



# reporter

PUBLISHED BY THE UNIVERSITY OF MINNESOTA, CENTER FOR URBAN AND REGIONAL AFFAIRS

## IDEAS IN EDUCATION...

### STUDENT-COMMUNITY INVOLVEMENT

A "problem" young man teaching swimming at the "Y", another spending Tuesday afternoons with his "little brother", a girl helping children enjoy a nature center, a young man playing cribbage with an old man before getting him some groceries; groups of students working in day care centers, hospitals, nursing homes, elementary schools, taking an attitude survey for their city government, working in politics; a Constitutional Law class taught by a lawyer, a Child Development class with field placements in nursery and elementary schools, a Department of Student Involvement staffed by students; field trips to social service and governmental agencies, court visits, participation in conferences on Urban Design, Municipal Government, etc., etc.

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Is this school? A curriculum for a "free" or "open" school? Could be, but the above examples just happen to be taken from the range of activities that students are participating in as part of their social studies course work at the more traditional North, West, Blake, Northrop Collegiate, and Hopkins Eisenhower High Schools. These are the five pilot schools in the Student-Community Involvement Project (SCIP) which is a special project of the Center for Youth Development and Research at the University of Minnesota.

The Student-Community Involvement Project began in February, 1972, and is scheduled to operate through June, 1973. It is funded by the Surdna Foundation, and has the charge of "increasing high school student's knowledge and participation in the community as a means of stimulating continuing civic involvement." The project staff, and teachers and students from the five other pilot

schools, are devising models, strategies, and materials that will facilitate involvement programs in a variety of school and community settings. "Involvement" has been broadly defined to include any purposeful interaction between students and the community, whether in the form of bringing resource people into class, observational trips, or long-term placements in community settings. The assumption behind the program, according to Dan INVOLVEMENT (Cont'd on page 4)

### INVESTIGATING OPENNESS

"What really happens in open schools? Are students just walking around all the time? How do you know they are learning?" These are frequent questions open school teachers hear.

The St. Paul Open School has 500 students, ages 5-18, who represent the racial and socio-economic diversity of St. Paul, Minnesota. The school is public, the result of a massive community effort which involved over 2000 people who talked with school administrators and community groups, wrote proposals and finally convinced the St. Paul Board of Education to try the idea. The school has some money for start-up costs from Title III and two local foundations (although substantially less than a typical school would have for start-up costs. The Board of Education accepted the program with the provision that it would provide per pupil but not full start-up funds). The home base is a former UNIVAC warehouse on University Avenue, which parents, students and staff have redesigned and recreated.

machines, drill presses, etc. Students work on their own or in groups, setting up their own courses, taking courses offered by staff or community members and planning, financing and going on trips. Each student selects a staff member to serve as the student's advisor. The student and advisor meet weekly to evaluate work on past goals, plan future goals and discuss any questions or problems the student has. Students fill out goal sheets at the beginning of each project and together with the instructor, evaluate work at the end of each project. No grades are given.

Students volunteer to attend the school. Right now we have over 800 students on the waiting list. Why do so many students want to come to the Open School? Reasons vary, but many students prefer the variety of ways learning takes place at the Open School. A successful learning experience usually involves as many of the following seven characteristics as possible. The experience:

1. Begins with a student's interest

OPENNESS (Cont'd on page 3)

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The CURA Reporter is a bi-monthly publication of the Center for Urban and Regional Affairs, University of Minnesota. Comments and contributions welcome. Neil Gustafson, Editor; Terry Anderson, Assistant to the Editor. Offices at 311 Walter Library, U. of M., Mpls., MN, 55455.

# CONSERVATION OF HUMAN RESOURCES

A unique approach to college education is being conducted by Augsburg College through its Conservation of Human Resources Program (CHR). This Program offers 8-10 courses per term in Minnesota's correctional institutions (Stillwater, St. Cloud, Shakopee), Trevilla of Robbinsdale for the severely physically handicapped, St. Peter Security Hospital for the "criminally insane," and Circle F, a drop-in mental health center. Director of the CHR Program at Augsburg is Vern Bloom.

All courses are conducted on a "co-learning" basis with approximately 1/3 Augsburg students or community persons; 1/3 residents/inmates of the institutions; and 1/3 staff (guards, officers, counselors, aides, etc.). All class participants register for the classes and receive the equivalent of 5 college quarter credits. Classes meet once a week for 3 hours for 15 weeks. For the most part, they are conducted off campus in the institutional setting. Course offerings during the three years the program has operated have included psychology, criminology, sociology, art, philosophy, anthropology, history, English, speech/communications, American Indian studies, and Black history.

## Philosophy Behind CHR

"We believe that everyone is a resource person and that the sterile, rigid institutional life tends to suppress the oftentimes latent potential that exists in its residents. In such cases, it is of special importance to discover ways of conserving and developing the human resources of individuals," according to Wayne Moldenhauer, CHR Program Coordinator. "One modest but yet significant approach is to gain an understanding of one another through co-learning education; we all know that the traditional classroom is not the only place where humanizing learning is at and about," he emphasized.

The co-learning experience is augmented by the presence of multidimensional frames of reference. Theoretical textbook materials are introduced and discussed with persons who have experiential knowledge of the subject matter.

Staff of CHR feel that the co-learning model of interaction between college student (community) — staff — inmate (resident) is a very powerful vehicle for social change. Exposure to alternative life-styles, positive reinforcement of constructive goals, academic and social interchanges with staff and a living learning experience for college students with both

factions, offer a broad base from which to expand in their chosen careers.

## History of CHR

It is against this background that the origin of the CHR Program some four years ago is to be understood. In 1969, Cal Appleby, a concerned and innovative teacher and individual, initiated what he took to be an "experimental" and "encountering" seminar in crime and society using staff and inmates and college students as resource people, to study truths and misnomers of the textbooks.

The first class became the grass roots of a program that began to grow and spread into other institutions such as Minnesota Correctional Institution for Women at Shakopee, Anoka and Hastings State Hospitals, and in the winter of 1970-1971, at Trevilla.

## Correctional Classes Funded

In its early stages, the emerging program was not without its difficulties. The classes existed on an "experimental" basis, and they rested on uncertain financial footing. But through a series of fundraising benefits and with some help from interested individuals and groups, CHR managed to gain strength and confidence concerning the extent of financial support for the venture.

In the fall of 1971, CHR received a grant from the Governor's Commission on Crime Prevention and Control and the Minnesota Department of Corrections for expansion of classes to continue for three years. This grant enabled CHR not only to offer more classes per term in Stillwater and Shakopee, but also to offer a wider variety of classes. In addition, it enabled CHR to start classes at St. Cloud Reformatory. In the meantime, CHR, despite its financial struggles, continued offering classes at Trevilla of Robbinsdale and Anoka State Hospital; and expanded in the fall of 1971 to St. Peter Security Hospital.

## Follow-Up Scholarship Program

In the past year and a half, because of the increase in classes being offered through CHR in the correctional institutions, requests have been received from inmates to continue their education after their release from prison. Last spring, the University of Minnesota through the HELP Center agreed to provide 10 scholarships to be used by ex-offenders who have been in CHR classes. There are 7 such persons attending the University of Minnesota. Other scholarships have been made available through Augsburg, St. Johns, and Concordia of Moorhead.

## Tutoring

CHR has also developed a tutoring service for residents in the various institutions. This is implemented at various educational levels from help with the CHR courses to remedial reading for non-CHR students. The tutoring service primarily uses students from Augsburg and the University of Minnesota, but anyone interested may contact Sue Mahoney, Community Resource Specialist at CHR.

## Future Directions

One area CHR has been looking into is radically new and different paraprofessional careers in human services for people from all institutions. An example is Trevilla for the physically disabled. A proposal to establish such has been submitted to the State Planning Commission. In connection with this, staff of CHR have been asking employers about their needs and introducing resumes of the interests, experiences, and talents of some of the residents of Trevilla and will negotiate individual learning contracts with participants.

The major goals and directions for CHR in the future, according to Community Resource Specialist Sue Mahoney, are:

- a. To continue to make full and valid use of the many resource people in the various institutions;
- b. To introduce into the community the CHR model as an alternative to incarceration, utilizing all portions of the criminal justice system, community personnel, and institutions of higher learning;
- c. To further expand the model into other areas and institutions and include other forgotten minorities through community as well as college involvement.

## Continued Funding Needs

In the non-correctional institutions, CHR has received some funds to start a class with a number of Circle F members. Circle F is a drop-in center for "emotionally disturbed people."

The class at St. Peter is partially funded through staff training funds. For Trevilla, however, there are still no available funds, nor are there any in sight for the near future. Any individual or group interested in providing tuition or scholarships for Trevilla residents (\$85 per course) may contact CHR office at Augsburg College, Minneapolis, Minnesota, 55404 (332-5181, ext. 327). All donations are tax-deductible.

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# reporter

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COMMENTS \_\_\_\_\_

### OPENNESS (Cont'd from page 1)

2. Involves all of the senses (sight, smell, taste, touch, hearing)
3. Leads the student into areas and skills about which he or she knows little or could use improvement in
4. Enables students to help others learn while they are learning
5. Is at times enjoyable and satisfying
6. Improves the world in some way
7. Is evaluated by student and staff

How does this actually work? The following are examples of good learning experiences.

Several younger students wanted to find out about pre-historic life. These 6-9 year olds listed questions they wanted to answer and ways they thought those questions could be answered. The questions (What were dinosaurs like? What did they eat? How big were they?) were not surprising. Neither were resources (books, encyclopedias) the students suggested. However, the staff member suggested that in addition to reading and watching movies, the student build a model of a dinosaur. The group built a 15-foot long, 7-foot high triceratops. Along the way they learned to use the phone book (to find sources for some of the materials they needed), to use a map (to go to the lumber yard) as well as use of plaster of paris and chicken wire. The nine year old helped the younger students with the phone book and plaster of paris. The student-staff evaluation included suggestions for either building the next dinosaur from sturdier material or putting a fence around it so people climbing on it wouldn't harm it.

A few of these students came to a native-American (Indian) Studies class

which was investigating contacts between whites and Native Americans. This group (of 27 students, ages 7-18) planned and went on a six-day trip to the Pine Ridge Reservation and Badlands National Monument in South Dakota. Student committees planned route, food, budget and pre-trip reading. After the trip students made a list of recommendations which were used by future trips (including "practice tent-pitching before you leave!"). The trip was financed by bake sales and parent contributions.

Colleges between St. Paul and Gettysburg, Pennsylvania financed the trip of a Civil War class. With room, board and sometimes cash donated for explanations of our project and school, the trip cost students less than \$7 per person. After the trip students wrote a twenty page booklet describing and evaluating the trip. Both trips happend during "school time." Many academic areas were covered by pre-reading, route-making, budgeting and speaking.

Learning outside the school building is not confined to cross-country trips. A creative logic (math) class is interviewing neighborhood people about the math skills they use. Some of those neighborhood people were also involved in a project students initiated to eliminate odor pollution in our area. Several students visited offices of a Nader's Raider's group called Minnesota Public Interest Research Group (MPIRG). A lawyer suggested research first. Students then went to the environmental library in southeast Minneapolis and studied pollution control laws of Minnesota and the other forty-nine states. Then they urged that the state's odor pollution ordinances be strengthened at a Minnesota Pollution Control Agency hearing on an Implementation Act. (Students suggested adopting

Connecticut's law which provides that if you can smell an odor, it's illegal. Minnesota's law allows more odor in industrial areas than in residential areas). Shortly before testifying the students filed a formal complaint with the St. Paul Pollution Control Agency, which said it didn't have enough agents to investigate all complaints. Then the students carried petitions in the neighborhood asking for action. A reporter wrote a story about their work. Action! The agency investigated and found that all three of the companies were in violation of the ordinance, one by a magnitude of fourteen thousand times. Two of the companies have installed new anti-odor equipment but delays and extensions have continued the effort for almost 11 months. Final installation of equipment was scheduled for September 30. The students and MPIRG may file a suit if the odor is not eliminated. In writing about their experiences students are critical of themselves for waiting three months to file a complaint and for not studying other efforts before they started.

An unexpected result of our anti-odor pollution action was a neighbor coming in to ask the students for help in reducing emissions from another plant. The woman asked "Would those kids help stop that company from putting out that stuff? We've been trying for five years, but it looks like people listen to those kids!" (Students are investigating.)

Another example of community involvement is the student-in-community program. This program is less than a month old and already 20 students, age twelve or older are spending up to two days per week in businesses (i.e. Mutual Service, People's Bakery), community agencies (Minnesota Services for the Blind, Guadalupe Area Project) and with

## INVOLVEMENT (Cont'd from page 1)

Conrad, project coordinator, is that it is through such involvements, and reflection on them, that students can best learn about their community, learn how to learn in the community, how to act effectively in it, and learn more about themselves in relation to that community.

The project began with an idea rather than a specific program. There was no attempt to build the "ultimate educational model" and then propose or impose the package on a susceptible school. Rather, the project staff has been working directly with teachers, students, and administrators in the five pilot schools to assist them in developing and implementing their own involvement programs. Much too often, curriculum models have been developed "on high" in sterile isolation, resulting in programs that make little sense in actual school settings, and for which the students and teachers feel little interest or commitment.

Throughout the spring of this year, teachers, students and project staff met each week to think through the concept of involvement education, and to develop the models which are described in a

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University of Minnesota technicians and veterinarians. Persons who might be interested in the volunteer services of a student should contact the school.

Students who spend time in the community soon learn that many of the "basic skills" taught in our building are vital. Community experiences are only part of good learning experiences.

St. Paul Open School Facilitator, Joe Nathan, describes the status of the Open School in the following way:

"Too often descriptions of new programs ignore problems. We try not to. We need to learn more about which students will benefit from our program. Right now, not all do. We need better ways to assess what a student's skill level is. We aren't sure all students who attend the school increase their respect for members of other racial and socio-economic groups. We want to find better ways to help students deal with the large, impersonal bureaucracies they'll face. We must do more to help students develop the personal confidence and variety of tools necessary to improve parts of society they want to change. However, we are committed to improvement and welcome the help of any who are interested."

More information may be obtained by contacting Joe Nathan at St. Paul Open School, 1885 University Avenue, St. Paul, Minnesota 55104, telephone (612) 647-0186.

general way in the following paragraphs.

Northrop Collegiate and Blake Schools have each instituted a Department of Student Involvement which is staffed by students and faculty advisors. Students with unscheduled time may meet with department staff to explore community involvement opportunities, and to secure a placement which, after some checking, looks interesting and meaningful to them. Usually this means volunteer work in social service agencies such as day care centers, hospitals, and nursing homes. So far, student interest has been very high. At Northrop, for example, about sixty students sought and secured placements in the first two months. In addition to the above, department staff members draw on their knowledge and contacts to advise faculty and students of community resources and experiences that can be used to enrich regular classes or be utilized in independent study projects. Most of the community contacts were established during the summer when students from the two schools were hired to develop a catalog of community agencies that would be interested in having high school students work with them.

At North and West High Schools in Minneapolis, the community involvement program is tied directly to a particular class in each school. The class is offered as a social studies option, and advertised as an "Urban Problems" course with heavy emphasis on direct community involvement. At North High, each student spends about six hours a week in either a day care center or a nursing home, and four hours in class. The placements are near the school, and the students have a two hour block of time reserved for the class, so the work can be done during the school day. At West High, the students are working in a variety of settings, and, being more tightly scheduled, must often fulfill their assignments outside of regular school hours. The tie-in with a particular class in these schools provides a place where the students can regularly share their experiences, and in which course work can be geared to helping them be more effective in their placements, and to be more astute "experimental learners."

Eisenhower High School's program is a hybrid of the ones described above. Work in political campaigns, tutoring, running a survey for the city government, being a friend to a retarded child, are examples of activities considered an integral part of the twelfth grade social studies course. No student is required to participate in a community-based activity, but is strongly encouraged to do so, and given credit for such work. Following the Northrop and

Blake examples, a group of students has taken on a major part of the responsibility of finding and arranging for the community placements.

The above programmatic descriptions, while illustrating the general scope and thrust of the project, cannot convey the excitement of the actual student's activities or demonstrate their educational potential. An example may help do both. Take the not too hypothetical case of a sixteen-year-old North High student. Suppose he is someone who has had little success in school, received little from it, and consequently hates it, and attends class as little as possible. What benefit may he derive from being in a nursing home with sick, retarded, senile, and/or alcoholic old people? Or going to play cribbage with an old man in a senior citizens high rise? Judging from the evidence, he may gain several things. Perhaps most importantly, he may gain a new perspective of himself — as someone who is needed, whose visits are looked forward to, and who can contribute to the well-being of another person. He may find his related class to be a useful place to get ideas as to what to do with an old person, how to understand and relate to him better, and a place to gain through sharing his experiences with other students. He may learn something about history, economics, aging, the welfare system, about a social system that isolates its "non-productive citizens", about the various services it offers — and how to obtain them. Just getting out of the classroom changes some of the attitude toward education and he may learn how to learn, now from a variety of people and in a variety of places, and begin testing his facts and ideas in real situations. All of these are "maybes", of course, but illustrate some of the potential for learning through one kind of direct involvement.

The notion that learning — both in its process and effect — should extend beyond the doorway of the classroom and walls of the school is hardly a new idea. In recent decades, however, education has increasingly been defined as the function of closed bureaucratic institutions, isolated both physically and spiritually from the larger community. Hopefully the trend is now changing, and the articles in this issue of the Reporter provide some evidence that this is the case. It is the hope of the participants in the Student-Community Involvement Project, that they may contribute to the opening up of the education process, and help redefine the learning environment to include the total community.

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## EDUCATIONAL EXPLORATION CENTER

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*"We have separated living and learning . . . Now we are trying to get it together."*

For two years the Educational Exploration Center — EEC to its friends — has been a quiet catalyst in the movement toward freer education and alternatives to traditional schooling. EEC is a collection of organizations and individuals in the metropolitan area providing an educational information service. It explores alternative methods of education being used throughout the country and especially in the Twin Cities, arouses the public's sensitivities to these alternatives, and brings people and ideas together to work toward effective changes. Knowledge of current resources; a place for people to get together; an informal workshop, resources, speakers bureau; a small resource center and a monthly newsletter, are all part of what EEC has to offer. It is important for EEC to create a knowledge on the part of people that they can create alternatives for themselves, that they do have some control over the institutions that affect their lives and that they can work to change these to meet their needs.

The newsletter, a thick packet of mimeographed sheets full of drawings, quotes and notices, keeps people informed of what's happening and where, why and how (in open schools, free schools, street academies, public schools, resource people, programs and concepts).

In a speech at Marshall University High School, Herbert Kohl, author of *THE OPEN CLASSROOM*, made a suggestion for a teacher's drop-in center. The idea was picked up immediately and included not only teachers, but parents, students and anyone interested in educational reform. The Educational Exploration Center located itself in space donated by Walker Methodist Church, 3104 16th Ave. S., Mpls.; labor was donated by volunteers. The volunteers organized workshops, began to build a resource center, published a monthly newsletter reaching about 300 people, and began to organize the North Country Festival for Alternatives in Education.

The North Country Festival was a "turning point" both for alternatives and for EEC itself. Held at Macalester College in October 1970, it made a tremendous impact on the more than 1,000 educators and others from the Midwest who attended the Festival. It brought to the forefront the great amount of energy already moving education in some meaningful directions. As a direct result of the Festival, groups in Minneapolis and St.

Paul began organizing for open schools and have succeeded in opening schools within the system. St. Paul Open School is one example. The Festival helped to realize the need for a central clearing-house resource and EEC gained enough support to be able to pay some salaries.

Finances come little by little. Funds to sustain full-time staff at a subsistence

level salary come from outside sources. Currently there are three coordinators: Linda Hutchinson, Anita Fatland, and Patrice Harper. However, after January 1973, there will only be sufficient funds to pay two of them. Supplies, equipment and other expenses are mostly covered by donations for services rendered, film showings, workshops, conventions, festi-

CENTER (Cont'd on page 6)

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## PUBLIC SCHOOLS OF CHOICE

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In late 1970 the U.S. Office of Education announced its new Experimental Schools program as one "designed to test and demonstrate the relative efficacy of combinations of promising practices." By supporting a limited number of large-scale experiments of comprehensive programs with a major focus on the documentation and evaluation of the projects, experimental schools will serve as a bridge from research, demonstration, and experimentation to actual school practice.

From among four hundred eighty-nine proposals submitted nationally, the Minneapolis Public Schools were awarded a 3.6 million dollar grant for the first twenty-seven months of the Southeast Alternatives project. In early 1973 the final plans for the remainder of the five-year federally supported project will be submitted by the planning team of faculty members, parents, students and administrators.

Southeast Alternatives accepts the premise that children learn in different ways and that there is no consensus (and should not be) on how all children learn best. There is also the belief that parents, students, and faculty members must be more the determiners of what educational experiences are best suited for their own needs.

Through a school community planning process five alternative schools were set forth in the Southeast Minneapolis community. At the elementary level there are four alternative schools available to families. Tuttle Contemporary School (K-6) is organized by grade levels and is highly teacher directed in semi self-contained classrooms. Motley-Pratt's Continuous Progress program for ages 5-12 is organized by teams wherein students move at their own pace according to their achievement through a carefully sequenced curriculum.

Marcy's Open School is arranged by family groupings. Model I is within an individual room where the learning environment is created by the adults and students themselves. Model II has four

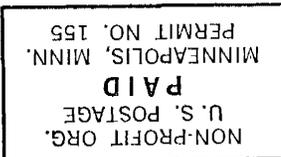
family groups each with about sixty students ages 5-12 with two teachers, teacher aides, parent and community volunteers. The entire school and the community is the learning environment for Marcy students.

The Free School (K-12) is an option for students of all ages in the public schools. Some 170 students, teachers and parents working through the Governing Board determine the curriculum offerings. Marshall-University (grades 7-12) has an emphasis on team planning for grades 7-8 and an open elective student registration quarter system in grades 9-12. Extensive alternatives within and outside the school are offered.

If a first promising practice is the actual provision of alternative schools in the public school sector, clearly the second promising practice is that of parent choice of schools. Southeast Alternatives parents chose the school their children will attend. These choices can be changed. During 1971-72 some 30 percent of the students of elementary age attended more than one school. Parents are involved substantively in school affairs. A third promising practice might be termed what Margaret Mead once called "the many teaching the many." At any one time in the five schools there are probably over a hundred teacher aides, parents, students, student teachers, and community volunteers teaching.

The role of evaluation in SEA is substantial. The Office of Education has awarded a separate contract to an external evaluation team whose charge is to document the evolution of the project as well as to conduct summative evaluation studies. This team is to be on site for the entire five years of the project. There is also an internal evaluation team hired by the Minneapolis schools whose charge is to conduct formative evaluation tasks with the intent of cycling data and critical information back to the project participants so that they can improve the instructional program. Some 15 percent of the local budget is devoted for evalua-

reporter



tion activities which is indicative that SEA is an applied research project and is trying to demonstrate the influential role formative evaluation should have in public education.

A fifth promising practice is that of administrative decentralization wherein emphasis is placed upon making basic educational decisions at the local level where students, teachers, and parents interact daily. Southeast Alternatives is the third decentralized unit of schools within the Minneapolis Public Schools. By its proximity to the University of Minnesota, there have been close contractual and programmatic relationships especially between the College of Education and the Southeast schools. These relationships are being continued because both institutions realize the mutual benefits that can be received by collaborating in this exciting experimental schools program.

Now in its second year, SEA has received strong encouragement from the Board of Education and central administration to continue its pioneering efforts in public alternative schools of choice. Enrollment has been opened to applicants from throughout Minneapolis, but there are not enough spaces for citywide applicants who wanted to attend the Free and Open Schools. There are firm prospects for programmatic relationships with the University of Minnesota over a period of several years in the attempt to demonstrate the efficacy of public schools of choice. In the words of SEA director Dr. James Kent, "There have been successes and failures in our efforts to date, but with tremendous parent and faculty support it is obvious that alternative schools hold real promise for what American public education might become."

CENTER (Cont'd from page 5)

vals, subscriptions to the newsletter (\$3). The newsletter now reaches 3,000 persons by mail. One evening a month, five regulars and two Neighborhood Youth Corps volunteers, fortified by popcorn and cider, have a collating, stapling, stamping session to get out the newsletter.

The organizational structure of EEC includes the staff and volunteers, steering committee, and recipients of EEC services. Many decisions have to be made as situations arise. When advisable and possible, EEC steering committee members are consulted, or decisions are made at monthly meetings. To become a member of the steering committee call EEC for the time and place of the next meeting.

This year's activities include putting on 50 hours of workshops at the Minnesota Educational Association convention in October; workshops for free school staff of the Southeast Alternatives project in Minneapolis; and another North Country Festival for Alternatives in Education.

The three day North Country Festival, held October 20, 21, 22, featured nationally known resources active in developing alternatives in education: Jonathan Kozol, author of DEATH AT AN EARLY AGE and FREE SCHOOLS; Miriam Wasserman, author of THE SCHOOL FIX NYC: USA, and active in organizing teachers; David Spencer, a community control advocate and project director for Immediate School in Harlem and experienced in creating education to meet needs of minorities. Alternative schools from Wisconsin, Iowa, South Dakota, North Dakota, and Minnesota

were represented by students and staff. The purpose and format was not only to provide a resource and information exchange, but to provide hard data and workshops on skill building and organizing for change in education. Learning sessions covered a wide range: financing, control and evaluation of alternatives, how to organize for change, power structures and the politics of change, opening classrooms, human relations, minority needs, futures, de-schooling. A follow-up conference is now being planned.

Here is a look at some things we might expect in future developments at EEC. A peer matching catalog so teachers-learners with similar interests can get together to explore and expand awareness. An annotated bibliography on expanding educational options has been growing and may include films along with the written resources. A large, comprehensive resource catalog including the two publications above in development, a list of resource people and organizations throughout the nation, and a list of publishers may be put together. EEC would also like to construct a booklet on using the city as a classroom, i.e. a presentation of the experiential learning opportunities common to nearly all urban environments. Film showings and famous alternative educators will be happening at EEC — look in the newsletters for announcements.

To make contact with the Educational Exploration Center easier, it has expanded its hours. Weekday hours are 10:00 a.m. to 5:00 p.m. In addition, EEC will be open from 7 p.m. to 10 p.m. Wednesdays and from 1 p.m. to 4 p.m. Saturday.