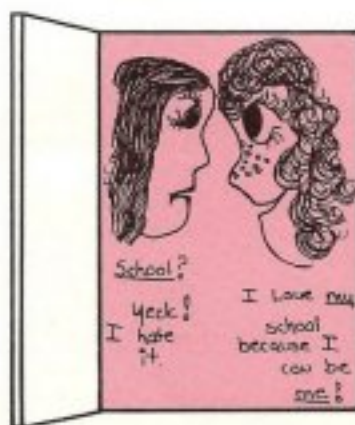


for
high school
students,
Project MORE
opens the door
to **new** interest,
opportunity,
satisfaction



Sponsored by Tucson Public Schools

In brief—

To District 1 students entering grades 9 through 12, Project MORE offers things-to-learn and ways-of-learning that are *not provided* in other high schools. Our program is of particular interest to students who want to have a *choice* in such matters—who are less than happy with the usual methods of learning—who'd like to know more about themselves and the world they live in—and who have

an interest in independent thought and study.

MORE is one of many high schools across America that are developing more choices in learning programs. It is a part of the District 1 school system, and leads to the same diploma as regular high schools.

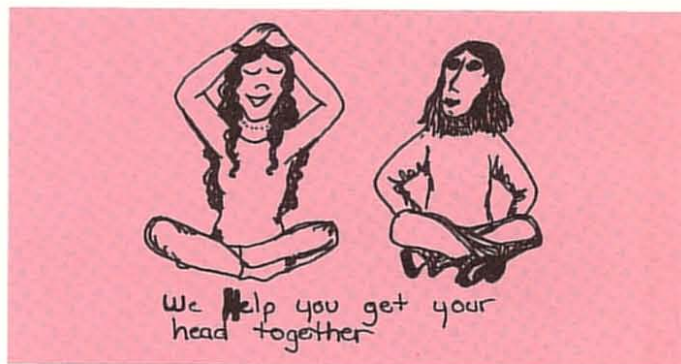
The following paragraphs will tell you more about these and related matters of interest to students and their parents.

How Project MORE differs from regular high schools

- At MORE, the *student* is largely responsible for his* own learning. *He* decides *what* and *how* he wants to learn, in discussion with his faculty advisor and parents, within the graduation requirements set by the Tucson Board of Education. *Or her, of course.
- He may choose from a wide variety of elective courses—and may assist in developing courses to fit his own individual interests.
- He can alter his program of study at any time, with staff guidance and parental approval.
- There is opportunity for closer and friendlier contact with teachers.
- The student can choose to receive either standard grades or credit/no-credit rating for his work.
- The student has a voice in the final evaluation of his work.
- Students can *teach classes* on subjects in which they have special skill or knowledge.
- Classes are often grouped according to interest, rather than by grade level. This promotes cooperation between students of different age groups, and helps younger students to work at a higher level.
- Here, the *community* is a part of the school, as described below.

- Another unique feature of MORE is seminar classes, which permit earning credit for two or more subjects with one class.
- Three-way conferences are held regularly between student, parents and advisor, to discuss the student's progress and program.
- Students, parents and staff share responsibility for the *total operation* of the school.

For these and other reasons, students find that MORE is *more interesting* than other schools, and offers *greater personal satisfaction*.



Project MORE meets all scholastic requirements • PLUS



To qualify for a diploma, students must earn the same amount and kind of credits as in any other District 1 high school. This may be done in any of four ways:

1. By completing prescribed class hours (120 clock hours) for each course.
2. By contracting for and completing an individual

program agreed upon by the teacher, student and parent. (Such contracting is described below.)

3. By passing an approved examination covering all material included in a school course in the subject.
4. By taking a course at another District 1 high school or at Pima Community College.

In addition to required courses, MORE offers a wide range of "real-life" learning experiences to meet students' special interests—from computer programming to welding. These may take place in the classroom or in the community at large—in shops, labs or offices. Under supervision of a MORE instructor, classes may be taught by students or community volunteers.

If you're a college-bound student, we recommend checking the entrance requirements of the college(s) of your choice; then work out a MORE program that meets those requirements. Most colleges are glad to accept graduates of a high school that offers students a chance to be responsible for their own learning.

If you have no interest in college, consider this: MORE can make learning more interesting for those

who are willing to work. If school has been a drag, we may be able to help you. Read on; you may be surprised!

Contracting for credit

You may contract with any instructor for credit in any course. In the written contract, you state what you want to learn, how you plan to learn it, and how you will know you've learned it. This must be agreed to by one of your parents and your course instructor. Thereafter, you meet regularly with the instructor to discuss your progress.

For example: To get credit in art, you may decide to do a portfolio of sketches. In your contract you would

write what knowledge or skill you want to end up with, what you'll need to learn to accomplish this, and how you will go about learning it. Then you and the instructor decide how you will demonstrate your knowledge—in this case, by making a certain number of sketches that show progress in your drawing ability.

The contract also states the amount of time you expect to take to finish this work, and how much credit you'll receive. Most contracts are written for the minimum period: nine weeks. At any time within that period, you can cancel the contract if you find that that work is not what you want, and write a new contract. Also, you may *extend* a contract by mutual consent.

Focal Groups

build understanding of self and human relationships

Each MORE student is assigned to a Focal Group, made up of 15 to 18 students of varied ages and personalities, with an instructor serving as advisor. These groups meet weekly or oftener—mainly for the students to discuss and learn why they feel the way they do about themselves and other people, why they react as they do in various situations, and other matters of self-knowledge.

The groups' activities also include student-to-student counseling, community service projects, group picnics and athletic games. The advisor provides guidance to students and parents on career and program development.

These groups are under the supervision of Project MORE's certified counselor, who prepares exercises for increasing self-awareness and improving communication skills.



STUDENTS take part in entire MORE operation

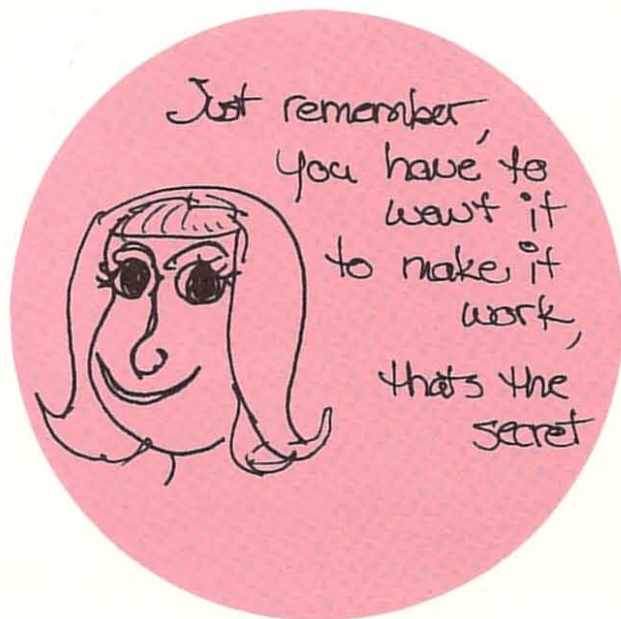
Students, parents and staff work together to handle all aspects of Project MORE's operation. This is done by Management Groups, a Steering Committee and Town Hall meetings, as follows:

Management Groups—one for each area of concern—deal with problems of budget and finance, MORE ecology and environmental control, curriculum development, program evaluation, relations between MORE and the community, internal human relations, and other matters requiring attention. Each Management Group is made up of student volunteers, interested parents, and one or two staff members, and meets evenings at MORE—as often as needed to get the job done. Each group looks into the problem facing it, considers ways of solving it, and makes its recommendation to Town Hall. It also carries out Town Hall's decision if required.

The Steering Committee consists of one student and one parent from each Management Group, plus a MORE staff member. This group meets monthly to discuss school issues and problems, and assigns them to the proper Management Groups. It also helps develop the agenda for Town Hall meetings.

Town Hall meetings have the final say on all matters submitted by the Management Groups, subject only to Board of Education policy. These monthly

meetings are open to all students, parents and staff members. Free discussion is encouraged, and each person present has one vote.



How students feel about Project MORE

Here's what MORE students have said about this:

- If a student wants to learn, he has so many more ways to go about it.
- The students and teachers all treat each other like real human beings.
- Project MORE has reawakened me to learning and made me love it again.
- This school is exciting—and, because I'm seeking knowledge on my own, it makes *learning* exciting.
- A student can accomplish a lot more here than he could in a regular high school.
- We learn about people, and a lot about ourselves.
- When a student is aware of his own goals and desires, he can work with his parents and teachers and determine a course of study that not only fulfills his graduation requirements, but also fulfills *his own* requirements.



OUR NAME sums it up

From the students' viewpoint, the letters in the name MORE may be thought of as standing for Many Other Roads to Education (compared to regular high schools)—or More Opportunities for Relevant Education. To educators, they signify Models and Options for Renewing Education—in reference to new methods we're developing that give high school students a choice of broader, deeper, more personalized and hence more satisfying ways of learning.



You'll also want to know:

- At MORE, school days and hours are the same as at other Tucson high schools—plus any further time a student may wish to spend on elective courses.
- A student may take part in all athletic activities at the high school he would attend if he had not been accepted into MORE.

- Report cards are issued at the middle and end of each semester (every nine weeks), the same as at other high schools.
- Students are expected to provide their own transportation.

Enrolling in MORE



Any Tucson public school student who is eligible to attend high school may apply for enrollment in Project MORE. There are no scholastic or other requirements.

Application blanks may be obtained from your school guidance office, or from the MORE office. For each year, the *application deadline* is the third Friday in May.

Enrollment is based on an equal proportion of students from each District 1 high school. If the

number of applicants exceed the given school's allotment, a lottery is used for final selection.

Our location is a Tucson school building:

- For the 1973-74 school year: Lineweaver School, 461 S. Bryant Ave.
- Starting with the 1974-75 school year: University Heights School, 1201 N. Park Ave.

FOR ANY FURTHER INFORMATION YOU DESIRE, telephone 791-5276 (our office) any school day between 8:00 a.m. and 3:30 p.m.

CREDIT for this brochure is shared by student members of Project MORE's Public Relations Management Group (for research and preliminary writing); MORE student Lori Bloomquist (illustrations); community volunteer Carl Connable (planning, final writing, student guidance); and Tucson Public Schools Communications Office (layout and mechanical production).