This is an extensive bibliography, with some brief annotations, of recent literature describing possible alternatives to the traditional form of American public elementary and secondary education. (JG)
When we started Changing Schools in 1971, we felt that there was a
dearth of information in print on the development of alternative
public schools. That situation has changed dramatically. In pre-
paring the bibliography in this issue, we had hundreds of items to
consider (thousands if we include newspaper stories, which have been
omitted from the bibliography). This burgeoning of publications on
alternative public schools makes us wonder whether there is still a
need for Changing Schools. Reactions from readers would be welcome.

Meanwhile, optional alternative public schools are increasing in
number more rapidly than the literature about them. We confirmed
the existence of over 500 alternative schools in 1972-73 before we
published our first directory (Changing Schools #8 and 9). Recog-
nizing the shortcomings of our information gathering procedures, we
estimated that there were at least twice as many as we were able to
verify, or over 1,000 in operation. Last year, 1973-74, we confirmed
the existence of nearly a thousand alternative public schools and
estimated at least two thousand in operation. While it is too early
to report figures for 1974-75, our correspondence would indicate a
geometric increase this year suggesting that there may be 4,000 or
more alternative public schools in operation enrolling over 500,000
students. But remember, even if true, this is still only about one
per cent of the students in elementary and secondary schools.

While we intend to continue to keep tabs on the development of op-
tional public schools, the publication of a directory listing thou-
sands of schools would be a major project requiring more resources
than we have available.

Recently several school systems throughout the country have opened
schools to which delinquent, disruptive, emotionally disturbed, or
hyperactive students are assigned without choice. More and more
these institutions are being labeled "alternative schools." Alter-
native means choice, not compulsion. Those concerned about optional
public schools should join us in objecting to this inappropriate
label and in clarifying the concept of alternative public schools.

SECOND INTERNATIONAL CONVENTION

Plans are underway for the second convention of the International
Consortium for Options in Public Education to be held in the Los
Angeles area in fall, 1975. Your suggestions for the Convention
program are welcome. Please send suggestions or inquiries to Dan
Burke, Director, ICOPE Convention, School of Education 113,
Indiana University, Bloomington, Indiana 47401.
SELECTED BIBLIOGRAPHY ON OPTIONS IN PUBLIC EDUCATION
1972 - 1974


A member of the Southeast Alternatives (Minneapolis) evaluation team explains how evaluation is related to the values of the Marcy Open School.


Describes 47 alternative high schools operating in 38 school systems during the 1971-72 school year.


Barr considers the effects of school culture on teacher preparation and describes a program to prepare teachers for alternative public schools.


Describes the development of a field-based program to prepare teachers for a variety of alternative public schools.

A straightforward practical treatment of open education and the development of open schools in this country.


This comprehensive guide lists college entrance requirements for over a thousand colleges and universities and dispels many of the myths about college entrance. Today the majority of colleges admit high school graduates without grades or class rank.


In this introductory editorial Clark discusses the relationship between the development of alternative schools and the change process in education.


Here, Coleman speaks of the need for a diverse array of educational settings for all children, not every one of which needs to be class integrated.

This comprehensive report provides 32 recommendations for the reform of secondary education. In Chapter 9 "Alternative Programs and Schools for Secondary Education," "The Commission urges...each district should provide a broad range of alternative schools and programs so that every student will have meaningful educational options available to him." (p. 109)


Cox, Donald W., The City As Schoolhouse: The Story of the Parkway Program, Valley Forge, PA: Judson Press, 1972.


Cremin suggests that if educators took seriously the fact that we are all taught by many different "curriculums" in a modern society, then "they would necessarily become interested not only in alternative schools but in alternative education of every kind."


This report considers the development of alternative schools, and recommends alternatives to compulsory schooling beyond age 14.


The director of the Brown School in Louisville discusses problems in developing an open school curriculum.


The author discusses the use of space to aid learning in alternative schools.


The authors analyze some of the problems encountered by teachers in the first three semesters of operation of an alternative public school.


Describes the PASS Model (Public Alternative School System) for an alternative public school which "would be responsive to community needs, reflecting the interests and wishes of parents and students, and drawing on the potential of the business community."


The authors describe the PASS (Public Alternative School System) Model and the development of the West Philadelphia Community Free School.


A study of leadership patterns in the development of an alternative public school.


This article is adapted from Fantini's book, *Public Schools of Choice*. 


Fantini offers the most comprehensive treatment to date on the development and potential of optional public schools.


Fantini describes the power struggle between parents and teachers and suggests that the development of alternative public schools provides an arena for cooperation between the two groups.


Questions and answers from a former director of the Parkway Program in Philadelphia.


A description of Philadelphia's Alternative Programs Project.


Fowler says that it isn't "possible to separate the teaching of English from the educational system as a whole." She proposes abandoning compulsory education after the sixth grade in favor of a variety of optional community centers for young adults.


Golden describes the college high school as an optional alternative public school using the John Dewey High School in Brooklyn as an example.


Hickey, who works with Seattle's Alternative Education Task Force, describes the alternative schools and programs within the Seattle Public Schools.


Jencks assumes both public and private alternatives in his community voucher plan.

Some practical tips on developing optional schools from the director of the St. Paul Open School.


Joyce discusses the relationships between a pluralistic educational system and contemporary society.

Kammann, Richard, "The case for making each school in your district 'different'--and letting parents choose the one that's best for their child," The American School Board Journal, January 1972, pp. 37-38.

Kohl, Herbert, "What Are the Real Risks When A School Tries To Change?" Saturday Review, May 27, 1972, pp. 50-54.

An analysis of an unsuccessful attempt to establish a school-within-a-school in a public elementary school in Stockton, California.


A description of Berkeley's 24 optional alternative schools.


The author points out the need for a diversity of schools and other modes of education to meet today's educational needs.


Describes the development of what may have been the first optional school-within-a-school, Community High School in Berkeley, which started with a summer project in 1967.


The authors provide concrete suggestions for the reform of public education, including optional learning centers and experiences throughout the community.


This book of readings in educational psychology will be particularly helpful for pre-service and in-service teachers who are interested in alternative modes of teaching and in alternative schools. The editor is the director of Opportunity II, an alternative public school in San Francisco.


Postman presents a seven-point proposal for improving schooling: the elimination of processing; increased emphasis on emotional development; an extension of the concept of literacy; small schools; many alternative learning environments; opportunities for students to participate in social reconstruction; and an expanded definition of teacher.
The report recommends that "options (alternative public schools) be provided to parents and students."


Saxe comments on the role of the administrator in the development of alternatives.


The education feature is on alternative schools, public and private.


Sizer speaks of the need for separate schools which would foster power, agency, and joy. He suggests a plurality of schools with each student enrolled in at least two and probably more.


Stansfield discusses the problems of traditional schools in Canada's pluralistic society and then proposes his school of the future, which would be four optional schools in one—the traditional area, the open area, the free area, and the meditation area. Some students might use only one area; others might use two, three, or all four.


Stark discusses the staffing of alternative public schools.


A research report on the Minneapolis Southeast Alternatives.


In the final third of this book, Ms. Umans discusses alternatives to the present system, including alternative public schools and their financial implications.


The author presents the sociological, psychological, and philosophical contexts for the development of educational alternatives.


The author discusses the financing of various alternative schools in a large school district.


**Addenda**


Starting with two alternative public schools in Pasadena, this superficial article ranges through educational reform, adult illiteracy, unemployment, and Dr. Spock.

Chapman, S.L.G., "Can the Public Schools Achieve Both Diversification and Standards?" *Education Canada*, December 1973, p. 34-44.

Chapman considers the value conflicts related to the development of optional public schools in Canada and suggests alternative schools for both the elementary and secondary levels.


Wirth analyzes the current alternative school movement against the philosophic background of the progressive education of Dewey and Bode.
In an era when we seem to be all but inundated by a barrage of scholarly recommendations emanating from blue ribbon committees, national panels, professional commissions, study groups, and government investigations, it is indeed refreshing to pick up this document and find the provocative title, *The Greening of the High School*. 

Even more exciting, is to find the report just as interesting and informative as its title suggests. *The Greening of the High School* is a report of a conference co-sponsored by the Educational Facilities Laboratories and the Institute for Development of Educational Activities in April, 1972.

To say the book is good is simply to employ too much scholarly reservation. More correctly, the book is excellent and absolutely must reading for all concerned educators. The book has something to say, and says it in a crisp manner that crackles with wit, fresh insights, and important information. You'll learn about the "Pass to Piss Regime" of most high schools, the only places in our society where kids are counted seven times a day. You'll read about the "dejuvenilization of youth" and learn that venereal disease has replaced chicken pox as the most prevalent childhood disease. Or have you ever thought about the relationship between "body time" and "school time," or considered how to better educate the "night people?" Or perhaps you haven't heard about the "high school without high school," or "5 O'Clock High School," or a school at a zoo? Well, it's all here plus illustrations, pictures, school designs and ideas for helping to make the high school "green."

Ruth Weinstock has done a superb job in writing this report. She seems to have the remarkable talent for cutting through and boiling down all the excessive jargon that so typifies conferences. She has spared us all that talk, and seems to have pulled out those really important tidbits and served them up in a delectable format. In one section entitled "The Young Aren't As Young As They Used To Be," she encapsulates on one page the major biological and social changes that have occurred in youth, a task that took James Coleman and the Panel on Youth over twenty pages to document. Another section on green pages describes a series of stimulating illustrations of alternative schools that are already well into the "greening" process. Finally, in a section called somewhat grandiosely, "All About Change," the report deals in staccato fashion with 12 major change issues ranging from legal constraints and finances to the need for new roles for teachers.

The thrust of the "greening" process, at least as it is summarized in this conference report, is to develop alternative schools that relate directly to the clients they serve. And since it can be documented that today's youth has changed ("...contemporary youth is as unlike the generations of youth that preceded it as Andy Hardy is..."), it is refreshing to have a report that is both provocative and informative.
from Abbie Hoffman"), and today's schools haven't changed, the question seems to come down to identifying ways of moving the school toward the place where kids are today. But the report goes far beyond renewing schools. Much of the discussion focuses on moving kids out of the classroom and out of the school to experiential learning activities in the community. The following issues, identified by Harold Howe, seem to summarize the conference, but should not be taken (we are warned) as Howe's Ten Commandments. Rather they are offered as "ten general ideas for a new beginning for the high school."

1. Education is not something that takes place only inside a building called a school. Many youngsters will do better getting a large proportion of their education outside the institutions we have traditionally called school.

2. Schools must take a much enlarged responsibility for helping young people find jobs and significant volunteer opportunities that have real value to society during the secondary school years, and schools must give credit toward graduation for these activities.

3. The baby-sitting function of high schools should cease. There are no babies in them...

4. Student cooperation in learning should replace competition...

5. Every school system should have a plan for continuous and systematic in-service training for high school teachers and administrators...

6. Student participation in the planning of changes, as well as in the daily operation of high schools, should be stimulated, and students should get academic credit for effective participation.

7. Renewed efforts at bringing about associations between high school age students and people the age of their parents are worth trying...

8. Academic freedom of the kind that has been so jealously guarded by college professors should be extended to the high school, so that searching conversations on subjects of current interest can take place there...

9. The mastery of skills and important fundamental subjects like science, mathematics, foreign languages, and history should be set in a context that highlights the importance of these fields in today's world...

10. New categories of professional personnel will be needed as students spend more time away from school getting educated.

To summarize, I suggest you order a copy and settle down for some delightful reading.
Responses to the 1974 regional conferences sponsored by the International Consortium for Options in Public Education have been enthusiastic with large turnouts in San Diego, Charlotte (North Carolina), Berkeley, Portland, and Detroit. The final regional conference of the year is scheduled for Cincinnati, December 12-14. The 1975 regional conference schedule is partially complete. If your community would like to host an ICOPE conference in 1975, contact Dan Burke as soon as possible.

**Regional Conference Schedule**

- **Cincinnati**
  - December 12-14
  - Cosponsor: Cincinnati Public Schools

- **Santa Cruz**
  - January 30 - February 1
  - Cosponsor: Santa Cruz Public Schools

- **Chicago**
  - February, 1975
  - "Metro's Fifth Birthday"

- **Waterloo, Iowa**
  - March 19-20
  - Cosponsor: Waterloo Public Schools

- **Portland, Maine**
  - April, 1975
  - Cosponsor: Portland Public Schools

For further information: ICOPE Regional Conferences
School of Education 113
Indiana University
Bloomington, Indiana 47401

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