreed with the statement.

The nineteenth statement used to analyze the perception read as follows:

- #19. "The Director should be viewed as one who can make changes in the system."

As Table VI indicates, 100% of the respondents agreed with the statement.

The twentieth statement used to analyze the perception read as follows:

- #20. "The Director should be a spokesman for the necessary changes within the system."

As Table VI indicates, 75% of the respondents agreed with the statement.

Summary of Table VI. Overall, the results of the perception of the role of the Director of an alternative school in relation to the administrative structure of the school system by a group of individuals closely identified with the school system are as follows; generally:

1. The Director should be considered as having the same responsibilities, duties, control, and decision-making capabilities as other principals in the school system.
2. The direction and goals of the Worcester Alternative School were not clear from the beginning.
3. It is perceived that there should be more communication between the Alternative School and other schools than would normally occur.
4. Finally, the Director is viewed as one who is knowledgeable about change.

TABLE VI

PERCENTAGE RESPONDING TO STATEMENTS PERTAINING TO THE PERCEPTION OF THE ROLE OF THE DIRECTOR OF AN ALTERNATIVE SCHOOL IN RELATION TO THE ADMINISTRATIVE STRUCTURE OF THE SCHOOL SYSTEM

STATEMENTS FROM THE QUESTIONNAIRE	PERCENTAGE RESPONDING	
	AGREE - STRONGLY AGREE	DISAGREE - STRONGLY DISAGREE
# 1	100	0
# 2	87.5	12.5
# 3	50	50
# 4	100	0
# 5	75	25
# 6	37.5	50
# 7	87.5	12.5
# 8	75	25
# 9	100	0
# 10	75	25
# 11	100	0
# 12	100	0
# 13	50	50
# 14	25	75
# 15	25	62.5
# 16	50	50
# 17	25	75
# 18	87.5	0
# 19	100	0
# 20	75	25

CHAPTER V

SUMMARY AND CONCLUSIONS

CHAPTER V

Summary and Conclusions. The conclusions that the investigator has drawn are directly related to the general perceptions that were stated in Chapter I. Based on the data that was received, the investigator has made conclusions about the general perceptions that were stated and about each specific perception that was analyzed under the general perception.

The major perceptions that the investigator drew conclusions about were the perceptions that individuals who had never attended alternative schools or had never associated with alternative schools had of alternative schools with respect to:

1. The dimensions of central educational opportunities provided by alternative schools.
2. The value of alternative schools.
3. The kind of students that should or are attending alternative schools.
4. Regardless of how much information one has about alternative schools, certain "ingredients" are perceived as essential to the success of alternative schools.
5. The role of the Director of an alternative school in relation to the administrative structure of the school system.

CONCLUSIONS UNDER GENERAL PERCEPTION #1

There were six (6) perceptions that were analyzed under the general perception of the dimensions of the central educational opportunities provided by alternative schools.

1. What should the purpose of alternative schools be?

Conclusion: The Alternative School Movement perceives itself as a movement to introduce change within public school systems. Its whole emphasis is to create educational models that are within the public school system and attempt to change the system from within. The data from this research indicates that there is a strong agreement by those individuals outside of an alternative school that the alternative school should be viewed as an educational model. The one category surveyed who was not as strong in agreement with this concept was the teachers who did not have students from the Alternative School.

2. Should the school system view the Alternative School as a "model" for change? The Alternative School Movement desires the school systems to view its alternative schools as "change" agents and the data from this research indicates that this perception is expected.

3. How much relationship should the alternative school have with other schools in the school system in terms of cross-enrollment, staffing, and services?

Conclusion: The data indicates that there is a strong positive perception toward students in an alternative school taking courses in other schools. The data also supports the concept that the alternative school and the other public schools in the school system should share teaching assignments. All services of the school system should be made available to the students of an alternative school.

4. Should academic credit be provided for non-classroom experiences?

Conclusion: The data indicates a very high positive response in this area. The investigator concludes that academic credit should be given for non-classroom experience.

5. Do individuals perceive the education that students receive at alternative schools as "valid" in terms of other educational opportunities within the school system?

Conclusion: There was a high negative response to this area in three categories; namely (1) those teachers who did not have students from the alternative school take their courses, (2) community individuals who responded high in the category of no opinion because it was difficult for them to make comparisons and (3) students. High positive response was recorded by teachers who had students

from the alternative school and administrators. The investigator concludes that the more contact individuals have with the alternative school or its students, the more "valid" the education of those students become.

6. Should the school system involve the resources of the community in attempting to provide educational opportunities for its students?

Conclusion: All categories responded highly in the positive area here. The investigator concludes that community resources should be used.

CONCLUSIONS UNDER GENERAL PERCEPTION #2

There were four (4) perceptions that were analyzed under the general perception of the purpose of alternative schools.

1. What are the perceptions that teachers in other schools have of an alternative school in terms of whether it contributes to the school system in an educational way or whether its innovations contribute to ideas or concepts that may help them?

Conclusion: Students and teachers who did not have students from the alternative school take their courses did not respond very positively to this area. All other respondents were highly positive. The investigator concludes that some participation in the alternative school does increase a positive response to this perception.

2. What do individuals perceive as the reasons that the alternative school movement has grown so rapidly in the last five years?

Conclusion: The investigator concludes from the data that the growth is attributed to the following reasons:

- A. Dissatisfaction with the traditional approach to educating children
- B. Closer student-teacher relationship apparent in an alternative school.
- C. More flexibility and choice over curriculum offerings.

D. Students from an alternative school are not generally seeking an "easy" way out of school responsibilities.

E. School is viewed as providing students with many more educational opportunities than merely classroom experiences.

3. Should the only purpose of the alternative school be for those individuals who attend or should the scope of the school be larger in terms of the effects it can have on the whole school system?

Conclusion: The investigator concludes that the purpose of alternative schools should be larger than simply providing educational experiences for their students.

There was a high positive response by all respondents that the alternative school should be attempting to make changes in the school system.

CONCLUSIONS UNDER GENERAL PERCEPTION #3

There were seven (7) perceptions that were analyzed under the general perception of the kind of students that should or are attending alternative schools.

1. What types of students should attend an alternative school?

Conclusion: The data indicated very strongly that alternative schools should not be for strictly one type of student; that is, highly motivated or students who are dropping out or students who have "trouble" with school. The investigator concludes from the data collected from this question that alternative schools are perceived as capable of serving all students.

However, the data also indicated a strong positive response that a careful screening and selection process should precede the admittance of any student into an alternative school. This is not in agreement with the investigator's perception that all students should be admitted through a lottery system.

2. What perceptions do individuals have of students who attend alternative schools in terms of motivation, learning problems, coping with the system, etc.

Conclusion: The data strongly indicates that individuals who have contact with the alternative school either through relationships with staff or students generally perceive that

the students from the alternative schools are motivated to seeking a valid educational experience. The less contact that the individual may have the less positive the perception becomes. The students in an alternative school perceive that they are better able to cope with the school system because the school offers much support in terms of advising and smallness of size. The general perception by individuals outside the school is that students from the alternative school may have more problems than "normal" students from the traditional school and that is why they seek out an alternative. This perception decreases as there is more involvement with students from an alternative school.

3. Should all students who attend alternative schools be given the same degree of "freedom"?

Conclusion: From the data, the investigator concludes that the answer to this perception relies on a previous perception, namely, what is one's perception of alternative school students in general? If this perception is low or negative, then "freedom" becomes difficult because their perception may indicate that these students need a great deal of "structure". If their perception of alternative school students is generally

positive, then the perception of "freedom" becomes easier. In the investigator's study, 69% of the students were positive and 56% of the non-students were positive. The investigator feels that this indicates strongly that most individuals were comfortable with equal "freedom".

4. Should the diploma that students receive at the alternative school be the same as for other students?

Conclusion: Teachers who never had students from the alternative school take their courses and students from other schools were not very positive in this perception. This is very surprising to the investigator and may open the whole question of whether all students graduating from high school should be receiving the same diploma. If these groups are unwilling to give the same diploma to alternative school students, how do they justify various programs within their own schools that lead to the same diploma? The investigator concludes that this area must be further studied.

5. Should students ever be sent to the alternative school by referral from other agencies?

Conclusion: The data supports strongly that students should never be sent to the alternative school by referral. Choice of belonging or being involved must remain an integral part of the alternative school.

CONCLUSIONS UNDER GENERAL PERCEPTION #4

There were six (6) perceptions that were analyzed under the general perception that regardless of how much information one has about alternative schools, certain "ingredients" are perceived as essential to the success of alternative schools.

1. What are the necessary ingredients that individuals perceive as essential to the success of an alternative school in terms of curriculum, staffing, budgeting and autonomy?

Conclusion: The data indicates that there are certain ingredients that are perceived as essential to success.

The following items support this perception.

- A. Teachers in an alternative school should be certified by the school system.
- B. An alternative school should be provided the same per pupil funding as every school or program in the system.
- C. There should be a "head" person responsible for the operation of an alternative school.
- D. Academic abilities of original students is important as a perception for some groups, namely, teachers and administrators. It is not important for students and the community.
- E. The choice of the director was very important to all groups except students.
- F. Contacts with students and staff from the alternative school.

2. What degree of familiarity do individuals have with the Worcester Alternative School after it has operated for five years in Worcester, Massachusetts?

Conclusion: All respondents except students from other schools responded correctly to this question.

The investigator concludes that the alternative school was well known in the Worcester community.

CONCLUSIONS FROM SECOND QUESTIONNAIRE

The second questionnaire was sent to eleven (11) central administration personnel and dealt with the "role" of the Director of the Worcester Alternative School. The following perceptions were analyzed.

1. What is the "role" of the director of an alternative school in terms of administrative structure, autonomy, relations with other principals and teachers?

Conclusion: The investigator concludes from the data that the director should be a person who has the same responsibility as a principal of a secondary school. The director should be made to explain "innovations" that are taking place at the school. He should be held responsible for all aspects of the school. He should be an individual thoroughly knowledgeable about the "structure" of the school system. He is viewed as an individual who can make changes in the system.

2. How much of an influence will this individual have in the rest of the school system?

Conclusion: The data indicates that the rest of the school system will look to this individual as a leader of innovation and change.

3. Should the director come from the school system after a successful teaching experience?

Conclusion: 50% of the respondents answered negatively in this area. The investigator concludes that this is not a strong perception to be concerned with in the selection of a director.

The investigator felt prior to this investigation that there was "confusion" about the title "Director" and that this confusion let the Director have a greater say in making decisions. The data indicates that 50% responded negatively and 50% responded positively. Therefore, the data is not conclusive. However, the investigator feels that there was still considerable doubt in the respondent's mind and that the confusion in fact did exist. The data indicates that 75% of the respondents did not feel that this confusion resulted in more power for the director but 25% of the respondents did feel that the confusion resulted in more power for the director. What is not known is who are the 25% and what positions do they hold and were they in direct contact with the director. The investigator feels that his original perception of confusion is substantiated by the data not being in favor of lack of confusion. This factor is important to the investigator because the obvious conclusion that can be drawn from this is that the choice of the director by any school system must play an important role in the setting up of an alternative school. This individual has

more to do with the success or failure of the enterprise than any of the other factors. Because of its delicate role as a change agent within the school system, the operation, procedures, innovations and public relation aspects of the school must all be explained and supported by this individual. Credibility of this individual is so important in the aspect of change that this issue along with the confusion that could exist determines much power. By power, this investigator means the ability to influence many sectors of the school system and is exposed to many more sectors of the school system than would normally be accorded a principal of a school.

Personal Reactions. In any educational experiment that is designed by a school system to produce "change" effects within the system, there are certain predispositions that are made to justify the need for the experiment. The investigator, who also served as the Director of the Worcester Alternative School, feels that the major problems that occurred with the experiment called the Worcester Alternative School are directly attributed to the different perceptions that individuals had of those predispositions. Since the Worcester Alternative School was a joint cooperative effort between the National Alternative School Program (NASP), Graduate School of Education, University of Massachusetts, Amherst, Massachusetts and the Worcester Public School system, Worcester, Massachusetts, the predispositions that were assumed to be present should have been clearly defined prior to the Alternative School's creation. The investigator will present what those predispositions were and show why the conflicts occurred.

The following items seemed to the investigator to be assumptions that were made by both parties in establishing the Worcester Alternative School:

1. The felt need for change at the secondary level in the Worcester Public School system was obvious to all administrators and teachers in the system.
2. The initial discussions about the Worcester Alternative

School included a widespread involvement of teachers, parents, students and administrators within the school system.

3. The role that the University of Massachusetts was to have in the development of the Alternative School was clear to the University and to the Worcester Public School system.
4. The role of the Director of the Worcester Alternative School was clearly defined by all participants.
5. The question of autonomy of operation for the Worcester Alternative School was clearly defined and understood by all participants.
6. The reasons that NASP and the Worcester Public Schools wanted to enter into the cooperative effort as partners were clearly established prior to the Alternative School's inception.

The investigator's personal observations of what the planners perceived before the planning of the school and the perceptions which the plan assumed everyone to have differed. The investigator's observations from what happened during the opening of the school and during its period of functioning views the perceptions of those who were in on the planning to be as follows:

1. The need for change at the secondary level in the Worcester Public School system was not felt as necessary beyond the Superintendent of Schools and there is reasonable doubt in the investigator's mind as to the degree of change that was felt by this individual.
2. The initial discussions about "what" the Alternative School was to be about and what its purpose was were not made with a large cross-section of the school system. Noticeably absent from these discussions were teachers and administrators from the school system.
3. The role that NASP was to play in the developing stages of the Worcester Alternative School was not made clear by either group. Consequently, there was a power struggle for control between NASP and the Worcester Public School system. NASP's role should have been considered as advisory rather than actual involvement in decision making that it eventually assumed.
4. The role of the Director of the Worcester Alternative School was as confusing to NASP as it was to the Worcester Public School system. Both parties had different perceptions of that role relating their different positions. The school system did not view the Director as a principal with the same decision-making capabilities as the other principals in the system and

yet NASP assumed that this individual had those capabilities. The conflict placed the Director in the position of being incapable to make decisions on one hand (NASP) and wishing to make decisions that were not allowable by his title (Worcester Public Schools).

5. The question of autonomy relative to the Alternative School's ability to make decisions about curriculum, budgeting, and staffing were greatly overrated by NASP. What they did not perceive was that the Worcester Alternative School was only one school operation in a large school system and its operations could not be isolated from the rest of the school system unless that was previously agreed. This agreement was not made by the Worcester Public School system.
6. Unfortunately, the reasons for both NASP and the Worcester Public Schools entering into a cooperative effort were not clearly understood by both parties. NASP reasons were more on a national scope to produce an educational model representing its interest and the Worcester School system's interest was more local. This conflict produced much tension because what was perceived as a national goal was not found to be necessarily applicable to local needs. An example of this conflict is in the area of using non-certified personnel

as teachers. It was the conviction of NASP that these individuals should be used but in the Worcester Public School system it was felt that it was not necessary to use them.

The Worcester Public School system felt that the Alternative School should allow individuals who were already teachers be exposed to the innovations and experiments that were being incorporated by the Alternative School.

The investigator does not wish to make the impression that the experiment called the Worcester Alternative School did not have its effect within the school system. It became obvious to the investigator that an additional role of the Director of the Worcester Alternative School was to clarify all of the previously stated problems and to make a success of the Alternative School for the sake of the educational lives of the students who were attending. Under the premise that any decision that was made had to be made in light of what was best for the students, the Alternative School was able to solve or compromise its difficulties. Any school system and university that is contemplating a similiar experiment should establish clearly defined goals, roles, and objectives before it enters into the actual operation of the experiment.

Future Directions. This investigation has contributed to a better understanding of the perceptions that individuals might have of an alternative school after it has operated for five years in a large urban city. In assessing those perceptions, however, other perceptions have emerged that could provide the impetus for further study;

1. The present research indicates the need for alternative schools; should school systems maintain alternative programs within the environment of an existing school facility rather than as separate entities within the school system?
2. Since the present study supports the concept that alternative schools can serve all types of students, further study should be conducted on whether or not alternative schools do a good educational job with all types of students.
3. The present study indicates that the data supports the perception that alternative school education is "comparable" to that of traditional schools. Further study should be conducted to provide follow-up studies of those students who have graduated from alternative schools.
4. The data from the present research supports the perception that alternative schools do have "change" effects on school systems. Further research should be conducted to assess what "change" effects are made and what is the process of this change.

ALTERNATIVE SCHOOLS

The usefulness of alternative schools as a change strategy is that they allow education to give a better mandate and better accountability to a number of people. This number would be small initially and would be limited solely to volunteers, but it would establish precedents and a base for the future.

Alternative schools permit rapid and/or major change within a system, even if the vast bulk of that system remains unchanged. It establishes a small area which threatens few people but which is free to explore new ideas. Thus, for the first time school districts would have places which could test, refine and evaluate innovative ideas without creating strong and immediate opposition. This has certainly happened in Worcester, Massachusetts. The initial concepts were tried, refined and are for the most part being incorporated in the school system.

Alternative schools can help change other schools as well. Each time an alternative school is created within a system it offers a choice and thus it creates competition. Students, parents and teachers are not choosing between the new and the traditional, but between two alternatives. As soon as you have an alternative, the traditional immediately becomes an alternative itself. If there is competition, there will be incentives in traditional schools as well as in alternative

schools to try new ideas. This may make possible the kind of critical dialogue which will advance education far more rapidly than it has in the past.

A major emphasis of this work was to show that an alternative school does have an impact on the community in which it operated. The community is represented by students, staff and persons living in an area. The data indicated that this impact has been felt and to a large degree has been responded to.

It is the isolation of private schools which has kept them from competing with public schools. Those who expect private education, including free schools, to change the face of public education are neither practical nor realistic. If the money and resources of the society continue to be poured into the public schools there is little reason for those schools to change, no matter how successful the private schools are. Public schools are where most of the money and people are and will be. Therefore, they should be our targets for change.

APPENDIX A

TABLE II (Cont)

2. SEX

	MS	FS	HS	NS	AW	NO	TS	TN
MALE	100	0	83	47	84	83	43	79
FEMALE	0	100	16	52	15	16	56	20
NO RESPONSE	0	0	0	0	0	0	0	0

3. AGE (STUDENTS ONLY)

	MS	FS	HS	NS	AW	NO	TS	TN
UNDER 15	0	0	0	0	1	0	0	0
AGE 15	17	31	0	0	0	0	25	0
AGE 16	23	29	2	0	0	2	26	1
AGE 17	40	24	0	5	0	0	31	0
18 OR OVER	18	13	2	0	0	0	15	0
NO RESPONSE	1	0	95	94	98	97	1	96

4. GRADE (STUDENTS ONLY)

	MS	FS	HS	NS	AW	NO	TS	TN
GRADE 9	0	0	0	0	0	0	0	0
GRADE 10	29	47	0	0	0	2	39	0
GRADE 11	20	24	0	0	0	0	22	0
GRADE 12	41	21	2	5	0	0	30	1
POST GRADUATE	0	0	0	0	0	0	0	0
NO RESPONSE	8	6	97	94	100	97	7	98

5. PLANS AFTER GRADUATION (STUDENTS ONLY)

	MS	FS	HS	NS	AW	NO	TS	TN
DO NOT PLAN TO GRADUATE	0	0	0	0	0	0	0	0
FIND A FULL TIME JOB	3	11	0	0	0	2	7	0
ENTER THE ARMED SERVICE	4	0	0	0	0	0	2	0
TECHNICAL TRAINING	13	6	0	0	0	0	9	0
BUSINESS SCHOOL	7	4	0	0	0	0	5	0
BACHELOR 'S DEGREE	42	33	2	0	0	0	37	0
OTHER	28	38	0	5	0	0	33	0
NO RESPONSE	0	4	97	94	100	97	2	98

TABLE II (Cont)

6. -1 FATHER

	MS	FS	HS	NS	AW	NO	TS	TN
EIGHTH GRADE OR LESS	10	14	16	0	14	8	13	11
PART HIGH SCHOOL	13	23	4	11	7	8	19	7
HIGH SCHOOL GRADUATE	32	23	23	5	14	13	27	15
PART COLLEGE	6	3	2	17	3	13	4	7
COLLEGE GRADUATE	9	15	0	5	5	29	13	9
PART GRADUATE DEGREE	0	0	0	0	1	0	0	0
GRADUATE DEGREE	18	10	4	0	3	10	13	5
NO RESPONSE	8	7	48	58	50	16	7	42

6. -2 MOTHER

	MS	FS	HS	NS	AW	NO	TS	TN
EIGHTH GRADE OR LESS	9	5	11	5	5	5	7	7
PART HIGH SCHOOL	8	22	2	5	10	5	16	6
HIGH SCHOOL GRADUATE	45	33	13	29	10	35	38	19
PART COLLEGE	9	11	11	0	8	8	10	8
COLLEGE GRADUATE	9	12	4	0	7	16	11	7
PART GRADUATE DEGREE	0	0	2	0	0	0	0	0
GRADUATE DEGREE	8	8	2	0	1	5	8	2
NO RESPONSE	8	6	51	58	56	24	7	47

TABLE II (Cont)

7. IN WHAT AGE GROUP DO YOU BELONG (ALL EXCEPT STUDENTS)

	MS	FS	HS	NS	AW	NO	TS	TN
UNDER 30	4	7	4	23	0	8	6	5
31-39	0	0	25	23	12	13	0	17
40-49	0	0	32	17	43	43	0	37
50-59	0	0	23	23	35	24	0	27
Over 60	0	0	13	5	7	5	0	8
NO RESPONSE	95	91	0	5	1	5	93	2

8. HIGHEST DEGREE YOU HOLD (ALL EXCEPT STUDENTS)

	MS	FS	HS	NS	AW	NO	TS	TN
HIGH SCHOOL GRADUATE	1	2	0	5	0	2	2	1
LESS THAN 4 YEARS COLLEGE	0	0	0	0	0	18	0	4
BACHELOR'S DEGREE	1	0	4	0	3	43	1	12
MASTER'S DEGREE	0	0	95	82	75	27	0	70
DOCTORAL DEGREE	0	0	0	0	15	5	0	7
NO RESPONSE	97	95	0	11	5	2	96	3

PERCEPTIONS ABOUT ALTERNATIVE SCHOOLS IN GENERAL

1. THE PURPOSE OF PUBLIC ALTERNATIVE SCHOOLS SHOULD BE TO SERVE AS AN "EDUCATIONAL MODEL" OF INNOVATION AND EXPERIMENTATION IN THE COMMUNITY.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	7	0	4	0	0	0	3	1
DISAGREE	15	11	9	41	10	21	13	16
AGREE	48	53	65	41	52	45	51	53
STRONGLY AGREE	2	2	13	0	35	21	2	22
NO OPINION	19	28	4	5	0	8	24	3
NO RESPONSE	6	4	2	11	1	2	5	3

2. ALTERNATIVE SCHOOLS SHOULD BE ONLY FOR THE HIGHLY MOTIVATED STUDENT.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	13	16	34	29	52	24	15	38
DISAGREE	51	62	41	58	36	48	57	43
AGREE	17	10	4	5	8	10	13	7
STRONGLY AGREE	9	3	16	5	1	8	6	7
NO OPINION	6	5	2	0	0	8	5	2
NO RESPONSE	2	0	0	0	0	0	1	0

TABLE II (Cont)

3. ALTERNATIVE SCHOOLS SHOULD BE ONLY FOR THOSE STUDENTS WHO HAVE "TROUBLE" WITH TRADITIONAL SCHOOLS.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	30	26	44	23	50	37	28	42
DISAGREE	35	51	39	64	43	45	44	45
AGREE	20	13	9	5	5	5	16	6
STRONGLY AGREE	9	1	2	5	0	2	5	1
NO OPINION	1	6	4	0	0	8	4	3
NO RESPONSE	2	0	0	0	0	0	1	0

4. STUDENTS AT AN ALTERNATIVE SCHOOL SHOULD BE ALLOWED TO TAKE COURSES IN OTHER PUBLIC HIGH SCHOOLS AS PART OF THEIR CURRICULUM.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	14	9	4	0	0	0	11	1
DISAGREE	17	7	2	17	0	0	11	2
AGREE	43	55	48	64	31	48	50	44
STRONGLY AGREE	18	22	44	17	68	37	20	48
NO OPINION	4	5	0	0	0	10	5	2
NO RESPONSE	1	0	0	0	0	2	0	0

5. STUDENTS IN AN ALTERNATIVE SCHOOL SHOULD BE PERMITTED TO RECEIVE "ACADEMIC CREDIT" FOR NON-CLASSROOM LEARNING EXPERIENCES.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	13	11	6	5	0	0	12	2
DISAGREE	20	23	11	17	1	0	22	5
AGREE	45	49	60	64	47	43	47	51
STRONGLY AGREE	10	12	16	0	45	43	11	31
NO OPINION	8	2	4	11	3	10	5	6
NO RESPONSE	1	0	0	0	1	2	1	1

6. THE EDUCATION THAT STUDENTS RECEIVE AT AN ALTERNATIVE SCHOOL IS "COMPARABLE" TO THAT WHICH STUDENTS IN OTHER SCHOOLS RECEIVE.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	15	9	6	11	1	5	12	5
DISAGREE	36	37	27	41	10	18	37	20
AGREE	20	28	48	29	59	29	24	46
STRONGLY AGREE	1	2	2	0	12	10	2	7
NO OPINION	23	21	11	17	15	27	22	17
NO RESPONSE	2	0	2	0	0	8	1	2

TABLE II (Cont)

7. STUDENTS AT AN ALTERNATIVE SCHOOL SHOULD RECEIVE THE SAME "DIPLOMA" AS STUDENTS IN OTHER SCHOOLS RECEIVE UPON GRADUATION.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	14	14	6	17	0	0	14	3
DISAGREE	32	27	18	35	10	8	29	14
AGREE	39	40	60	41	54	45	39	52
STRONGLY AGREE	6	10	11	0	28	29	8	20
NO OPINION	6	8	2	0	5	16	7	6
NO RESPONSE	1	0	0	5	1	0	0	1

8. COMMUNITY RESOURCES AND KNOWLEDGEABLE INDIVIDUALS SHOULD BE UTILIZED IN THE ALTERNATIVE SCHOOL TO TEACH COURSES. I. E. ART, MUSIC, LAW, ETC.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	6	5	0	0	0	0	5	0
DISAGREE	13	15	6	23	3	2	14	6
AGREE	57	47	48	41	33	40	51	40
STRONGLY AGREE	15	14	44	29	63	54	14	51
NO OPINION	6	15	0	5	0	2	11	1
NO RESPONSE	1	0	0	0	0	0	1	0

TABLE II (Cont)

9. THE ALTERNATIVE SCHOOL SHOULD BE CONCEIVED AS AN "INTEGRAL" PART OF THE SCHOOL SYSTEM RATHER THAN AS A SEPARATE ENTITY. GIVING ITS OWN DIPLOMA, NOT USING RESOURCES OF SCHOOL SYSTEM, LITTLE OR NO COMMUNICATION WITH SCHOOL SYSTEM, ETC.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	9	14	13	5	10	13	12	11
DISAGREE	28	41	20	11	19	8	35	16
AGREE	35	21	32	58	26	27	27	31
STRONGLY AGREE	9	12	27	11	38	43	11	33
NO OPINION	14	10	4	11	1	8	12	5
NO RESPONSE	2	0	0	0	3	0	1	1

10. THE INNOVATIONS IN CURRICULUM AND OPERATIONS OF AN ALTERNATIVE SCHOOL HAVE CONTRIBUTED TO IDEAS OR CONCEPTS THAT MAY HAVE HELPED OTHER STUDENTS AND TEACHERS IN TRADITIONAL SCHOOL.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	8	10	4	11	0	0	9	2
DISAGREE	14	21	11	35	1	5	18	9
AGREE	32	36	55	29	59	43	34	51
STRONGLY AGREE	6	6	9	5	29	24	6	20
NO OPINION	35	23	16	17	8	27	28	16
NO RESPONSE	2	1	2	0	0	0	2	0

11. THE GROWTH OF ALTERNATIVE SCHOOLS IN THIS COUNTRY OVER THE LAST FIVE YEARS IS BASED ON DISSATISFACTION WITH THE TRADITIONAL APPROACH TO EDUCATING CHILDREN.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	7	7	4	11	0	2	7	3
DISAGREE	26	27	11	29	21	13	26	17
AGREE	34	37	67	52	64	48	35	60
STRONGLY AGREE	14	8	6	0	8	18	11	9
NO OPINION	14	19	9	5	5	16	17	9
NO RESPONSE	2	0	0	0	0	0	1	0

TABLE II (Cont)

12. ALTERNATIVE SCHOOLS ARE ABLE TO CONCENTRATE MORE ON THE STUDENTS' GOALS AND PERSONAL PROBLEMS THAN TRADITIONAL SCHOOLS.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	6	10	4	5	1	0	8	2
DISAGREE	10	13	18	41	8	8	12	14
AGREE	51	49	60	29	63	45	50	54
STRONGLY AGREE	13	14	9	11	14	24	14	14
NO OPINION	14	11	4	11	10	18	12	11
NO RESPONSE	3	0	2	0	1	2	2	1

13. ALTERNATIVE SCHOOLS SHOULD BE CONCERNED WITH ATTEMPTING TO MAKE SOME "CHANGES" IN THE SCHOOL SYSTEM RATHER THAN SIMPLY BEING CONCERNED WITH THE STUDENTS WHO ATTEND AN ALTERNATIVE SCHOOL.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	2	8	6	5	3	2	5	4
DISAGREE	20	28	18	35	22	24	25	23
AGREE	51	41	53	52	50	51	45	51
STRONGLY AGREE	4	10	9	0	15	8	7	10
NO OPINION	15	10	6	5	5	10	12	7
NO RESPONSE	4	0	4	0	1	2	2	2

14. ALTERNATIVE SCHOOLS CAN SERVE ALL TYPES OF STUDENTS, I. E. COLLEGE BOUND, TERMINAL STUDENTS, SLOW LEARNERS, ETC.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	4	10	11	11	0	2	7	5
DISAGREE	25	17	11	11	1	18	21	9
AGREE	41	47	51	70	57	56	44	57
STRONGLY AGREE	15	15	20	0	36	13	15	22
NO OPINION	7	8	4	5	1	8	7	4
NO RESPONSE	4	0	0	0	1	0	2	0

15. IN GENERAL, STUDENTS ATTENDING AN ALTERNATIVE SCHOOL ARE LOOKING FOR AN "EASY" WAY OUT OF SCHOOL RESPONSIBILITIES.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	3	6	16	0	26	24	5	20
DISAGREE	25	25	46	35	57	45	25	49
AGREE	23	28	11	47	1	8	25	11
STRONGLY AGREE	28	19	9	11	0	5	23	5
NO OPINION	17	20	9	5	10	13	19	10
NO RESPONSE	2	0	6	0	3	2	1	3

TABLE II (Cont.)

16. A CAREFUL SCREENING AND SELECTION PROCESS SHOULD PRECEDE THE ADMITTANCE OF ANY STUDENT INTO AN ALTERNATIVE SCHOOL.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	2	8	6	0	0	2	5	2
DISAGREE	15	13	13	11	15	8	14	12
AGREE	41	51	34	47	43	37	47	40
STRONGLY AGREE	25	17	37	35	36	37	21	37
NO OPINION	10	9	6	5	1	10	10	5
NO RESPONSE	3	0	0	0	1	2	1	1

17. EACH STUDENT IN AN ALTERNATIVE SCHOOL SHOULD BE AFFORDED AN EQUAL AMOUNT OF CHOICES, FREEDOMS, AND OPPORTUNITIES.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	4	6	9	5	3	2	5	5
DISAGREE	15	14	13	58	35	24	15	29
AGREE	59	51	53	29	38	35	55	40
STRONGLY AGREE	13	14	18	5	17	16	14	16
NO OPINION	2	8	4	0	5	16	5	7
NO RESPONSE	3	3	0	0	0	5	3	1

18. STUDENTS SHOULD NEVER BE "SENT" TO THE ALTERNATIVE SCHOOL BY THE SCHOOL SYSTEM OR REFERRAL AGENCIES.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	6	3	4	0	1	2	4	2
DISAGREE	15	20	20	47	31	24	18	28
AGREE	37	43	46	35	38	37	41	40
STRONGLY AGREE	28	18	23	17	22	24	22	22
NO OPINION	8	9	4	0	5	8	8	5
NO RESPONSE	3	3	0	0	0	2	3	0

19. TEACHERS IN ALTERNATIVE SCHOOLS SHOULD BE "CERTIFIED" BY THE SCHOOL SYSTEM.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	1	1	2	0	0	0	1	0
DISAGREE	8	2	4	11	15	27	5	14
AGREE	46	43	37	64	56	40	44	48
STRONGLY AGREE	32	36	46	17	24	13	34	27
NO OPINION	7	12	9	5	3	13	10	7
NO RESPONSE	3	2	0	0	0	5	3	1

TABLE II (Cont)

20. AN ALTERNATIVE SCHOOL SHOULD HAVE COMPLETE CONTROL AND AUTONOMY OVER ITS BUDGET.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	21	18	18	11	7	21	20	14
DISAGREE	26	16	30	52	47	48	21	43
AGREE	24	37	25	17	29	13	31	23
STRONGLY AGREE	4	5	6	0	14	5	5	8
NO OPINION	18	18	18	11	1	8	18	9
NO RESPONSE	3	2	0	5	0	2	3	1

21. AN ALTERNATIVE SCHOOL PROVIDES STUDENTS WITH MORE CHOICE AND FREEDOM IN THE CURRICULUM AND OVER THEIR OWN TIME THAN DOES "TRADITIONAL" SCHOOLS.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	0	2	4	5	0	2	1	2
DISAGREE	9	9	2	11	3	0	9	3
AGREE	54	50	72	41	70	48	52	62
STRONGLY AGREE	14	16	16	29	22	16	15	20
NO OPINION	17	16	2	11	3	29	16	10
NO RESPONSE	3	3	2	0	0	2	3	1

22. THE CURRICULUM IN AN ALTERNATIVE SCHOOL SHOULD BE THE SAME AS IT IS IN "TRADITIONAL" SCHOOLS.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	8	9	27	11	36	27	8	29
DISAGREE	41	44	65	47	63	56	43	60
AGREE	29	25	2	29	0	0	26	3
STRONGLY AGREE	4	9	0	0	0	2	7	0
NO OPINION	10	9	4	11	0	13	10	5
NO RESPONSE	4	1	0	0	0	0	3	0

23. AN ALTERNATIVE SCHOOL CREATES AN ENVIRONMENT WHICH FOSTERS CLOSER STUDENT-TEACHER RELATIONSHIPS THAN ARE GENERALLY FOUND IN TRADITIONAL SCHOOLS.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	6	13	2	0	1	5	10	2
DISAGREE	19	14	11	29	7	0	16	9
AGREE	39	39	58	52	63	48	39	57
STRONGLY AGREE	10	15	16	0	21	27	13	18
NO OPINION	19	15	9	17	7	16	17	11
NO RESPONSE	4	0	2	0	0	2	2	1

TABLE II (Cont)

24. AN ALTERNATIVE SCHOOL SHOULD BE PROVIDED THE SAME PER PUPIL FUNDING AS EVERY SCHOOL OR PROGRAM IN THE SYSTEM.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	3	5	2	0	3	0	4	1
DISAGREE	26	16	16	23	19	13	21	17
AGREE	36	49	65	70	54	45	43	57
STRONGLY AGREE	12	10	11	0	19	13	11	13
NO OPINION	17	17	4	0	3	27	17	9
NO RESPONSE	3	0	0	5	0	0	1	0

25. ALTERNATIVE SCHOOLS SHOULD BE UTILIZED FOR STUDENTS WHO ARE "DROPPING OUT" OF SCHOOL.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	19	24	23	5	10	16	22	14
DISAGREE	31	29	34	23	24	27	30	27
AGREE	26	28	30	64	45	40	27	42
STRONGLY AGREE	6	3	6	0	1	0	4	2
NO OPINION	12	13	4	5	10	10	12	8
NO RESPONSE	3	0	0	0	7	5	2	3

26. STUDENTS AT AN ALTERNATIVE SCHOOL SHOULD HAVE THE SAME SCHOOL HOURS AS DO STUDENTS IN "TRADITIONAL" SCHOOLS.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	2	0	11	5	15	5	1	11
DISAGREE	15	19	44	41	54	62	17	51
AGREE	50	44	20	41	15	8	47	18
STRONGLY AGREE	15	20	6	5	1	2	18	3
NO OPINION	10	14	16	5	10	21	12	14
NO RESPONSE	4	0	0	0	1	0	2	0

27. THERE SHOULD BE A "HEAD PERSON" RESPONSIBLE FOR THE OPERATION OF AN ALTERNATIVE SCHOOL.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	1	0	0	5	0	2	0	1
DISAGREE	1	2	0	0	0	0	2	0
AGREE	60	55	48	52	45	35	57	44
STRONGLY AGREE	26	31	48	41	54	54	29	51
NO OPINION	1	9	0	0	0	5	5	1
NO RESPONSE	8	0	2	0	0	2	4	1

TABLE II (Cont)

PERCEPTIONS OF "W. A. S." SPECIFICALLY

28. THE WORCESTER ALTERNATIVE HIGH SCHOOL IS WELL KNOWN IN THIS COMMUNITY. I. E. STUDENTS, TEACHERS, PARENTS, COMMUNITY ARE AWARE OF ITS EXISTENCE.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	6	10	2	0	1	5	8	2
DISAGREE	34	30	23	17	14	43	32	24
AGREE	34	40	58	64	57	32	37	52
STRONGLY AGREE	8	3	9	11	26	2	5	14
NO OPINION	9	13	4	0	0	16	11	5
NO RESPONSE	7	1	2	5	0	0	4	1

29. THE WORCESTER ALTERNATIVE SCHOOL HAS BEEN IN EXISTENCE FOR:

	MS	FS	HS	NS	AW	NO	TS	TN
1-2 YEARS	2	0	2	0	0	0	1	0
3-5 YEARS	37	39	83	64	82	54	38	74
6-8 YEARS	4	2	4	23	15	5	3	11
9-10 YEARS	0	0	0	0	0	0	0	0
DON'T KNOW	47	55	6	0	1	40	51	12
NO RESPONSE	7	1	2	11	0	0	4	1

30-1. ACADEMIC ABILITIES OF ORIGINAL STUDENTS

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	4	1	4	0	1	5	3	3
DISAGREE	12	14	18	17	26	18	13	21
AGREE	34	26	51	47	35	10	29	35
STRONGLY AGREE	2	7	2	0	5	0	5	2
NO OPINION	36	47	18	29	31	62	42	35
NO RESPONSE	9	1	4	5	0	2	5	2

30-2. CHOICE OF THE DIRECTOR OF THE WORCESTER ALTERNATIVE SCHOOL.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	4	5	0	5	0	0	5	0
DISAGREE	14	9	6	0	7	13	11	7
AGREE	23	24	44	47	43	35	23	42
STRONGLY AGREE	4	6	34	11	33	10	5	25
NO OPINION	41	53	9	23	15	37	48	20
NO RESPONSE	10	0	4	11	0	2	5	3

TABLE II (Cont)

PERCEPTIONS OF "W. A. S." SPECIFICALLY

30-3 BACKGROUND AND EXPERIENCE OF TEACHERS AT THE WORCESTER ALTERNATIVE SCHOOL.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	4	3	2	11	0	5	4	3
DISAGREE	12	9	16	11	14	8	10	12
AGREE	32	29	37	17	43	24	31	34
STRONGLY AGREE	2	6	4	0	10	2	4	5
NO OPINION	37	46	37	41	29	54	42	38
NO RESPONSE	9	3	2	17	1	5	6	4

30-4 NEWSPAPER AND "MEDIA" INFORMATION.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	3	7	2	5	0	0	5	1
DISAGREE	25	14	32	23	21	8	19	21
AGREE	34	33	46	29	59	32	33	46
STRONGLY AGREE	3	4	4	5	12	2	4	7
NO OPINION	23	36	11	17	5	51	30	19
NO RESPONSE	9	2	2	17	1	5	5	4

30-5 CONTACTS WITH STAFF AND STUDENTS FROM THE WORCESTER ALTERNATIVE SCHOOL.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	3	3	2	5	0	2	3	1
DISAGREE	14	4	0	17	14	8	8	9
AGREE	37	47	60	47	43	29	43	45
STRONGLY AGREE	7	9	25	5	29	10	8	21
NO OPINION	26	31	6	11	12	43	29	18
NO RESPONSE	9	2	4	11	0	5	5	3

30-6 DEGREE OF SUPPORT OF THE ALTERNATIVE SCHOOL BY SCHOOL COMMITTEE AND SUPERINTENDENT.

	MS	FS	HS	NS	AW	NO	TS	TN
STRONGLY DISAGREE	3	1	0	5	3	0	2	1
DISAGREE	19	14	18	23	8	16	16	14
AGREE	23	20	48	23	66	16	21	44
STRONGLY AGREE	7	3	0	0	17	5	5	7
NO OPINION	36	54	27	29	3	56	46	25
NO RESPONSE	9	4	4	17	0	5	6	4

APPENDIX B

THE DATA

The investigator includes the data that pertains specifically to hypothesis V. The numbers under each category are percentages; i. e. the percentage of each group that responded to the various responses. This questionnaire was sent to eleven (11) central administration personnel in the Worcester Public Schools system as identified in Chapter I.

TABLE III - Questionnaire responses from C.A.B. personnel - N=8

1. THE WORCESTER ALTERNATIVE HIGH SCHOOL SHOULD HAVE A "HEAD" PERSON RESPONSIBLE FOR IT.

STRONGLY DISAGREE	0.0
DISAGREE	0.0
AGREE	12.5
STRONGLY AGREE	87.5
NO OPINION	0.0
NO RESPONSE	0.0

2. THE "DIRECTOR" OF THE WORCESTER ALTERNATIVE HIGH SCHOOL SHOULD BE A PERSON WHO HAS THE SAME RESPONSIBILITY AS A PRINCIPAL.

STRONGLY DISAGREE	0.0
DISAGREE	12.5
AGREE	37.5
STRONGLY AGREE	50.0
NO OPINION	0.0
NO RESPONSE	0.0

3. THE "DIRECTOR" SHOULD MEET WITH THE DIRECTORS IN THE PUBLIC SCHOOL SYSTEM.

STRONGLY DISAGREE	12.5
DISAGREE	37.5
AGREE	37.5
STRONGLY AGREE	12.5
NO OPINION	0.0
NO RESPONSE	0.0

4. THE "DIRECTOR" SHOULD MEET WITH THE PRINCIPALS OF SECONDARY SCHOOLS AND BE RESPONSIBLE TO THE SUPERVISOR OF SECONDARY EDUCATION.

STRONGLY DISAGREE	0.0
DISAGREE	0.0
AGREE	25.0
STRONGLY AGREE	75.0
NO OPINION	0.0
NO RESPONSE	0.0

5. THE "DIRECTOR" OF THE ALTERNATIVE SCHOOL SHOULD BE MADE TO EXPLAIN "INNOVATIONS" THAT ARE TAKING PLACE AT THE SCHOOL.

STRONGLY DISAGREE	0.0
DISAGREE	25.0
AGREE	37.5
STRONGLY AGREE	37.5
NO OPINION	0.0
NO RESPONSE	0.0

6. THE DIRECTOR OF THE ALTERNATIVE SCHOOL SHOULD BE SOMEONE THAT HAS HAD MANY YEARS EXPERIENCE IN THE SCHOOL SYSTEM.

STRONGLY DISAGREE	0.0
DISAGREE	50.0
AGREE	25.0
STRONGLY AGREE	12.5
NO OPINION	12.5
NO RESPONSE	0.0

7. THE DIRECTOR OF THE WORCESTER ALTERNATIVE HIGH SCHOOL SHOULD BE HELD RESPONSIBLE FOR ALL ASPECTS OF THE SCHOOL.

STRONGLY DISAGREE	0.0
DISAGREE	12.5
AGREE	25.0
STRONGLY AGREE	62.5
NO OPINION	0.0
NO RESPONSE	0.0

TABLE III (Cont)

8. ALL ASPECTS OF THE WORCESTER ALTERNATIVE HIGH SCHOOL SHOULD BE THOROUGHLY EXPLAINED TO OTHER ADMINISTRATORS IN THE SCHOOL SYSTEM BY THE DIRECTOR.

STRONGLY DISAGREE	0.0
DISAGREE	25.0
AGREE	12.5
STRONGLY AGREE	62.5
NO OPINION	0.0
NO RESPONSE	0.0

9. CREDIT FOR SCHOOL EXPERIENCES BY THE STUDENTS AT THE WORCESTER ALTERNATIVE HIGH SCHOOL SHOULD BE UNDER THE CONTROL OF THE DIRECTOR.

STRONGLY DISAGREE	0.0
DISAGREE	0.0
AGREE	50.0
STRONGLY AGREE	50.0
NO OPINION	0.0
NO RESPONSE	0.0

10. IT IS THE RESPONSIBILITY OF CENTRAL ADMINISTRATION PERSONNEL TO DETERMINE THE "LIMITS" OF THE ROLE OF DIRECTOR OF THE ALTERNATIVE SCHOOL.

STRONGLY DISAGREE	0.0
DISAGREE	25.0
AGREE	50.0
STRONGLY AGREE	25.0
NO OPINION	0.0
NO RESPONSE	0.0

11. THE "ROLE" OF THE DIRECTOR OF THE ALTERNATIVE SCHOOL SHOULD BE THOROUGHLY CLARIFIED AS TO "DECISION-MAKING" RIGHTS RELATIVE TO THE SCHOOL BEFORE A PERSON IS ASSIGNED TO THE POSITION.

STRONGLY DISAGREE	0.0
DISAGREE	0.0
AGREE	37.5
STRONGLY AGREE	62.5
NO OPINION	0.0
NO RESPONSE	0.0

TABLE III(Cont)

12. THE DIRECTOR OF THE SCHOOL SHOULD BE AN INDIVIDUAL THOROUGHLY KNOWLEDGEABLE ABOUT THE "STRUCTURE" OF THE SCHOOL SYSTEM.

STRONGLY DISAGREE	0.0
DISAGREE	0.0
AGREE	75.0
STRONGLY AGREE	25.0
NO OPINION	0.0
NO RESPONSE	0.0

13. THERE WAS MUCH "CONFUSION" AS TO THE DIRECTOR OF THE WORCESTER ALTERNATIVE SCHOOL'S ROLE IN THE SYSTEM BY MOST INDIVIDUALS IN CENTRAL ADMINISTRATION.

STRONGLY DISAGREE	0.0
DISAGREE	50.0
AGREE	50.0
STRONGLY AGREE	0.0
NO OPINION	0.0
NO RESPONSE	0.0

14. "CONFUSION" WOULD ENABLE THE DIRECTOR TO HAVE MORE "POWER" TO MAKE DECISIONS RELATIVE TO THE SCHOOL AND ITS OPERATION.

STRONGLY DISAGREE	0.0
DISAGREE	75.0
AGREE	25.0
STRONGLY AGREE	0.0
NO OPINION	0.0
NO RESPONSE	0.0

15. THE DIRECTION AND PURPOSE OF THE WORCESTER ALTERNATIVE HIGH SCHOOL WAS CLEAR AND EVIDENT BY ALL CENTRAL ADMINISTRATION PERSONNEL FROM ITS BEGINNING.

STRONGLY DISAGREE	0.0
DISAGREE	62.5
AGREE	25.0
STRONGLY AGREE	0.0
NO OPINION	12.5
NO RESPONSE	0.0

TABLE III (Cont)

16. THE DIRECTOR OF THE ALTERNATIVE SCHOOL SHOULD HAVE COMPLETE AUTONOMY IN MAKING DECISIONS THAT DIRECTLY EFFECT THE SCHOOL.

STRONGLY DISAGREE	0.0
DISAGREE	50.0
AGREE	50.0
STRONGLY AGREE	0.0
NO OPINION	0.0
NO RESPONSE	0.0

17. A MAJOR ROLE OF THE DIRECTOR OF THE WORCESTER ALTERNATIVE SCHOOL IS TO SUPPLY CENTRAL ADMINISTRATION PERSONNEL WITH INFORMATION AS TO WHAT IS GOING ON AT THE SCHOOL.

STRONGLY DISAGREE	12.5
DISAGREE	62.5
AGREE	25.0
STRONGLY AGREE	0.0
NO OPINION	0.0
NO RESPONSE	0.0

18. THE DIRECTOR OF THE ALTERNATIVE SCHOOL SHOULD BE UNDER THE SAME SUPERVISION AS A PRINCIPAL OF A SECONDARY SCHOOL.

STRONGLY DISAGREE	0.0
DISAGREE	12.5
AGREE	62.5
STRONGLY AGREE	25.0
NO OPINION	0.0
NO RESPONSE	0.0

19. THE DIRECTOR OF THE ALTERNATIVE SCHOOL SHOULD BE VIEWED AS ONE WHO CAN MAKE CHANGES IN THE SYSTEM.

STRONGLY DISAGREE	0.0
DISAGREE	0.0
AGREE	50.0
STRONGLY AGREE	50.0
NO OPINION	0.0
NO RESPONSE	0.0

TABLE III(Cont)

20. THE DIRECTOR OF THE ALTERNATIVE SCHOOL SHOULD BE A SPOKESMAN FOR THE NECESSARY CHANGES WITHIN THE SYSTEM.

STRONGLY DISAGREE	0.0
DISAGREE	25.0
AGREE	50.0
STRONGLY AGREE	25.0
NO OPINION	0.0
NO RESPONSE	0.0

APPENDIX C

Dear

I am a doctoral candidate at the University of Massachusetts in Amherst, Massachusetts. I am doing my research in the area of public alternative schools and my dissertation deals specifically with "Perceptions of an Alternative School". My research will deal with perceptions that individuals have of alternative schools in general and the Worcester Alternative High School in particular.

I am asking your cooperation in this research by filling out the enclosed questionnaire and return it to me by _____.

I am most indebted for your participation and would make available my research to all who are interested. Thank you for your cooperation.

Sincerely,

William C. Allard

WILLIAM C ALLARD
91 Barry Road
Worcester MA 01609

PERCEPTIONS OF AN ALTERNATIVE HIGH SCHOOL

SURVEY

PLEASE CHECK:

1. Present Status:

- (1) Student in High School. (1) _____
- (2) Teacher who has had students from the Worcester Alternative High School take his/her courses. (2) _____
- (3) Teacher who has not had students from the Worcester Alternative High School take his/her courses. (3) _____
- (4) Administrator of the Worcester School Department. (4) _____
- (5) None of the above. (5) _____

2. Sex: Male _____ Female _____

3. (Students only) Age:

- (1) Under 15 _____
- (2) Age 15 _____
- (3) Age 16 _____
- (4) Age 17 _____
- (5) 18 or Over _____

4. (Students only) Grade:

- (1) Grade 9 _____
- (2) Grade 10 _____
- (3) Grade 11 _____
- (4) Grade 12 _____
- (5) Post Graduate _____

5. (Students only) Plans after graduation - Check one:

- (1) Do not plan to graduate (1) _____
- (2) Find full time job (2) _____
- (3) Enter the armed service (3) _____
- (4) Technical training (4) _____
- (5) Business school (5) _____
- (6) Bachelor's degree (6) _____
- (7) Other (7) _____

Perceptions of an Alternative School-Survey (cont)

6. Highest Educational Level of Parents:

6-1 Father (Check one)

- (1) Eighth Grade or Less (1) _____
- (2) Part High School (2) _____
- (3) High School Graduate (3) _____
- (4) Part College (4) _____
- (5) College Graduate (5) _____
- (6) Part Graduate Degree (6) _____
- (7) Graduate or Professional Degree (7) _____

6-2 Mother (Check one)

- (1) Eighth Grade or Less (1) _____
- (2) Part High School (2) _____
- (3) High School Graduate (3) _____
- (4) Part College (4) _____
- (5) College Graduate (5) _____
- (6) Part Graduate Degree (6) _____
- (7) Graduate or Professional Degree (7) _____

7. (All Except Students) In What Age Group Do You Belong?

- (1) I am under 30 years of age (1) _____
- (2) I am 31-39 years of age (2) _____
- (3) I am 40-49 years of age (3) _____
- (4) I am 50-59 years of age (4) _____
- (5) I am over 60 years of age (5) _____

8. (All Except Students) Highest Degree you Hold

- (1) High School Graduate (1) _____
- (2) Less than four years of College (2) _____
- (3) Bachelor's Degree (3) _____
- (4) Master's Degree (4) _____
- (5) Doctoral Degree (5) _____

PERCEPTIONS ABOUT ALTERNATIVE SCHOOLS IN GENERAL

The following statements should be answered by checking the column which most accurately represents your feeling concerning alternative schools. THERE ARE NO RIGHT OR WRONG ANSWERS. WE ARE INTERESTED IN HOW YOU FEEL ABOUT EACH OF THE FOLLOWING STATEMENTS.

1. The purpose of Public Alternative Schools should be to serve as an "educational model" of innovation and experimentation in the community.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

Perceptions (cont)

2. Alternative schools should be only for the highly motivated student.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

3. Alternative schools should be only for those students who have "trouble" with traditional schools.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

4. Students at an alternative school should be allowed to take courses in other public high schools as part of their curriculum.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

5. Students in an alternative school should be permitted to receive "academic credit" for non-classroom learning experiences. i.e. internships, work-experience etc.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

6. The education that students receive at an alternative school is "comparable" to that which students in other schools receive.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

Perceptions (cont)

7. Students at an Alternative School should receive the same "diploma" as students in other schools receive upon graduation.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

8. Community resources and knowledgeable individuals should be utilized in the Alternative School to teach courses. i. e. Art, music, law etc.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

9. The Alternative School should be conceived as an "integral" part of the school system rather than as a separate entity, giving its own diploma, not using resources of school system, little or no communication with school system, etc.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

10. The innovations in curriculum and operations of an Alternative School have contributed to ideas or concepts that may have helped other students and teachers in traditional schools.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

11. The growth of Alternative Schools in this country over the last five years is based on dissatisfaction with the traditional approach to educating children.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____

Perceptions (cont)

12. Alternative schools are able to concentrate more on the students' goals and personal problems than traditional schools.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

13. Alternative schools should be concerned with attempting to make some 'changes' in the school system rather than simply being concerned with the students who attend an alternative school.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

14. Alternative schools can service all types of students. i. e. college bound, terminal students, slow learners etc.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

15. In general, students attending an alternative school are looking for an 'easy' way out of school responsibilities.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

16. A careful screening and selection process should precede the admittance of any student into an alternative school.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

Perceptions (cont)

17. Each student in an alternative school should be afforded an equal amount of choices, freedoms, and opportunities.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

18. Students should never be "sent" to the alternative school by the school system or referral agencies.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

19. Teachers in alternative schools should be "certified" by the school system.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

20. An alternative school should have complete control and autonomy over its budget.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

21. An alternative school provides students with more choice and freedom in the curriculum and over their own time than does "traditional" schools.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

Perceptions (cont)

22. The curriculum in an alternative school should be the same as it is in "traditional" school.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

23. An alternative school creates an environment which fosters closer student-teacher relationships than are generally found in traditional schools.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

24. An alternative school should be provided the same per pupil funding as every school or program in the system.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

25. Alternative schools should be utilized for students who are "dropping out" of school.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

26. Students at an alternative school should have the same school hours as do students in "traditional" schools.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

Perceptions (cont)

27. There should be a "head person" responsible for the operation of an alternative school.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

THE FOLLOWING DEALS WITH YOUR PERCEPTIONS OF THE WORCESTER ALTERNATIVE SCHOOL SPECIFICALLY. PLEASE RESPOND TO THESE STATEMENTS RELATIVE TO THE WORCESTER ALTERNATIVE HIGH SCHOOL.

28. The Worcester Alternative High School is well known in this community. i.e. students, teachers, parents, community are aware of its existence.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

29. (Please Check one) The Worcester Alternative School has been in existence for:

- (1) 1-2 years (1) _____
- (2) 3-5 years (2) _____
- (3) 6-8 years (3) _____
- (4) 9-10 years (4) _____
- (5) Don't know (5) _____

30. The following items greatly influenced your perceptions of the Worcester Alternative High School.

30-1 Academic abilities of original students.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

30-2 Choice of the "Director" of the Worcester Alternative School.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

Perceptions (cont)

30-3 Background and experience of teachers at the Worcester Alternative School.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

30-4 Newspaper and "media" information.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

30-5 Contacts with staff and students from the Worcester Alternative School.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

30-6 Degree of support of the Alternative School by School Committee and Superintendent.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

APPENDIX D

Dear Administrator:

I am a doctoral student at the University of Massachusetts at Amherst MA. As part of my dissertation, I am investigating the following question: "Was there a confusion in the title "Director" of the Worcester Alternative High School and did that confusion result in increased operational possibilities for the Director?" I am asking you to fill out this questionnaire and return it to me by April _____ so that I may complete my work.

I am indebted to you for your time and effort and will be happy to share with you the results of my work.

Thank you for your cooperation.

Sincerely,

William C. Allard

WILLIAM C ALLARD
91 Barry Road
Worcester MA 01609

This questionnaire is to be answered by Central Administration Personnel. The following statements should be answered by a check in the column which most accurately represents your feelings concerning the role of the Director of the Worcester Alternative High School. THERE ARE NO RIGHT OR WRONG ANSWERS. WE ARE INTERESTED IN HOW YOU FEEL ABOUT EACH OF THE FOLLOWING STATEMENTS.

1. The Worcester Alternative High School should have a "Head" person responsible for it.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

2. The "Director" of the Worcester Alternative High School should be a person who has the same responsibility as a principal.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

3. The "Director" should meet with the Directors in the Public School System.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

4. The "Director" should meet with the Principals of Secondary Schools and be responsible to the Supervisor of Secondary Education.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

5. The Director of the Alternative School should be made to explain "innovations" that are taking place at the school.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

6. The Director of the Alternative School should be someone that has had many years experience in the school system.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

7. The Director of the Worcester Alternative High School should be held responsible for all aspects of the school.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

8. All aspects of the Worcester Alternative High School should be thoroughly explained to other administrators in the system by the Director.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

9. Credit for school experiences by students at the Worcester Alternative High School should be under the control of the Director.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

10. It is the responsibility of Central Administration personnel to determine the "limits" of the role of Director of the Alternative School.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

11. The "role" of the Director of the Alternative School should be thoroughly clarified as to "decision-making" rights relative to the school before a person is assigned to the position.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

12. The Director of the school should be an individual thoroughly knowledgeable about the "structure" of the school system.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

13. There was much "confusion" as to the Director of the Worcester Alternative School's role in the system by most individuals in Central Administration.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

14. "Confusion" would enable the Director to have more "power" to make decisions relative to the school and its operation.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

15. The direction and purpose of the Worcester Alternative High School was clear and evident by all Central Administration Personnel from its beginning.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

16. The Director of the Alternative School should have complete autonomy in making decisions that directly affect the school.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

17. A major role of the Director of the Worcester Alternative School is to supply Central Administration Personnel with information as to what is going on in the school.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

18. The Director of the Alternative School should be under the same supervision as a principal of a secondary school.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

19. The Director of the Alternative School should be viewed as one who can make change in the system.

- (1) Strongly Disagree (1) _____
- (2) Disagree (2) _____
- (3) Agree (3) _____
- (4) Strongly Agree (4) _____
- (5) No Opinion (5) _____

20. The Director of the Alternative School should be a spokesman for the necessary changes within the system.

- | | |
|-----------------------|-----------|
| (1) Strongly Disagree | (1) _____ |
| (2) Disagree | (2) _____ |
| (3) Agree | (3) _____ |
| (4) Strongly Agree | (4) _____ |
| (5) No Opinion | (5) _____ |

APPENDIX E

BACKGROUND DATA

1. Indicate your Sex

Male

Female

2. Your present Role in Your Community

Student

Teacher

Administrator

School Committee

Community or Business Leader

3. Age (Students Only)

Under 15

15

16

17

18

Over 18

4. Grade (Students Only)

9

10

11

12

5. Plans After Graduation (Students Only)

Do Not Plan To Graduate

Find Full Time Job

Enter the Armed Services

Be Married

Bachelor's Degree

Higher Degree

Technical Degree

Business School

6. Highest Educational Level of Parents

6-1 Father

8th Grade or Less

Part High School

High School Graduate

Part College

College Graduate

Graduate or Professional Degree

6-2 Mother

8th Grade or Less

Part High School

High School Graduate

Part College

College Graduate

Graduate or Professional Degree

7. Age (All Except Students)

• Under 30

30-39

40-49

50-59

60 or Older

8. Highest Degree you Hold (All Except Students)

Less than Four Years College

Bachelor's Degree

Master's Degree

Doctoral Degree

9. Type of High School Graduated (All except Students)

Public

Catholic

Boarding

Military Academy

OPINIONS ABOUT ALTERNATIVE SCHOOLS GENERALLY

10. Do you agree or disagree with the following statements about Alternative Schools.

10-1 In general my opinion about Alternative Schools is that they are for a certain type of student,

Strongly Disagree.

Disagree

Agree

Strongly Agree

No Opinion

10-2 Alternative Schools should be only for the highly motivated students.

Strongly Disagree

Disagree

Agree

Strongly Agree

No Opinion

10-3 Alternative Schools should be only for those students who have "trouble" with traditional schools.

Strongly Disagree

Disagree

Agree

Strongly Agree

No Opinion

10-4 Alternative Schools should continue to be an "integral" part of the school system.

Strongly Disagree

Disagree

Agree

Strongly Agree

No Opinion

10-5 Teachers in Alternative Schools should be "certified" by the School System.

Strongly Disagree

Disagree

Agree

Strongly Agree

No Opinion

- 10-6 The Alternative School should have complete decision as to which students attend Alternative Schools.
Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion
- 10-7 The Alternative School provides students more choice and freedom than "traditional" school.
Strongly Disagree
Disagree
Agree
Strongly agree
No Opinion
- 10-8 The Alternative School provides an opportunity to have close student-teacher relationships.
Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion
- 10-9 The Alternative School students should be permitted to take courses in other schools.
Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion
- 10-10 The Alternative School should have close supervision by Central Administration personnel.
Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion
- 10-11 The Curriculum in the Alternative School should be the same as it is in "traditional" school.
Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion

- 10-12 Students at the Alternative School should have same school hours as students in "tradition" schools.
Strongly Disagree
Disagree
Agree
Strongly agree
No Opinion
- 10-13 There should be a "head person" responsible for the operation of the Alternative School.
Strongly Disagree
Disagree
Agree
Strongly agree
No Opinion
- 10-14 Alternative Schools should be utilized for students who are "dropping out" of school.
Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion
- 10-15 The Alternative School should be provided the same per pupil costs as every school.
Strongly Disagree
Disagree
Agree
Strongly agree
No Opinion
- 10-16 Students should be permitted to receive "academic credit" for non-classroom involvement.
Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion
- 10-17 The education that students receive at the Alternative School is as valid as that received by students in other schools.
Strongly Disagree
Disagree
Agree
Strongly Agree
No opinion

11. The following questions deal with the Worcester Alternative High School specifically. Please answer these questions relative to it.

11-1 The Worcester Alternative School is well known in this community.

- Not at all
- Very little
- Fairly well
- Very well
- No Opinion

11-2 The Worcester Alternative School has been in existence for

- 1-2 years
- 2-4 years
- 4-6 years
- 6-8 years
- Don't know

11-3 How much influence has the Worcester Alternative School had on the rest of the community with respect to:

A) Teachers in other schools:

- Little or no influence
- Some influence
- A great deal of influence
- No opinion

B) Students in other schools:

- Little or no influence
- Some influence
- A great deal of influence
- No opinion

C) Curriculum in other schools

- Little or no influence
- Some influence
- A great deal of influence
- No opinion

D) Business and community agencies

- Little or no influence
- Some influence
- A great deal of influence
- No opinion

E. Administration in Other Schools

- Little or no influence
- Some influence
- A great deal of influence
- No Opinion

F. School Committee

- Little or no influence
- Some influence
- A great deal of influence
- No opinion

G. Central Administration Personnel (School System)

- Little or no influence
- Some influence
- A great deal of influence
- No opinion

H. Parents

- Little or no influence
- Some influence
- A great deal of influence
- No opinion

12. How important were the following factors in establishing your perceptions of the Worcester Alternative School?

12-1 Academic abilities of original students

- Not important at all
- Fairly important
- Very important
- No opinion

12-2 Choice of "Director" of the Worcester Alternative School

- Not important at all
- Fairly important
- Very important
- No opinion

12-3 Background and experiences of teachers at the Worcester Alternative School

- Not important at all
- Fairly important
- Very important
- No opinion

12 -4 Newspaper and "media" information

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Not important at all

Fairly important

Very important

No opinion

12 -5 Contacts with staff and students from the Worcester
Alternative School.

Not important at all

Fairly important

Very important

No opinion

12 -6 Support of the Alternative School by the School Committee
and Superintendent.

Not important at all

Fairly important

Very important

No opinion

12 -7 Choice of the name: Worcester "Alternative" High School.

Not important at all

Fairly important

Very important

No opinion

13. Do you agree or disagree with the following statements about the
Worcester Alternative High School?

13-1 The Worcester Alternative School should be a "model"
for change within the school system.

Strongly disagree

Disagree

Agree

Strongly Agree

No opinion

12 -2 The opportunities afforded students at the Worcester
Alternative School such as internships, courses in
colleges and other schools and choice of teachers
should be made available to all students in the school
system?

Strongly Disagree

Disagree

Agree

Strongly Agree

No opinion

13-3 The diploma that a student at the Worcester Alternative School receives should come from the school he normally would be attending

Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion

13-4 The "site" of the Worcester Alternative School is relatively unimportant as to its educational goals.

Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion

13-5 The Worcester Alternative School should provide transcripts and evaluations for all its students.

Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion

13-6 The total resources of the community should be made available to the students at the Worcester Alternative School as their curriculum.

Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion

13-7 The Worcester Alternative School should provide the basis for experimental and innovative programs in the school system.

Strongly Disagree
Disagree
Agree
Strongly Agree
No Opinion

APPENDIX F

Dear

I am a doctoral candidate at the University of Massachusetts in Amherst, Massachusetts. I am doing my research in the area of public alternative schools and my dissertation deals specifically with "Perceptions of An Alternative School". My research will deal with perceptions that individuals have of alternative schools in general and the Worcester Alternative High School in particular.

I am asking your cooperation in this research by filling out the enclosed questionnaire and return it to me by _____.

I am most indebted for your participation and would make available my research to all who find it worthwhile. Thank you for your cooperation.

Sincerely,

WILLIAM C ALLARD
91 Barry Road
Worcester MA 01609

PERCEPTIONS OF AN ALTERNATIVE HIGH SCHOOL

SURVEY

PLEASE CHECK:

1. Who filled out this survey form?

- (1) Student in High School _____
- (2) Teacher who has had students from the Worcester Alternative High School take their courses. _____
- (3) Teacher who has not had students from the Alternative School take their courses. _____
- (4) Administrator of the Worcester School Department. _____
- (5) School Committee member (Past or Present) _____

2. Sex: Male _____ Female: _____

3. Age: (Students only)

4. Grade: (Students only)

- (1) Under 15 _____
- (2) 15 _____
- (3) 16 _____
- (4) 17 _____
- (5) 18 _____
- (6) _____

- (1) Grade 9 _____
- (2) 10 _____
- (3) 11 _____
- (4) 12 _____

5. Plans after graduation (Students Only) CHECK ONE:

- (1) Do not plan to graduate _____
- (2) Find full time job. _____
- (3) Enter Armed Services _____
- (4) Bachelor's Degree _____
- (5) Technical Training _____
- (6) Business School _____
- (7) Other _____

6. Highest Educational Level of Parents:

6-1 Father (Check one)

- (1) Eighth Grade or Less _____
- (2) Part High School _____
- (3) High School Graduate _____
- (4) Part College _____
- (5) College Graduate _____
- (6) Part Graduate Degree _____
- (7) Graduate or Professional Degree _____

6-2 Mother (Check one)

- (1) Eighth Grade or Less _____
- (2) Part High School _____
- (3) High School Graduate _____
- (4) Part College _____
- (5) College Graduate _____
- (6) Part Graduate Degree _____
- (7) Graduate or Professional Degree _____

7. In what age group do you belong? (All except students)

- (1) I am under 30 years of age _____
- (2) I am 31-39 years of age _____
- (3) I am between 40-49 years of age _____
- (4) I am between 50-59 years of age _____
- (5) I am over 60 years of age _____

8. Highest Degree you hold. (All except students)

- (1) High School graduate _____
- (2) Less than four years of College _____
- (3) Bachelor's Degree _____
- (4) Master's Degree _____
- (5) Doctor's Degree _____

PERCEPTIONS ABOUT ALTERNATIVE SCHOOLS IN GENERAL

The following statements should be answered by checking the column which most accurately represent your feeling concerning alternative schools. THERE ARE NO RIGHT OR WRONG ANSWERS. WE ARE INTERESTED IN HOW YOU FEEL ABOUT EACH OF THE FOLLOWING STATEMENTS.

1. The purpose of Public Alternative Schools should be to serve as an "educational model" of innovation and experimentation in the community.

- (1) Strongly Disagree _____
- (2) Disagree _____
- (3) Agree _____
- (4) Strongly Agree _____
- (5) No Opinion _____

2. Alternative schools should be only for the highly motivated student.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

3. Alternative schools should be only for those students who have trouble with traditional schools.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

4. Students at the alternative school should be allowed to take courses in other public high schools as part of their curriculum.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

5. Students in the alternative school should be permitted to receive "academic credit" for non-classroom learning experiences. i.e. internships, work-experience etc.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

6. The education that students receive at the Alternative School is "comparable" to that which students in other schools receive.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

Perceptions in general (cont)

7. Students at the Alternative School should receive the same "diploma" as students in other schools receive upon graduation.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

8. Community resources and knowledgeable individuals should be utilized in the Alternative School to teach courses. i. e. Art, music, law etc.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

9. The Alternative School should be conceived as an "integral" part of the school system as opposed to being a separate entity. i. e. giving its own diploma, not using resources of school system, little or no communication with school system, etc.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

10. The innovations in curriculum and operation of the Alternative School have contributed to ideas or concepts that help other student and teachers in other schools.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

11. The growth of Alternative Schools in this country over the last five years is based on dissatisfaction of the present system.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

Perceptions in general (cont)

12. Alternative schools allow for greater ability to foster the "worth of the individual" because they are smaller and are able to better individualize their curriculum.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

13. Alternative schools should be concerned with attempts at making some "changes" in the school system rather than simply for the students who attend the alternative school.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

14. Alternative schools can service all types of students.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

15. In general, students attending an alternative school are looking for an "easy" way out of school.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

16. Students selected to attend an alternative school should be chosen by "random lottery" from those that apply.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

17. All students who attend alternative schools should be given the same freedom of choice of courses, internships and all opportunities afforded all the students that attend.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

18. Students should never be "sent" to the alternative school by the school system or referral agencies.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

19. Teachers in alternative schools should be "certified" by the school system.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

20. The alternative school should have complete control and autonomy over its budget.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

21. The alternative school provides students with more choice and freedom in the curriculum and over their own time than "tradition" school.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

Perceptions in general (cont)

22. The curriculum in the alternative school should be the same as it is in "traditional" school.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

23. The alternative school provides an opportunity to have closer student-teacher relationships than in traditional school.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

24. The alternative school should be provided the same per pupil funding as every school.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

25. Alternative schools should be utilized for students who are "dropping out" of school.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

26. Students at the alternative school should have the same school hours as students in "traditional" schools.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

27. There should be a "head person" responsible for the operation of the alternative school.

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree
- (5) No Opinion

THE FOLLOWING QUESTIONS DEAL WITH YOUR PERCEPTIONS OF THE WORCESTER ALTERNATIVE HIGH SCHOOL SPECIFICALLY. PLEASE ANSWER THESE QUESTIONS RELATIVE TO IT.

28. The Worcester Alternative High School is well known in this community; i. e. students, teachers, parents, community are aware of its existence.

- (1) Not at all
- (2) Very little
- (3) Fairly well
- (4) Very well
- (5) No Opinion

29. The Worcester Alternative School has been in existence for:

- (1) 1-2 years
- (2) 2-4 years
- (3) 4-6 years
- (4) 6-8 years
- (5) Don't know

30. How important are the following items in establishing your perceptions of the Worcester Alternative School?

30-1 Academic abilities of original students.

- (1) Not important at all
- (2) Fairly important
- (3) Very important
- (4) No opinion

30-2 Choice of the "Director" of the Worcester Alternative School

- (1) Not important at all
- (2) Fairly important
- (3) Very important
- (4) No opinion

30-3 Background and experience of teachers at the Worcester Alternative School

- (1) Not important at all
- (2) Fairly important
- (3) Very important
- (4) No Opinion

30-4 Newspaper and "media" information.

- (1) Not important at all
- (2) Fairly important
- (3) Very important
- (4) No Opinion

30-5 Contacts with staff and students from the Worcester Alternative School.

- (1) Not important at all
- (2) Fairly important
- (3) Very important
- (4) No Opinion

30-6 Degree of support of the Alternative School by School Committee and Superintendent.

- (1) Not important at all
- (2) Fairly important
- (3) Very important
- (4) No Opinion

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