



# Project High

# M.O.R.E. School



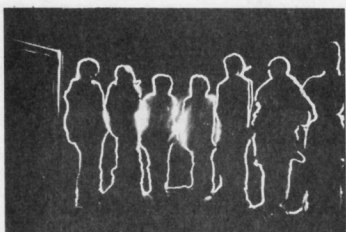
## Park Avenue Journal

In 1991, at the beginning of the school year Project M.O.R.E. started its first newspaper. The class was started by Tom Anderson. He gathered a few students together that were interested in journalism. The students put together a few articles and formatted them with "Express Publisher". The newspaper was xeroxed on 8.5" by 11" printing paper.

In 1993, January, the M.O.R.E. News paper had its name changed to the Park Avenue Journal. The Park Avenue Journal was created to let various artists have a chance to get their art, poems, short stories or creative writings published. It was now no longer restricted to Project M.O.R.E. The paper could now be expanded to other areas of the city. Our main focus is the Park Avenue area and Downtown. The paper is now trying to move out of the 8.5" by 11" format and on to newsprint. Helping the Park Avenue Journal is Ruth Cross and Suzette Cruz from TNI.

The Park Avenue Journal consist of News, Editorials, Features, and Art. Our top writers for those areas are: Angela Thompson, who has been writing news articles for over a year; Josh Gregorio is famous for his controversial right-wing editorials; and Kevin Phillips for his entertaining feature, Bark, the barbarian. Also, Project M.O.R.E. has recently lost one of its more famous artists, known only as -Kiwi-, who continues writing the Horrorscopes from Silver City, New Mexico.

Even though the paper is mainly an artistic paper, we are open up to anyone's views on society, life, or style. The Park Avenue Journal is a paper for humanity. If you have any comments or would like to have a piece published in The Park Avenue Journal, send it to 440 S. Park, Tucson, AZ, 85701.



## PARK AVENUE JOURNAL

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The Park Avenue Journal, Project M.O.R.E.'s newspaper

## Προφύχτ ωηο?

(Project who?)

Project M.O.R.E. (More Opportunities for Relevant Education) opened as a pilot program in 1973, meeting in a park with 25 students. Since these humble beginnings, Project M.O.R.E. has grown into a fully accredited high school with 200 students enrolled and over 200 students on the waiting list. Over the last 20 years, M.O.R.E. has maintained a philosophy of high

expectations and a humanistic atmosphere which helps create a unique environment in which students thrive. With over 500 graduates, most of whom have gone on to higher education, Project M.O.R.E. has been the springboard for many creative and challenging careers. M.O.R.E. will continue to grow and change to meet the needs of the students of the 21st Century.

## A Day in the Life of a Project M.O.R.E. Student

by Angela Thompson

I awoke to the wailing of the beast at precisely 6:35. The talk is of the defrosting of tonight's dinner. Showered, shaved, and laced up all 14 eyes of my boots, I'm out the door near 8:00. The bus is a sea of backpacks. Transferred to the next coach, a gentleman speaks of his long day ahead.

Off I gaze at the cars that zoom by, not noticing me. "Hey this is a cross walk people!" They don't listen. Brave, strong I just began to walk. The area is immediately filled with the sound of screeching tires and loud, honking horns. I made it this morning unharmed. Everyday as I reach this end of the crosswalk I think to myself, "We really need a light there".

The brisk hike up Park Avenue soon ends. I watch the volleyball game of "culture". Some of the players dress in Sunday's best clothes, some in thrift-store grunge, and others in tie-dyes and love beads. I look down upon my own clothes, a simple white t-shirt and jeans, kind of a James Dean look.

You will notice I will refer to the teachers by first name only, and that is how they will address me. It's a mutual respect, something you don't find everywhere. I think that it teaches us to respect our elders and teaches them to listen to our ideas as well. Everyone is equal. There isn't a power-control struggle.

Classes for me begin at 9:00. I have Joe for "Ragtime" American History. We are studying the "Roaring Twenties", and WW I. Joe is a modern day super hero. He knows if you're having a bad day and talks to you about it. He directs our Lifestyles class. It is a 12-step program for kids who want to get off drugs and stay clean. He also runs a rock music school.

The next class is Tom, for newspaper. Our paper, The Park Avenue Journal, is put out by less than a dozen hard-working individuals. We make a good team. There is so much diversity in opinion that there is always an article to please even the most irate of people. Tom Anderson once lived in India and traveled as a nomad. I think the most important lesson he teaches us is one of varying cultures, religions, and mythologies.

John and Del are in the computer room. We were the first school to offer advanced computer classes. John also is the science teacher. Though he is limited in resources I think we have more hands-on experience because the small class sizes and more personalized methods. John once worked in an urban city emergency room, but I think he should have become a comedian.

The clock says it is time to go! As I walk to the bus stop I think of how special of a school I attend. I'll be back tomorrow to do it all again.

## The Future Of Project M.O.R.E.

by Angela Thompson

This past year the TUSD school board voted to give Project M.O.R.E. 2.8 million dollars for a new facility, which is desperately needed. The new Project M.O.R.E. will be the first site designed simply to house an alternative education program. Burns/Wald-Hopkins have been selected as the architects.

The school will remain at the same site of 440 South Park. The students, their parents, and staff will all be asked for their input on the design of the new building. The ground breaking should be in the summer of 1994. Already everyone has ideas on the construction. Students are pleased to be receiving a new facility, though the old warehouse holds many memories. The murals, such as the fish in the ladies' powder room and the tribute to Jimi Hendrix, add character to the school.

There will be many changes made. We are going to make M.O.R.E. a handicap accessible school, as required by federal law. There has been talk of a bigger darkroom, a security system for the rock band equipment room, wider hallways to meet fire codes, and maybe a gym or sand volleyball court. Some want a student lounge; others want a clock tower outside.

Everyone agrees that there should not be a bell system installed. Here at Project M.O.R.E. it is believed that a student's education is their own responsibility. Currently we do not have a type of alarm to end and begin school, class, or break time. Bells are for traditional programs, where students are forced to attend; here it is a choice to go to class on time or face the consequences.

This Sunday Wrapper project can be attributed to the efforts of a handful of people. The majority of the hard work and frustration was accomplished by the following: Kevin Phillips, editor-in-chief and nice guy with big ego; Heather Hoffines, layout designer and screaming banshee; Dr. Tom Anderson, supervisor and spiritual guru; John Casiano, engineer and entertainer (the big cheese); and resident comedian M.L. Lincoln, photographic services and nervous wreck; Marjorie Dushane, artist and miracle worker; Summer Thompson, writer and photographer; Angela Thompson, writer and in some photos; Bob Mackay, censor and now Director of Alternative Education; Seyla Lopez and Stephanie Branson for attempting; and, of course, Del, the computer lab manager and the most objective overseer.

## ROCK STYLES

Rock School and Lifestyles

Rock School is a different class at Project M.O.R.E. Different in the way that students learn not only from the teacher, but other students as well. When asked how rock school had inspired her to become more active in music, Vanessa Chizmar, 17, said "When I see other students play, it makes me want to go and practice so that I can get better at it."

The Rock School Philosophy is:

Active Learning- To do is to learn  
Learning is more fun and occurs more rapidly when it is something we want to learn.  
Giving away what we know helps us learn.

Sharing what we have learned reinforces what we know as well as establishes trust.

Learning something difficult or something we do not want to learn provides us with a sense of accomplishment.

NOT KNOWING EVERYTHING IS OK

"This class gives me a chance to learn about music in a positive environment." Eli Surro, 16

When Rock School started out, there were only a few instruments provided by the teacher, Joe Dombrowski. With the help of funding by TUSD and certain local music stores, such as The Chicago Store and Music Land who have donated musical instruments and equipment, it is one of the main reasons why everyone likes the class so much. There is quite a bit to work with.

Along with donated money and equipment, one other thing that helps student get more motivated is the shared knowledge of other musicians like jazz guitarist Howard Wooten, slide guitarist and guitar repairer Rainer Ptacek, engineer and producer Roger King, singer Earlene Boyd, Luther Brian Dunne, and many others who have helped Joe make this a great program.

"One of the greatest things about rock school is that you get the opportunity to be around a group of people with the same interests, learning how to play music and to be able to experiment with all of the different instruments and equipment," says Evan Baran, 17, another follower of the class.

Jose Dominguez, bass player for Paradigm, graduated from Project More in 1989 and earned a scholarship at Pima Community College to study music theory. Dominguez's older brother, Javier also graduated from Project More and Joe's Rock School and is the singer for Paradigm.

Bands like American Death Trip, Paradigm, Fuct, Tecne, Elektrik, and many others have all participated in the Rock School program.

Joe also has an afterschool program called "Lifestyles of the Clean and Sober" where students can go to do the twelve-step program, get off of drugs and alcohol, and have fun in the "jam room" playing instruments and singing, eating pizza, playing volleyball and basketball.

"The other students, the equipment, and most important, the teacher, Joe," is how Andrew Smith answered when asked what he liked about the class. As a student of Joe's, I believe I can speak for the rest of his students. He is one of the most caring and understanding teachers in the world, he's not only your teacher, he's your friend.

by Summer Thompson

## A stroll through the computer lab

Project M.O.R.E. has installed a computer lab to help meet the needs of youth "at-risk" in Tucson. The lab is funded by an Arizona At-Risk Pilot Project grant, "The Collaboration: Support for At-Risk Youth". The computer lab addresses the following project goals:

- Increase achievement and employability by enhancing career aspiration levels and by assuring academic and job skills which parallel those increased aspirations.
- Reduce the truancy, failure and subsequent school dropout rates of young adolescents (12 - 15) in order to assure acquisition of basic skills.
- Increase school continuation for older adolescents, age 16+, through flexible methods and hours which meet work and other special needs.

## History of NovaNET at Project M.O.R.E.

Originally installed in the summer of 1988 as a NovaNET demonstration lab, Project M.O.R.E.'s computer lab has been in a continuous state of evolution.

During the summer of 1988, using computers loaned to Project M.O.R.E. by Zenith Co., Project M.O.R.E.'s summer school began offering courses using NovaNET for computer based instruction. Although considered very successful, funding to continue operating the lab was not immediately available and the lab was removed.

During the later half of the 1988-89 school year, funding became available through the at-risk grant. The lab was re-installed for the fourth quarter and summer school 1989, again using NovaNET for CBI running on 16 rented 8088 computers. Once again, a funding hiatus occurred and the lab was again removed.

The lab in its present form was re-installed for the second semester of the 1989-90 school year with 16 IBM PS/2-55 computers on a Baseband network using an IBM PS/2-80 as a file server, all purchased with funds from the at-risk grant. Again NovaNET provides the nucleus of computer aided instruction. Word/information processing, multi-media productions, desktop publishing and entertainment are also available in the computer lab.

## M.O.R.E. EXPOSURE PROJECT



At the beginning of the 1992-1993 school year John Kundrat offered to the students of Project M.O.R.E. a class called MORE Media. The students were offered Art and Speech credit. The class started out by making collages and other art projects that involved using magazines.

The second week the class was introduced to M.L. Lincoln and Sue Cost, local photographers. The two volunteered their time to teach students the art of photography. Students worked with the photographers the rest of the quarter to create a photography show at the 4th Avenue Social Club. The show included Polaroids, 8" by 10" photos and a few giant mural sized photos. Food, drinks, music, and a few short animation features created by a student were presented at the show. The show was called THE MORE EXPOSURE PROJECT.

THE MORE EXPOSURE PROJECT has been around ever since. They have had shows at the Steve Meckler Gallery, and at Project M.O.R.E. The class has been sponsored by Lifestyles Program since the second quarter. Over the 1993 summer Sue Cost moved out of state and M.L. has been teaching the class alone since.

The class is planning on having a big art show at the Meckler Gallery on Fourth Avenue some time in December. The show will have photographic T-Shirts, and Jewelry and many brilliant photos. THE MORE EXPOSURE PROJECT would appreciate any help or support that can be given.

THE MORE EXPOSURE PROJECT would like to thank Steve Meckler, Glee Alherding, Lifestyles, Dave Coffman, and would like to extend a big "WE MISS YOU" to Sue. For more information on THE MORE EXPOSURE PROJECT call Project M.O.R.E. or pick up the next Park Avenue Journal and read the next article.



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