

November 21, 1988

M E M O R A N D U M

TO: Al Shanker  
 Bella Rosenberg  
 Marilyn Rauth  
 Bruce Goldberg

FROM: Marsha Levine *ML*

RE: Ray Budde, Part II

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REC'D ED. ISSUES  
 NOV 22 1988

This is a scheme for redesigning school districts according to a new model of organization including the following components:

- Decision making
- Calendar
- Compensation
- Career patterns
- Mission of schooling
- Curriculum and materials.

At the core is the notion of Charter Schools (page 4). He does not identify his assumptions in this.

Buried in alot of systems talk (which I cannot deal with), there are some good ideas. His thoughts about curriculum and materials are very compatible with the introduction of Apple Multimedia laboratories in schools.

I spoke with Dr. Budde who is interested in doing a luncheon seminar on Charter Schools. I'm a little wary of having him because I think he doesn't have a whole lot of flexibility and I think he thinks we may be somehow distorting his idea of what a charter shool is. He may not like the idea of us using his terminology although he didn't say so directly. What do you think? Should we bring him to Washington for a day?

/scb  
 attachment

Copy for Mr. Shanker

CONSULTANT SERVICES • SCHOOL DISTRICT ORGANIZATION • BOARD POLICY • WRITTEN COMMUNICATIONS

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Dr. Marsha Levine, Co-Director  
Center for Restructuring  
American Federation of Teachers  
555 New Jersey Avenue N.W.  
Washington, DC 20001

November 17, 1988

Dear Dr. Levine:

I enjoyed our conversation yesterday. Forgive me for identifying you as "Marshall" - I must be hearing "l's" where there are none. We talked about two possible meetings:

My being a part of one of your "occasional two-hour informal seminar sessions."

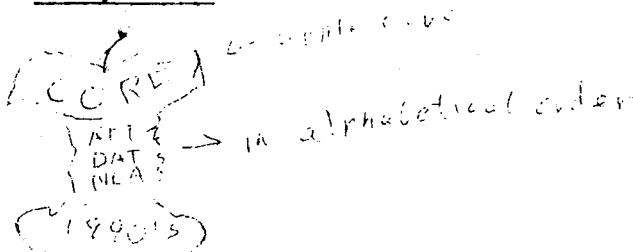
- o There are quite a number of concepts wrapped up in "Education by Charter." I would appreciate the opportunity to present and discuss the "whole of it" with a small group at the AFT office.
- o Janet Angelis, my contact with the publisher (The Northeast Regional Laboratory in Andover), at my request is sending you six additional copies of the book. (Complimentary copies)
- o I believe this could be an interesting session.

My meeting with and making a proposal to a group of 2, 4, or 6 people - half from the AFT and half from the NEA - and all interested in and committed to restructuring American public education.

- o Some of the more important concepts in Education by Charter are buried in the events in the second half of the book:
  - The new organizational chart.
  - Model for a new school year.
  - A single salary schedule for all certified teachers, administrators, and specialists.
  - "A horizontal model" for life-long career patterns for teachers, administrators, and specialists.
  - New way to classify knowledge for the purposes of schooling.
  - Helping teachers create their own textbooks and learning materials.
- o Included is "SKETCHES IN THE REDESIGN OF THE LOCAL SCHOOL DISTRICT" which is being published in the PROCEEDINGS of the 1988 meeting of the Society for General Systems Research which was held in May in St. Louis. This article provides additional details about the above components of a restructured school district.

To Dr. Levine

- o I don't think the present school-based strategy of a little "autonomy for the teacher" here, some "shared decision making" there, and some "site-based management" somewhere else will long endure - given the power of an administrative hierarchy (with a century and a half of tradition and history) which is deeply imbedded in the culture of the schools and in the culture of the society.
- o Power is never given away - it must be claimed, it must be seized. And teachers can claim their right to have responsible control over the function of instruction. Teachers are the only professional group who do not control the function for which they are publicly certified.
- o There's some common ground here and a common mission for the AFT and the NEA and I would like to present a 10-year strategy for working creatively on the problem . . .



- o CORE 1990's would be a slim, non-profit entity which would self-destruct at the end of the decade and during the decade would help the AFT and NEA, each using their own organizational resources, to work on the most serious obstacle ~~on~~ enduring, long-term educational reform.
- o My contact with the NEA: I've written several letters to and had two telephone conversations with Dr. Marcella Dianda, Senior Program specialist in "Instruction & Professional Development." I am sending a similar letter to her (describing proposed joint staff meeting). Both letters will be mailed today. Her phone number is 822-7350 - she will be back in her office on Monday, November 28. Call if ~~if~~ the spirit moves you.

As to my availability and "costs." I see these two meetings as being opportunities for me - no need for any kind of a consultant fee. Some help on expenses would be appreciated but not necessary. Except for Christmas week I'm generally available on Monday, Tuesdays, and Wednesdays during December and January.

I look forward to meeting you in the near future.

Sincerely,

*Ray Budde*

Ray Budde

Attached is a resume and an extra set for Mr. Shanker.

(Note: This will be included in the PROCEEDINGS of the annual meeting of the Society for General Systems Research which was held in St. Louis in May, 1988. I retain the copyright for this paper.)

SKETCHES IN THE REDESIGN  
OF THE LOCAL SCHOOL DISTRICT

by Ray Budde

Abstract. One means for reforming American public education is to change how local school districts are organized and how they function. Miller's categories of subsystems and Kuhn's concept of the interdependent qualities or states of subsystems are helpful in determining just what "system" is. Implementing a redesign of six key components of the organization of local education would be sufficient to change the basic character and direction of a school district. The obstacles to making these kinds of substantial changes in organization would be formidable as the power structure of the local school district would be radically altered. Changes of this magnitude need to be made within the context of a five to ten-year period of planning and development.

Most of the committees and task groups which studied the condition of the public schools in the early and mid-1980's concluded that there were serious flaws in the way we in America are educating our children and youth. That this should be a matter of serious concern to the citizens of this country is strongly implied in the title of the first study which was commissioned by President Reagan shortly after he took office: A Nation at Risk: the Imperative for Educational Reform.<sup>1</sup> If the very nation is at risk - and, presumably, educators bear some of the blame - we in education had better do something about it! But what?

The remedy in the past when we were confronted with reports of serious weaknesses in public education was "to improve the parts":

- "Raise teachers' salaries so that more of the ablest and talented young people will enter teaching."
- "Beef up teacher education. Put more substance and reality into how we train teachers."
- "Raise standards. Do more testing of competency in basic skills. Strengthen graduation requirements."

- "Tighten up the discipline. Make schools orderly so that pupils can learn."
- "Improve the textbooks and other instructional materials. Install computers in every classroom (or at every desk)."
- "Strengthen preparation and inservice programs for principals and superintendents so that the schools are better managed."

But this is the approach we have used for decades - and schools have changed very little. An alternative "to improving the parts" is to make substantial changes in how schools and school districts and the education-serving agencies are organized and how they function. This entails as an initial step a major effort in redesigning educational organizations.

Focusing on the school district

Most of the effort resulting from the studies advocating educational reform have focused on various models for redesigning the individual school. It is my position that unless the total school district (which includes the school board, the superintendent, the central office staff, specialists, department heads, and teachers) is restructured the changes at the school level will soon be compromised and weakened.

If we're going to redesign the school district, where do we go to find "it" - the structural timbers - the framework within which "education happens" from day to day?

James Miller provides us with a total, almost universal, umbrella for identifying the subsystems which make up any "living system." Clearly, a school district is an organization in his "shred-out" of all the levels of living systems.<sup>2</sup> Dr. Miller lists 18 separate subsystems that are components of his example of an organization, a modern ocean liner.<sup>3</sup> The local school district might well have fewer subsystems in that it is predominantly an information system rather than a matter-energy system.

Alfred Kuhn has contributed much to my thinking about just what the rock-bottom meaning of the concept of system (or organization in operation). The system is not the collection of entities or subsystems in the system, but rather the interdependence and the interlocking of a specific set of chosen properties (or qualities or states) of those entities or subsystems - this is what makes up the system.

The elements, or components of a system are not the entities in the system, but qualities or states of those entities. In the thermostatic system, it is not the air in the room, but its temperature which is the element in the system. It is not the thermostat, but the position of its switch. It is not the furnace, but its state of being on or off. Similarly, the environment is not the outside air, but the temperature of the outside air along with the properties of the wall which will determine how fast heat will move between system and environment.<sup>4</sup>

Thus changing the system of the school district involves moving from the present set of qualities or states of the subsystems to a new set of desired or chosen qualities or states of the subsystems of the school district. It is not necessary to change the state of every subsystem. Changing the states of a number of the more important subsystems will force changes in many of the states of other subsystems - as it is the states, the qualities of the subsystems which are interdependent and interlocked.

Redesigning six organizational components of the school district

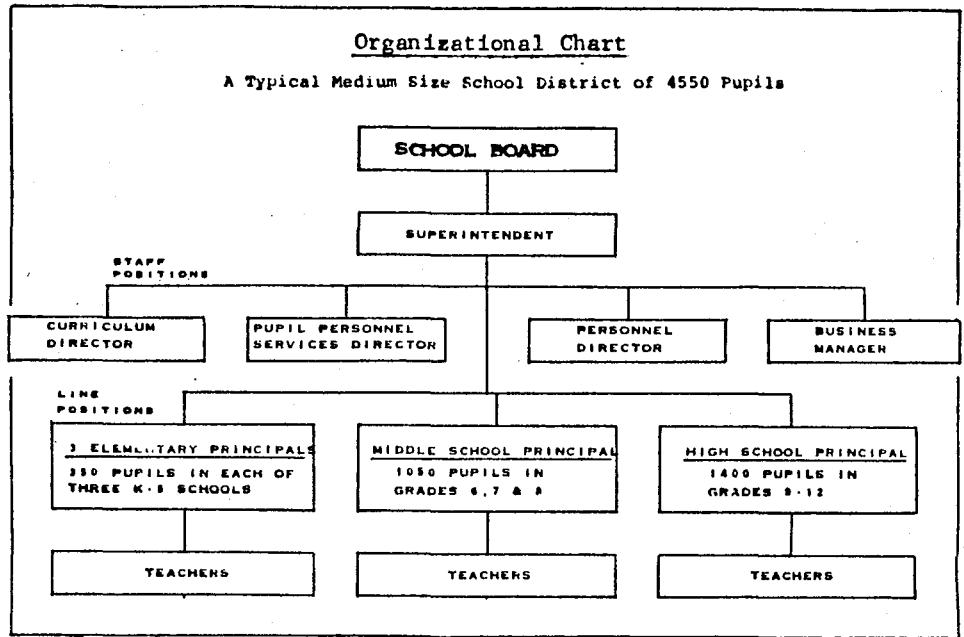
Now let's do a bit of a redesigning; some "organizational imaging" will give us some idea of what the school district of the next century might look like. Without regard for "how we get there from here," let's redesign six components or subcomponents of the organization of the school district:

- Decision making related to the control of the function of instruction.
- How the year is used/divided for the purposes of schooling.
- Compensation plan for certified professional staff.
- Career patterns for teachers, specialists, and administrators.
- A major mission of the school.
- Instructional materials and sources of information for teaching.

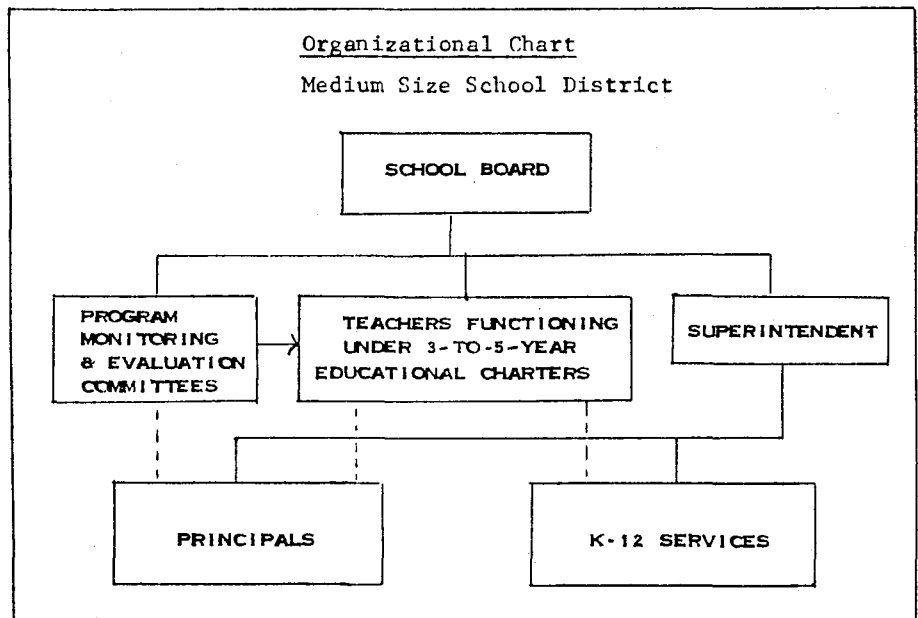
Sketch 1.

REDESIGN THE FRAMEWORK FOR CONTROL OF INSTRUCTION. . .

FROM A FOUR-LEVEL LINE AND STAFF ORGANIZATION. . .



TO A TWO-LEVEL FORM OF ORGANIZATION IN WHICH GROUPS OF TEACHERS RECEIVE EDUCATIONAL CHARTERS DIRECTLY FROM THE SCHOOL BOARD.



Comments

- o The present administrative hierarchy of the school district has been well over a century in the making. Teachers have been and continue to be at the bottom level of the organizational chart of the school district.
- o Under collective bargaining, the school board and administration tend to hold on to the control of curriculum and instructional matters as being within "management rights."
- o There is a flavor in the recommendations of a number of the educational reform reports which call for: "Teachers need to have more autonomy." "Teachers should have more of a say in the decision-making process." . . . Given the strength of the present structure, these proposals may simply be rhetoric. Books on "democratic leadership" were being written back in the 1950's!
- o "Education by Charter" accomplishes a number of purposes, chief of which is to give teachers full responsibility for instruction - the professional area for which they have been trained and the field in which they have been publicly certified.
- o Teachers' control over the function of instruction is counterbalanced by a carefully designed "inside-outside" system of program monitoring and evaluation.
- o Computer technology now enables a school board to fund educational charters for periods up to five years despite the fact that revenue is still received annually and that decisions may be made during the life of a charter that will effect the total cost of the programs and services covered by the charter.

Sketch 2. REDESIGN THE SCHOOL YEAR TO PROVIDE FIVE MORE WEEKS OF EDUCATION FOR STUDENTS AND A FULL WORK YEAR FOR TEACHERS. . .

BY MOVING FROM A 182-DAY YEAR FOR STUDENTS AND A 186-DAY WORK YEAR FOR TEACHERS. . .

TO A 217-DAY "EDUCATION YEAR" FOR STUDENTS AND A 229-DAY FULL WORK YEAR FOR TEACHERS.

School Calendar - 1985-1986  
 - 182 days for students  
 - 186 days for teachers\*

FALL SEMESTER - 91 DAYS  
 13 days for holidays/vacation  
 Starts Tuesday, September 2, Last day, Fri. January 24

SPRING SEMESTER - 91 DAYS  
 7 days for holidays, vacation, and snow days  
 Starts Monday, January 27, Last day, Tues. June 17

\*Wed. & Thurs., Aug. 28 & 29 and Wed. & Thurs., June 18 & 19: Teachers' meetings and opening & closing school.

Septuple School Calendar - 1996-1997\*

JULY TERM - 21 DAYS  
 Starts W, July 10, Last day W, Aug. 7

AUGUST TERM - 42 DAYS  
 Starts W, Aug. 14, Last day F, Oct. 11  
 BAY BRK

OCTOBER TERM - 42 DAYS  
 Starts M, Oct. 21, Last day F, Dec. 20  
 VETERANS DAY BRK, THANKSGV BRK

JANUARY TERM - 42 DAYS  
 Starts M, Jan. 6, Last day Th, March 6  
 MLK DAY BRK, PRESIDENTS DAY BRK

MARCH TERM - 42 DAYS  
 Starts M, March 17, Last day W, May 14  
 MIDTERM LONG WK PND BRK

MAY TERM - 28 DAYS  
 Starts W, May 21, last day MID-JUNE 1, July 1  
 MEMORIAL DAY BRK, LONG WK END

Each term is preceded by two days for planning time for teachers and other staff.

Diagram labels: FOUR TERM COURSES, TWO TERM COURSES

Comments

- o The rationale for the present 9 1/2 month rural-based school year is no longer viable. Yet this pattern for use of the year is deeply imbedded in our culture.
- o Summer programs which have required students to attend have done poorly. Summer programs where attendance is voluntary do much better.
- o The hot continental summer which much of America experiences in July and August makes it almost impossible to hold school in non-airconditioned buildings.
- o A new, extended school year can be designed using holidays as starting, inbetween, and ending points for terms of varying length.
- o After considerable trial and error, the author found that Base 7 was the most useful factor in building terms, and half-terms and an easy-to-use credit system.
- o The decimal credit system provides for numerous ways to give "Education Credit" for experiences in the 21-day, 28-day, and 42-day terms. (21 hrs. = .1 unit; 42 hrs. = .2 unit; 210 hrs. = 1 unit.)

The SEPTUPLE SCHOOL CALENDAR might just work. . .

- o If a great deal of creative thought goes into how to use the five extra weeks of schooling.
- o If "Education Credit" can be given to such activities as: supervised work experiences; learning experiences in summer camps and in community recreation programs; independent study projects; and group and family educational travel.
- o If schools can be flexible enough to accommodate family vacations at any time during the year.
- o If, over a period of years, teachers can use part of their work time in professional, non-teaching activities such as: planning; writing curriculum materials; half-term and term-long sabbaticals; and filling administrative and specialists positions.
- o If airconditioning is installed in a sizeable number of classrooms in the school district.
- o If, on the rationale that the reform of public education is necessary for the society to survive and prosper, the federal government funds the costs of extending the school year provided that extension is a part of a total reform plan of the school district.



Sketch 3.

REDESIGN THE SALARY SCHEDULES FOR TEACHERS, SPECIALISTS AND ADMINISTRATORS. . .

FROM SEPARATE SALARY SCHEDULES AND PLANS WHICH COMPENSATE SPECIALISTS AND ADMINISTRATORS AT HIGHER LEVELS AND RATES THAN TEACHERS. . .

Salary Schedules (Annual Salaries)  
CERTIFIED PERSONNEL WITH MASTERS DEGREE AND TWELVE YEARS OF EXPERIENCE  
1988 - 1989 School Year

POSITIONS	WORK WEEKS PER YEAR		
	36	42	48
Superintendent			\$ 66,000
High Sch Principal			56,000
School Psychologist		\$ 48,000	
Elementary Principal		44,000	
Guidance Counselor		40,000	
Classroom Teacher	\$ 32,000		

TO A SINGLE "PROFESSIONAL EDUCATORS SALARY SCHEDULE WHICH COMPENSATES TEACHERS AT THE SAME LEVEL AND RATE AS SPECIALISTS AND ADMINISTRATORS.

Assumptions

- o By 1996, the school year in many communities will be four weeks longer for students and five weeks longer for teachers.
- o Given inflation and some adjustment in the salary level for teachers generally, a salary of \$55,000 for a teacher with a masters degree and 12 years of experience would be plausible for a 42-week work year.

Comments

- o Schools exist to pass the culture on to the next generation and to prepare that generation to live in both today's and tomorrow's world.
- o The teaching profession is prepared for and is publicly certified to carry out this mandate of the public schools.
- o A teacher should not have "to get out of the classroom" in order to have a full-time job, to earn sufficient money to support a family, or to achieve a higher degree of status in the field of education.

Professional Educators Salary Schedule  
ALL CERTIFIED PERSONNEL WITH MASTERS DEGREE AND TWELVE YEARS OF EXPERIENCE  
1996 - 1997 School Year

POSITIONS	WORK WEEKS PER YEAR	
	42	48
Superintendent		\$ 66,000
High Sch Principal		66,000
School Psychologist	Contracted services	
Elementary Principal	\$ 55,000	
Guidance Counselor	55,000	
Classroom Teacher	55,000	66,000*

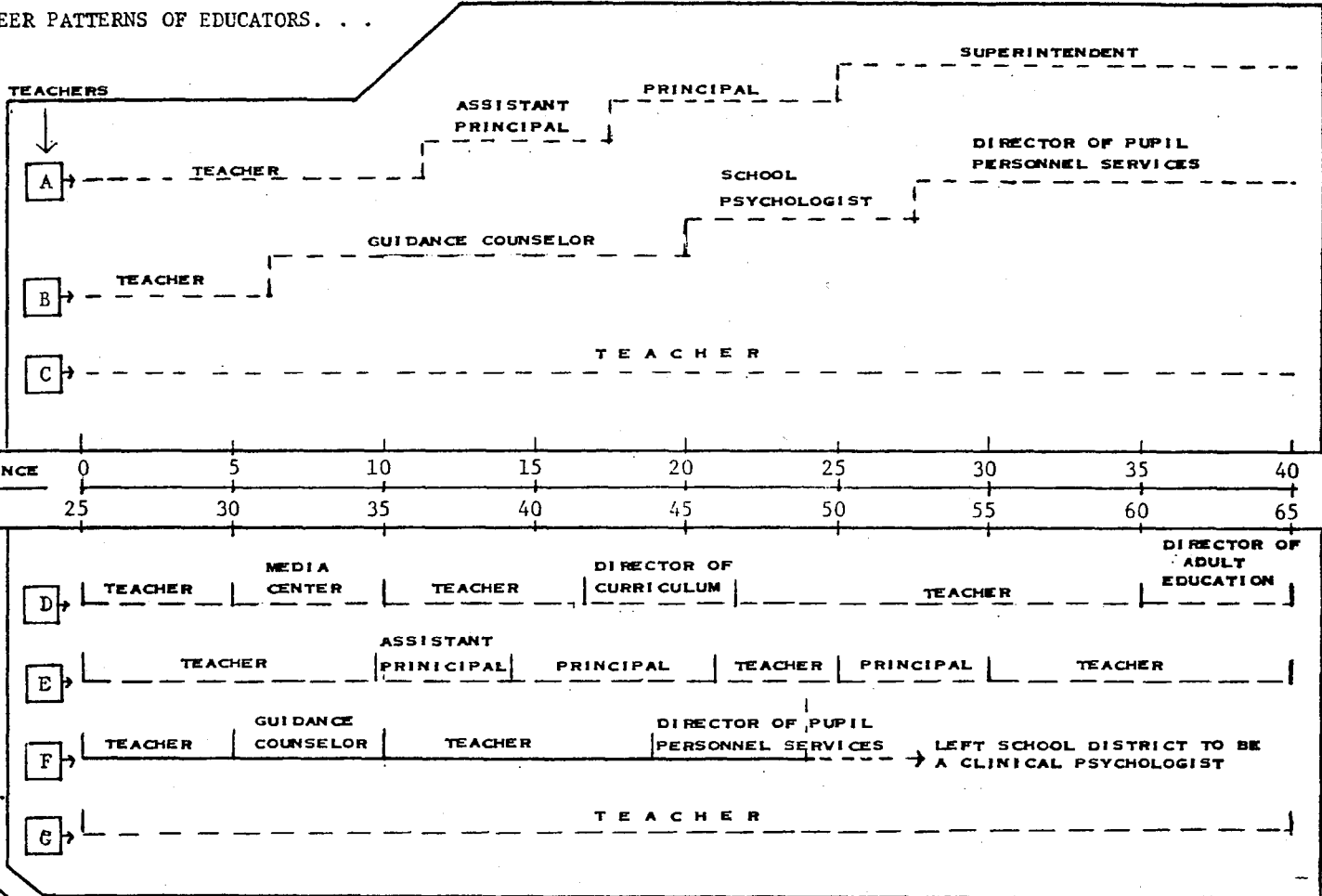
\*For "Lead Teacher" who works full year.

- o One way to recognize the crucial importance of teaching as a profession is to pay teachers at the same rate as specialists and administrators.
- o From within its staff and from other school districts and sources, a school district would always have an ample number of qualified applicants for any specialist or administrative position (even though the person who would fill that vacancy would be paid on the same level as a teacher).

Sketch 4. REDESIGN THE CAREER PATTERNS OF EDUCATORS. . .

FROM A TEACHER HAVING TO LEAVE THE CLASSROOM TO BE PROMOTED TO A POSITION WITH HIGHER PAY AND STATUS. . .

CAREER PATTERNS



TO GIVING THE TEACHER THE OPPORTUNITY OF ROTATING BETWEEN TEACHING AND ONE OR MORE SPECIALIST AND/OR ADMINISTRATIVE POSITIONS DURING THE COURSE OF A 40-YEAR PROFESSIONAL CAREER.

Nonrenewable Cap on Number of Years in Non-Teaching Role

YEARS	POSITION
10	- Superintendent
7*	- Principal
5	- K-12 Director
5	- Counselor
3	- Asst. Principal
2	- Admin. Assistant
1	- Intern

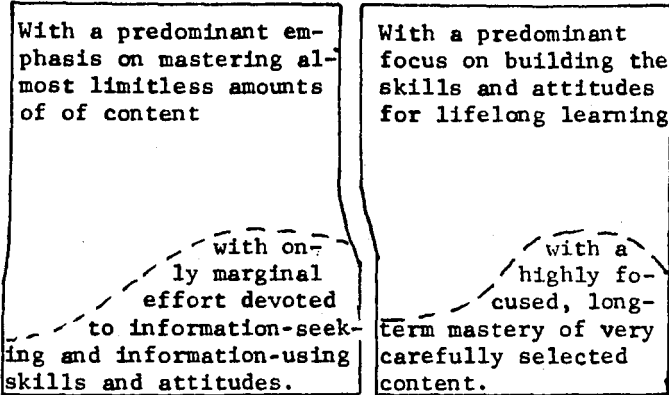
\*May return to principalship for 5 yrs. after one year of classroom teaching.

Comments

- o "Educational Administration," "School Management" are not tight, rigorous disciplines or fields. Teachers need high levels of administrative and managerial skills to be successful.
- o Former teachers are already filling more than 90% of all specialist and administrative positions.
- o With few exceptions, every professional would be on the same salary schedule and would work the same number of weeks each year.
- o Laying the organizational chart "on its side" provides a teacher with numerous options for a diversified career during 40 years in the profession.
- o A teacher wanting to fill a specialist or administrative position would have to meet all state requirements for that position.
- o All administrative and specialist positions would be open to outside applicants
- o A teacher would gain important skills and insights through filling other positions during his/her career.

Sketch 5. REDESIGN THE CURRICULUM TO CHANGE ONE OF THE MAJOR MISSIONS OF PUBLIC EDUCATION. . .

FROM A CURRICULUM. . . TO A CURRICULUM. . .

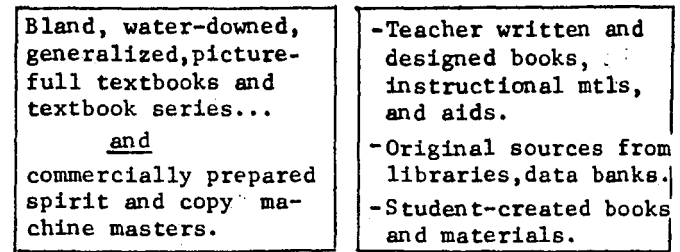


Comments

- o It is estimated that the amount of knowledge is now doubling every three years.
- o Traditional fields of knowledge and disciplines of study have been breaking apart and recombining. Interdisciplinary studies and double-name fields abound.
- o Through various kinds of technology, a pupil sitting at a desk in the classroom (or at home) can now have access to this expanding universe of knowledge - in whatever categories are useful.
- o Learning some kind of definable amount of content during 13 years of school is no longer a viable major mission of public education.
- o The pupil of the 1990's who will become the adult of the next century needs to develop the skills and attitudes to become a lifelong learner - and this needs to become one of the major, continuing missions of the public school.
- o Required content should be highly selective. Methods of checking mastery and reinforcing longterm, useable memory need to be developed which transcend the confines of a single school year.

Sketch 6. REDESIGN THE WAY IN WHICH TEXTBOOKS AND INSTRUCTIONAL MATERIALS ARE OBTAINED. . .

FROM OVER-RELIANCE ON... TO GREATER USE OF...



Comments

- o Many of the major textbook publishers are now part of large corporate conglomerates. Present managers are under considerable pressure to show high profits.
- o High profits are made in publishing by selling large quantities of series of textbooks and materials in as many states as possible.
- o The quality of commercial texts and materials is diluted by several factors: the biases and regulations of a number of large states who approve a limited number of series for adoption in the state; needing not to offend regional or national special interest groups; lowering the level of vocabulary so that pupils reading below grade level can "handle it"; and extravagant use of pictures and other visuals - this done as a perceived necessity because pupils watch so much television.
- o Technology in the publishing industry now makes it possible for a school district or a consortium of school districts to set up an "Educational Materials Publishing Department": various options in offset presses; word processing computer software for preparing camera-ready typed manuscripts; software which enables any office to do "desk-top" publishing; and multi-color copy machines.
- o With an increasing emphasis on having pupils write and illustrate their own poems, stories, and reports, it might be time to revive an "old technology," the hand-operated spirit duplicator. This would give pupils hands-on publishing experience right in the classroom - and with seven-color capability!
- o The increasing availability of data banks and discs and "fax machines" will give students and teachers easier access to a rich variety of original source materials.

### Usefulness of the theories

One could argue with some justification that the six entities chosen for redesign do not fit very well into Miller's 18 subsystems of a modern ocean liner. I would agree that this is an awkward fit.

- Locus of decision making (Sketch 1) clearly fits as part of the subsystem of "Decider(de)."
- The length and structure of the school year (Sketch 2) and the mission of the school (Sketch 5) could be viewed as conceptual "Boundaries(BO)" of time and objective.
- The compensation plan (Sketch 3) is an important dimension of how the "captain and crew" of the school district are sustained and motivated.
- Career plans (Sketch 4) are patterns of position-holding by personnel of the school district over 40-year periods of time.
- Instructional materials and sources of information for teaching (Sketch 6) are obviously "inputs" which move through several of the subsystems.

The match might have been more exact had the example for the level of organization been an information system such as a college, an adult learning center, or a research corporation.

The interdependence or the "interlockedness" of the new states of these six entities (Kuhn) is much more obvious. We need to start with the premise that the main reason the school district exists is to carry out the function of instruction.

- Giving teachers responsible control over instruction makes teaching the premier professional position in the school district.
- This fact is recognized by giving teachers a full-time job and paying them as the same rate and level as specialists and administrators.
- With teachers on the same work year and compensation plan as other professionals, they can then build diversified careers (according to their interests and qualifications) by having the option of moving out of and back to the classroom to and from specialist and administrative positions.
- Giving teachers significant amounts of time for planning and

curriculum development linked with the decentralized capabilities brought on by technology in the graphic arts and copy machine industries now makes it possible for teachers to write their own textbooks and create their own learning materials for the classroom. Access to ever-expanding data banks of information adds a very exciting dimension to providing materials for learning.

- There is a flip side to teachers having responsible control over instruction. Teachers being in charge of the function for which they are trained and publicly certified would make it incumbent on them to assume as their number one responsibility that of helping pupils take charge of their own learning. This is especially important during a time which is now designated as the "Age of Information." Developing the attitudes and skills to become lifelong learners is crucial for today's pupils if they are to prosper and survive as adults.

Need for a long-term view

Changing these six entities in the organization of local education would undoubtedly result in an observably different kind of school district. But there is no quick fix here. Redesigning a school district and implementing the new model of organization is not going to happen within the confines of a single school year - or even two or three school years.

The fictitious superintendent in Education by Charter, "Dr. William Wright," presents the community with a ten-year plan for totally reorganizing the "Hometown Public Schools."<sup>5</sup> This kind of span of time allows for a number of things to happen.

- A multi-year, computer-based program budget format can be developed, tested, and adopted.
- Groups of teachers can develop plans for educational charters and then, if the charters are granted, can field test teaching under the charters for three, four, or five years.
- As needs develop and anxieties rise, appropriate inservice and staff development activities can be planned and carried out.
- Genuine roles can be developed for parents and other citizens on charter planning committees and charter advisory committees.
- Principals have sufficient time to try out new roles as supporters

of instruction rather than administrators over instruction. The flexibility of educational charters would encourage a principal to be part of a teaching staff of a charter in his/her field of expertise.

- The school district could develop within the schools or the community the capability of producing its own texts and instructional materials. Arrangements could be made to access the many regional and national data banks which could provide information which would enrich classroom instruction.
- A network of outside persons from universities, other school districts, and other institutions could be formed to monitor and evaluate the impact of organizational changes over a sustained period of time.
- Ten years allow time for the superintendent to take advantage of retirements and other terminations to start institutionalizing the notion of a single educational profession within the school district.

. . . . .

Redesigning a school district or any other social institution is indeed a challenge. It's ironic that the person who is providing the most publicity about making fundamental changes in the structure of organizations is Chairman Mikhail Gorbachev with his drive for "perestroika." But whether we call it redesigning, restructuring, reorganizing, or even "perestroika," the next few years will provide many exciting opportunities for the members of the International Society for System Sciences who are able to cross the boundaries of the disciplines and fields and draw ideas from many sources to create models for tomorrow's institutions.

REFERENCES

1. National Commission on Excellence in Education, A Nation at Risk: the Imperative for Educational Reform, 1983
2. James Grier Miller, Living Systems, McGraw Hill, New York, 1978, p. 4.
3. Living Systems, pp. 604-605.
4. Alfred Kuhn, The Study of Society: A Unified Approach, Richard D. Irwin, Inc., Homewood, Ill., 1963, p. 50.
5. Ray Budde, Education by Charter: Restructuring School Districts, The Regional Laboratory for Educational Improvement of the Northeast and Islands, Andover, Massachusetts, 1988, pp. 26-27.

ABOUT THE AUTHOR

Ray Budde has served as a teacher, junior high school principal, director of instructional services, assistant professor of educational administration, and director of an area special education services collaborative.

There were three areas of emphasis in his doctoral work at Michigan State University: sociology, child growth and development, and educational administration.

The concept of "Education by Charter" was first introduced to the Systems Education Section of the 1974 annual meeting of the Society for General Systems Research. The title of the presentation as subsequently published in the proceedings was: "Education by Charter - Key to a New Model of School District."

Dr. Budde now works as a consultant in school district organization and written communications.