R E P O R T R E S U M E S

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THIS IS PROJECT CONCERN.

HARTFORD CITY BOARD OF EDUCATION, CONN.

PUB DATE MAR 67

EDRS PRICE MF-$0.25 HC-$1.16 27P.

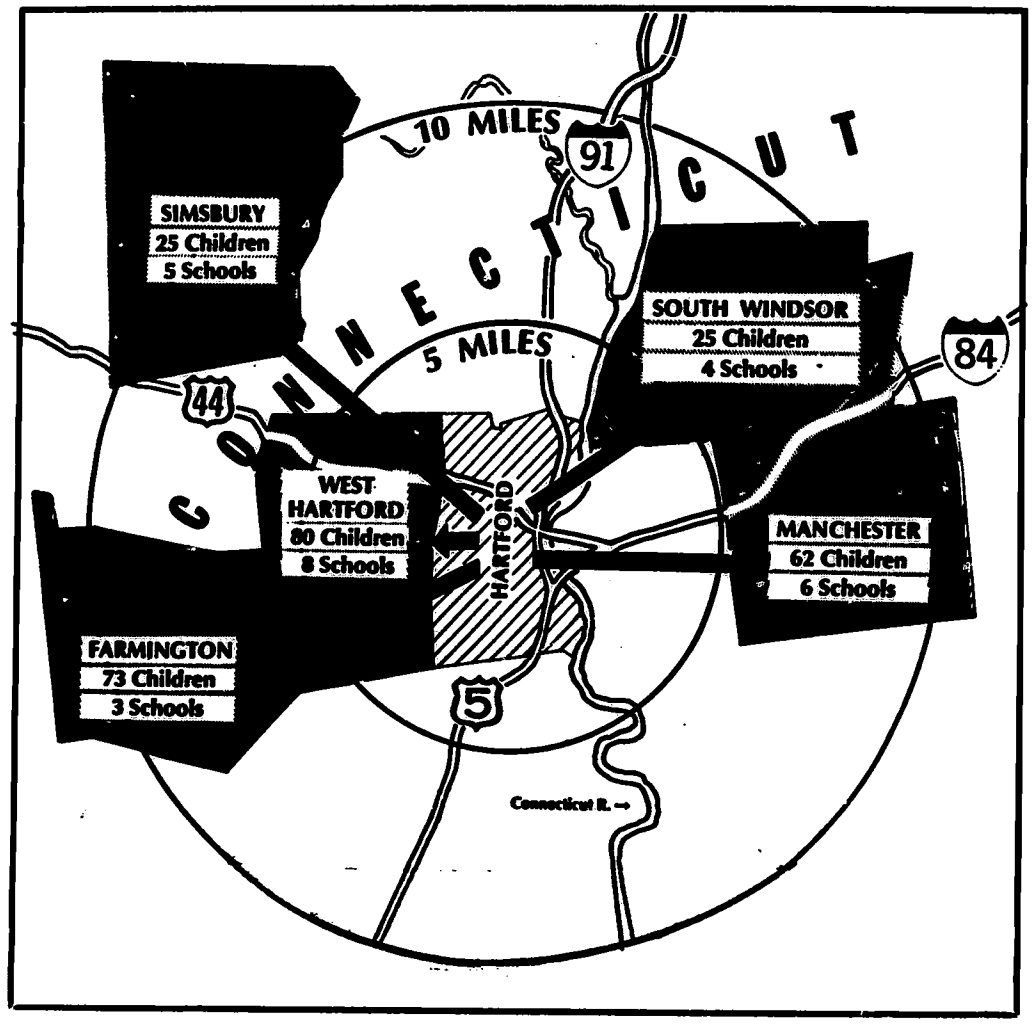
DESCRIPTORS- *BUS TRANSPORTATION, *ELEMENTARY SCHOOLS, *SCHOOL INTEGRATION, *SUBURBAN SCHOOLS, *TRANSFER PROGRAMS, NEGRO STUDENTS, MINORITY GROUP CHILDREN, EDUCATIIONAL IMPROVEMENT, COOPERATIVE PROGRAMS, PARENT PARTICIPATION, INNER CITY, DISADVANTAGED YOUTH, HARTFORD, CONNECTICUT, PROJECT CONCERN, ESEA TITLE 1,

THE BACKGROUND AND PRESENT STATUS OF PROJECT CONCERN, A 2-YEAR DESEGREGATION PROJECT IN HARTFORD, CONNECTICUT, ARE DESCRIBED IN THIS REPORT. ABOUT 260 MINORITY GROUP PUPILS FROM EIGHT INNER-CITY ELEMENTARY SCHOOLS ARE BEING BUSED TO SCHOOLS IN FIVE OUTLYING SUBURBAN AREAS. STATE AND LOCAL TAX MONIES, PRIVATE FOUNDATION FUNDS, AND A FEDERAL GRANT UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT ALL CONTRIBUTE TO THE SUPPORT OF THIS PROJECT. THE NECESSITY FOR SUCH EFFORTS IS DOCUMENTED BY DATA WHICH INDICATES THAT MORE THAN 52 PERCENT OF THE CITY'S ELEMENTARY SCHOOL CHILDREN ARE NONWHITE AND THAT SOME SUBURBAN TOWNS HAVE NO NEGRO PUPILS AT ALL. IN GENERAL, THE PROJECT IS BEING RECEIVED ENTHUSIASTICALLY AND IS CONSIDERED A SUCCESS. ABOUT 90 PERCENT OF HARTFORD PARENTS USUALLY ATTEND THE SUBURBAN PTA MEETINGS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE BOARD OF EDUCATION OFFICE, 249 HIGH STREET, HARTFORD, CONNECTICUT, 06103. (LB)

This is...

Project Concern

Hartford Board of Education
March 1967



A Story to Tell Proudly...

"If you have knowledge, let others light their candle to it."—From a poster in the office of Project Concern, 2106 Main Street, Hartford.

THIS IS THE STORY of Project Concern, a cooperative experiment that is attempting to overcome educational disadvantages that corrode the aspirations of the child who lives in poverty in the inner city.

It tells the story of some 260 boys and girls—mostly Negro—who travel by school bus each day to their classrooms in five suburban communities outside the City of Hartford.

It tells why community leaders in Greater Hartford believe this experiment is necessary, and it tells how it is carried on.

— *Medill Bair*

SUPERINTENDENT OF SCHOOLS
HARTFORD, CONNECTICUT

1. Bus Ride to Opportunity . . .

"Kindness is the golden chain by which society is bound together."—From a poster in the lobby of the Hartford Board of Education office.

► **Glimpse of a New World.** Looking out the school bus window, marveling at the loveliness of the landscape, a fourth grader murmured to her friend, "Gee, I'd like to live here . . . imagine . . . the grass isn't only in a park . . . it's so pretty . . . I hope someday this world will be mine."

Other children, catching fleeting glimpses of colts in an open field, became elated. Farm animals were not a familiar sight to them.

As the bus pulled into the school yard and the array of bicycles came into view, a boy whispered, "Man, look at all the bikes."

► **Long Journey.** These are Hartford children—most of them Negroes. They're on their way to school. But for now, "their" school is in the pleasant town of Simsbury, more than ten miles from their tenement homes in the inner city. Similar groups on this morning were headed for South Windsor . . . Farmington . . . West Hartford . . . Manchester.

Their real destination, however, is a land called "Opportunity." It will be a long journey. But, thanks to the cooperation of schoolmen in city and suburb, to community leaders, to many men and women of good will, these children have been given a chance to start that journey.

► **Plotting a Course in Uncharted Waters.** On the playground some of the boys played ball—others teased the girls. Four or five of the girls, Farmington youngsters, hung around the teacher and fought to hold her hand. She didn't have any discipline problem. She joked and fooled with them—but she was the boss.

"They need this recess to relieve their tensions", Mrs. Marcella Ardrey told a visitor.

The young teacher is herself a product of the inner-city schools. She's now a floating member of the supportive team sent out from Hartford. Though she is "Teacher" to all, she has just spent an intensive 30 minutes giving special help to one of the "Hartford" youngsters.

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In the classroom the record played and the story of the Tortoise and the Hare unfolded. The children had read some of Aesop's Fables earlier. The teacher asked the class to tell her who Aesop was and to explain the difference between the record and the story. One girl quickly pointed out that on the record there was music and singing. The teacher explained how music helps tell a story. Then she wrote vocabulary words like these on the board: "Rapid Rabbit—conceited, boastful." Going on to review grammar, she gave the class some sentences to write and asked for the various parts of speech. One girl was quite slow and having difficulty concentrating. The teacher was patient, friendly. She kept going back to the child until she got the sentence right. It didn't matter that teacher and pupil were of different races. They had business with each other—teaching and learning.

• • • • •

Across the hall sun streamed into the country schoolroom on this bright winter day. Mrs. Bower, a Farmington teacher, was teaching a lesson in fractions to a class of little second graders. She wrote on the chalkboard problems like these:

$$\tfrac{1}{3} \times (21 \div 7) =$$
$$\tfrac{2}{5} \times (21 - 6) =$$

Soft-spoken, friendly but down to business in her manner, she said, "If we double 21, how many 7's would there be in 42?" To solve the problem the children used Cuisenaire rods, little wooden sticks of various size and shape. A white boy was having difficulty. His little Puerto Rican neighbor leaned over to help.

► **Friendly Natives.** Hartford parents are frequent visitors to their children's school-in-the-suburbs. They confer with teachers. They patrticipate in PTA meetings. Attendance of city

parents at PTA meetings is usually as high as 90%. Here they have an opportunity to meet with other interested parents, the principal, and teachers, and contribute to the joint effort of educating their children. Meanwhile, groups of suburban parents have met to seek ways of helping city parents become more involved in the community and its life.

► **A Gift of Fortitude.** Several educators in the suburbs have mentioned that the youngsters from the city have much to teach the local kids. Take fortitude for example:

Robert Butler, a quiet boy, wasn't impressed with his famous walk. He wasn't talking much about why he did it either. Robert, a ten-year old from Hartford, missed his school bus one morning. He hiked the ten miles along the highway to his fourth grade class in Manchester. He could have gone home or somewhere else when he missed the bus—but he didn't.

► **Signs of Life Along the Way.** The Project has demonstrated a remarkable holding power. It began with an enrollment of 267. Like any new endeavor, there was an initial shakedown period. Nine youngsters were lost to the program in September—two because they moved away, several because of special problems, a few at the request of the children's parents. Between October and January, however, Project Concern "lost" only two pupils.

"The Project has worked so smoothly I'm beginning to get suspicious," Isidor Wolf, Manchester's coordinator, has quipped. Other administrators have echoed his sentiments.

- "It's running along very smoothly!"—Projector Director Thomas W. Mahan, Jr.
- "The transition has gone very smoothly."—Simsbury Superintendent of Schools Robert H. Lindauer
- "It seems to be going very well."—Hartford Deputy School Superintendent Robert M. Kelly
- "Progress among Hartford youngsters is better than expected. On the whole, they've done very well. It's surprising how well they've mixed in and become a part of our schools."—Farmington Superintendent of Schools John P. McDonough.

► **Treasures to Take Home.** Pushing and scuffling as they climbed aboard the bus, the children chatted about the day's events. Some had been invited to local homes for lunch or to a birthday party. Candy Coplan had joined Troop 411 of the Brownies. They talked about the fun they had during recess. One child proudly displayed a prized eraser given to her as a token for an arithmetic paper well done.

Boarding the bus for home, James Jeffrey raced to the seat over the rear wheels. In this treasured seat—where bumps are the best—he rode all the way home—no hands! As the yellow bus propelled the children out of the suburbs, back to their inner-city homes, they all seemed unaware that the nation was peering over their shoulders.

► **Getting to Know You:** ***Mothers from the city meet suburban mothers at a Project Concern get-acquainted tea in Simsbury.***

2. The Need for Cooperative Action . . .

"We must find a way to shape the future of a new generation by rebuilding the schools of Hartford as creatively as we have rebuilt the business center."— From a statement of the Hartford Board of Education, February 17, 1966.

ON ANY SUN-WASHED DAY, drive your automobile into Hartford from the east, crossing Founders Bridge. This is the city's beautiful "port of entry." On your right, you'll pass the sleekly handsome Broadcast House and the luxurious Hotel America; on your left, the strikingly different elliptical glass tower which is the home office of a big insurance company. Just ahead, nestled into the whole complex of modern buildings that comprise Constitution Plaza, is an architectural gem of another era, the Hartford State House, designed in the 1790's by the great Charles Bulfinch.

Hartford is justifiably proud of the Plaza. Connecticut's first major urban renewal project, it represents—as someone has said—the "rebirth of a treasured and historic city."

Now, park your car in one of the Plaza's heated underground garages. Continue your journey afoot. Walk to Main Street. Turn right. Pass the city's smart department stores with their window displays of finery. Keep walking. You'll soon be in the North End.

Here it is different. The North End is a slum. Whereas the Plaza proclaims Hartford's hope, the North End cries a people's despair.

The North End is a predominantly Negro neighborhood, but it also includes a number of Puerto Rican and poor white families. The buildings, for the most part, are old, bleak, and

badly in need of repair. Here, unemployed men idle on street corners, and the children play among them. If a man does have a job, it's apt to be a low-paid one. With wages of $40 or $50 a week, he must regard as luxuries many items which a middle class family takes for granted—a box of Kleenex, for example, or a bottle of floor wax, or even a dozen oranges. The price of a bike for his son is unthinkable. And in too many households there is no man around even to worry about such matters. In one North End school, more than 700 children are from broken homes.

In many of the tenements, paint is peeling from the walls; the floors are bare. In some, there are cockroaches. Bold ones.

"You know, cockroaches usually scurry off when you come into a room or turn on the kitchen light," a Negro leader in the North End told a reporter recently. "But in one home I visited, the cockroaches had taken over. I had come to talk to a little boy who had gotten into trouble, and a roach crawled up his bare leg. The youngster just brushed it off casually. He was used to it!"

This depressing picture is, of course, typical of other economically deprived neighborhoods elsewhere—in Hartford and throughout the nation. Hartford's recent history is also typical of what's happened to the American city generally. It's the familiar story of the middle class leaving the city, and the city's poor rising in number.

The facts, as described to the Board of Education by the *Harvard Report**, are startling. During the Depression of the 1930's the city's population remained relatively stable. After World War II, however, many Hartford residents left, half of them moving to surrounding suburban towns. They were replaced by newcomers who, in general, were neither as skilled nor as well-to-do as the "out-migrants." Increasing numbers of the new residents were Negroes and Puerto Ricans. Many had come North seeking work in factories, in private homes as

* In 1965 the Center for Field Studies of the Harvard Graduate School of Education conducted a major study of the building needs of the Hartford school system.

domestic help, and in Connecticut Valley tobacco fields. A great number of them were of child-bearing age, and many did bear children who—before long—were knocking on the doors of the inner city's antiquated and crowded schools.

One consequence of this population trend has been a deepening of poverty. In 1959, it was estimated, more than 40% of Hartford's families had incomes below $4,000 a year. In 1959, a total of 169 of Hartford's 889 city blocks were classified as "nonwhite blocks." And of those 169 blocks, 130 have since been identified as the city's severest poverty area.

This is also the area which has the city's oldest schools and most crowded playgrounds. And educational disadvantage always accompanies economic deprivation. Despite the efforts

of his teachers, the child of the slum will slip farther and farther behind his age-mate who attends school in an affluent neighborhood. At home, the disadvantaged child is not surrounded by books and magazines. His family—preoccupied with the struggle to survive—has neither time nor means to broaden his horizons. Without help and with opportunity denied, he will—in time—fall heir to despair and discouragement. He'll be captive to what *The Hartford Courant* has come to call the inner city's "iron cordon."

Hartford has been fighting its war on poverty on many fronts. Indeed, the Harvard staff in 1965 commended the Board of Education for programs initiated to deal with poverty-related educational problems.

But the problems have been too vast, and the city's tax resources have been too meager to cope with them successfully. Besides, the problems are—in fact—metropolitan ones. In today's world no township is an island unto itself. For example, the exodus of so many salaried middle class families from Hartford left the city with a reduced tax base. The head of a suburban household may drive into Hartford daily to work in a Hartford office or plant. He draws his pay in Hartford. But since his home is in the suburbs, he doesn't exist as a source of support for the Hartford schools' financial needs.

It has become increasingly clear that solutions—if they are to come—require bold and dramatic action and an unprecedented degree of cooperation among whites and non-whites, the affluent and the poor, city and suburbia, and agencies public and private.

Today, such action and cooperation have been launched. Project Concern is an important part of this new picture of hope.

3. A Plan Is Born . . .

"The proposal is described by school officials here as offering one of the most dramatic experiments by a metropolitan center to eliminate racial imbalances in the schools."—From **The Hartford Times, March 23, 1966.**

"LIVES OF THOUSANDS OF PUPILS were affected by the growing educational opportunities in Hartford in 1965-66," School Superintendent Medill Bair reported recently to the Board of Education. "Never before, it is safe to say, had such a large investment been made in new programs and services for students. The partnership of state and federal government made it financially possible. The directions in which we moved were, however, Hartford's own. And the challenges remain ours to discover how far we are truly succeeding, *in this city*, in raising the educational sights of our youth. We must build fresh hope and new progress into the future."

School year '65-66 was, indeed, the year of the Big Beginning. It was a year of planning, preparation, of laying the groundwork for especially designed programs for the "educationally disadvantaged"—those children who need special assistance to overcome the built-in limitations of living in poverty areas.

Before schools opened that year, Hartford had already learned it would receive from the state $1.8 million in "SADC" money over a two-year period. "SADC" is Connecticut's own law to provide aid for school programs for the disadvantaged. Then, in September, 1965, it was announced that the city would get an additional federal grant of $1,161,817 under Title I of the Elementary and Secondary Education Act of 1965. Like "SADC," Title I is intended

► **New World:** ***Naturally, the youngsters from Hartford were shy on their first day of school in the suburbs. But very quickly, they began to feel at home in their new surroundings. Above, the children are greeted as Project Concern begins in Manchester. At the right, a typical scene from a Farmington classroom.***

to improve the education of the disadvantaged.

With this new support, the city's educators began to move on several fronts to upgrade school services in poverty neighborhoods. A strong beginning was made to re-tailor the curriculum to the particular needs of the disadvantaged. Improvements were begun in the vital business of reading instruction. Special pupil centers were established to bolster the skills and attitudes of deprived children. New experiments and expansions were launched in Higher Horizons programs designed to offer children the enriching experiences of visiting museums, parks, historic sites, and theaters, and taking part in similar cultural opportunities. Intensive efforts were begun to expand services in guidance and counseling, to correct speech handicaps, to acquire library books and more appropriate teaching materials, to develop prevocational study opportunities, to provide tutorial services.

This was all part of the Big Beginning. And this campaign for wide-ranging school improvements is gaining even greater momentum in school year '66-67. It is a campaign that developed new power on November 8, 1966, when the city's voters—by a whopping 32,483 to 6,529 margin—endorsed a $41,435,000 school construction program. "Hartford is rapidly becoming a new city," Superintendent Bair has said. The schools are playing a vital part in this process.

But internal improvements for the disadvantaged, no matter how exciting, come painfully slow so long as there is racial imbalance in a city school system. What's more, it's doubtful that a suburban town—no matter how affluent—can ever fully prepare its own children for life in a modern democratic society so long as its schools remain all white. Racial imbalance, said the *Harvard Report*, "is detrimental to the education of white and nonwhite pupils alike." In Massachusetts, a similar study pointed out that racial imbalance "presents a serious conflict to the American creed of equal opportunity."

There *is* racial imbalance in the Greater Hartford region.

- More than 52% of the children in Hartford's elementary schools are nonwhite; in many

of the schools in the poverty area, more than 85% are Negro or Puerto Rican.

- Only 19 Negroes of a total school population of 12,731 were enrolled in West Hartford schools before Project Concern began.
- Only three Negroes out of 3,234 pupils could be found in Farmington's schools.
- Some suburban towns have no Negro pupils at all.

It is precisely because of this condition of racial isolation—the "iron cordon," if you will—that the busing of inner city youngsters to suburban schools is being tried out. We say "tried out," because Project Concern *is* an experiment—and a small one at that, as we shall see very soon.

Serious discussion of busing began in late 1965. A University of Connecticut study made by Dr. John Cawley pointed out how the ghetto environment trapped a youngster as early as age four and severely impeded his future achievement in school. The State Department of Education had become greatly concerned about the cultural isolation of inner city Negro children. And the Harvard study disclosed that Hartford was rapidly becoming a Negro school system—at the rate of a 5% increase a year! But when a delegation asked a Washington official about busing, he reportedly said: "You'll never get the suburban towns to take your youngsters unless you have a law that makes them."

This official apparently underestimated the climate of opinion in Greater Hartford. He certainly underestimated the goodwill and cooperative spirit of the people. The Chamber of Commerce, for example, endorsed the concept of busing in its Operation Go. The NAACP was already on record in support of the idea before the Harvard recommendations were made known. The Urban League was interested. So was the Greater Hartford Council of Churches, the West Hartford Citizens Committee for Equal Opportunity, and a number of other organizations. (The idea was, of course, controversial from the start. But, interestingly, no *organiza-*

tion is known to have gone on record in opposition of plans for Project Concern.)

In January, 1966, a small group of people got together to discuss, in a general way, what could be done to implement the idea. Those in attendance were Dr. Alexander J. Plante of the Office of Program Development, State Department of Education; Mrs. Wilfred Johnson, then of the State Office of Economic Opportunity and now a member of the Project Concern staff; Joseph Dyer, state director of OEO; Robert M. Kelly, Hartford's deputy superintendent of schools; Mrs. Chase Going Woodhouse and Mrs. Pauline Tyler, both of the Women's Service Bureau; and William Brown, executive head of the Urban League's Hartford affiliate. It was at this meeting that Project Concern was born.

During subsequent weeks, Mrs. Johnson, Mr. Brown, and Dr. Plante met together, visited the North End, drafted ideas, and reported back to the larger group for further guidance. In due time, the State Department of Education was ready to announce the plan.

Here's how *The Courant* broke the news:

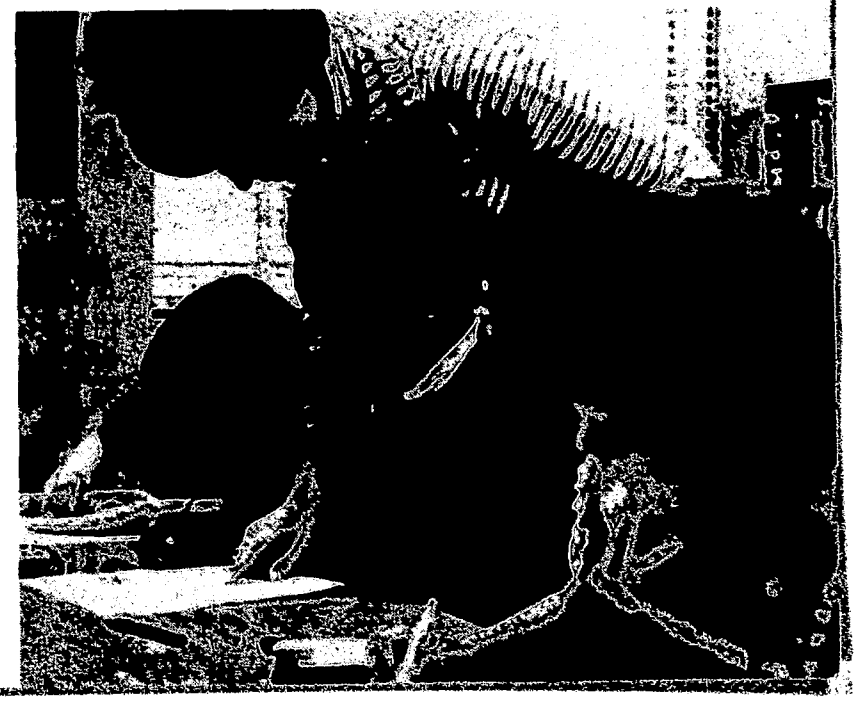
> "An experimental plan to desegregate schools in Hartford and suburban towns has been drawn up by the State Education Department. The proposal calls for busing of about 300 Hartford pupils to the suburbs—to be financed by federal funds—and asked the Hartford Board of Education to endorse the plan. The Hartford school board, expected to react favorably to the idea, is to discuss it Thursday. . . .
>
> "The school administration will ask the school board for authorization to continue discussions with interested communities, to refine the plan where desirable, and to prepare contractual arrangements with these towns, subject to board approval. . . ."

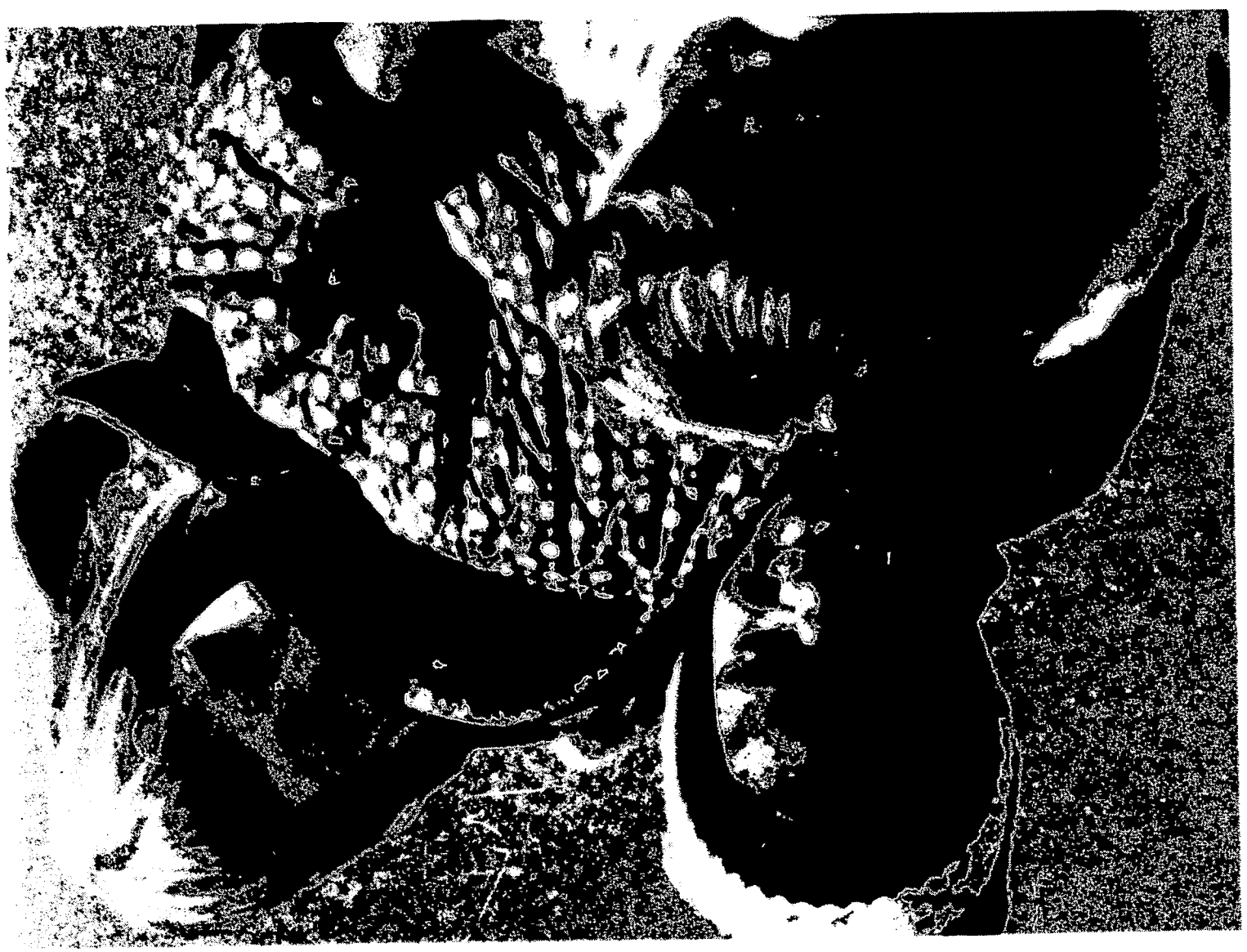
Project Concern's official title is "A Study of Educational Programs for Elementary School Children Involved in a Regional Desegregation Plan." It's a two-year program, and it's financed not just by federal dollars*, but also by state and local tax monies and private foundation

* Granted under provisions of the Civil Rights Act of 1964 and the Elementary and Secondary Education Act of 1965

funds. A similar plan could be put into permanent operation at lower costs than this experimental one. It would be possible, for example, to bus twice the number of pupils at no additional cost. And once the plan had moved beyond the frontier stage, there would be much less need to carry out extensive (and expensive) evaluative procedures. The research budget alone for the first year amounts to almost $90,000.

But experimentation in this direction is "immediately necessary," said Connecticut's Commissioner of Education William J. Sanders to a state civil rights conference after the plan was announced. The integration of the races in school, he added, is not only desirable but needed, wherever possible, to break down interracial fears and misunderstanding.





4. Debate and Consensus . . .

"At 8:50 this morning, just after the last of the neighborhood kids had disappeared into Nathan Hale School to start another year of classes, the yellow school bus pulled up from Hartford. Two tiny, solemn Negro girls in starched dresses and pigtails stepped from it shyly, one clutching a shiny new lunch box; the other, a slightly rumpled paper bag."—**From the Manchester Evening Herald, September 8, 1966.**

PLANS FOR THE BUSING PROJECT, when they were announced, stirred vigorous debate. Spokesmen like Dr. Plante and Mrs. Johnson traveled to public meeting after public meeting to explain details, to answer questions, to rebut arguments. ("No," Dr. Plante told a *New York Times* reporter, "we are not looking forward to one big regional school system. But we need some regionalization just as much as we need to keep some local autonomy.")

The local school boards—in Hartford and in the suburbs—did have to act if the Project were to go beyond the talking stage. But before they acted, they listened. They heard comments like these from the people.

—"A challenging proposal."

—"We moved here to get away from Hartford's problems."

—"We all have to take a hand in trying to make this a better world, and the place to start is right here at home."

—"Ridiculous!"

—"The issue of our involvement in the problems of the core city is at our doorsteps. We can no longer pass the buck and say it's got to begin with 'housing' or 'employment.' It's got to begin with our schools."

—"I don't care if my kids never sit next to a white kid."

—"Kids are kids everywhere. It might improve human relations. It might help a child grow up to be a better person."

—"It's all political."

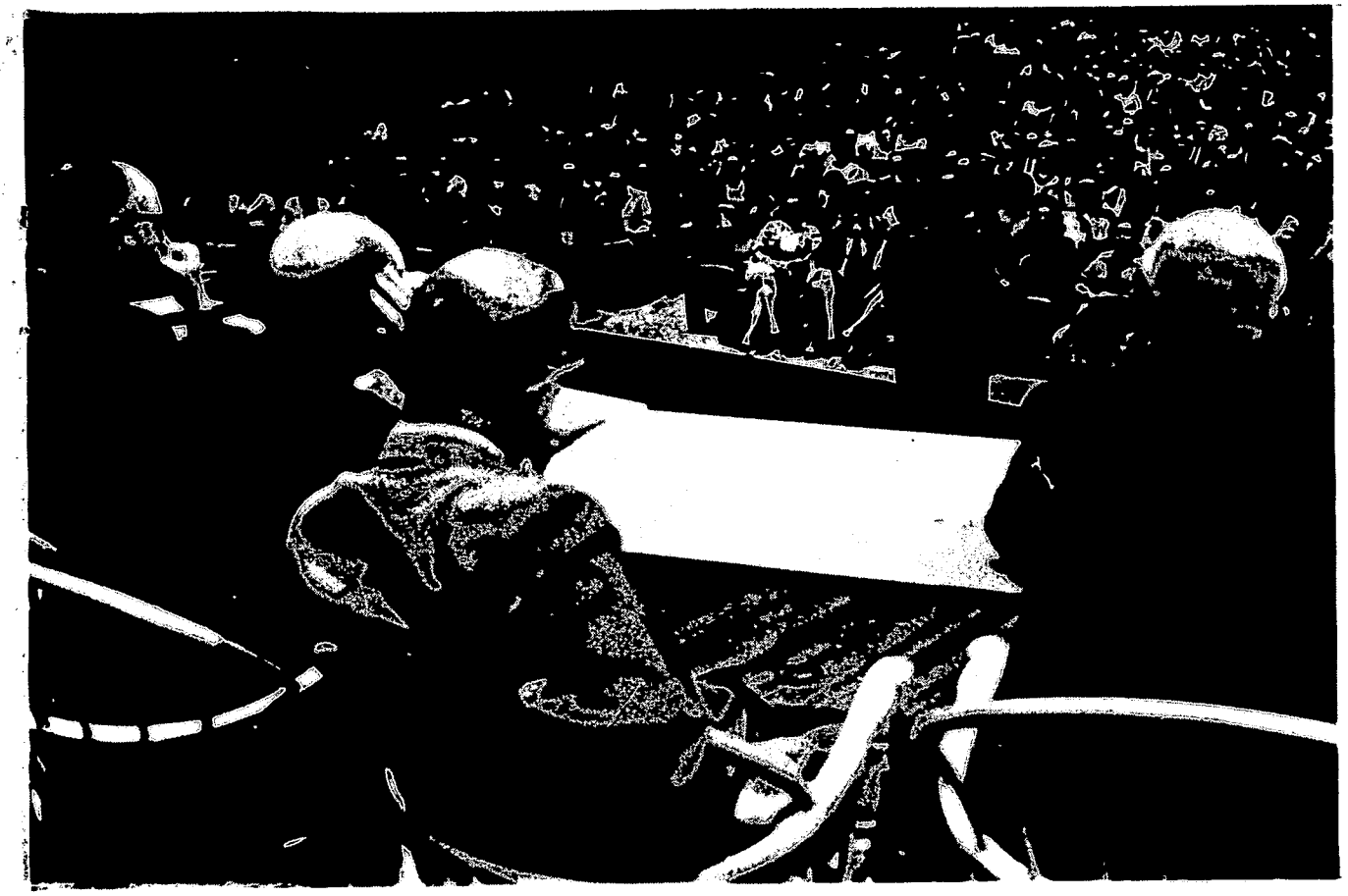
—"Let's welcome our nonwhite neighbors."

—"You have to start somewhere. This is a good place to start."

Said Dr. Plante, "We cannot bring up children divorced from the society in which they must operate." Said Mrs. Johnson, "I ask you merely to consider the children first. So many in the North End are waiting to blossom out." Said *The Hartford Times*, "Busing is a tool. There is only one way to find out whether it is the right tool for the job: try it." Said the *Manchester Evening Herald*, "Busing is a token advance payment toward what the American future must inevitably provide."

In the end, arguments such as these prevailed. Hartford approved the plan. West Hartford was the first suburban school board to vote yes. Then, in quick succession, came approval from South Windsor, Manchester, Farmington, and Simsbury. Previously, meetings with the Negro community in Hartford had produced almost unanimous acceptance of the busing idea.

The children were selected for the experiment on a random basis. Officials felt that the intent of the program would be defeated if only the brightest and most able of Hartford pupils were hand-picked to participate. Therefore, numbers were assigned to every classroom from



► **Public Hearings:** *Large crowds in all five suburban towns turned out for the school board hearings on the busing plan. Above, Manchester board members listen attentively to a townman's opinion. At right, Mrs. Wilfred Johnson and Dr. Alexander J. Plante describe the plan in detail.*

kindergarten through Grade 5 in the eight Hartford schools which had an 85% or higher nonwhite enrollment. Then, a group was "drawn from the hat," so to speak, and whole classes were taken, intact, from a school. Most of the youngsters from these classes were, in turn, assigned randomly (and with parental permission) to the various suburban schools according to available empty seats. Only retarded and emotionally disturbed pupils were kept in Hartford.

Supportive teams from Hartford buttress the staffs of the suburban schools involved in the Project. These include nine cooperating teachers (like Mrs. Ardrey mentioned in Chapter 1), educational aides (one for each 25 transported children), and community workers (one for each 100 children). Though they receive their paychecks from Hartford, the teachers and aides are considered regular members of the suburban school staffs to which they are assigned. Their presence does insure special help to Hartford children, but they teach and assist *all* pupils. The community workers serve as vital communicators and interpreters between the school in the country and the home in the city.

The Project is directed by Dr. Thomas W. Mahan, Jr., a psychologist with a special interest in the learning problems of disadvantaged children of minority group parents. Dr. Albert Thompson is assistant director and consultant for training and social work. The work of these administrators is, in turn, guided by an Advisory Council made up of representatives of the participating towns, the Negro community-at-large, the Connecticut Office of Economic Opportunity, the State Department of Education and the University of Connecticut—the institution mainly responsible for research data collection. In addition, Dr. Mahan meets frequently with the professional committee of researchers studying the educational effectiveness of Project Concern.

It should be noted that none of the monies that support this endeavor have been spent to provide Project officials with plush—or even comfortable—office furnishings. Headquarters is simply one room housed in a busy Welfare field office in the North End. It's a little room—one that would curl the edges of a 12x12 rug. It's equipped with well-worn desks, chairs, a

table, a cluttered bulletin board. Mothers drop in with a problem or question, typists type, telephones jangle, and the community workers or visitors drop by to confer with the director or others on his staff. It's a beehive of a place—one that clearly says, "Important Work in Progress."

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WINSTON CHURCHILL once said that he found it "poignant to look at youth in all its activities and ardor, and most of all to watch little children playing their merry games."

The little children, black and white alike, are today playing their merry games on playgrounds in Farmington, Manchester, Simsbury, South Windsor, and West Hartford. It's indeed poignant to ponder their innocence and to wonder what will be in store for them if hopes symbolized by endeavors like Project Concern are not fulfilled. Poverty, prejudice, and hate still lurk beside the playground. There is still much to do. But Hartford has made a beginning.

► **PICTURE CREDITS:** Our cover illustration plus the photos on pages 6 and 18 are by S. Doyle and were supplied through the courtesy of Edward Sullivan, principal of Union School, Farmington, and coordinator of Project Concern activities in that town. Leonard G. Lanza, project coordinator in Simsbury, supplied the pictures used on pages 5 and 17. Those on pages 12 and 21 are used through the courtesy of the **Manchester Evening Herald**. The map on the inside cover is from the Connecticut State Department of Education; the page 9 photo, Southern New England Telephone Company; and the page 13 photo is by Charles J. Vendetti for the **Hartford Times**.

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NOTE TO EDUCATORS

Information about the research design of Project Concern is available upon request. Address inquiries to: Dr. Thomas W. Mahan, Jr., Director, Project Concern, 2106 Main Street, Hartford, Connecticut 06120

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