

FALL 1973

** CATALOG OF
POSSIBILITIES **

Inside: Courses, Projects, Information, Site Placements,
Seminars, Graduation Requirements, Social Contract,
Statement on Governance and more. . . .

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Alternate Learning Project:

A public experimental high school entering its third year of operation this year,

1973-74

info...

READ CAREFULLY. This INFORMATION section should answer a lot of your questions. It will also raise a lot of questions.
SCHOOL HOURS: 8:30 am – 4:00pm
Monday through Friday

School One: a private high school opening this year -- 1973

ALP and School One will share resources and operate interdependently. Each school has its own staff, administration and budget.

I. STAFF/COUNSELORS

Here are staff and the areas they will cover: Your counselor will be the staff member who you're working with most closely in whatever area you select (see below). Those staff with a star (*) before their names are counselors.

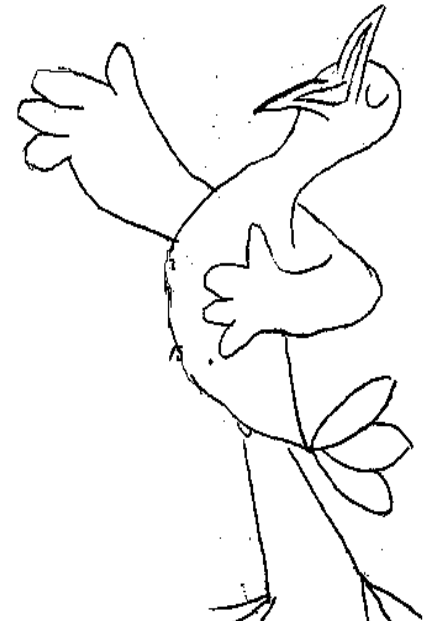
ALP Staff

*Larry - Director
*Paul G. - Health Care
*Mary - Arts/Humanities
*Connie - Arts/Humanities
*Shirley - Women's Studies
*Rosie - Math/Science
*Billie - Languages/Theater
*Don - Mechanics/Phys. Ed.
*Bunny - Arts/Humanities
*Roger - Arts/Humanities
*Barby - Evaluation of ALP for Title
*III Marge - Arts/Humanities

School One staff

*Art - Design/Construction
*Barney - Education
*Ruhamah - Black Studies
*Chuck - Health Care
*Paul S. - Mechanics/Math/Sci.
*Natalie ~ History
*Bette - Arts/Humanities

Art - Co-Director
Bill - Co-Director



II. CURRICULUM

Students are asked to select one of the following seven areas in which to do most of their work for at least one quarter (eight weeks).

Education ----- The Black Experience---Design/Construction----Mechanics

Health Care---Women's Studies ----Arts/Humanities (Visual arts, theater, communications skills, music)

III. DIVISION OF THE SCHOOL YEAR: The school year is divided into four eight-week quarters each of which is followed by a 3-day evaluation period when all classes are cancelled. Most courses will last for eight weeks, some courses such as languages or math will last for sixteen weeks while others, in the Health Care program perhaps, could be year-long. Check this with your teacher.

A calendar for the year will be available during the first week of school. Note especially that we do not take the same vacations as other Providence schools. We have scheduled our own vacations to correspond with university schedules.

- IV. EVALUATIONS:** No grades are given. Instead, four times a year both students and staff write evaluations for work done during the previous quarter. Evaluations are kept for each student in his/her file (located in the office area) and are open to students at all times during evaluation periods, student-staff-parent conferences will be held to talk about your work. With student's okay, your files will be shown to your parent or else sent to them if parents cannot make the conference.
- V. GRADUATION REQUIREMENTS:** See statement elsewhere in this catalog. Note especially the explanation about SPOT COURSES – there will be about fifteen of them offered of every quarter. Note, too, the Friend of the School explanation.
- VI. ATTENDANCE:** Attendance requirements are determined for each course by the teacher; generally, three unexcused absences from any courses will lead to the being dropped from that course.
- VII. TRANSPORTATION:** Bus Cards and Bus Tokens will be provided to all students. Bus Tokens are to be used ONLY to get to and from site placements or to and from places in the city where students are doing research or other course work. They can be obtained from Shirley.
- VIII. BOOK POLICY:** Books/articles will be provided for all courses, projects etc. Because of very limited funds in this area, all books must be returned at the end of each quarter for use by others. A large number of books related to courses will be kept on reserve in the office. They will be loaned out for a brief period of time but they must be returned for use by others. Also, current college catalogs are kept in the office area.
- IX. TELEPHONE POLICY:** Students and staff will not be called to the phone except in emergencies. Messages will be taken for students and staff and placed in your mailbox. (Student mailboxes are in the lounge area) DISCOURAGE calls from your friends. Outgoing calls are permitted by students and staff for school-related business ONLY. The pay phone must be used for all other calls – it is located near the lounge area.
- X. FOOD:** Generally, people will have to bring lunches or buy food at the neighborhood lunch counters. Eating together during communal lunch periods on Tuesdays and Thursdays from 11 am – 1 pm is encouraged. Hopefully, students and staff can organize a way to provide food for cheap during these times.
- XI. SOCIAL CONTRACT:** Statement of school policies which everyone must abide by. It is elsewhere in this catalog. Note especially, the Service to the School policy.
- XIII. SCHOOL GOVERNANCE:** See statement elsewhere in this catalog.
- XIII. SCHOOL CALENDAR:** A calendar which lists what's happening around here every day. Check it daily for movies, speakers, spot courses, etc.
- XIV. STUDENT-STAFF ROSTER:** A complete listing of names/addresses/telephones of all school members. Please make sure we have your correct address/phone so it doesn't get printed wrong. Available during the second week of school.
- XV. PERSONAL BELONGINGS:** We assume no responsibility for loss of your personal property. You must keep a careful and constant watch on your things. Carry them with you at all times. We're trying to get lockers, but it'll take a while.
- XVI. LIBRARY CARDS:** Available at Providence Main Library (three blocks from us) for students from both in and out of Providence. Use of this library is highly recommended. Also, a limited number of cards are available for use of the Brown University Library. Ask Shirley.

THE SEMINARS

Seminars to be offered:

First and Third quarters (see descriptions following)

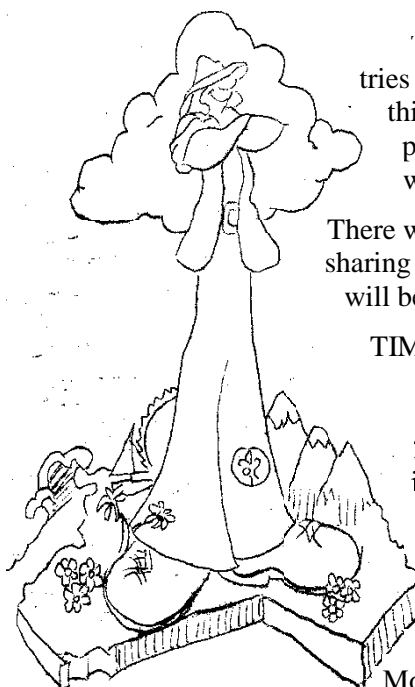
- Stages of Life *
- Sexuality and Sexism -
- Consciousness and Awareness *
- Society's Institutions -

Second and Fourth quarters:

- Violence and Aggression *
- Work and Life Style *
- Class and Race -
- Cultural Models -

NOTE: The subjects of these Seminars are ones which staff feels it essential to explore in light of the confusion of our rapidly changing society. Completion of at least four Seminars are required for graduation.

STAGES OF LIFE SEMINAR: Barby Tucker and Barney Brawer



The Stages of Life Seminar starts off with Birth, ends with Death and tries to cover a lot of the space in-between. We'll be talking, reading, thinking about infants, children, adolescents, "adults", middle-aged people, and old people: what life is like at different points along the way.

There will be readings (a few short books, some articles, etc.) some films, sharing our own experiences, hopefully some guests as well. Some readings will be required, some optional. There will be a paper required.

TIMES:

Section I - Mon, Wed, Thurs 1:00 – 2:00

Section II - Mon, Wed, Thurs 2:30 - 3:30

(The meetings on Mondays will sometimes run for an hour and a half, if -- for example, we are showing a movie.)

* * * *

CONSCIOUSNESS AND AWARENESS SEMINAR:

Connie Pesce and Mary Zarour

Modern technology has thrust our civilization into a state of moral confusion. For better or for worse, we now may be freed from many of the things that were considered necessary to human life like hard labor, the bare struggle to exist, and possibly even death.

In our "fun and games" culture, everyone's after instant kicks, instant answers, ripped-off good times and being more-bizarre-than thou. We've learned to worship the gods of Comfort and Pleasure saying "why not" instead of "why."

We can spray-paint ourselves flowers and trees and a morning-after rain. For the price of electricity, we can nod out on Survival and Mortality on the Tube-God. And should we become too satisfied, we can go and ENCOUNTER ourselves to find out what in hell we're feeling. The intent of this course is to reawaken our senses, to re-affirm the mystery of life and our place in it.

TIMES: Section I - Tues, Thurs, Fri 9am-10

Section II - Tues, Thurs, Fri 1 - 2

How does American work? Who does it work for? Does it and can it work for you? This Seminar will examine our nation's institutions -- the power they wield, the source of that power and most importantly, how they have shaped and influenced your perception of reality, the values which you hold and the quality of your life.

We will examine schools and schooling, the courts and the prisons, health delivery services, the communications media (especially television), and our own political system. We will study the inter-relationship of institutions, try to locate power, define justice, and examine the possibilities for the "good life" as it is either encouraged or diminished by society's institutions.

Readings and case studies will include among others: America, Inc., Who Runs Congress, Institutional Racism, The Prisons, How to Talk Back to your Television Set, School is Dead, The Hidden Persuaders and The Selling of the President.

* * * * *

SEXUALITY AND SEXISM SEMINAR Shirley Hamburg
Ruhamah We Shalom

We will explore the whole area of sexual identity focusing on the roles males and females play in our society -- how the differences in sex roles began, how we learn these roles, how various institutions keep them going and how we can change them. Sexism may be defined as the oppression -- personal, economic and social -- of one group by another on the basis of sex. Feel into this idea: all men do not oppress women but all women are oppressed by men. Do you agree/disagree? We'll examine it. Topics to include:

- human sexuality: basic facts about our bodies, sexual intercourse and what it means to feel sexual feelings and toward whom;
- socialization: learning how to be male and how to be female;
- masculinity and femininity: formation of human personalities along the lines of sex categories;
- sex role differences (the conduct and attitudes of each sex) as defined by social and economic institutions such as the family, marriage, the workplace;
- the extent to which economics is at the root of sex role differences;
- sexism and class: differences in sexual values and life-styles in different social classes;
- sexism and racism: the case of the black woman

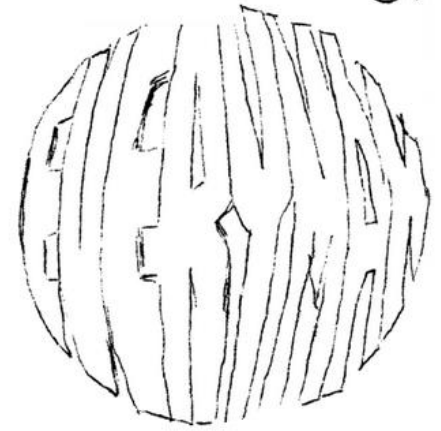
In all, we will try to find out what the things we really feel and want are and what are the things we do because we've been told we ought to OR what really are the differences between males and females. A response to the subject -- either a paper or other work -- will be required.

Some of the readings will be: Sexual Stereotypes Start Early, The Politics of Housework, The Dating Game Fraud, And the Poor Get Children, What A Young Wife Ought to Know, The Black Woman, Divorce Trial in China.

TIMES: Section I - M, W, F 10 – 11
 Section II - M, W, F 12 - 1

HEALTH CARE Paul Gounaris & Chuck Kenyon

"Your money or your life" could well describe the nature of health care in the U.S. Keeping the body moving has become a multi-billion dollar enterprise, yet obtaining good quality health care is nearly impossible except for the rich. Students and staff in the HEALTH CARE study area will be taking a close look at their own health care, as well as examining a wide range of topics in the health field.



The activities in the HEALTH CARE study area will include:

I. A Project Workshop meeting three times a week that combines discussion of topics with work on a specific health-related project.

The Project work-shops are:

- a. The "Yellow Pages" Project will be working on a directory of health services for the city of Providence.
TIMES: M, W, F 11am - 12
- b. The "Health Careers Resource Center" will be working on the development of an information facility for students interested in working in the health field.
TIMES: M, W 2 - 3pm and Friday 12 - 1pm

II. A site placement job experience from 6-10 hours per week. This will be a basic part of the study program, providing exposure to a specific job area in the health field.

III. A Science course, either biology or chemistry, so that the student will become familiar with the technical and scientific aspects of work in the health field.

Students will be expected to take part in all three of these activities. In addition there is an opportunity for students to develop independent study projects.

Possible projects include:

- 1) assisting with research at one of the area colleges;
- 2) working on a special project with Fair Welfare regarding adequate health care for the poor;
- 3) working on the screening and public information activities of the Rhode Island Committee of Sickle Cell Anemia;
- 4) any ideas of your own if there is an area of particular interest to you.

FIELD PLACEMENTS

1) St. Joseph's Hospital - experience in gaining integrated knowledge of how a hospital operates by spending 6-10 hours a week in each hospital dept.

2) Providence Health Centers: Inc. - students will be given a one-day training session covering basic duties of first level health aide. They will have the opportunity to work in the following neighborhood centers for 6-10 hours per week: Allenberry, South End, Smith Hill, West End, and Lippitt Hill. Duties will include observing the activities of the primary health care team, assisting nurses in performing routine tasks and engaging in research to determine quality of care given, utilization of service and response to neighborhood need.

HEALTH CARE - FIELD PLACEMENTS (continued)

- 3) Providence Health Centers, Social Service Division -- students will work under the direction of a social worker, and will be involved with solving social problems related to illness, welfare, unemployment, and legal assistance. Duties will include visiting and becoming familiar with community resources, participating in group discussions and study sessions regarding individual case studies.
- 4) Department of Physical Medicine -- Rhode Island Hospital -- student will spend 6-10 hours per week as a member of the physical therapy team and will gain knowledge concerning prosthetics (artificial limbs) and insight into the emotional aspects of rehabilitation. Also, at RI Hospital there are possibilities of placement in the X-Ray Technology Department and the Child Development Center.
- 5) Roger Williams Hospital -- students will have the opportunity to spend 6-10 hours per week observing and assisting personnel in the emergency room of the hospital.
- 6) Pleasant View School -- students will have the opportunity to work individually in Special Education with physically handicapped and/or mentally retarded young people.

There will be additional opportunities to attend medical rounds in area hospitals

SEE HEALTH CARE SYLLABUS ON FOLLOJING TWO PAGES.

PHYSICAL EDUCATION

Physical Education can take many forms here. Meet people need some physical exertion each day to maintain a feeling of well-being. If you can have fun while exercising, so much the better. For some this will mean walking or riding a bike to school instead of riding a bus; others will be taking KARATE or DANCE (see Arts/Humanities section for description). During the warm weather we can play touch football, basketball and tennis in the local parks. When the weather gets cold we are making arrangements to rent the YWCA gym twice a week for basketball and volleyball. Perhaps we can even get a basketball team together to play in some of the local leagues.

Camping is another form of physical activity that can be both fun and good exercise. Both New Hampshire and Maine are close to us and beautiful in the fall. Camping trips will be organized on a school basis or can consist of a group or a couple of friends getting together for a hike in the mountains or for canoeing.

IT'S YOUR BODY -- USE IT AND ENJOY IT.

Karate: Section I: M, W, Thurs 10-11;

Section II: M, W, Thurs 11-12

Dance: Tues, Thurs 9 - 10:30 am



THE HEALTH CARE STUDY AREA -- Course Outline

Students are expected to join:

1. a project-workshop. These meet 3 hours each week combining work on either
 - a) the "yellow pages" project
 - b) the health careers resource center project with class workshops on a variety of topics.
2. a site placement
3. a science course, or an equivalent field related course

Materials to be used in the project-workshops:

1. Go To Health
2. Witches, Midwives and Nurses
3. A wide range of reprinted material
4. Outside speakers on different topics

Course Outline —

Projects: (choose one)

- A. Yellow pages - MWF 11:00. We will be working toward the completion of the directory of health services, with printing and distribution throughout the city. We will also be looking at the services available to the different neighborhoods in Providence, seeing what's available, to whom, and at what cost.
- B. Health Careers resource center – MW 2:00, Fri. 12:00. We will work toward an understanding of the different types of careers in the health field, the education required, ways to finance it, where this is available, etc. Once this understanding is achieved, we hope to make visits to other schools and talk about health as a worthwhile field of work and study.

Class Workshops

- I. Health as an individual concern -- Section 1 & 2 of Go To Health. We will try to answer questions such as How much do we know about how our body works? What affects our states of mind? How are the mind and body related? etc.
- II. Drugs -- Section 3 of Go To Health. The use of drugs significantly influences our health, whether it be cigarettes, alcohol or "street" drugs. We hope to take a close look at different kinds of drugs, why some are legal and others are not, why

people use drugs, what some of our own experiences have been, etc. If possible we will have members of Alcoholics Anonymous and the Providence Drug Intervention Center visit to discuss their experiences.

- III. Patients -- people up against the health care system. What rights do patients have? What rights should they have? What kind of treatment do different people get from the health institutions? Why? These are some of the questions we will try to answer when we consider the position of the patient - that person in need of health care.
- IV. The Black experience in medicine
What can a Black person expect in looking for medical help? What accounts for different types of care provided by health institutions? What is a Black person's potential in the medical field as it now stands? Why? Racism is as real in the medical field as it is in the rest of our society -- we will examine some aspects of racism in health.
- V. Women's experience in medicine
Not only are most doctors white, they are also primarily male. What is the experience of women in obtaining health care from a male-dominated health care system? What is the opportunity for women in pursuing health careers?
- VI. Unions in the health field
The job structure of health institutions is affected by many things including and most significantly by the professionalism in the field. What role do unions play in the health field, especially for non-professional health workers? How is the treatment of patients affected by the hierarchy of health careers?
- VII. Nutrition, exercise, and keeping in health
You are what you eat, they say, and if health is important to you you should know something about the food you eat. We hope to look at nutrition vs. mass consumption of processed foods, how foods are made, etc. Possibly a trip to a meat processing plant.

These are some of the areas we hope to cover over two 8-week quarters. Included will be quite a few games, visits to museums, speakers, etc. If there is an area we haven't mentioned, bring it up and we can look into it.

THE ELEMENTARY EDUCATION PROJECT

also known as

LITTLE KIDS 101

This is a project for working with little kids - - - teaching them, playing with them, learning about them, learning from them.

We'll be working primarily with kids from the Kenyon Street School, which is near Broadway. I thought it would be a good idea for a number of us to be working together in the same place with some of the same kids, so we can have something in common to share, to talk about, and to help each other with....

At Kenyon, the first grade teachers, the fifth grade teachers, the Art, Gym, and Music teachers are all really interested in working with ALP and School One students.

We also have requests from other teachers and other elementary schools that are interested in working with us. In addition, we can arrange site placements for people who would like to teach specific kinds of kids --- for example, preschoolers, or physically handicapped kids, or deaf kids, etc....

There is a wide variety of things we could be doing with the kids:

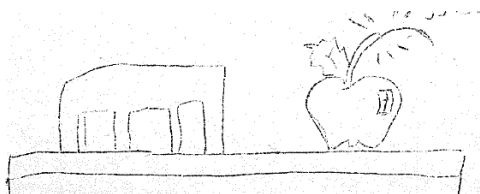
- Writing stories
- Reading stories
- Teaching reading or math
- Getting into science - - magnets, animals (snakes, gerbils, lizards, etc....)
- Crafts (tie-dyeing, weaving,....)

LITTLE KIDS 101 will require a good bit of work, but I think it'll be worth it. Here's what's required:

- (1) At least 6 hours per week at a site placement, working with kids.... (NOTE: Be sure to schedule this site-placement time when you work out your weekly schedule. I'd prefer it if most of the site placements were in the mornings, but that's not necessary.)
- (2) Two meetings per week of the Elementary Education Workshop:
Tues., Fri. from 2:30 to 3:30p.m.
- (3) Reading some books that I think are pretty interesting and also helpful in understanding kids....
- (4) Keeping a journal about your experiences with little kids....

I'm open to all kinds of possibilities - - - So if you've got an idea of what you'd like to do with little kids (or if you don't have an idea....) - - - come up and see me some time.

Barney Brawer



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POLITICAL ACTION

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Political Action study and project work can be found in three major areas: the newspaper (SKOOLBREAK), the Woman’s group and the Black Experience projects. In addition, there are unique opportunities for specialized site placements in the community including work at the Providence Human Relations Commission on Institutional Racism, the American Civil Liberties Union (ACLU), and Rhode Island Legal Services.

W-DOM-FM, Providence College's radio station, offers a special opportunity for imaginative programming in the social and political areas. Students will have a chance to prepare for their third-class broadcaster's license at the school in a special Spot Course. The station is open and available for our use; it is our hope that students and staff will help us realize the potential of this possibility as each area in the school develops their own programming.

Larry will coordinate the effort.

There will be a preliminary meeting of all interested persons' (both new and old people) about the administration of the station on THURSDAY, September 13 at 8:00 pm at the Providence College Student Union, Room 203. For further information, call the station at 865~2460.

See Shirley about the newspaper and the Woman’s Group and Ruhamah about the Black Experience.

THE BLACK EXPERIENCE/SOCIAL ACTION Ruhamah wa Shalom Tues, Thurs.
10-11:30

This can be called a class but it will actually be more. Being an oppressed minority in the United States, Black people need a chance to sit down together and talk about ourselves and our problems and a chance to determine together what we as a people need to do to survive in today's world.

Therefore, besides history and current events and other academic things we'll discuss our own everyday problems. Since this package will be dealing with Black people, the project will be dealing with Black people in prisons. .Although we are supposed to be 30% of the national population, we are over 50% of the prison population and we all run the risk of being thrown in for some length of time -- at one time or another. Only the other course (Third world Political Thought) is open to all students. Black students have the option of taking both classes in this package or only one.

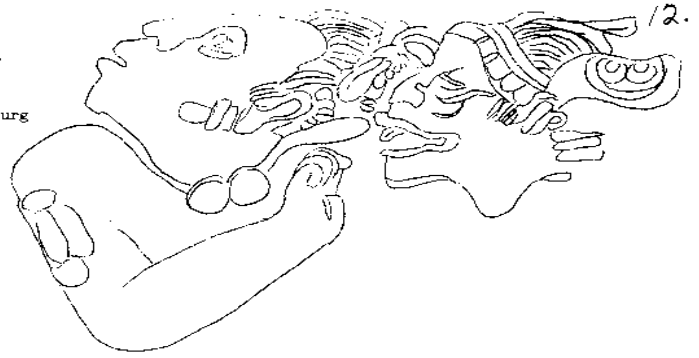
THIRD WORLD POLITICAL THOUGHT

Ruhamah Wa Shalom Mon, Wed 2-3:30

The history of humanity is the history of struggle. All oppressed peoples have always fought for their rights. This is true not only in Europe and in the United States but in Africa and South America as well. Even now, men and women and children are fighting for their rights in Palestine, South Africa and Cambodia and even they support each other in some form or fashion. We in America have a lot to learn. We will read from Cabral in Africa, Che in South America and Mao in China. As Malcolm X said we are not alone, we are the majority of the world. It's all ONE struggle.

The intent of the Woman's Group is to give an idea of the vastness of the problems involved in the issue of "Women and Society," give a sense of the variety of statements of these problems and to see them as they relate to our lives as women. The following problems will serve as a basis for our reading and discussion:

WOMAN'S
GROUP
Shirley Hamburg
Times:
Tuesday
and
Thursday
1 - 2:30



- 1) Are women born or made? Are we formed by our biology, our economic system or our culture?
- 2) Are women oppressed? If so, by who or what?
- 3) Do women have a history and culture of our own?
- 4) What alternatives do women have now? How will and how should women's lives change in the future?

We will examine these questions and others, subject to the concerns of the group. As we get our analysis of the situation together, we can share it with other high school women in Rhode Island by holding workshops in other high schools or by trying to form a High School Women's Coalition across the city or state.

* * * * *
* SKOOLBREAK – a high school newspaper *
* Meeting time: 3:30 pm Fridays *

SKOOLBREAK is a newspaper written, assembled and distributed by high school students. It began last September when people from more than eight high schools in Rhode Island got together to put out a paper dealing with issues that affected them directly -- especially schools and the U.S. Political Situation. Five issues of SKOOLBREAK were distributed state-wide last year and they were received successfully (including two arrests of SKOOLBREAK staff for lawful distribution at Johnston High School).

Publication will start up again this fall. People are needed who want to get involved in any aspect of the paper including reporting, distribution, advertising sales or participation in planning strategies for getting into high schools to help students organize on their own behalf. NOTE: SKOOLBREAK is not an ALP/School One paper. It is run totally by those who participate on it. It's funded by ads and donations. Students from ALP/School One can receive credit for work on the paper. (For those interested by unable to make the time, see Shirley.)

Arts/Humanities

The Arts/Humanities Package will merge the Visual Arts, Performing Arts and Communicative skills. All of the courses are open to everyone and are geared to serve the beginner as well as the intermediate student. There are no required courses in Arts/Humanities nor is there a required all-package project. However, individual courses will involve project work and there remains the possibility of an all-package art show depending on the amount of work produced in the courses.

COURSE WORK

Visual Arts

There are two interdisciplinary workshops that combine several forms of art with literature and music:

Bunny Harvey

OBSERVATION WORKSHOP: THE PROVIDENCE CONNECTION

Mon. 11:30 – 12:30

Thur. 1 -3

The Observation Workshop will attempt to make obvious the connection between ourselves and our being a product of the city of Providence. It will focus on what seems all too familiar and teach us to see what our city really is. The course will include exercises in observation ranging from the microscopic to the aerial view, using writing, drawing, photography, taping and any other media. A lot of time will be spent exploring the streets, parks, rivers, cemeteries and various neighborhoods of the city. Possible guest speakers will guide us in understanding the geology, history, wildlife, political structure, ecology, etc. Each student will be asked to keep a journal during the course.

Although most of the work will be based on first hand experiences, there will be some reading, watching movies, slide lectures and looking at artists' works in books, museums and studios. Some of the reading will include: The Cool World, Warren Miller; Tin Drum, Gunter Grass; On The Loose, J.&R. Russell; Wisconsin Death Trip, M. Lesy; Suburbia, Bill Owens.

ALIENATION: MODERN MAN AND HIS ART

2-3:30

Bette Drew and Connie Pesce Wed. & Fri.

A survey course in modern art in which the theme of alienation will be explored. A brief look at music, literature, sculpture, painting and poetry as it relates to us. A notebook and final paper/project will be required for credit.

The following art forms will also be offered:

COLOR -- Introduction to Painting

Bette Drew Tues, and Fri. 9-11

A course in which color relationships and painting techniques in Acrylic Polymers will be explored. A sketch book and a body of work comprised of no fewer than five paintings will be required for credit in the course.

FORM – INTRODUCTION TO SCULPTURE

Bette Drew Wed. and Fri. 12 - 2

A course in which modeling techniques and form will be explored in clay and plaster. A note/sketch book and a body of work comprised of no less than five pieces will be required for credit in the course.

LIFE DRAWING

Bunny Harvey

Mon. and Thurs. 9 - 11

A course for both beginners and advanced students with emphasis on individual work. We will draw the nude figure as a way of developing visual awareness and technical skills. By drawing with natural, man-made and imaginary materials, we will explore the figure and its relationship to the environment.

With natural, man-made and imaginary materials, we will explore the figure and its relationship to the environment.

Basic Drawing Bette Drew Tuesdays 1 - 3

(lines, marks and smudges)

An introductory course in which drawing techniques and materials will be explored. A sketch book and portfolio of a body of work comprised of 20 - 25 drawings (or more) will be required for credit in the course.

POTTERY Marjorie Skonberg Wed. 9-12 (section I)
Wed. 1-4 (section II)

A beginning course in the process of pottery including hand construction, wheel techniques, glazing, glaze-making and the firing process. Technical knowledge of ceramic materials and capabilities of the materials as a medium of expression will also be explored. Emphasis will be placed on the perfection of pottery making techniques; students will be expected to practice in the studio throughout the week.

PHOTOGRAPHY Roger Birn Section I:
Mon. 9:30-10:30
Wed. 9:30-11:30

Section II:
Mon, 11:30 – 12:30
Wed. 11:30 – 1:30

Open to all levels of competency, this course will deal with both the technical and the creative aspects of the medium: developing, printing and camera instruction. Assignments will be given in order to open the students' awareness to their selves and their environment to develop their own visual point of View. We will employ class discussion of students' photographs as well as the viewing and discussing of the works of major photographic artists.

PERFORMING ARTS

MUSIC PROGRAM

Music Courses will be offered for students at Rhode Island School of Music. All students wishing to attend these courses will be pre-tested (unless they have already been so) and must begin by passing the General Theory and Ear Training course offered only for ALP/School One students.* After having successfully completed this work, students are eligible to take any course at RISH and will be scheduled in with regular RISH four-year students. ALP/School One will provide the cost for most of the work. Students who wish to attend RISH full-time will have to pay for their own courses beyond a certain number yet to be determined.

Private lessons are offered to students at a reduced rate of \$3.50 and will be available to anyone in the school.

GENERAL THEORY AND EAR TRAINING

Mon. Wed. Fri. 2 – 3.

*Note: some students who have already mastered this course will not be asked to complete all the work.

Communicative Skills

FUNDAMENTALS OF COMMUNICATION

Sec. I	Paul Skonberg	Tues. Thur. Fri. 9-10
Sec. II	Paul Skonberg	Mon. Wed. Fri 10-11
Sec. III	Barney Brawer	Mon. Wed. Fri 11:30 – 12:30
Sec. IV	Chuck Kenyon	Tues. Wed. Thurs. 1-2
Sec. V	Ruhamah	Mon. Wed. Thurs. 9 - 10

Language is perhaps the most important tool evolved by human beings. It allows us to understand one another, to share our thoughts and feelings. The emphasis of this course will be to help students develop and strengthen both their oral and written language skills to prepare them to use standard English when necessary.

CRITICAL WRITING	Connie Pesce	Mon. Wed. Fri. 12-1
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A given work of fiction has meaning for us when we can truly experience it, and come in some measure to know it. Analytical writing is a process of conceptualizing our feelings and thoughts. It is an effort to open our minds to a unique creation and write a sympathetic and critical inquiry about it. This course will seek to develop the tools for such analysis.

SOCIAL OUTCASTS IN LITERATURE	Mary Zarour	Mon. Wed. Fri. 12-1
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"It is by the failures and misfits of a civilization that one can best judge its weaknesses."

This course will attempt to move towards self-understanding by studying those whom we as a society have excluded. It will ask the questions: who are the outcasts, misfits and unaccepted in our culture? and what do they tell us about ourselves?



DESIGN AND CONSTRUCTION Art Dion

I. Construction Project

Participation in the construction, renovation and repair of the school building as means of developing basic carpentry skills. Such jobs as:

- pottery wheel
- easels for art area
- benches
- locking cabinets for art, pottery, and design and construction areas
- wood racks
- tool cabinet with drawers
- portfolio shelves for art
- side table for table saw
- door casings
- hang cabinets in kitchen area
- spackle and bead
- frame new room in piano corner
- sheetrock inside of pottery and design/construction whop

The project will invent its own jobs and work on requests from the school community. For course credit, students will be required to complete four (4) major jobs per quarter.
MEETINGS: Tuesday, Thursday 1-4.

II. DESIGN COURSES: Students will enroll in one of two courses offered.

1) Designing for Woodworking

This course will emphasize imagination, measurement and drawing. The goal will be to develop the skills necessary to turn an idea for carpentry work into a clear set of directions. For example, students will be asked to create designs and drawings for benches, cabinets, and drafting tables to be used in the shop and a floor plan for the shop itself. Some reading will be required.

For credit students will keep a portfolio of sketch work and produce four finished plans.

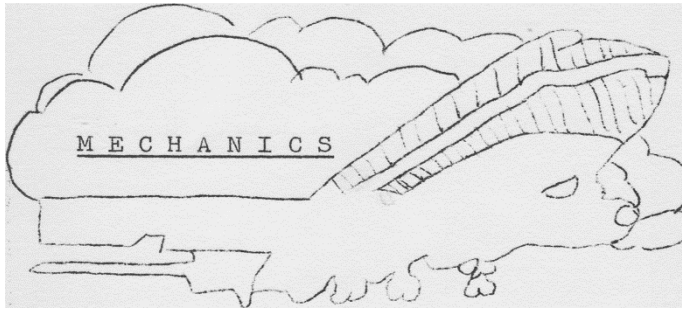
TIMES: Mon, Wed 10-11

2) Architectural Design

An exploration of the design of buildings. The course will emphasize critical thinking and an appreciation of the workings of the city. The goal will be to develop standards for judging the value of buildings. Through reading, class discussions and field trips, the course will face such questions as: what's happening to the face of the earth?, who builds and why?, how does the construction industry work?, who is served?, what makes a building had or beautiful?

For credit students will be required to submit one 2-page paper and one 5-page paper.

TIMES: Mon, Wed 2 – 3



In the mechanics program you will learn how things work. Class room instruction will be directly related to repair work on automobiles, motorcycles, bicycles and other mechanical devices. A large portion of "class" time will be spent working in a local service station where

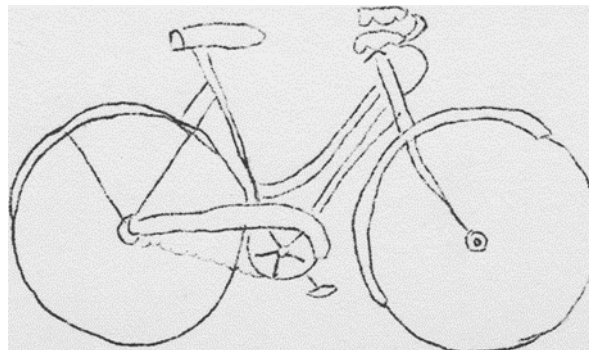
Don Harper Paul Skonberg

we will trade our labor for space and instruction from the owner of the station. As we become more expert, we could get our own service facility.

Four sections of Mechanics are open in the first quarter. Each section will cover the same material dealing with automotive tune-ups, fundamental mechanics and repair of simple mechanical devices. Advanced students will be given independent programs built around their special interests. All students seriously interested in mechanics will be encouraged to work on a special project of their own. The instructors will help in setting these projects up and will give advice as needed.

SCHEDULE: Mechanics

Section I - Monday and Wednesday	9am - 11
Section II - Tuesday and Thursday	9am - 11
Section III - Monday and Wednesday	1 - 3
Section IV - Tuesday and Thursday	1 - 3



U.S. History

U.S. History will be offered in each of the four quarters around particular themes. The first quarter offering is Violence in American Life. In addition, a spot overview and review course will be offered each quarter. It will meet three times a week for three weeks. (Note: work in the social sciences will be done through the Seminars, independent study, work at area college and universities and spot courses.)

U.S. History: Violence in American Life.

Natalie Robinson

Section I -- M,W,F 10 – 11

Section II -- M,W,F 1 - 2

"A little rebellion now and then is a good thing; the tree of liberty must be refreshed from time to time with the blood of patriots and tyrants."

"If I can't love Hitler, I can't love at all."

"Off the pig!"

"Violence is as American as cherry pie."

"It was a bully little war."

"Onward Christian soldiers, marching as to war, with the cross of Jesus going on before."

"Hell, no, we won't go!"

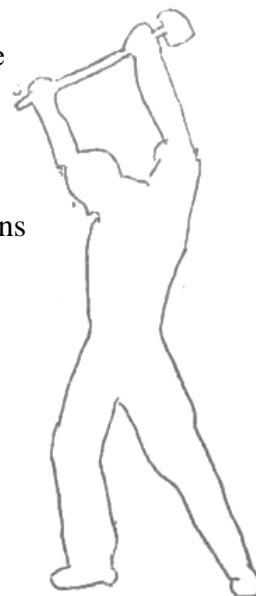
"....acquisitions of territory in America, even if accomplished by force of arms, are not to be viewed in the same light as the invasions and conquests of the old world....the solitudes of America are the property of the immigrant children of Europe and their offspring."

"I will never tell any black person to lay down his gun. That would be suicide, and I won't advise anyone to commit suicide"

These are some statements about the use of violence, and attitude 'towards it, expressed by Americans at various times in our history. Some of the questions they raise: does the end justify the means? Does might make right? In this course the history and uses of violence in America will be explored with a view to attempting to answer these and other questions.

This course serves as partial credit for fulfilling the U.S. History graduation requirement.

****MORE****



U.S. HISTORY (continued)

U.S. HISTORY SURVEY COURSE (A Spot course) Natalie RobinsonTues, Wed, Thurs. 9am-10 for three weeks Beginning Oct. 9.

Fulfills one of four required history spot courses (plus one quarter of U.S. History) toward completion of History requirement.

This spot course is a short-term overview of American history from the colonial period to the present time designed for students who have had a U.S. History course or who would like a brief review course. It will be chronological, narrative and factual in emphasis but will include discussions of issues and values to the extent that time permits. There are no pre-requisites for this course. Students will, however, be required to complete various readings and to produce a brief written narrative at the conclusion of the course demonstrating their familiarity with the major periods and events of American history.

BEGINNING-INTERMEDIATE FRENCH Billie Terry

M,W,F 9am-10 (Tutoring sessions also available)

Text: Mise en Train, a unique book by Michel Benamou and Eugene Ionesco

When possible students will have use of the language laboratory and other facilities and resources of Brown University. The first quarter will consist of work in phonics (sounds) and correct, pronunciation, simple conversational exercises, text material (monologues, dialogues, narratives-descriptive passages, combination dialogue-narratives.)

The second and third quarters involve more concentrated work in language structure (with special emphasis on verb study, reading and writing)

The fourth quarter will concentrate on the French-speaking communities of Rhode Island. Throughout the year we will be studying the culture of France and other French-speaking countries throughout the world, Field trips are planned.

ADVANCED FRENCH Billie Terry M, W, F 10am-11

Pre-requisite: demonstration of minimal competency of the four basic language skills areas (speaking, comprehension, reading, writing). Work will be assigned on an individual basis according to the level of competency of each student. Field trips will be arranged in part by the students as will visits by speakers.

BEGINNING-INTERMEDIATE SPANISH Billie Terry M,W,F 11:30 - 12:30Text: Conversational Spanish by Walter Dobrian; Supplementary Readers: El Mondo de Hoy, Sol y Sombra; Related materials in English: The Puerto Rican Spirit, Occupied America: The Chicano Struggle Toward Liberation, Five Families, and I am Joaquin.

Brown University's language laboratory will be available for listening and speaking practice, Tutors will also be available.

ADVANCED SPANISH Billie Terry M,W,F 1:30 2:30

Pre-requisite same as that for Advanced French course (above), Course work will be handled on an individual basis. In addition, students will be involved in some project involving use of the Spanish language in the Spanish-speaking community. The English reading material will be primarily the same as for Beginning-intermediate Spanish. Advanced students will help co-ordinate field trips and visits by speakers.

LANGUAGE QUESTIONNAIRE

NAME _____

1. Language you would like to study: _____

Why do you want to learn this language?

- because I am very interested in this language and languages in general
 to satisfy a college entrance requirement
 to satisfy my parents
 really can't say
 other (specify):

2. What language study have you done?

LANGUAGE	WHERE STUDIED	NO. OF YEARS
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Do you find language learning easy or difficult?

4. Do you feel that you want to spend a lot of time and really learn this language OR
 Do you want to put in little time and learn a few things in this language, but not give a lot of time to it, OR

Would you want a course taught in English about the country, people, culture, language etc., rather than a course in learning the language.

5. If you decide to study this language, what would you want most of the class to be about?

6. What do you want to learn most?

- Conversation Translation
 Pronunciation practices Reading
 Grammar drills writing
 Vocabulary learning Other (specify)

7. If you decide to study this language, could you conceive of a class taught entirely in this language with no English?

8. If the materials were available, would you study the language on your own, not in class, and meet with the instructor only once a week?

9. Do you want to help plan the classes? Would you be willing to come one extra day to prepare class materials?

10. After three classes, will you be willing to make a semester (sixteen weeks) commitment to this course?

11. How would you rate yourself as a language student?

- Excellent Good Fair Poor

LANGUAGE QUESTIONNAIRE (continued)

The following should be answered only if you are in some way already acquainted with the language you wish to study:

12. How are you familiar with this language?
 lived in foreign country
 parents and/or grandparents speak it
 independent study How many years?
 elementary school _____
 junior high school _____
 high school _____
13. If you know a little about this language how do you feel about your ability to use it?
 A. LISTENING; UNDERSTANDING SPOKEN LANGUAGE
 Excellent - understand everything said
 Very good - get the entire message but might miss a word here and there
 Good - understand everything using familiar vocabulary in class
 Fair - some understanding of slow speech on a familiar topic with familiar vocabulary
 Limited - need frequent English explanations
 Just a few words
- B. SPEAKING
 Excellent - speak about anything without too much hesitation
 Very good - can speak without hesitation using familiar vocabulary and sentence patterns
 Good - can answer questions on familiar topics without too much hesitation
 Fair - some ability to speak, but very hesitant and need prompting
 Not at all
 Know the language fairly well but too embarrassed to speak in front of others
- C. READING
 Excellent - can read anything without a dictionary
 Very good - can read and understand textbooks without a dictionary
 Good - can read using a dictionary and sometimes a grammar book
 Limited - need a dictionary and grammar book to look up most words
 Not at all
- D. WRITING
 Excellent - can write without a dictionary and make no mistakes
 Very good - can write with some use of dictionary, grammar book
 Good - can write with frequent use of dictionary, grammar book
 Limited - can write based on a model in a textbook
 Not at all
14. If you have studied this language in school, what did you spend most time on?
 language conversations vocabulary writing
 Pronunciation practices Translation Other (specify):
 Grammar drills Reading
15. How well do you think you know each of these: Check under appropriate column.

	EXCELLENT	VERY GOOD	GOOD	LIMITED	NOT AT ALL
Conversation					
Pronunciation					
Grammar drills					
Vocabulary					
Translation					
Reading					
Writing					

MATH AND SCIENCE

Fundamentals of Mathematics Paul Skonberg TIMES: M,W,F 11 - 12

A course in the basics of computation and problem-solving which everyone should know.

Algebra I

Section I - Rosie Pointer	M,W,F	2 - 3
Section II - Rosie and Chuck Kenyon	Tues, Thurs, Fri	10 - 11

Algebra II

Section I - Larry Paros Tues,	Thurs 9 - 10:30am
Section II- Rosie Pointer	M,W,F 12 - 1

Geometry Alan Warner

Section I - M, Tues, Thurs 9am – 10
Section II- M, Tues, Thurs 12:30 - 1:30

Life Science Rosie Pointer M,W,F 9am – 10; Lab session at RI Hospital: Tues 2-4

The main concepts objective of biology of this biology course by reading, observing, is to acquaint you with discussing and practical the fundamental experimentation.

Chemistry Rosie Pointer M,W,F 10 – 11 am; Lab session at RI Hospital: Thurs. 2-4

The primary objective of this course is to improve comprehension and vocabulary in the area of chemistry as it relates to practical and vocational subjects. There will be special lab experiments on such topics as the metric system and its uses.

Earth Science Rosie Pointer TO BE OFFERED AS A SPOT COURSE

This is a general science course designed to make each of us more aware of our environment and the good and bad things we are doing to it. We will visit such places streams and rocky areas and discuss their conditions. We will study the stars (the sun as well) and some of the ways the moon influences our day-to-day behavior.



MATH QUESTIONNAIRE

NAME _____

1. What math would you like to learn? Circle.

General Math

Trigonometry

Plane Geometry

Calculus

Beginning Algebra

Probability Theory

Advanced Algebra

Statistics

Other (specify):

2. Why are you taking math?

 because I happen to be very interested in it because I need it for work in the sciences and allied fields to satisfy a college entrance requirement to satisfy my parents to satisfy a high school graduation requirement really can't say other (specify)

3. What other math study have you done (beyond general math)?

Kind of mathWhere studiedNo. of years

4. Do you find math learning difficult or easy?

5. Do you feel that you want to spend a lot of time and really learn math _____ OR

Do you want to put in a little time and learn a few things but not give too much effort to it
_____. (Check appropriate blank.)

6. How would you rate yourself as a math student?

 Excellent Good Fair Poor

7. If the materials were available, would you study math on your own, not in class, and meet with the instructor individually once a week _____ OR would you prefer regularly scheduled math work _____. (Check appropriately.)

8. After three class meetings, would you be willing to make a semester (sixteen week) commitment to this course?

 Yes No

#

#

#

#

#

#

TAKE OUT AND RETURN TO YOUR COUNSELOR.

****GRADUATION REQUIREMENTS****

and

****HOW THEY MAY BE FULFILLED****

U.S. HISTORY:

- 1) taking two eight weeks quarters of U.S. History
- 2) taking one eight week quarter of U.S. History plus four history spot courses*
- 3) independent study (see below for explanation)
- 4) a semester of work at a college or university in which students meet the requirements established by the instructor in the courses.
- 5) taking one eight week quarter of U.S. History plus any two of the following
Seminars in consultation with and under the supervision of Paul G. or Natalie. Seminars: Sexuality & Sexism, Society's Institutions, Work and Life Style, Class and Race, Aggression and Violence, Cultural Models.
- 6) any two Seminars (as above) plus four spot history courses
- 7) taking an oral examination: a student may present a written list of courses taken or books read on which the student would like to be tested
- 8) having successfully completed one year of U.S. History in high school.

ENGLISH: Accumulation of English credits is not required for graduation. Rather, a student must demonstrate sufficient competency in English. (It should be noted that colleges generally require four years of English or their equivalent.)

English competency can be demonstrated by:

- 1) passing the competency test
- 2) submitting evidence of competency to one of the English instructors and having him/her agree that competency has been achieved. Evidence can include papers written for any other course and submitted for English competency.

MATH:

- 1) passing the math competency exam
- 2) successfully completing a basic math course
- 3) successful completion of one year of high school math elsewhere

SCIENCE:

- 1) taking two eight week quarters in a science
- 2) taking one eight week quarter plus four science spot courses
- 3) independent study
- 4) a semester of work at a college or university in which students meet the requirements established by the instructor in the course
- 5) taking an oral examination: see #7 above under U.S. History
- 6) successful completion of a science course in previous high school.

SEMINAR: taking four eight week quarters. (Students planning to graduate this spring need only two eight week quarters of Seminar for graduation.)

HEALTH AND PHYSICAL EDUCATION: the State Dept. requires 100 minutes of physical education or study in health per week. Can be fulfilled by:

- 1) Dance 2) Karate 3) Y membership 4) field trips/camping 5) ind.. study

**The State Dept. requires nine (9) additional units for graduation. All other courses can be used as electives towards satisfying these unit requirements.

one year of a high school course equals one unit
two eight week quarters equals one unit

See next page for explanations of:

- Spot courses
- Independent Study
- Friend of the Schools

GRADUATION REQUIREMENTS (continued)

SPOT COURSES: During every eight week quarter staff members will offer short courses -- meeting for one or two weeks -- on a variety of subjects. Students are encouraged to initiate them with staff. They will be posted on the School Calendar and on bulletin boards. If courses of this sort contribute towards the fulfillment of a requirement they will be designated as such.

INDEPENDENT STUDY: a student may contract with a staff member or with an outside resource to do independent study. If contracting with someone outside the school, a student must get approval for the study/course/project by a staff member in the area and consult periodically with that staff member

Independent studies are available in:

Literature: Connie (*), Shirley, Ruhamah, Paul S.

Political Science/History: Ruhamah, Paul G. (*), Natalie

Social Sciences: Barby (*), Barney

Science/Math: Rosie (*) – not accepting independent studies but will help arrange for outside resources.

(*) person designated to handle requests for outside resources.

FRIEND OF THE SCHOOL: a student who is doing nothing at school in terms of courses, projects, site placements etc. A student can change this status whenever new courses or projects accept new students. Spot courses should make this status change more easily. A student over 16 will be dropped from the roster after one year of "Friend" status. In the event that a student "promises" to participate in school the following Fall, he-she must show willingness to do so within the first eight weeks of school or be dropped. A student under 16 will be transferred to another school.

Why an English Test?

Tests are distasteful to all of us; indeed, to some, tests are nothing more than instruments of torture, evoking an agony unparalleled in human experience. Tests are misused and misinterpreted by many. For example, some educators have fallen into the delusion that I.Q. is not merely a score on an exam but is a valid way of rating human beings. Others write tests that in no way measure a student's achievement but are merely a meaningless exercise, used somehow to justify a grade. Some tests contain questions which are so vague or ambiguous that the intelligent student is penalized, because he sees this vagueness or ambiguity and is unable to choose a single correct answer. Questions calling for a written response often leave in doubt what is being asked and, therefore, what an appropriate response might be. There is no doubt that many tests are bad and that their results are wrongly interpreted. This observation, however, in no way justifies the conclusion that all tests are worthless or evil in nature.

The test you will be asked to take may indeed contain some of the flaws mentioned above. We hope, however, that if you encounter such a flaw, you will not condemn the entire test but that you will share your discovery with the staff so that it may be taken into account in evaluating the test results. The staff feels that the test is important, so important that all students and staff members are being asked to take it. With all of the criticism of tests cited above and the admission that this test may contain some of the same flaws, why do we feel that this test is so important?

It is our firm belief that it is absurd to ask students to sit in an English classroom if they have already gained sufficient ability in the use of our language to make their way through life. This is clearly a waste of the student's time and a waste 'of the teacher's time in the sense that the teacher is prevented from devoting his or her time to the students who need the greatest amount of help. Therefore, we have decided that students will not be asked merely to amass English credits for graduation from ALP -- School One. It is a student's competence that is important, not the number of hours he or she has spent in English classes. What then, is competence, and how should it be measured?

During the course of the summer, the staff met at great length in an attempt to define those skills in language use which are necessary to every member of society. The test you are being asked to take is the product of these meetings. Our choice of criteria was based on the need for clearness in communication, not on any set of traditional rules of grammar. The punctuation in the test is necessary for clearness. The vocabulary words were chosen because they are words that are often used at ALP - School One. And we are asking for clearness of expression in the writing samples, not for a demonstration of creative talent.

In order to measure the competence of a student, some overt behavior of the student must be observed. A test is one way of doing this. It is only one way. There are others, and several alternatives have been made available to students through which they may demonstrate their competence. We would, however, like for all students to take the test. We feel that the test will provide the student with knowledge of his or her strengths or weaknesses in the use of the English language. The test has been divided into segments so that a student may identify the specific areas in which he or she needs work. If all students take the test, we will be better able to determine its quality. We will carefully review the results to determine where the test is weak, and the more information we have on which to base our judgements, the more we can improve the quality of the test. More than anything else, we hope that the test results will help us avoid a situation in which students sit in classes they don't really need.



* A SOCIAL CONTRACT *

This school is not only a "school," but also a community. Further, it exists, not in isolation from, but in interaction with the World. As such, each member must agree to abide by certain rules which experience and common sense have indicated to be essential to the well-being and preservation of the community, until such time as these rules are judged insufficient or inappropriate and are altered by the mutual consent of staff and students.

REGULATIONS

A. Membership in the school carries with it the responsibility for active involvement in the governance and operation of the school – through guidelines established in the school constitution.

B. Any member of the school community whose behavior threatens the well-being of the community as a whole or any member thereof will be subject to appropriate penalties by action of the Governing Board including representatives of the administration, faculty and students. The Board's recommendations will be made to the Director and once implemented will become binding.

C. There are also certain activities not obviously disruptive of the community which must be restricted because of political considerations beyond our control.

- 1) There must be no weapons, drugs or alcohol on the premises out of deference to the law.
- 2) There shall be no visitors except on the basis of appointments made in advance. This is Providence School Department policy.
- 3) Because of state law, the school is required to keep a school attendance register. It is the responsibility of each student to call the office to notify us when he/she is out ill or in any way prohibited from participating in school activities. Students are otherwise assumed to be present and will be so recorded.

D. There are other constraints which we accept, primarily because failure to do so would result in undue hardships being borne by other members of the community:

- 1) Service to the School

In accordance with the concept of a collective

Enterprise, all members of the school community are asked to share in the work of maintaining the school. Students are required to give eight hours per quarter (8 week period) in some kind of service to the school. Students are urged to fulfill the requirement by working one hour per week in some capacity. Students who do not complete their 8 hours per quarter will not be allowed to take courses during the next 8 week session.

If, however, a student has completed at least 4 hours of work and feels that he/she has a valid excuse, he/she may arrange with his/her counselor to make up the time in the following quarter. If a student feels he/she has a valid excuse and has worked less than 4 hours, he/she may appeal the case to Student Government.

Service to the School may be fulfilled by working on the following committees:

- a) Cleaning the school. Although classes begin at 9:00 am, school is open at 8:00 am each morning. Students and staff will use this hour to clean the school, i.e. sweep floors, clean bathrooms, empty garbage pails, straighten up classrooms and office areas, sweep entrances and stairways.
 - b). Desk Duty. Students may help for various periods during the day by sitting at the front desks and answering phones. A few students who can type may help with the school correspondence.
 - c) Check out area. Students can man the school check out area where student and staff will sign out materials.
 - d) General maintenance.
 - e) Student lunches.
- 2) Equipment and materials belong to the entire school community. Abuse or loss of same is the responsibility of each community member and will be the occasion for an appearance before the Governing Board.

E. A number of rules are structural imperatives, necessitated by the fact that we are an educational community:

- 1) At the beginning of the school year, each student, in conjunction with his/her counselor, shall tentatively identify his/her academic and personal goal(s) for the year based on the student's expressed interests and concerns. Discussion shall center both on these objectives and the manner in which they might best be realized. From such discussion will come the student's program of study.
- 2) Evaluation is an important feature of the school. It provides students with the means for holding themselves to some degree of personal accountability, provides an on-going record for purposes of job and college placement and serves as a vehicle for self-reflection for the school as a whole. Because of its importance, each student will be required to evaluate, in conjunction with the teacher, each course and project. This will be done on a quarterly basis, time being set aside specifically for this purpose during the school year. These evaluations will be kept on file and will always be available to students. They can be released and reviewed only with the student's permission.
- 3) The school building will be open from 8:30 a.m. - 4:00 p.m. Monday through Friday. No classes are scheduled on Tuesdays and Thursdays from 11:00 till 1:00 in order that student meetings might be held.

Your acceptance of the conditions of this contract implies your agreement to participate in the school.

Signed,

Governance -- --
One Person's Statement

The Alternate Learning Project, in its two years of existence, has had a number of school governments, student governments, advisory councils, and the like. I, as a new staff member of School One, am not the one to lay out that history on paper. The situation, as far as I can tell, seems to have developed to the point where the staff has been making most of the decisions about the school - - - sometimes consulting these various various organizations, sometimes not. Most everyone, especially including the staff itself, has been unhappy with this situation - - - and is looking for a new and more successful governing body which would include all parts of the school in decision-making.

This year it will be even more complicated than in the past because there are, in fact, two schools --- School One and ALP --- working together. Some decisions seem to affect everybody in both schools, and other decisions perhaps will affect only the members of one school or the other.

I am interested in our setting up a new governing board (or whatever we want to call it) with the real power to govern the school - - - to make decisions about budgets, hiring and firing, whatever "heavy" issues there are to be decided about the school. I am not interested in setting up a new group without real power. We'd just be bullshitting ourselves and each other. I am not interested in setting up something whose only purpose is to discipline people. I am also not just interested in "getting people involved."

Either we set up a school government that has real power, that can make real decisions which stick, in which students as well as staff have real power (maybe parents too; maybe not....) - - - or there's no point in wasting our time talking about it. That's what I would like to work on organizing.

Other staff members who have said that they would also like to work on this are: Betty Drew, Don Harper, Barbie Tucker, and Art Dion. In addition, I've spoken to some students about all this, but I didn't get everybody's name who was interested.

This governance thing has been a sticky business in the past. A number of people have been really bummed out by it. But I think we can set up something that works well for everybody, and I think we need to.

Barney Brawer

COURSE LISTING (by day)MONDAY

9-10 Society's Institutions (Larry)
 9-10 French I
 9-10 Biology
 9-10 Geometry (Section I)
 9-11 Mechanics (I)
 9:30-10:30 Photography (I)
9-11 Life Drawing
 10-11 Advanced French
 10-11 Sexuality and Sexism I
 10-11 History: Violence in America
 10-11 Design Workshop I
 10-11 Chemistry
 10-11 Fund. of Communications II
 10-11 Karate
10-11 Society's Institutions (Paul)
 11-12 Yellow Pages Wksp.
 11-12 General Math
 11-12- Karate
 11:30-12:30 Providence Connection
 11:30-12:30 Spanish I
 11:30-12:30 Photography (Sec. II)
11:30-12:30 Writing (Barney)
 12-1 Critical Writing
 12-1 Literature (Mary)
 12-1 Sexuality and Sexism II
12:30 - 1:30 Geometry (Sec .II)
 1-2 Stages of Life (I)
 1-2 History: Violence in America
 1:30-2:30 Advanced Spanish
 1-3 Mechanics III
12-1 Algebra II
 2-3 Design Workshop (II)
 2-3 Health Careers Wksp.
 2-3 Intro.to Music
 2:30-3:30 Stages of Life II
2-3 Algebra I

TUESDAY

9-10 Color
 9-10 U.S. History Overview
 9-10 Fund. of Communication (I)
 9-10 Geometry (L)
 9-10 Awareness Seminar I
 9-10:30 Modern Dance
 9-10:30 Algebra II (Larry)
9-11 Mechanics II

TUESDAY (continued)

10-11 Algebra I
12:30-1:30 Geometry (II)
11-1 Communal Lunch
 1-2 Fundamentals of Communication
 1-2 Awareness Seminar II
 1-2:30 Woman's Group
 1-4 Construction Workshop
 1-3 Mechanics IV
1:30-3 Theater
 2-4 Biology Lab
 2:30-3:30 Little Kids 101

WEDNESDAY

9-10 French I
 9-10 U.S. History overview
 9-10- Biology
 9:30-11:30 Photography (I)
 9-11 Mechanics I
 9-10 Society's Institutions (Larry)
9-12 Pottery
 10-11 Advanced French
 10-11 Sexuality and Sexism I
 10-11 Violence in America
 10-11 Design Workshop (I)
 10-11 Chemistry
 10-11 Fund. of Communication II
 10-11 Karate
10-11 Society's Institutions (Paul)
 11-12 Yellow Pages Workshop
 11-12 General Math
 11-12-Karate
 11:30-12:30 Spanish I
 11:30-12:30 Writing (Barney)
11:30-1:30 Photography (II)
 12-1 Critical Writing
 12-1 Literature
 12-1 Sexuality and Sexism II
12-3 Sculpting
 1-2 Stages of Life I
 1-2 History: Violence in America
 1-2 Fundamentals of Communication
 1-3 Mechanics III
 1-4 Pottery (II)
 1:30-2:30 Advanced Spanish
12-1 Algebra II

COURSE LISTING (continued)

WEDNESDAY (continued)

2-3 Design Workshop (II)
 2-3 Health Careers Workshop
 2-3 Intro. to Music
 2-3:30 Modern Man and Art
 2:30-3:30 Stages of Life (II)
 2-3 Algebra I

THURSDAY

9-10 U.S. History Overview
 9-10 Fund. of Communications (I)
 9-10 Geometry (I)
 9-10 Awareness Seminar I
 9-10:30 Algebra II (Larry)
 9-10:30 Modern Dance
 9-11 Mechanics II
9-11 Life Drawing
10-11 Karate
10-11 Algebra I
 11-12 Karate
12:30-1:30 Geometry (II)
11-1 Communal Lunch
 1-2 Stages of Life I
 1-2 Fundamentals of Communication
 1-2 Awareness Seminar II
 1-3 Providence Connection
 1-2:30 Woman's Group
 1-4 Construction Workshop
 1-3 Mechanics IV
1:30-3 Theater
 2-4 Chemistry Lab
 2:30-3:30 Stages of Life (II)

FRIDAY

9-10 French I
 9-10 Biology
 9-10 Awareness Seminar I
 9-10 Fundamentals of Communication (I)
 9-10 Society's Institutions (Larry)
9-11 Color
 10-11 Advanced French
 10-11 Sexuality and Sexism I
 10-11 History: Violence in America

FRIDAY (continued)

10-11 Chemistry
 10-11 Fundamentals of Communication (II)
 10-11 Society's Institutions (Paul)
10-11 Algebra I

11-12 Yellow Pages Workshop
 11-12 General Math
 11:30-12:30 Spanish I
11:30-12:30 Writing (Barney)
 12-1 Critical Writing
 12-1 Health Careers Resources Center
 12-1 Literature
 12-1 Sexuality and Sexism II
 12-1 Algebra II
12-2 Sculpting
 1-2 History: Violence in America
 1-2 Awareness Seminar II
1:30-2:30 Advanced Spanish
 2-3 Intro. to Music
 2-3 Algebra I
 2-3:30 Modern Man and Art
 2:30-3:30 Little Kids 101
 3:30 – Newspaper

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NOTE: Roman numerals indicate sections.

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ADDITIONS

Fundamentals of Communication (V)
 M,W, Thur 9-10
 The Black Experience
 Tues, Thur 10-11:30
 Third World Political Thought
 M,W 2-3:30