

dance records prior to entering improved dramatically. The average daily attendance started higher than the school and district average and increased steadily. Students who had good attendance records prior to entering continued that pattern. The latter observation is not overwhelming; it does show that schools can meet more needs and not simply different needs.

In 1974, our third year, we did a study that gained some interesting results. Of the sixty-five students answering the study:

Eighty-five percent claimed being in Quincy improved their writing skills.

Sixty-six percent claimed it improved their mathematics skills.

Ninety-six claimed it improved their analytical thinking skills.

Ninety-one percent their sense of intellectual competence.

Ninety-six percent their self-confidence as a student.

Eighty-eight percent their ability to effectively evaluate their own work and determine their strengths and weaknesses.

As teachers we thought some of these numbers were too low and recognized we needed more responses. However, the figures were and are useful, not as proof, but as supporting evidence for our observations and analysis: that our smallness was allowing us to make some serious gains in the educational process of skill and self-confidence building.

Eighty-seven percent of the students further claimed that teachers included students in the direction of the school, and ninety percent thought teachers allowed them to have enough responsibility.

This information can be looked at any way one wants. I choose to claim that it is primarily the result of small size and clarity in setting goals for learning, operation and curriculum. These were students involved in building something new which was vitally important to their motivation, and many had been searching for alternatives and seriously considering dropping out. They were not considered "learning disabled" because we did not consider the tools of diagnosis capable of making that kind of judgement about the variety of human learning styles.



Berkeley Tribe

Like Carl Rowan, we thought the one room schoolhouse was a good model if applied with enormous respect for individual differences. We also did not represent a budget increase: instead a reallocation of existing resources. That is critical.

The same year Quincy started, Focus school-within-a-school began at Portland's Madison High School. Focus, unlike Quincy, deliberately aimed its program at poor attending, dropout prone students. Students entered who had consistently been truant, were low in basic skills, and were "lost in the large system."

As a small, alternative, school-within-a-school, Focus was structured very much along the lines of Quincy and also had amazing success in getting students to feel less "lost." Focus also made a dramatic departure from the conventional ordering of curriculum. The

developers of Focus decided that curriculum should offer a variety of "menus" to students. In other words, if you gag on turnips, even though turnips may be healthy, don't eat a whole meal of them. Curriculum was built around the variety of student interests and the nourishment, basic skills, was built into each offering on the menu.

In 1974, fifty-three percent of the Focus students had met the "poor attending" criteria prior to entering. Seventy percent of those students improved their attendance to fewer than thirteen days absent a year.

More than sixty percent improved their school behavior, raised their involvement in classroom activities, and increased their productivity while working with staff and other students.

That is a lot of people in these two examples experiencing the pain of defeat and turning their attention to more productive activity. In both schools many students increased daily attendance and class participation, behaved more cooperatively, and committed less (almost no) vandalism. The patterns of defeat were clearly set back.

Both schools, although with different curriculum organization, had two vital things in common: a commitment to the application of basic skills in all content; and the smallness of structure.

Obviously some things have worked very well. In these schools students find school a less threatening place for their minds and egos to be. Meaningful, lively experiences take place in the classrooms and the curriculum. Student learning needs are met prior to the needs of the organization.

At Quincy we teachers liked to think our overwhelming brilliance was the key factor. We knew it wasn't. We knew that essentially other factors made the difference. Students were involved. We insisted on it. More importantly, we moved over and made room for student involvement and made it clear that involvement was needed and valued. It is the basis of motivation.

CONTINUED ON PAGE TEN

High School Bill of Rights

I. STUDENTS HAVE THE RIGHT TO EXERCISE ALL RIGHTS ENUMERATED IN THE UNITED STATES CONSTITUTION, THE BILL OF RIGHTS AND ALL OTHER AMENDMENTS AND THOSE ESTABLISHED BY THE UNITED STATES SUPREME COURT.

II. STUDENTS HAVE THE FULL FREEDOM OF POLITICAL ACTIVITY IN THE HIGH SCHOOLS.

1. Students may form political and social organizations in the school, including those which champion unpopular causes and regardless of the political and social views of the organization.

2. Students have the right to full use of school facilities — bulletin boards, auditoriums, public address systems, mimeo facilities — to advertise their ideas and activities that take place inside and outside the high schools.

3. Students have the right to plan and carry out forums, assemblies, seminars and other school programs in order to expand the educational process. These are to be carried out at a time chosen by the students. Speakers may not be rejected by administrators and/or faculty.

4. Students have the right to distribute any leaflets, pamphlets and political material freely inside and outside the school and school grounds without authorization of the principal or any body of the school administration or the Board of Education.

5. Students have the right to wear any symbol of their political beliefs, such as buttons, armbands, and style of dress which express their opinions.

6. Students have the right to choose their own method of expressing their beliefs and to refrain from saluting the flag or from attending any assemblies which they so desire.

7. Students have the right to strike.

III. STUDENTS HAVE THE RIGHT TO FREEDOM OF SPEECH AND THE PRESS.

1. Student publications must be controlled by the students and may in no way be censored by the administration or faculty. Editing will be done by the student editors. Any student organization has the right to have access to the school newspaper to advertise its ideas and activities.

2. Student publications (newspapers and magazines) which are not "official" school publications are to be treated with the same rights as (1) above with full use of school facilities to produce and distribute them.

IV. STUDENTS HAVE THE RIGHT TO DUE PROCESS.

1. Students have the right to a fair hearing which includes representation by counsel, with the right to question witnesses prior to any disciplinary action. The hearing shall conform to all present laws pertaining to court procedure.

2. Students may not in any way be penalized by administration or faculty for any political or moral beliefs which they have or upon which they act.

3. Students have the right to receive annually upon the opening of school a publication setting forth all the rules and regulations to which students are subject. This publication shall contain a statement of student rights.

4. Students and parents have the right to see their personal files at any time.

5. Students have the right to appeal any decision on a disciplinary action with a transcript of the trial provided by the school administration.

V. STUDENTS HAVE THE RIGHT TO FREE ELECTIONS IN THE SCHOOLS.

1. Students shall have the right to run in any school election for any office. There shall be an end to arbitrary administration requirements and screening of candidates.

2. All students in the school shall have the right to vote. Scheduling of balloting shall occur at a time when all students are present during regular school hours.

3. All students shall have the right to wage a real campaign with full use of school facilities to freely advertise their full election platform.

VI. STUDENTS HAVE THE RIGHT TO END HIGH SCHOOL COMPLICITY WITH THE WAR MACHINE.

1. The student body has the right to be free from the presence of any influence of federal agencies not directly involved in the educational process.

2. There shall be an end to all military programs like ROTC in the schools and to all military recruiting in the high schools.

3. There shall be an end to the use of police to settle disputes within the schools.

VII. STUDENTS HAVE THE RIGHT TO HELP DETERMINE THEIR CURRICULUM AND EVALUATE THEIR TEACHERS.

1. There shall be no discrimination on the basis of sex.

2. The tracking system shall be abolished.

— The High School Students Rights Coalition

Organically grown produce, coffee, grains, nuts
 herbs, spices, teas, juices.
 local dairy • honey • oils • pasta

The Community Store
 A NATURAL FOODS GROCERY
 1120 Marine
 Astoria
 10-6 M-F
 10-5 S.

For seven years the staff and shoppers have been working together to establish and develop a Natural Foods Alternative for the north coast community.
 The store provides quality, wholesome foods at fair prices, in a way that respects both your food needs and the needs of the environment.

freshly ground peanutbutter • sprouting seeds



THE TOMATO SURPRISE

The BRASS LANTERN
 Restaurant features
 special food items
 almost every night,
 Friday through Tues-
 day, 5 to 9p.m.

Cannon Beach
 436-2412