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ABSTRACT

Project Unique, developed by the Rochester public school system, assumed that an adequate program must relate to the larger environment within which the school functions and, hence, sought to work out a comprehensive approach to the problems of urban education. Its components aimed at: increasing community participation of inner city parents in the educational process; recruiting black and Spanish-speaking teachers; improving the racial balance of urban and suburban schools; producing a "working partnership" with the business community both as a source of financial aid and as members of an "adjunct faculty" in the schools; and, developing new modes of instruction. Federal funding for Project Unique terminated in June, 1970. It has since been converted into a nonprofit corporation chartered by the Board of Regents, under the auspices of the Rochester City School District. The creation of the corporation aimed to provide a vehicle for fund raising. It is held that there is little evidence to suggest large-scale financial support of public education by Rochester's private sector will be forthcoming. The Project has contributed to: (1) altering the racial composition of some city and suburban schools; (2) adding a significant number of black teachers to Rochester's teaching force, as well as three high-level black administrators; (3) effecting changes in the teacher training programs of many area colleges; (4) having some of the features of its model school component replicated in other public schools; and, (5) partially involving inner city parents in the educational enterprise. (Author/JW)

PRS 009

A Report of the Program Reference Service

Project Unique / Rochester, New York

Program Analyst:
Richard Schwartz

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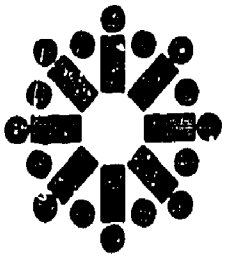

The Center for Urban Education, an independent nonprofit corporation, was founded in 1965. The following year it was designated a Regional Educational Laboratory under the Cooperative Research Act. It is funded mainly by the United States Department of Health, Education and Welfare through the Office of Education, but also contracts with other government agencies, state and local as well as federal, and with business firms and community agencies. The Center designs, field-tests, and disseminates alternatives to the traditional practices of formal education and citizen participation.

Under the direction of its Dissemination Division, the Center publishes a wide variety of reports, monographs, books, and bibliographies. A complete list of those items in print is available on request.

As a unit of the Dissemination Division, the Program Reference Service identified, examined, and provided information on programs in grades K-6 which deal with the problems of urban school systems. Its reports have been designed to meet the stated needs of school administrators and other educational decision-makers, and are offered as informational aids to effective educational planning.

The development of the Program Reference Service was made possible by a grant to the Center from the National Center for Educational Communication, U.S. Office of Education.

Contents

Foreword

The development of Project Unique by the Rochester public school system was one of many responses to the widespread rioting in that city's ghetto areas during the summer of 1964. Funded in 1967 with a three-year ESEA Title III grant, this multi-faceted project was specifically designed as a laboratory for testing innovative programs for possible future use by all Rochester schools. Project Unique was predicated on the assumption that an adequate program for the public schools must relate to the larger environment within which the school functions and, hence, sought to develop a comprehensive approach to the problems of urban education. Its components aimed at: increasing community participation of inner city parents in the educational process; recruiting black and Spanish-speaking teachers; improving the racial balance of urban and suburban schools; producing a "working partnership" with the business community both as a source of financial aid and as members of an "adjunct faculty" in the schools; and developing new modes of instruction.

Project Unique was not created as an alternative model to the existing school system, but rather as a semi-autonomous unit within the Rochester City School District to act as a "benign irritant" to the educational establishment. This status conferred a measure of freedom from many of the jurisdictional disputes and bureaucratic controls that often serve to circumscribe innovative and flexible approaches to educational problems.

Federal funding for Project Unique terminated in June 1970. It has since been converted into a nonprofit corporation chartered by the Board of Regents, under the auspices of the City School District. The creation of the corporation aimed to provide a vehicle for fund raising. Thus far there is little evidence to suggest that large-scale financial support of public education by Rochester's private sector will be forthcoming.

While the future of Project Unique Inc. remains subect to conjecture there are nevertheless some indicators as to its impact on the school system. First, six of the nine original components continue to function. However, because of the new structural arrangement, only two programs are under the specific jurisdiction of Unique. The remaining four components, for the most part, have been absorbed by other federal and state programs. It is still too early to determine how much Unique's reduced scope and authority will restrict and diminish its role as a counter force or pressure within the school system.

Second, Unique's comprehensive approach to the manifold problems of urban education have not been incorporated into the daily functioning of the Rochester School District.

Third, school integration has not been solved by Unique and the Rochester public schools. From its inception, Unique has had a strong commitment to integration. This was also the public commitment by the Rochester Superintendent of Schools and the professional staff of the school system. Nevertheless, the Rochester Board of Education has consistently vetoed the Superintendent's proposals to desegregate Rochester's schools. The most recent veto occurred in March 1970 when the Board, by a 3-2 vote, rejected a comprehensive desegregation and reorganization plan. It remains to be seen if a desegreated school system will be achieved in Rochester. Moreover, inner city residents are pressing for community control and decentralization in other cities where integration was rejected. Thus Project Unique's larger objective, the development of a comprehensive approach to Rochester's urban educational problems, having encountered a number of imposing obstacles, has had only a limited impact on the school system as a whole.

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number of effective individual programs. Through its diverse efforts it has contributed to (1) altering the racial composition of some city and suburban schools; (2) adding a significant number of black teachers to Rochester's teaching force as well as three high-level black administrators; (3) effecting changes in the teacher training programs of many area colleges; (4) having some of the features of its model school component replicated in other public schools; and (5) partially involving inner city parents in the educational enterprise. In addition, an Urban Planning Office has been created (the proposal was developed by Unique) to plan and evaluate new educational programs for the nine-county Genesee Valley area.

This report compresses descriptions and evaluations of the individual components, based on the present status of Project Unique, and focuses on the ongoing programs.

Richard Schwartz

May 1971

1 Background of Project Unique

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Situated astride the lower Genesee River in upstate New York, the city of Rochester is perhaps best known as the home of the Eastman Kodak Company. In addition to Kodak many of the nation's leading precision industries are located in Rochester, including Xerox, General Dynamics (research division), and Bausch and Lomb. Since the work is highly skilled, employment prospects for the newly-arrived blacks from the rural South are limited. The median net family income for blacks was $3,000 less than the median for all families in the area.

Rochester Population

Rochester, with a population of 318,611 (U.S. Census, 1960), is New York's third largest city. Though the city's population has not increased markedly since World War II, the nonwhite population has radically increased. For example, between 1954 and 1964 the black population of Rochester rose from 7,500 to over 35,000 (*R2, p. 11*). During the same years, there was a decline in the white population of about 51,000, a loss of almost 16 percent. Simultaneously, the number of whites in Rochester's suburbs within Monroe County doubled—from 155,000 in 1950 to 318,000 in 1964. (U.S. Commission on Civil Rights, public hearing held in Rochester, September 16-17, 1966.)

Many of these "newcomers" made the journey north as migrant farm workers while others came directly to the city in search of improved living and working conditions. Though Rochester had, in 1966, one of the lowest unemployment rates in the nation (2.3 percent), the unemployment rate among blacks was 14 percent. (*R7*) Furthermore, the influx of blacks into the central city and the increasing migration of whites to the suburbs generated a tremendous increase in the nonwhite enrollment of the elementary schools. As of 1969, the nonwhite enrollment was almost 35 percent of the school system's

46,000 students. The City School District of Rochester includes 43 elementary schools, eight comprehensive high schools, one technical and industrial high school, and one junior high school.

The social context within which these developments occurred was an important factor in the development of Project Unique. It has been observed that the absence of public pressures is characteristic of the way things are done in Rochester. The city follows a model typical of smaller cities and suburbs—a closed system where decisions are made by small groups and are accepted and legitimated by the community. Eastman Kodak, the city's largest employer (32,500), and the city's other principal employers have reinforced this political style by moving "vigorously behind the scenes to prevent issues from erupting onto the public scene." (*R7*)

The basically tranquil existence that characterized life in Rochester "was shattered in the summer of 1964, by widespread rioting in the ghetto areas of the central city. Angry residents vented their emotions and frustrations in an outburst of destruction without precedent in the city's history." (*R11, p. 11*)

Responses to Rioting

A major cause was the arrangement that permitted quality education and inferior education to exist within the same general geographical area. Among the many responses to the rioting was a planning conference called by the Superintendent of Schools, Herman R. Goldberg, who sought advice and assistance from various colleges and universities in the Rochester area. A group was organized to design programs that would seek solutions to those problems in Rochester's schools which were reflected in the riots; to develop close working relations between the schools and the community; and to explore potential areas of cooperation.

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Dr. Norman Kurland and his staff in the newly formed Center for Innovation of the State Education Department were also involved in the preliminary planning.

A major step in the planning of Project Unique was the creation of the Community Resources Workshop held during the summer of 1966. The participants in this six-week workshop, numbering about 40, represented the public and parochial schools and many segments of the urban community, including social welfare agencies and local business and industry. A prevalent feeling expressed during the inital planning was that virtually complete control of the educational enterprise had rested in the hands of the central school administration and, further, that this bureaucracy was remote not only from the communities but also from the local schools. Initially, the participants in these planning sessions elaborated ideas for a model or ideal type school (first called the World of Work School and later the World of Inquiry School), one which would be integrated and experimental. Classes, for example, were to be nongraded and multi-aged; instruction was to be highly individualized; and the student body was to represent a cross-section of the metropolitan Rochester area, including inner city, outer city, and suburban schools.

Planning

Large and small group sessions were organized to encourage discussions and to develop a climate conducive to the sharing of ideas and the free, if sometimes acrimonious, exchange of opinion. As a result of these discussions, it became apparent to the planning staff that "education" could not be isolated from other related and not-so-directly related social concerns. It seemed to the participants that a school could not be cut off from the larger environment within which it functions and that classroom instruction of the "normal" or "regular" variety

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comprises only one of many services provided within a school system. After considerable interaction and research, each workshop participant prepared his own ideas for the World of Inquiry School and the Center for Cooperative Action in Urban Education. As the administrative unit of Project Unique, this Center was intended to provide the administrative support for the school and "continuous, creative, innovative solutions" to the problems of urban education generally. These suggestions provided the core for subsequent planning which eventually resulted in the creation and implementation of Project Unique. An ESEA Title III planning grant of $168,445 was awarded to the Rochester school district permitting the work of the summer workshop and the preliminary planning of the previous year to be further extended and developed. In addition, the Industrial Management Council, an organization representing all the major industries in Rochester, contributed $8,000.

Dr. Elliot S. Shapiro, formerly an outstanding principal in the New York City school system, was appointed project director of the Center for Cooperative Action in Urban Education. Five participants from the 1966 summer workshop were selected by Dr. Shapiro to assist him in developing a formal proposal. The staff and Dr. Shapiro accepted speaking engagements throughout the Rochester metropolitan area during the months that followed. Meetings and conferences with educational, church, community, industrial, and civil rights groups were conducted to discuss the planning. Opinions were solicited, both formally and informally, in an attempt to assess community knowledge, interest, and feelings in the public schools. These discussions and interviews were designed to create a community atmosphere that would support quality, integrated education.

Program Concept

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conscious of the fact that a program for Rochester's schools had to relate to the larger social system within which the schools operate. As a result, they began to evolve what might be termed a more comprehensive strategy or approach to the problems of urban education. This approach represented a departure from the stated purposes of the original planning grant request, which had been limited to plans for a model school for the Rochester area.

The problems that confront urban education, they felt, could be more clearly understood if one began by imagining a length of chain formed into a circle. The links of the chain are labeled community, parents, pupils, schools, curriculum, and teachers with each link representing a specific problem, and each connecting point between links a complication of the problem. With this image in mind they argued against piecemeal approaches to the overall school problems. For example, experimental schools and new teaching techniques would require the proper training of teachers. And even with properly trained teachers, students would not necessarily work well if their parents exhibited little interest in the school; and, in turn, parent involvement would require that schools encourage and welcome parent interest.

The planning staff believed that to pour federal funds into schools in order to continue and expand unsuccessful educational practices would be "equivalent to rewarding failure with a subsidy." (*R11, p. 15*) They had reason to believe that the size of the grant to specific schools and projects would very likely correspond to the scope of past failure, and would go to those schools demonstrating the most urgent need for federal funds. The planning staff sought to indicate pedagogic and administrative changes which would be necessary in order to use funds properly. A report entitled "Project Unique" stated that:

> To grant aid to those schools could be likened to the use of a patent medicine as a substitute for major surgery. The

patient may temporarily enjoy the feeling of comfort that comes from knowing that 'something is being done,' but the change is merely temporary. When the effects of the palliative are gone, the basic cause of illness remains. *(R11, p. 15)*

One fact was abundantly clear: children in the central cities were not learning at a level of competence satisfactory to anybody. "To absolve the professional educator of the sins of failure and to attribute all the causes of failure to the children would have been unrealistic and unfair to inner city pupils." *(R11, p. 16)*

Since it was likely that the ghetto would remain basically unchanged in the foreseeable future, the planners felt that public education in the inner city would have to experiment and that this experimentation should include new pedagogic, administrative and organizational structures. Project Unique was not created as a competing alternative or model to the school system itself but rather as a structure that could act as a "benign irritant" to the educational establishment and thus "make resistance to change less comfortable, but not oppressively painful." In other words, it would aim at reforming certain practices and policies within the system and, at the same time, more actively involve the community in the educational process. This was to be accomplished by developing ideas and programs that could be converted into operational programs to enhance the quality of education in Rochester's public schools. The planning staff also stood by its original commitment to design a model, quality-integrated elementary school, one which would not "put all of its hopes in an attempt to reclaim the old though compensatory programs or remediation." *(R11, p. 15)*

The committee had a strong commitment to the goal of integration and toward this end it incorporated an urban-suburban transfer program into the framework of Project Unique. Where racial balance did not exist and could not be immediately corre
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could not be immediately corrected, it would be necessary to provide as many resources as possible from the larger community to assure equal educational opportunity, "even if it means giving a disproportionate share of the resources to those schools that had large numbers of children with low achievement." *(R11, p. 16-17)*

The superintendent and his staff were also publicly committed to integration. In recent years a variety of desegregation strategies have been experimented with in Rochester's schools. These included urban-suburban transfers, open enrollment, and reverse open enrollment. Despite these efforts, and many others, severe racial imbalance continues to exist in the Rochester school system.

The responsibility for preparation and presentation of the proposal for Project Unique, originally containing 12 components, was assigned to Dr. Shapiro and the planning task force. The completed proposal for the project was submitted to the United States Office of Education in January 1967 and federal approval was received in May 1967. Of the 12 components submitted only three were not approved.

Status

PROJECT UNIQUE had evolved after a two and one-half year period to encompass the following nine programs:

The Center for Cooperative Action in Urban Education (CCAUE)

The World of Inquiry School (WIS)

The Downtown Satellite School

The Urban-Suburban Transfer Plan

The Teacher Internship Program (TIP)

The Urban Education Major (This project terminated in June 1969 before this report was undertaken)

The School Parent Advisor to the Neighborhood (SPAN)

The Right of an Individual to Secure an Education (RISE)

The Community Teacher Program

Chart I depicts the organizational structure and scope of Project Unique as it existed in June 1970 when the three-year Title III grant expired.

Project Unique was converted into a nonprofit corporation in the summer of 1970 and is now under the auspices of the Rochester City School District. Only the World of Inquiry School and the Satellite School remain under its jurisdiction. Of the other six components, four continue to function. These are: the Urban-Suburban Transfer Plan, now supported by the New York State Racial Imbalance Fund; SPAN, now under Title I; the Community Teacher Program, now part of the Community Education Centers of the State Department of Education; and the RISE program which is now supported by Monroe Community College and Brockport State College. The Teacher Internship Program and the CCAUE no longer exist.

The CCAUE, the administrative and resource component of Project Unique, had as its major task the coordination and supervision of the various other components that comprised the project. It also had responsibility for dissemination of information concerning the project's activities, evaluation, funding and the development of new programs in urban education. It was successful in initiating two new programs: a Teacher-Aide Training Program and an Urban Education Planning Office. The latter is responsible for planning, developing and evaluating urban educational programs for the nine-county Genesee Valley area which includes the cities of Rochester, Syracuse and Buffalo. In a sense, this office represents a continuation of the CCAUE's functions. During 1969-70, the staff of the CCAUE spoke to more than 75,000 people about its programs and serviced such programs as the Rochester Model Cities Education and Cultural Task Force.

The Teacher Internship Program was designed to recruit black and Spanish-speaking teachers for inner city schools.

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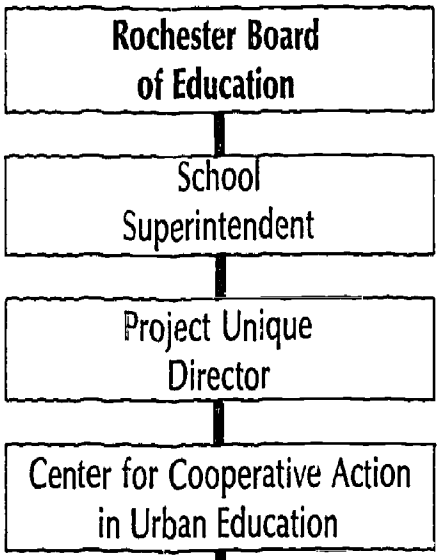
Only six and one-half percent of the city's public school teachers and administrators are nonwhite. Yet nonwhites make up more than 35 percent of the total school enrollment. To reduce this serious imbalance, the TIP enlisted nonwhite college graduates in a 12-month masters' degree program leading to New York State teacher's certification. The interns were assigned to inner city classrooms for an entire year in an innovative student-teaching program. They attended classes three days a week at the three participating colleges. During its three years of operation, the program enrolled a total of 84 interns. Approximately 65 are now teaching in Rochester's inner city schools. The program was also effective in altering the traditional curriculum for the training of elementary teachers so that at some area colleges it is now more relevant to the educational needs of urban children.

Organizational Structure and Scope of Project Unique



Elementary and Secondary Education

World of Inquiry School

An integrated, experimental school with an enrollment of 200 pupils.

Urban-Suburban Transfer Plan

A voluntary busing program involving three different transfers. 800 children attend schools in nine suburban school districts; 2500 children from predominantly black communities, attend Rochester City schools outside their home districts and about 150 children from the suburbs and white neighborhoods in Rochester participate in a reverse open enrollment program.

Community Involvement

School Parent Advisor to the Neighborhood School (SPAN)

Designed to open lines of communication between school and home.

In 1969-70, 18 SPAN advisors worked with about 1500 children and 700 parents. Advisors maintained contact with almost 100 community agencies.

Community Teachers

For pre-school children in the inner city, based on home visits. 900 pre-school school children involved since 1967.

Satellite School and Community Resources Council

A model classroom located in a downtown department store demonstrating to the public innovative teaching techniques and new educational materials and equipment. 20,000 people visited the school since its opening in 1968; 110 teachers and 2,100 pupils from the Rochester area utilized the school last year. . . .

Higher Education

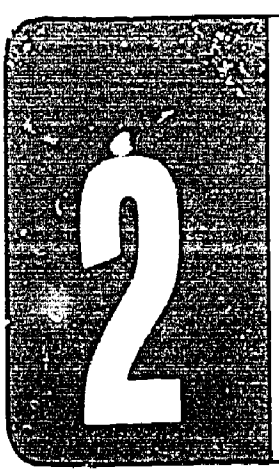
Right of an Individual to Secure an Education (RISE)

Provides inner city adults opportunity to enroll in college courses on a non-tuition basis. Special tutoring also offered for secondary education. Obtained tuition waivers for 34 adults in 1969-70. Provided 14 college scholarships and offered counseling services to 300 people in 1969.

Teacher Internship Program

Recruited nonwhite college graduates for a masters internship leading to New York State teacher certification.

84 interns enrolled. About 65 now teaching in Rochester's inner city schools.



World of Inquiry School

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The red-brick building that houses the World of Inquiry School (WIS) is truly a children's world "where bright colors, cheerful, purposeful faces, and creativity abound." (*R2, p. 63*) The school is located in an abandoned building refurbished at a cost of about $85,000. WIS serves as a kind of test, not simply of one approach to urban education, but as an alternative culture for our public schools. Its children and their families represent a cross-section of the Rochester metropolitan community—in terms of race, income, social class, and residential area. For example, 57 percent of the students are white, 36 percent black, four percent Puerto Rican, and three percent a mixture of other racial and ethnic groups.

The major aim of the school is to involve the children in an educational experience that is both integrated and excellent—integrated not merely in terms of race, geography, and economic background but also in terms of age, sex, varied individual abilities and interests. The school provides a rich and diverse environment; it is open to the life of the city and draws regularly upon its resources. Each child is encouraged to be autonomous and responsible.

The principal describes the three years of the school's operation as "a process of discovering and defining limits"; that while "a wide range of 'deviant' behavior is permitted it would be erroneous to characterize the school as a transplanted Summerhill." He believes that "limits must be defined on an individual basis" and that this may often "require teachers to learn to become more human."

The school is completely nongraded and each pupil is permitted to progress at a rate comfortable for himself, "which," according to the principal, "is really all that one can expect." Individualization of instruction is possible because there is a copious supply of resources, both human and material, and a more manageable teacher-pupil ratio

(1:10) than exists in Rochester's other public schools.

Admissions

The children are not selected for admission to WIS on the basis of their ability or intelligence; rather, they are admitted on a "first come, first served" basis, provided that the balanced profile is maintained. When the school opened in September 1967 student enrollment was 130. However, this number has increased to 200 in order to reduce the per pupil cost. There is currently a waiting list of almost 2,000. The average per pupil expenditure in the Rochester public schools is about $1,200 while the pupil cost at the WIS is almost $2,300. Much of this additional cost can be attributed to transportation for outer city and suburban children who must be bused or taxied in to the school, and plans for innovation, the results of which can be utilized by other schools. During 1969-70 transportation costs amounted to over $70,000.

Staff

All teachers at the WIS are regular teachers from the Rochester school system who have applied to teach there. Most have earned a Master's degree; their experience ranges from three to 33 years. The teachers, who have been carefully selected, must be skilled in at least one subject area and ". . . will not only be sensitive to children's needs and interests, but they will also have the professional skill to diagnose and translate those needs into individualized learning experiences. . . ." (*R3, p. 15*) The school's staff includes: one principal; one assistant principal; nine family room teachers; eight interest area curriculum specialists; one guidance counselor; one intercultural counselor; and ten teacher aides. In addition, many specialists drawn from such fields as urban affairs, medicine, fine arts, industrial crafts, relations are utilized as an adjunct

Philosophy

The school emphasizes an "inqu approach to learning, in which a s (a) define and select areas of intere complete some small tasks within t own strategies for solving problem hypotheses against reality; and (e) approaches to reach a desired goal. "learning by doing" rather than th In place of the conventional classro enrolled by age and grade, the WIS "family groups" and "interest areas

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Activities

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Philosophy

The school emphasizes an "inquiry" or "discovery" approach to learning, in which a student is encouraged to (a) define and select areas of interest; (b) successfully complete some small tasks within these areas; (c) devise his own strategies for solving problems; (d) test his own hypotheses against reality; and (e) experiment with new approaches to reach a desired goal. The method stresses "learning by doing" rather than the use of basal texts. In place of the conventional classroom where children are enrolled by age and grade, the WIS has substituted "family groups" and "interest areas."

The school's atmosphere is quite informal. Children move freely throughout the school and it is not unusual, for example, to see a child riding a tricycle down a corridor or a rabbit from the school's zoo hopping down the hall. The time schedule is highly flexible; the length of class is determined by teacher and student, rather than by the clock or a bell.

Activities

The family units are multi-aged in order to more closely reflect a true family. "To group children together simply because they are the same age is artificial," the principal explains, "and does not reflect any natural grouping. This might be a minor concern, but we are trying to marshall all of the pupil's resources in a concerted effort to increase achievement in a natural setting." Faculty and administrators also believe that children of all ages should be permitted to interact extensively for it enables them to assist and learn from each other. They feel this system

recognizes the uniqueness of each child and allows him to learn at his own rate, for chronological age is not the basic determinant of readiness to learn.

Accordingly, each "family" spans a specific age range—nursery units for three- to four-year-olds, primary units for five- to eight-year-olds and intermediate units for seven- to ten-year-olds. There are eight family groups with approximately 20 students and one teacher each, and one double-sized group with approximately 40 children and two teachers.

The family room teacher is primarily responsible for basic instruction in language arts and arithmetic skills. Each morning the student reports to his family room where he may either remain for instruction in reading and mathematics, or leave to attend an interest area. Since each family is a multi-aged group, teachers find it necessary to individualize instruction. Preparation of a single lesson or assignment for use with the entire group is unlikely.

The family room teacher also has responsibility for individual and group planning and guidance. He arranges parent conferences to evaluate individual pupil growth and progress and to discuss other matters relating to the child's work or social development with the parent.

One family room teacher views his function as "trying to effect a comfortable mix between structure and permissiveness so that the children will have a choice and some commitment to their learning." He does this by "attempting to locate the pulse beat of the child constantly." In order to have a "healthy idea" of what his students do, he coordinates and relates family room activities with special interest areas.

Interest Areas

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rooms—places for "fluid activity" where students are free to explore topics that especially interest them. These interest areas include music, art, industrial technology, social studies, science, and physical education. Interest area activities cut across age levels and are loosely structured.

The Hum Room (art studio and industrial technology center) is an example of children learning by experimenting. A major aim of the art program is "to stimulate through art an appetite for creativity as an enriching, integral part of the life of every human being," according to the official guidebooks. Additionally, it is felt that art on the elementary school level provides opportunities for independent thinking and that the end product is not the major consideration.

Adjoining the art studio is one of the most diversified areas in the WIS, the technology center. It is referred to as "the shop." Here students become acquainted with a variety of raw products, tools, and materials. They acquire an appreciation for the skill, ingenuity, patience and time required to produce a finished product. Primary emphasis is given to the process, not the end result. The shop teacher terms the practice of learning a skill "scrapbook technology." Girls as well as boys appear to display an avid interest in learning manual skills and two days a week instruction in welding is offered by a retired Kodak welder. It is commonplace to see five- and six-year-old children experimenting with photograms and the potter's wheel, as well as seven- and eight-year-olds operating electric saws or working in the darkroom at developing and printing their own photographs.

The pupils are able to work on individual projects of their own choice in wood-working, ceramics, pottery, welding, weaving, plastics, and other areas. Each pupil, as a prerequisite for individual projects, must present a plan before beginning work. Technology is utilized in order to

stimulate purposeful reading, accurate observation, and to encourage individual and group research.

An audiovisual specialist teaches children interested in the equipment. Each day the closed-circuit TV station, Channel 2, broadcasts an extemporaneous new program. Occasionally they film a spoof of a regular TV program. Video tape is also used to review the teaching performance of classroom and student teachers. Teachers at the school have volunteered to tape demonstration lesson

Social Studies

Social studies is another interest area at the school. The official guide book states that "social studies is the study of people and their interaction." The social studies teacher stresses that an interdisciplinary approach to the subject is necessary; thus, the students engage in work which involves the areas of sociology, economics, psychology, history, government, anthropology, and geography. The program is also designed "to prepare students to meet in a responsible manner the challenges of an increasingly urban and culturally diverse environment," according to the teacher. He believes "it is presumptuous to pick topics for the students, regardless of the excellence of the curriculum." Instead, "one must offer a broad range of concepts and facts and a motivationally rich learning situation, to enable the student to explore his own interests." Furthermore he asserts that success in social studies is closely related to development in the language arts. Among the posters and pictures on the wall was a map of Vietnam and the surrounding bookshelves include "People and Places" by Margaret Mead, books on Greek myths, and several books on the racial issue in the United States.

Social studies activities emphasize observation, organization of information, recognition of relationships, generalization, research skills, map clarification. When the children ex current problem—Vietnam, polluti new morality—all these approache

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Science

The science interest center differs from the ordinary science room found in the traditional school. It is a good example of technology employed to permit increased intereaction between students and teachers as well as to promote individual research. The physical organization of the science center varies from week to week depending on its utilization. It has been broken up into several areas which include the conference center, the zoo (the curator is a student), the physics center, the botany–geology center, and the science library. In small carrels, individual movie projectors are used for viewing short films on scientific subjects. Units have been taught on topics such as earthworms, batteries, mold gardens and kitchen physics. Since each child is equipped with his own materials, the units usually provide immediate success for children and feedback for teachers to evaluate and coordinate the efforts of each child. The children may enter the science lab on a nonscheduled basis and are free to experiment in any one of the centers, being only limited by the materials available in the room.

Music, health and physical education, and the library comprise the other interest areas. These, too, feature innovative approaches for student learning.

Scheduling

Once a week students are asked to indicate their interest area preferences. Using these preferences as guidelines, teachers plan collaborative activities and develop schedules during their daily meeting which is held after school from

2:15 to 3:15. Time is subsequently allotted in the family rooms to work out student schedules. Because of the distribution of pupils among the family and interest groups, the pupil load for an individual teacher at any given time is likely to be low. Although individualized instruction would be difficult in a complete family unit, it is feasibe when a large number of children leave the group to attend interest area activities.

Reporting

There are no grades or report cards; instead, teachers keep detailed records of each child's progress. Reporting to parents is done by means of teacher-parent conferences and by the use of staff-developed Pupil Progress Reporting forms which include standardized tests scores in reading and mathematics and individual evaluations of the student by the teacher. Reports are given to parents three times a year. In addition, the faculty has developed an extensive "hierarchy of skills" index for conceptual skills and knowledge in language arts, mathematics and the various "interest areas." This checklist, as well as other forms developed by the school, has been adopted by other Rochester schools.

Staff Involvement

Policy making at the school involves teachers and aides who participate in decisions on curriculum planning, organization of the school day, publicity, relations with parents, definition of teacher responsibilities, shaping the school budget, and planning for a proposed new school building. From what could be observed, no attempt has been made by school administrators to limit the scope of staff decision-making. There is a faculty chairman who conducts faculty meetings and acts as a spokesman for the faculty. Ad hoc staff committees have been formed to

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study pupil progress reports, released time for staff meetings, instructional goals, after lunch activities, and staff attitudes. By all accounts, relationships between staff and administration are excellent and the established procedural precedents have helped to clarify the relationship between the two groups. Parents are also encouraged to participate in the school's operation and many serve as volunteer aides in classrooms and conduct tours of the school.

Summary

The WIS is providing its children with an integrated education embodying both a learning environment and curriculum which stands in stark contrast to the sense of gloom and failure that prevails in most public schools. Modeled along the lines of the informal English primary schools, the school, as we have seen, removes the teacher as the dominating force in the classroom, stresses child-initiated work and play, grants its students a large amount of autonomy and responsibility for their own learning, attempts to nurture the creative potential of each child, and provides an abundance of innovative, educational materials and equipment.

All available evidence, both of a formal and informal nature, tend to bear out the fact that WIS children score as well or better than other public schools students on standardized tests measuring academic achievement. (For full documentation see "Project Unique"—Summary and Evaluation 1969-70," available upon request from Project Unique, Inc.) Tests which were designed to assess specific objectives of the school (a positive orientation toward learning, mature social attitudes with respect to race, a positive self-image, and openness to new experience) "showed clearly that the WIS children had a more positive self-image and a higher need for educational achievement" than the control group. (*R2, p. 80*) Interestingly enough, it

was noticed at the time of testing that children from other schools so enjoyed taking tests at the WIS building that they postponed going back to their own schools by giving the evaluator more responses than he requested. Another study found that WIS teachers were "more encouraging of discussion," "less negative," and "more democratic" than the control groups.

More informal indicators, primarily questionnaires, demonstrate a high degree of student and parent enthusiasm for the school's program, and a positive attitude toward integration on the part of students and parents. For instance, 98 percent of the parents surveyed stated that their children "go to school eagerly each day." Parents actively involve themselves in the school by volunteering as classroom aides and tour guides. There is a waiting list of almost 2,000 for admission to the school. Visitors have also expressed an overwhelming positive response to the school's concept and structure.

Of the few parents who indicated negative feelings toward the school the most freuqently cited factor was the need for "more structure." Some parents have requested their child to be transferred to a classroom where "more structure" is employed. On the other hand, some parents have asked for "less structure." However, in no case has a parent removed a student for either reason. There is also a parents' steering committee with an open, informal membership, that advises the school on policy matters.

Based on the WIS experience the Rochester school system has adopted nongraded schools as an official policy goal and has experimented with nongraded classrooms in some schools. In addition, as noted, the "hierarchy of skills" and the reporting system developed by the WIS staff is being implemented in many other Rochester schools.

The administrator believes that many of the following approaches to school and learning can be adopted by any school without the addition of fund: practices (multi-age, heterogeneous selection and team teaching) which individualized and flexible instructi of materials for learning, other than is both practical and desirable. A re to allow for nongrading is proposed consideration to children's interest most important approach, to reflect Therefore any school which wants the WIS must be totally integrated.

The WIS is an exciting place: it c administrative structure, makes inno and community resources, and gra self-determination and freedom to flexibility, and the school's individu children contribute to the develop creative, autonomous, thinking proc

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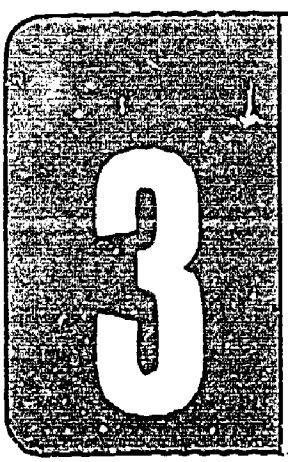
school without the addition of funds, stressing grouping practices (multi-age, heterogeneous at least in home base selection and team teaching) which offer more individualized and flexible instruction. He also believes use of materials for learning, other than standard basal texts is both practical and desirable. A revision of total curriculum to allow for nongrading is proposed to give organizational consideration to children's interest. This is considered the most important approach, to reflect the diversity in society. Therefore any school which wants the atmosphere of the WIS must be totally integrated.

The WIS is an exciting place: it operates under a unique administrative structure, makes innovative use of teaching and community resources, and grants a large amount of self-determination and freedom to its pupils. Freedom, flexibility, and the school's individualized approach to children contribute to the development of children as creative, autonomous, thinking productive people.

But what happens when they leave the protective, sheltered world of the WIS and enter the competitive, highly structured world of the traditional classroom? So far, preliminary evidence suggests that the children have shown an ability to adjust to the more restrictive high schools; though they clearly remain dissatisfied with what the schools offer.

A combination of private funds contributed by the Rockefeller Foundation, local sources, and supplemented by support from the school district is being used to operate the school for the 1970-71 year. However, it is clear that experiments like WIS will not be undertaken elsewhere unless large sums of money are directed to this end. Morever, such experimentation requires receptivity to a new value system whereby education will take priority over other federal expenditures and administrators will grant teachers and children larger doses of freedom, allowing the young to develop more spontaneously and creatively.



Downtown Satellite School and Community Resources Council

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Downtown Satellite School and Community Resources Council

Background

Situated on the fourth floor of a downtown department store (Sibley, Lindsay & Curr Co.) is a classroom known as Sibley's Downtown Satellite School. The room is spacious, has flexible furniture, and is equipped with advanced technological teaching aides including computer terminals and electronic calculators. The room is primarily designed for demonstration purposes. The public may observe the students at work by means of one-way glass and closed circuit television. The cost of construction was financed by Project Unique. However, Sibley's contributed much of the labor and supplies, and provides the space rent free.

Initially those who planned Project Unique were primarily interested in developing an integrated storefront school that would demonstrate to the public the program and techniques of the World of Inquiry School. Logistical and physical problems forced revision of the proposal. The Satellite School was developed as a replacement.

The school aims to provide a "community window" for public observation of innovative teaching techniques and new educational equipment in an integrated setting. In addition, the planners saw the school as a way of involving the resources of the business community in the teaching-learning process. About 40 companies contribute equipment, books, or personnel to the school.

Activities

The Satellite School is used mainly by elementary schools from the Rochester public and parochial systems as well as suburban schools. A teacher and her entire class can use the school for a day of two, but usually not more than three. This limit is intended to insure that a greater number of students and teachers will be able to attend the school. Assignments to the classroom are made by the resident teacher of the Satellite School. During the 1969-70 year, some

classes attended the school for an entire week. The administrator believes that the demonstration aspects of the school has been more than fulfilled and that "the time is now ripe to make in-depth studies on learning habits and motivation of children in an atmosphere where teaching machines are available and where children are treated as individuals and are able to control, to some extent, their learning environment."

Usually an appointment is made at least three weeks in advance of the scheduled visit. The class teacher and resident Satellite School teacher discuss lesson plans and transportation procedures prior to the visit. In addition, the resident teacher familiarizes the visiting teacher with the available educational resources and the correct use of the teaching devices. Lunches and transportation are provided only for public and parochial schools within the city limits. Because of budget cutbacks teacher aides are no longer available and teachers are urged to bring along either an aide from the home school or a parent willing to assist with the classroom activities.

Each week an ad, paid for by Sibley's, appears in a local newspaper alerting the public to the weekly schedule. Since the opening of the Satellite School on February 26, 1968 more than 25,000 visitors have looked through the one-way viewing glass windows to observe the classroom; 110 teachers and over 2,000 pupils made use of the Satellite School last year.

Adjunct Faculty

The instructional program of the school emphasizes the extensive use of the school's supply of audiovisual and advanced teaching devices such as Auto-Tutors, an Electronic Learning Center, Vista-phones, and calculators. An adjunct faculty, comprised of 48 persons from industry and other organizations, donates its services on a regular basis. These voluntee
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basis. These volunteers include doctors, lawyers, tool and die makers, actors, musicians, bankers, photographers, and other whom the school believes can stimulate pupil interest. Doctors have given lectures on anatomy, scientists have lectured on pollution and other ecological problems, and stockbrokers have explained the intricacies of the stock market. Educational tours within Sibley's are also provided. These tours may consist of visits to the credit office, the bakery, the advertising department, the sign shop, photo studio, or the fashion office. Although the classroom can accommodate more than 30 pupils, class size has been limited to about 20 in order to demonstrate to the public the educational advantages that can be derived from smaller classes.

After the regular school day the Satellite School is put to a number of other innovative uses. Personnel from Sibley's teach a course in retail merchandising to a small group of high school seniors. Sibley's employees are also able to utilize the classroom for tutoring and remedial work. A special reading program for about 100 elementary children is conducted after school and during the summer a six-week remedial reading session for about 50 children is held at the school.

The Community Resources Council enlists the aid of the Rochester business community to support the WIS and the Satellite School. It has been successful in establishing the adjunct faculties at the two schools and has also obtained financial assistance and educational equipment from 45 industrial and civic organizations.

Summary

There are two major obectives of the school: (1) to demonstrate to and inform the public about educational innovations, including technological aids and innovative teaching techniques; and (2) to improve public

understanding and attitudes toward integrated education.

A large number of people have visited the Satellite School. However, the school's effectiveness as a dissemination center furthering integration has been criticized. The Regional Title III Center conducted a study to assist in the evaluation of this component. The report concluded that:

> . . . the objective to inform the public about the Satellite School was moderately effective. While a majority of the respondents were aware of the existence of the Satellite School, knowledge about activities of the school in the areas of integrated student body, integrated faculty use of educational technology school-industry cooperation, . . . ranged from 57 percent to 14 percent. *(R2, p. 165)*

The cost of the equipment on display at the school is of real concern to the visitors. Also, only 10 percent of the classes at the school have been integrated. The administrator explained that there is relatively little control over the make-up of the classes. In some instances two classes, one from the inner city and one from the outer city or the suburbs, were combined to create a better racial balance. "Unfortunately," he stated, "the setting was too artificial and the group too large for the classroom."

Another evaluation revealed that "on the whole, teacher respondents indicated a favorable impression of the usefulness and effectiveness of the Satellite School," and that "66 percent of the teachers realized that the main objective of the program was a combination of educating the public and exposing them and the children to new methods of education."

The Satellite School continues to function during the 1970-71 year as part of Project Unique Inc. It derives the bulk of its support from the contributions of local groups, foundations and individuals.

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4 Urban-Suburban Transfer Program

Background

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First Transfer Program

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This program was expanded the
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The Board of Education and the

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Background

In Monroe County (Rochester and its suburbs) more than 95 percent of the white children attend schools that have a black enrollment of less than five percent; 54 percent of the blacks are enrolled in schools where more than 70 percent of the pupils are black. The director of the transfer program states that this relatively high degree of racial imbalance is difficult to defend when one examines the population density of the county: "No suburb is more than 15 miles from the center of Rochester and this proximity sharply reduces the logistical problems that are frequently associated with urban-suburban transfer programs." The segregated school set-up, describing the situation in the 1960s, has not changed significantly.

As noted, as recently as March 1970, the Rochester Board of Education failed to adopt a desegregation plan. The combined effect of the neighborhood school concept and established housing patterns has acted to prevent meaningful action in altering racial imbalance in either inner or outer city schools. This is the environment that contributed to the creation of the Urban-Suburban Transfer Program.

First Transfer Program

The first transfer program in Rochester to involve suburban schools predates the existence of Project Unique by about three years. During the summer of 1964, the suburban Brighton School District invited 25 elementary pupils from the inner city to attend their summer school. This program was expanded the following summer to include 35 pupils and was funded by the P.T.A.s of the participating schools.

A bigger step toward integration was the decision of the West Irondequoit Board of Education, in December 1964, to participate in a transfer program for the entire school year. The Board of Education and the Superintendent of Schools

of West Irondequoit had met with the Superintendant of Schools and the Administrative Director of Planning and Research of the Rochester school system to discuss the possible extension of Rochester's Open Enrollment Plan to West Irondequoit. Rochester's schools at that time had nine elementary schools with a pupil population of more than 50 percent nonwhite. West Irondequoit schools had only four black pupils in a total enrollment of nearly 5,800 students. The Rochester-West Irondequoit transfer program represented a major innovation in school relationships between urban and suburban school districts. Indeed, this project became a prototype for other programs throughout the nation.

Although the number of students involved was modest, the administrator described the reaction in the suburbs as "exceedingly antagonistic." Opponents of the program made repeated allusions to the "secrecy" under which the plan was adopted and flatly refused to discuss the merits of the proposal, concentrating their attack on the "method" used. Controversy has continued to surround the transfer program, formally titled the "Intercultural Enrichment Program." School board elections since the adoption of the plan resulted in the election of three members who campaigned on an anti-busing platform. This trend was partially reversed in March 1969 when an aroused segment of the community responded to an attempt by members of the board to terminate the program. As a result, a number of groups supporting the busing program were formed and at about this time the Irondequoit Teachers Association lent the program its active support. The effort to abolish the program was defeated and the board voted to approve the admittance of 25 new pupils in September 1969. Under the original program (before Project Unique supplied the funds) free transportation was provided for the children by the Rochester school district and lunchroom facilities

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and supervision were furnished by the receiving schools. In addition, training sessions were conducted in the Irondequoit schools to prepare the teachers for the experience.

A second major purpose of the program was to demonstrate a metropolitan approach to the solution of the problem of racial imbalance. Both West Irondequoit and Rochester school officials recognized that this was a problem affecting both the city and the suburbs and that there was a need for joint action. In response to this acknowledged need West Irondequoit, the Rochester schools, and the Campus School at the State University College at Brockport, cooperate with the Genesee Valley Regional Educational Services Center in designing, implementing, evaluating, and demonstrating innovative programs in intercultural education. Each school has a resource associate who assists the teachers in developing materials, arranging for speakers and exchange visits, and establishing liaison with the Regional Center.

Suburban Participation

Based on the West Irondequoit model, the Urban-Suburban Transfer component of Project Unique was designed "to increase suburban participation in solving the problems resulting from racial imbalance." (*R2, p. 220*) Specifically, the major objective of the program was to implement and administer programs created to reduce racial isolation both within and outside of the Rochester school district. Specific programs were devised for each community addressed to problems arising from racial isolation and the attitudes of its citizens. For some communities this meant a short term exchange program designed to reduce racial apprehensions; for other communities it meant implementing summer programs or enrichment programs; and, for the most receptive

communities, a year-round transfer program was suggested.

Many approaches were utilized within the Rochester schools and in the suburbs to achieve this goal. Chart II lists the different programs and the number of children involved in them for the 1967-68 and the 1968-69 school years. Briefly, the Urban Suburban transfer programs includes:

1. Curriculum Enrichment Activities. Curriculum materials are developed which contain historical, anthropological, and cultural information regarding the contribution of blacks and other minority groups.
2. Exchange visits. Suburban children visit inner city schools (in addition to the regular pupil transfer program). This provides the oportunity for children from different schools to work on joint projects.
3. Teacher Exchanges. Suburban teachers exchange classes with inner city black teachers for one year.
4. A Community Mother's program. This program, developed by the Irondequoit Human Relations Council, attempts to establish links between the two communities involved in the pupil transfer program. Arrangements are made for the voluntary assignment of a suburban mother to an inner city child participating in the program. These mothers are on call during the school day in case emergencies arise.

In addition, a sensitivity training program, taught by a former principal and required for all bus attendants, was created and implemented by the bus operation expediter for the Rochester schools. Discussion of pupil behavior, the role of the bus attendant, and communication with teachers and parents constituted the core of the program.

A Reverse Open Enrollment Program, the voluntary transfer of white, outer city children to inner city schools, is also functioning in two schools. School #2, which in 1966-67 was 97.9 percent nonwhite, received 228 white children who were bused in 1969-70 and, as a result, the school is now 80 percent nonwhite.

ROCHESTER CITY SC
Statistical Data of Transfe

URBAN-SUBURBA

	19
Number of Participating Suburban Schools	
Number of Rochester Students Bussed	

OPEN ENROLLME
(School

	19
Elementary	
Secondary	
TOTAL:	

REVERSE OPEN ENRO
Rochester

	19
School No. 2	
School No. 6	
TOTAL:	

MAJOR ACHIEVEMENT
(at No. 2

	1
Grade 5	
Grade 6	
TOTAL:	

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ROCHESTER CITY SCHOOL DISTRICT
Statistical Data of Transfer Programs/1967-1970

URBAN-SUBURBAN TRANSFERS

	1967-1968	1968-1969	1969-1970
Number of Participating Suburban Schools	6	15	17
Number of Rochester Students Bussed	214	417	637

OPEN ENROLLMENT PROGRAM
(School Year)

	1967-1968	1968-1969	1969-1970
Elementary	1,435	1,237	1,200
Secondary	183	256	321
TOTAL:	1,618	1,493	1,521

REVERSE OPEN ENROLLMENT PROGRAM
Rochester Students

	1967-1968	1968-1969	1969-1970
School No. 2	103	95	220
School No. 6		22	28
TOTAL:	103	117	248

MAJOR ACHIEVEMENT PROGRAM (M.A.P.)
(at No. 2 School)

	1967-1968	1968-1969	1969-1970
Grade 5	9	22	22
Grade 6	18	19	19
TOTAL:	27	41	41

CITY-SUBURBAN ART ENRICHMENT PROGRAM
(Rochester and West Irondequoit School Districts)

1967-1968	1968-1969	1969-1970
40—City	80—City	?
40—W. Irond.	80—W. Irond.	?

TRIAD PROGRAM
Rochester Students

1967-1968	1968-1969	1969-1970
88	58	58

URBAN-SUBURBAN TRANSFERS
(Summer Programs)

1967	1968-1969	1969-1970
420	783	?

TOTAL NUMBER OF PUPILS INVOLVED IN THE TRANSFER PROGRAM

	1967-1968	1968-1969	1969-1970
School Year	2,136	2,308	?
Summer School	420	783	?
TOTAL:	2,556	3,091	?

School #2, as of the busing period, had 12 integrated classes and 24 nonintegrated classes. Most of the white pupils came from middle class families. All available evidence indicates that no promises were made either in terms of staff, principal, programs or r
white parents sending their children to
The school has a good reputation and c
program for gifted fifth and sixth grade
additional 125 white children from all c
are on a list waiting for admission to t

Community Involvement

Other major objectives of the Urba
Program are: to improve the racial atti
white and nonwhites in the sending ar
to work with youth and student groups
isolation, and to initiate creative prog
human relations. Toward these ends a
of approaches and solutions have beer

S.U.R.E.

The creation of S.U.R.E. (Student Un
Equality), a student group representing
and suburban high school students, ha
promoting the transfer program by adc
boards, working with suburban humar
providing speakers for school assembli
and working with high school and coll
in the Rochester area.

Funds

Title I and Title III funds of the city
used to finance the Suburban-Urban R
program at nearby suburban Keuka Co
three week summer program whose b
reduce racial prejudice through the in
of skills in social awareness. Academic
begin with studies in sketching, paintir
choral singing, and Afro-American her

RBAN ART ENRICHMENT PROGRAM
nd West Irondequoit School Districts)

	1968-1969	1969-1970
	80—City	?
	80—W. Irond.	?

TRIAD PROGRAM
Rochester Students

	1968-1969	1969-1970
	58	58

BAN-SUBURBAN TRANSFERS
(Summer Programs)

	1968-1969	1969-1970
	783	?

NUMBER OF PUPILS INVOLVED
THE TRA SFER PROGRAM

	1967-1968	1968-1969	1969-1970
	2,136	2,308	?
	420	783	?
TOTAL:	2,556	3,091	?

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terms of staff, principal, programs or materials—to the white parents sending their children to school #2. The school has a good reputation and offers an achievement program for gifted fifth and sixth grade students. An additional 125 white children from all over the city are on a list waiting for admission to the school.

Community Involvement

Other major objectives of the Urban-Suburban Transfer Program are: to improve the racial attitudes of both white and nonwhites in the sending and receiving schools, to work with youth and student groups to reduce racial isolation, and to initiate creative programs in the area of human relations. Toward these ends a variety of approaches and solutions have been explored.

S.U.R.E.

The creation of S.U.R.E. (Student Union for Racial Equality), a student group representing over 200 inner city and suburban high school students, has been effective in promoting the transfer program by addressing school boards, working with suburban human relations groups, providing speakers for school assemblies and youth groups, and working with high school and college students in the Rochester area.

Funds

Title I and Title III funds of the city school district are used to finance the Suburban-Urban Rural Enrichment program at nearby suburban Keuka College. This is a special three week summer program whose basic objective is to reduce racial prejudice through the intensive development of skills in social awareness. Academically, the students begin with studies in sketching, painting, sculpture, choral singing, and Afro-American heritage. Social

awareness is stimulated through discussion groups and meetings. Many students also spend week-ends in the homes of area residents providing an intercultural experience not only for the students but for local farmers, businessmen, ministers, and teachers as well.

The State College at Brockport sponsors a desegregation institute during the summer for school administrators and interested citizens. Many of the participants have worked actively with the transfer program administrator to increase acceptance of the program in suburban communities.

Nonpublic Schools

Inclusion of nonpublic schools in the program has served to illustrate that racial isolation is a community problem. The Presbyterian Church of Pittsford created Project C.A.R.E. (Confrontation with the Apathetic for Racial Equality), a group which circulates literature and petitions, holds rallies, and sponsors conferences supporting equal educational opportunity. Furthermore, the Rochester Roman Catholic Diocese established a policy during the recent controversy over the desegregation and reorganization proposal eliminating the Catholic schools as a haven for those trying to avoid compliance with the plan. Both the bishop of the diocese and the Catholic School Superintendent stated that "we do not want the church to be party to efforts to prevent the plan from receiving a fair hearing and having a chance to prove itself." Consequently, the church decided not to allow any transfers from public to Catholic elementary schools for an unspecified amount of time.

The administrator of the component, other Unique personnel, and city school officials have spoken before numerous groups (church and temple groups, PTAs, Jaycees, etc.), made many home visits, both prior to and following any transfers, produced two films and countless pamphlets and brochures (one brochure on open enrollment designed by empl won a national award) to pro

The Rochester Teachers' As Elementary School Principals' suburban teachers association and vocal supporters of the p action-oriented groups of inne who are involved in the progr communicating the program's

More than 200 articles deali have appeared in local newsp components it "has received coverage, involved the most directly affected the largest n and met with both success an interesting to note that the pr part of the city school district reducing racial imbalance anc Project Unique. The administ referred to as a city official, n

Summary

The statistical data, both ir and the results, indicate stead pupils involved in the 1967-6 with 3,091 for the 1968-69 yea is the increase from 30 to 600 by suburban schools as well a 15 participating suburban sch

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The Rochester Teachers' Association, the Rochester Elementary School Principals' Association, and the various suburban teachers associations have generally been active and vocal supporters of the program. A number of action-oriented groups of inner city and suburban parents who are involved in the program have also been effective in communicating the program's positive features.

More than 200 articles dealing with the transfer program have appeared in local newspapers. Of all Project Unique's components it "has received the greatest amount of local coverage, involved the most heated group meetings, directly affected the largest number of children and adults and met with both success and failure." (*R2, p.* 222) It is interesting to note that the program is usually referred to as part of the city school district's comprehensive strategy for reducing racial imbalance and not as a component of Project Unique. The administrator of the program is similarly referred to as a city official, not a staff member of Unique.

Summary

The statistical data, both in terms of numbers involved and the results, indicate steady progress. The total number of pupils involved in the 1967-68 year was 2,556 compared with 3,091 for the 1968-69 year. More significantly, however, is the increase from 30 to 600 inner city students accepted by suburban schools as well as the growth from two to 15 participating suburban schools between 1965 and 1970.

Examination of the changing racial composition of some city schools reveals an encouraging trend. In 1963-64, 494 pupils were attending schools outside their neighborhoods. While this figure declined slightly the following year, in 1965-66, 875 students were granted transfers to outer city schools. This number has increased steadily—in 1969, 2,335

pupils were included in the outer city busing program. An increase of 23 percent is projected for 1970-71.

The impact of the program on pupil achievement has been evaluated on several occasions by the Department of Planning and Research for the Rochester school district, the West Irondequoit schools, and the Brighton Central Schools. (The transfer program is neither designed nor intended to be a research study; pupils involved do not take the standardized tests and records are not comparable. Although the New York State evaluation program does test the K, third, sixth, and ninth grades, this data has not been reviewed.) The results of these evaluations are similar to results recorded with students in other parts of the country who have been involved in busing programs: black pupils achieved better when in smaller classes almost completely black in enrollment than when in larger classes of this same composition; black pupils achieved better in larger classes that were completely integrated than when in smaller classes almost completely black in composition; white children who voluntarily transferred into an inner city school and those who remained at the neighborhood school achieved at the same level; and within the same school, black pupils achieved better when in integrated classes than when in classes predominantly black in enrollment. The Brighton report stated that "one noticeable difference in the teachers' evaluation of the inner city children this year was in terms of their increasing freedom from tension and their improved relationships with Brighton children in both work and play." (*R1, p. 21*)

A semantic differential scale to measure attitudes of teachers, principals, students, and parents involved in the urban suburban program was developed by the Director of Counseling Services at the Rochester Institute of Technology. The 316 participants represented nine suburban schools and 30 city schools. In general, the report supports

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A questionnaire designed to assess the reactions of suburban administrators whose schools are involved in the transfer program was mailed in January 1970 to principals of the participating schools. It also attempted to determine the attitudes of parents, teachers, and children as perceived by the school administrator. The information gathered from these questionnaires was favorable and supportive of the program.

A large majority of the administrators view parents, teachers, and children as having more positive attitudes toward the program. None of the administrators noted any opposition to the plan among parents and children, and only one indicated that any teachers are now opposed to the plan. In addition, the survey reported that 79 percent of the administrators questioned would like to see the transfer program expanded in their school district and volunteered to further this end by speaking before their boards of education and local groups. A majority felt that Unique was extremely helpful in initiating the plan.

According to most administrators, the major difficulty with the plan was poor transportation service for the inner city children; many stated that buses tend to be late in arriving at school. They thought the program could be improved if transportation were more reliable, more students were involved, and communication were strengthened between the suburban school and Rochester's schools.

Despite the statistical progress achieved by the Urban-Suburban Transfer Program, the administration feels that "the contention that the severe racial imbalance that exists in the Rochester schools can be corrected without

compulsory busing is unrealistic." Although no strenuous or systematic effort has been exerted to recruit children from the inner city, he has a waiting list of over 350 children who have asked to transfer to outer city schools. Unfortunately there is no room in receiving schools.

Since the voluntary program places the major burden of responsibility on black children, parental resistance is on the increase. "Inner city parents are justifiably annoyed by the present program which assigns children to schools where there is space. They resent being treated as 'guests' in the receiving schools."

Although two inner city schools have a significant number of white children who are bused in from the outer city, they remain an exception; the administrator believes there are no signs that a large number of white parents will send their children to inner city schools.

In certain instances, he asserts, "the Kerner Committee's finding of white racism has been confirmed," for the program occasioned "Mississippi-type resistance" on the part of some parents. He also notes that "parents who oppose the program tend to use the term 'busing' when the kids are black and 'transportation' when the kids are white."

The rapid ethnic changes in the population tend to severely dilute the beneficial effects of the program. Despite the vigorous efforts of those responsible for the transfer program, the number of racially imbalanced schools increased from seven in 1963 to ten in 1970. There are still seven schools in the district with fewer than 10 percent nonwhite pupils and there are two with fewer than 5 percent.

While the administrator strongly believes that "continued reliance on voluntary programs will not succeed in seriously reducing racial imbalance," he feels certain that it will "increase both the demand for community control of inner city schools and the divisions within the district."

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School Parent Advisor to the Neighborhood

Background

During the initial plan
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Background

During the initial planning for Project Unique there was growing recognition that an individual school or even an entire school system could not be isolated or separated from the broader social system within which it functions. The notion or concept of an *ombudsman* was frequently referred to by the project's planners. The office has been defined by Donald Rowat as one created "to exercise a general supervision to ensure that laws and regulations were complied with, and that public servants discharged their duties properly." (*R2, p. 139*) The office acts as a guardian of the people's common and individual rights, and ideally functions independently of the bureaucracy. The purpose of the School Parent Advisor to the Neighborhood (SPAN) is similar for it attempts to bring about better communication between forces in the inner city—that are often alienated from each other—the home, the school, and the neighborhood.

The administrator of SPAN pointed out that the relationships of parent and school administrators of outer city and suburban schools with inner city schools are different. Unlike schools that are largely populated by the children of middle class whites, ghetto schools have traditionally functioned in almost complete isolation from parental influence.

The strained relation between school and home generated a predictable pattern: school personnel insisted that one major reason for poor pupil performance was the lack of parental interest. In turn, parents contended that their children were receiving an inferior education from poor teachers and that their complaints were callously ignored by the administrative staff. This, in brief, was the situation that inspired the creation of SPAN, a program designed to bridge the gap between the home and the school.

Staff

There are 18 parent advisors (15 women and three men)—ten working part-time, and eight full-time in addition to the administrator and stenotypist. The area served by SPAN workers encompases 20 school districts including 15 elementary schools, three high schools, and all parochial schools in the area.

All 18 SPAN workers are residents of the inner city; each has a child or grandchild in the district. They are assigned to schools that serve the neighborhood in which they live. The SPAN worker's chief responsibility is to "assist, not represent" the parent who is concerned about a school-related problem. The main functions of SPAN are to: (1) open lines of communication between the school and the home; and (2) enlist the aid of the community in behalf of the child.

The first of these objectives is approached in several ways. The administrator reports that initial contacts made by SPAN workers with parents revealed, not surprisingly, a pervasive distrust of the schools and the absence of any notion of accountability to the parent on the part of the schools. Hence, the SPAN workers viewed their first task as interpreting the problems of the family to the teacher and thus to improve the teacher's understanding of the pupil's behavior in the classroom.

Visits

Reciprocally, the problems of the classroom and the school were explained to the parents in order to enhance their understanding of the pupil's conduct and performance. It rapidly became clear that it was necessary for the SPAN worker to be knowledgable about such issues as welfare and housing in order to gain entry into the home. Moreover, the SPAN advisors discovered that school personnel themselves were not aware of announced school policy in many vital areas. SPAN workers re over 70 percent of their time was s school-related problems and abou family-related problems.

The SPAN advisors usually visit a day for a period ranging from 15 four hours. According to the 1968 advisors, 1,363 children were help concerning schools, 619 with relat parents were assisted with specific

Activities

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many vital areas. SPAN workers related to the evaluator that over 70 percent of their time was spent in dealing with school-related problems and about 30 percent with family-related problems.

The SPAN advisors usually visit the school once or twice a day for a period ranging from 15 minutes to three to four hours. According to the 1968-69 daily logs kept by the advisors, 1,363 children were helped with problems directly concerning schools, 619 with related problems, and 652 parents were assisted with specific problems.

Activities

The other major objective—to increase the involvement of community agencies on behalf of the child—is advanced in a number of ways. SPAN workers have endeavored to establish effective working relationships with a wide range of community agencies. In the past year the advisors maintained contact with over 80 different community agencies. Representative samplings of these contacts indicate that typical problems dealt with housing code violations, family planning, car removals, job referrals, nursery school placements, mental health, and procurement of clothing and eye glasses for children. In some cases the parent advisors have acted as a political pressure group by applying political force to obtain procedural changes, additional services, or an improvement in services presently available. The SPAN workers, for example, were instrumental in establishing a library at one school and collected over 1,000 books. The workers report that they now receive referrals from social agencies, whereas formerly they had often encountered hostile resistance.

The SPAN workers made on the average of three to five home visits per day and attend about three meetings a week, at least one of which is held in the home of a parent and focuses on particular school problems. The meetings are

open to all parents in the area; an average of ten parents attend each session. Over 400 "house meetings" have been held during the past year.

Training

Initial training sessions were devoted to discussions of the program's objectives, the problems and functions of the school, the modes of operation within the school system, and potential resources within the community that might be brought to bear as a pressure for change within the schools. There was no intention to institutionalize in-service training. However, it became clear that these original sessions had yielded many dividends and, as a result, in-service work sessions were held three times a week. These meetings offered the advisors an opportunity to examine their skills, needs, and ability to relate to the community in general and their neighborhoods and schools in particular. Resource people were frequently invited to the meetings and often prove to be valuable sources of information. Most of the administrative heads of the city school district and representatives from various social welfare agencies have attended these sessions. In some instances, the director stated, "the meetings serve as a convenient place for a direct confrontation between the advisors and persons who hold key positions in either an agency or the school system."

These sessions have dealt with the following areas: standards for determining mental retardation; test administration and evaluation as it affects student placement; suspension of children from school; black culture and history; school lunch programs; the shortage of black teachers and administrators; and parent involvement in the schools. Each advisor has had the responsibility for conducting three in-service staff sessions. These include making the initial contact with the resource person, securing a meeting location,
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Summary

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a meeting location, introducing the speaker, recording and summarizing the session, and following up suggestions proposed during the meeting.

Summary

The administrator reported that "a new respectability has emerged on the part of school personnel for the educational desires and concerns of inner city residents as a result of SPAN. Parents now exhibit a willingness to communicate with school personnel both critically and in support of educational program and policy."

Initially, the recruitment of SPAN workers proved to be a difficult task. There existed widespread concern on the part of the original applicants that there would be reprisals from the schools if they became involved in the program. This apprehension was largely unjustified. In fact, school administrators were generally reported to be favorably disposed toward the program. Their inital suspicion dwindled and cooperative efforts have become more common. The magnitude of these changes are demonstrated by the fact that every elementary school principal has asked for a SPAN worker, and that the administrator presently has many requests from parents to become SPAN advisors.

Especially enthusiastic support for the program has been forthcoming from public nurses, school psychologists, and social workers. They have often drawn heavily on SPAN because it seemed that the parent advisers have succeeded where they have failed. For example, they report that the SPAN workers are well received in [illegible] and neighborhoods from which they have repeatedly been rebuffed.

An independent study of SPAN's effect on parents made by a graduate student at the University of Rochester found that "although there were varying degrees of awareness, most respondents felt that they were more aware of their child's progress because of their contact with the SPAN

worker." (*R2, p. 140*) The report also concluded that "the SPAN worker appears to be making some progress in developing an awareness in the parent of services rendered by social agencies." (*R2, p. 140*)

Responses concerning the areas which SPAN workers might be more helpful were very consistent. Teachers and advisers both felt that more contact with parents was needed and parents felt that more home visits should be made. All respondents were in basic agreement that "the greatest benefit of the component was better home-school-neighborhood communication."

An open-ended questionnaire was presented to teachers in 11 participaitng schools during May 1969. A clear majority of the respondents expressed positive attitudes toward the program and desired its continuance or expansion.

The component administrator believes that the present relationship between SPAN and the school district is unsatisfactory because SPAN must be recognized as a completely autonomous unit in order to function with maximum efficiency. He maintains that this separation will enable the staff to establish an independent relationship with community agencies, school personnel, and parents. For instance, principals now determine the extent to which SPAN workers can participate in faculty meetings. School officials show no inclination to permit any independent group to monitor the school's activity.

The SPAN director also cited several other factors handicapping the program's effectiveness: (1) central office red tape; (2) pressure created by preparation for the numerous staff meetings; (3) lack of fringe benefits for part-time workers; (4) inadequate staff salaries affecting recruitment of male workers; and (5) generally insufficient funding.

During the 1970-1971 school year, SPAN is operating under the auspices of Title I.

6 Right of an Individual to Secure an Education

Background

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Background

The Clearing House for Student Assistance, one of the original components of Unique, was created to identify disadvantaged youth who needed assistance in financing their post-secondary education. As originally planned the Clearing House had a dual function: (1) to locate and coordinate all local sources of funds for worthy, needy youth from the inner city; and (2) to identify students who needed funds and to see that local colleges opened their doors to them.

While the identification of needy students proved to be a relatively simple task, the search for funds proved to be largely unproductive. The administrator of the Clearing House visited the Deans of Admissions at area colleges to obtain funds. They, in turn, generally referred him to the college president. However, even with the cooperation of the Rochester Superintendent of Schools the administrator was unable to gain access to the college presidents. They characteristically gave vague responses maintaining that the Clearing House was merely duplicating the colleges' own efforts. Despite the failure in the area of financing, the Clearing House had considerable success, though unplanned and unanticipated, as a counseling center. It provided counseling services for 200 high school students.

At about the same time that it became evident a comprehensive program to advance the education of high school graduates could not be effectively engineered by the Clearing House, the unmet educational needs of adults became very clear to the staff. A number of paraprofessionals who were working in the public schools and with agencies similar to Unique asked the administrator and other project officials for assistance in furthering their educational careers.

Although the need was obvious and the moral persuasion of their agreement great, "the barriers," according to the

administrator, "were formidable and complex." The families of the paraprofessionals were either wholly or partially dependent upon them for support. A full-time academic program was therefore impossible because most of the adults could not afford either the loss of income or the cost of education. Furthermore, since most of the applicants were black, they were handicapped by a history of segregation, discrimination, and unequal job and educational opportunities.

Action

The administrator arranged a meeting with representatives from all the local colleges and the group of interested paraprofessionals, whom he described as "vocal, articulate, and forceful." This direct confrontation between the two groups produced, stated one observer, "volatile reactions from both groups." Nevertheless, certain areas of agreement emerged, and understanding gradually replaced the atmosphere of existing "rancor and suspicion."

The college representatives were eventually persuaded that a significant number of adults with high capability were being overlooked by college admission personnel. The paraprofessionals were encouraged but skeptical. As a direct result of these meetings the RISE Program was created.

Fourteen professors from area colleges agreed to teach tuition-free courses for credit in the inner city. In addition, several colleges agreed to waive tuition for those adults able to do college level work and another college agreed to offer a college preparatory course for those who needed additional high school training. This course proved to be very popular and led to the creation of a tutoring center at Project Unique offices for those who were not high school graduates, but who wanted to obtain an equivalency diploma.

The RISE program operated in three areas: (1) adults were enrolled in college cou (2) college courses were tau city; and (3) tutori g and c provided at the Center. Bas that RISE can best be struct college experience includin (1) subsistence funds neede maintenance; (2) tuition cos expenses—e.g., books, tran

Summary

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were enrolled in college courses given on college campuses; (2) college courses were taught by professors in the inner city; and (3) tutoring and counseling services were provided at the Center. Based on these objectives it was felt that RISE can best be structured to provide a first-year college experience including three major ancillary services: (1) subsistence funds needed for personal or family maintenance; (2) tuition costs; and (3) incidental expenses—e.g., books, transportation.

Summary

One of the general objectives of RISE was to provide full-time and part-time scholarships or tuition-free cou s to allow academically able, disadvantaged students to attend area colleges. The RISE program has provided si full-time scholarships and one part-time scholarship a ree Rochester colleges. The total value of these scholarshi was $18,275.00.

Toward the second general objective, enlisting the services of college instructors to tutor in the RISE prog am, 14 professors provided volunteer services for 124 students. The cost of these services was estimated at $14,143.00.

The other major objective, the offering of high school equivalency tutoring and college preparatory instruction, was also being attained. To date, 27 tutors volunteered their services to more than 90 students in high school equivalency tutoring and college preparatory instruction. Fifteen students successfully completed the equivalency examination.

In the fall of 1969 a survey questionnaire was sent by the evaluator to 235 participants in the RISE program; 77 returned the questionnaire (32 percent of the participants surveyed).

The following is a brief analysis of the responses in the survey: 71 of 77 respondents indicated that they did receive help while in the RISE program. Of the six remaining respondents, four had just recently entered the program.

Typical kinds of help received by the participants included: free tuition received by 41 of the respondents; tutoring services received by 28; counseling received by 19; and other services by 11 respondents.

The RISE participants were also asked how strongly they were motivated to continue their education before entering the program: three participants had no motivation to continue their education; four had little motivation; 27 had some, and 43 had much motivation to further their education prior to enrolling in the program. The increase in their motivation after their involvement in the program is reflected in the following figures: only one individual had little or no motivation to continue his education after his participation in the RISE program. Eleven had some motivation, and 65, or 86 percent, had much motivation to continue. In addition, 17 indicated that they had a better chance for obtaining a job while 49 indicated they now possessed a greater awareness of educational opportunities.

Although the scale of assistance remains small and the future of the program is uncertain, it appears that the RISE program has served to reawaken the dormant aspirations of some people; opened some heretofore closed academic doors; and helped to provide a start on a course of professional training for many persons.

The RISE program was formally terminated in June 1970. However, Monroe Community College and Brockport State College have made a commitment to continue offering on-campus and off-campus college courses and the tutoring and counseling services provided by RISE.

7 Community Teachers

Background

During the planning period that
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Inner city residents, principals a
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Objectives

The Community Teacher Pro
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Public school teachers, released
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Background

During the planning period that preceded the creation of Project Unique it became apparent that there was a need for additional early childhood educational programs. Inner city residents, principals and teachers in inner city schools, and representatives of various social agencies were in agreement on the need to supplement and extend existing programs.

There were a number of preschool programs in operation, but many parents were unable to use existing nursery schools because of their remote location. Mothers with babies at home could not walk their children even if the facility was located in the immediate area. A number of parents were not aware of the importance of a preschool educational experience. There was general recognition that the central city needed an additional early childhood educational program that would: (1) not require transportation; and (2) directly involve the mother in the learning experience.

When these needs were identified, the idea of a classroom in the home seemed the logical solution. The response, the administrator stated, was "enthusiastic and widespread. Mothers were eager to learn how to help their children through a planned educational program."

Objectives

The Community Teacher Program "is an intervention program that is designed to alter the aptitudes and attitudes of disadvantaged children and make them more receptive to learning when they enter school." (*R2, p. 11*) Public school teachers, released from their regular assignments to participate in the program, train parent aides to assist parents in individual pre-K instruction in the children's own homes. (*R2, p. 71*)

Activities

The first month was devoted to an intensive orientation toward the problems of Rochester's inner city; this included tours, visits to settlement houses, and lectures by personnel from social and anti-poverty programs to the teachers. Films and guest speakers were utilized to increase teacher sensitivity to both the special aspects of early childhood and the impact of deprivation on the child. (The program is still in operation.)

This introduction to problems of childhood education was expanded by regular inservice meetings held each Monday throughout the school year. These sessions permitted teachers to exchange ideas and to discuss the problems encountered in the instructional program. Teachers continued to meet one day per week to discuss curriculum, family problems, relationships between teachers and parents, and the history and culture of minority groups. The inservice day was also used for home visits and conferences with agency personnel.

During the first year the recruitment of children began with the use of school lists, but the transient nature of population severely limited the usefulness of that information. While referrals from settlement houses and neighborhood associations provided some leads, a large percentage were outdated. The most effective technique was a door to door home visit by a community teacher. During the 1969-1970 year, 300 children were enrolled.

Parent aides were selected who were seen as the "mothers" or the "grandmothers" of the children in the program, as well as helpers to the parents. There were now eight aides, one-third of whom were on welfare. All of them were from the inner city and attended weekly meetings to discuss behavioral problems, teaching techniques, and the educational program. In addition to these meetings, the teachers cooperative activities. Frequent provided opportunities for pare advice on problems that might discussed at group meetings.

Another type of meeting inv group of parents held in the ho that the familiar surroundings a helped to create a friendly atmo uninhibited exchanges. Typical included children's eating habit the pros and cons of television, and other behavioral problems.

The Community Teacher Pro Parent and Child Development also sponsored a series of five c preschool teachers in Rochester teachers with expert speakers in childhood education and served communication among professi members of the community.

Program

The curriculum used in this p two of the child's basic needs— academic environment and to achieve. The program attempted which would allow children to ' in adults, and in learning" in th of each week were devoted to t Each teacher conducted eight cl each child twice a week. A class approximately two hours and fif

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to these meetings, the teachers and aides planned cooperative activities. Frequent home visits by the teachers provided opportunities for parents to seek professional advice on problems that might not be discussed at group meetings.

Another type of meeting involved a small neighborhood group of parents held in the home of an aide. It was felt that the familiar surroundings and the presence of friends helped to create a friendly atmosphere conductive to uninhibited exchanges. Typical topics for discussion included children's eating habits, bedtime problems, the pros and cons of television, sibling rivalry, and other behavioral problems.

The Community Teacher Project and the Bureau of Parent and Child Development of the City School District also sponsored a series of five one-day workshops for all preschool teachers in Rochester. These workshops provided teachers with expert speakers in the field of early childhood education and served to open lines of communication among professionals and interested members of the community.

Program

The curriculum used in this program was oriented toward two of the child's basic needs—to feel accepted in a standard academic environment and to encourage the desire to achieve. The program attempted to produce a climate which would allow children to "believe in themselves, in adults, and in learning" in the standard school. Four days of each week were devoted to the instructional programs. Each teacher conducted eight classes per week and saw each child twice a week. A class session lasted approximately two hours and fifteen minutes.

Major emphasis was placed on language development

since this is the area in which large numbers of the children served by the program need most assistance.
A variety of approaches, closely supervised by the professional staff, were employed to encourage increased verbal expression and understanding. The instructional program included physical education, music, arts and crafts, field trips, and other special projects and materials to increase auditory and visual discrimination skills. Field trips have been made to firehouses, farms, car washes, grocery stores, and the airport.

Staff

The professional staff included one full-time administrator, one part-time administrative assistant, and six community teachers. The nonprofessional staff consisted of one stenographer and 18 parent aides.

Summary

For evaluative purposes, a special check-out was devised in cooperation with the Director of the Rochester Institute of Technology Counseling Center. This list involved self-estimates by the Community Teacher on changes in their estimate of the children's ability to learn; their knowledge of how to work with children; their knowledge of the community; their estimates of parent acceptance of the program; evaluations of parent aides and estimates of their patience and capability. The project evaluator observes that these self-estimates, though subject to the possible distortions of any self-estimate, mainly reflected changes in a positive direction, especially in the area of how to work with children and knowledge of the community.

Annual reports were written by the teacher for each child; parent interviews were conducted by the teachers to help assess the program; and a parent aides, covering 13 chara by the teachers.

The administrator concluded program in other areas has beer rewarding features of the prog cities have been directly influer techniques used in the program Buffalo have recently initiated s closely resemble the Communit

The administrator noted that valuable source of suggestions requested more frequent meeti basis. In an attempt to broaden taped questionnaire interviews many of the aides.

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written by the teacher for each s were conducted by the teachers to help assess the program; and a rating summary of the parent aides, covering 13 characteristics, was prepared by the teachers.

The administrator concluded that "the impact of the program in other areas has been one of the most rewarding features of the program." Several other nearby cities have been directly influenced by the home-teaching techniques used in the program. Both Syracuse and Buffalo have recently initiated small pilot programs that closely resemble the Community Teacher Program.

The adm[illegible]pted that the aides have been a valuab[illegible]gestions and teachers have reque[illegible]nt meetings on a regularly scheduled basis. In [illegible]pt to broaden the base for evaluation, taped questionnaire interviews were made with many of the aides.

While the working relationship between the aides and the teachers has generally been good, several important differences have nevertheless developed. A major point of disagreement was the general area of discipline. Parents were primarily interested in knowing how to stop undesirable behavior patterns whereas teachers were chiefly concerned with the *reasons* for specific behavioral reactions. Consequently, numerous discussions have been devoted to these differences to help reconcile conflicting viewpoints.

Although the successes revealed by the different evaluations were encouraging, the director said much remained to be done. Communication between the community teachers and kindergarten teachers in receiving schools was weak and needed improvement. Many reports on pupil progress were often misplaced, lost, or ignored. In the future, joint meetings will be scheduled to insure that kindergarten teachers will be more informed on

the strengths and weaknesses of pupils who participated in the program. Additional counseling for children in need of specific help or support is also sought. The plan is to conduct a comprehensive follow-up on all children enrolled in the program.

The Community Teacher Program is now part of the Community Education Centers of the State Department of Education.

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8 Conclusions

Project Unique represented a serious attempt to pro guidelines for reform of the educational enterprise the institutional and instructional levels. Project Uni predicated on the proposition that in order to refor educational system in Rochester, there would have major restructuring of the school system. Within th framework, models were proposed to cover major a of urban education. The components of Project Uni indicated the interrelationships between integration and school reform. The program was a direct respo an admitted school crisis. Some components focused on urban-suburban cooperation as a key to solutio were focused entirely on the inequities in the inner city schools.

In assessing Project Unique, its underlying conce to achieve school integration in order to achieve sch reform—has to be evaluated.

The vote of the Rochester Board of Education wa against integration in is a vote that may be reversed the future. As of now, however, that thrust of Projec Unique has been inadequate and unsuccessful.

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Project Unique represented a serious attempt to provide guidelines for reform of the educational enterprise at the institutional and instructional levels. Project Unique was predicated on the proposition that in order to reform the educational system in Rochester, there would have to be a major restructuring of the school system. Within this framework, models were proposed to cover major aspects of urban education. The components of Project Unique indicated the interrelationships between integration and school reform. The program was a direct response to an admitted school crisis. Some components focused on urban-suburban cooperation as a key to solution; others were focused entirely on the inequities in the inner city schools.

In assessing Project Unique, its underlying concept—to achieve school integration in order to achieve school reform—has to be evaluated.

The vote of the Rochester Board of Education was against integration. It is a vote that may be reversed in the future. As of now, however, that thrust of Project Unique has been inadequate and unsuccessful.

In December 1969, the Superintendent presented a proposal for the grade reorganization and desegregation of Rochester's schools to the Board of Education. Briefly, the plan would have created four senior high schools (grades 9-12) and proposed a feeder pattern of nearly contiguous elementary school districts. The plan divided the 43 elementary schools into primary schools (grades K-3) and intermediate schools (grades 4-6). The reorganization also provided for 11 Enlarged Home Zones which included one intermediate and two or more primary schools. This had the advantage of grouping contiguous schools, not only improving racial balance but also balancing socioeconomic groupings in each zone. Furthermore, each Enlarged Home Zone was small enough

to allow most pupils to walk to their primary schools and home intermediate school. (*R4*)

The plan was reected by a 3-2 vote of the Board of Education in March 1970. It had been expected that the board would neither categorically reject nor endorse all aspects of the plan but would vote for a modified or compromise version.

In view of the plan's defeat, future educational developments in Rochester may pattern closely the experience of cities such as New York. There, inner city residents, rebuffed on integration, now favor a decentralized, community control system. Many of Rochester's inner city leaders, organizations, and groups currently assert that integration is irrelevant, and that few individuals in the system possess an authentic commitment to integration. They point to the fact that when the time came for substantive implementation, the Rochester Board of Education was guilty of bad faith. While Rochester's black community, compared to black leaders in other cities, appears to have been conservative, there is now evidence that they will assume a more assertive, militant posture. An article in the *New York Times* quoted one source as saying the community has over the years "come to expect steady small steps ahead in integration. Last week they were ready for the next step, or at least part of it. The total rejection was just too sharp a kick in the mouth to take, and now we're even more polarized." (*New York Times*, March 4, 1970)

Project Unique had good working relations with inner city groups. This contributed to the success and acceptance of the separate parts of its program. The reduction of the scope of Project Unique and the vote of the Board of Education would indicate that the demands of the inner city residents will shift from those of integration to community control of the schools.

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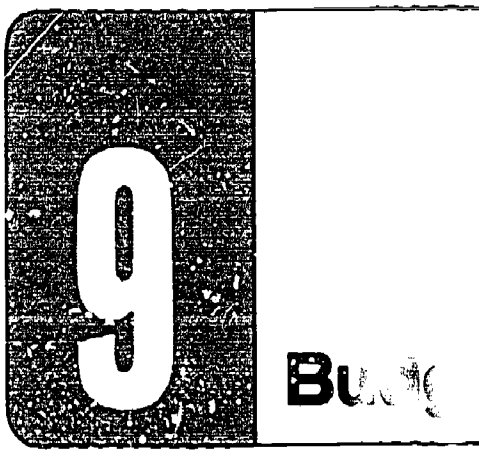
The staff of Project Unique had envisioned "a gradual reduction over a five year period from 100 percent of the cost of a program to a permanent base of 50 percent," with the balance provided by a combination of local and public funds. There has as yet been no real substantive evidence that the well entrenched funding practices of the past are being abandoned by Rochester's private sector. They may, on occasion, supply materials or personnel but not the massive financial assistance that is required.

While the original three-year Title III grant for Project Unique terminated in June 1970, the new charter permits foundation, individuals, and private corporations to contribute funds to the project. But very few private corporations view financial support of public education as falling within the dimension of corporate responsibility. In fact, since its private incorporation, Project Unique received only $67,500 for the year 1970-1971 from private business. Project Unique personnel had felt that "since corporations are now giving matching and research grants to state-supported universities what is needed is simply a modest extension of this principle to include elementary and secondary education." This extension, however, has not been realized. In addition, even if grants should increase, public education needs federal funding on a permanent basis.

Directly related to the efficacy of programs like Project Unique is the ability and willingness of local school systems and municipal governments to support and expand exemplary programs when federal or state aid is no longer forthcoming. In many cases cities are already taxing at the limit permitted by state law and can no longer keep pace with the rising costs of education. Frequently, school systems for a variety of reasons oppose specific programs despite their worth. More often school systems are unable to absorb the cost of new programs. At the same time more

and more city classrooms are occupied by educationally denied children who are desperately in need of smaller classes, improved instruction, and supplementary services, all of which escalate educational costs.

Hence, Unique's real contribution is best seen in terms of the school district's efforts and commitment to extend the project's most successful programs to other city schools. As noted earlier, the school district has endeavored to secure new sources of funding from the state and federal governments and has contributed additional funds of its own. However, the existence of these programs beyond the 1970-71 year remains tenuous and there is inadequate evidence to suggest that the city will either offer some form of permanent support or implement the objectives adopted as basic policy.



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Year	Buc An
1967-68	$1,5
1968-69	$1,9
1969-70	$1,5

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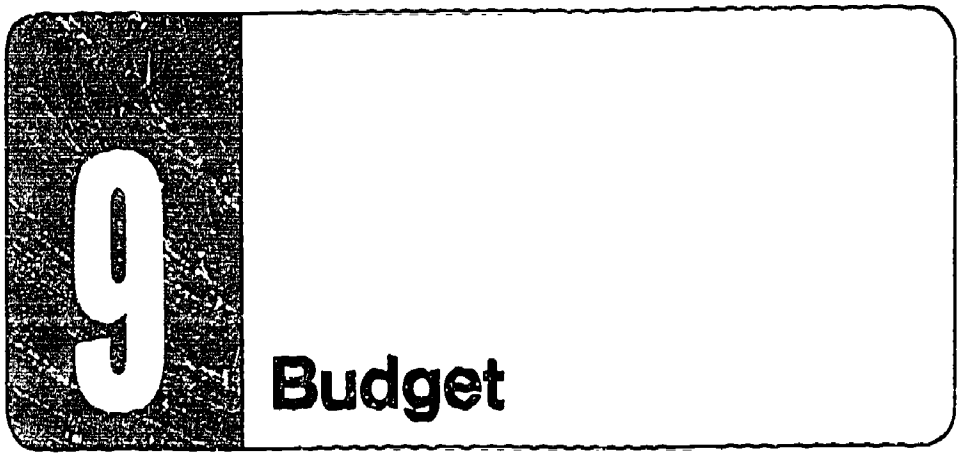

The chart below presents the yearly budget appropriations and actual amounts spent for Project Unique during its three years of operation from 1967 to 1970.

THREE YEAR BUDGET SUMMARY

Year	*Budgeted Amount*	*Amount Spent*
1967-68	$1,570,122	$1,200,000
1968-69	$1,996,618	$1,765,959
1969-70	$1,575,081	$1,575,081

Federal funding for this three-year demonstration project terminated on June 30, 1970. It was replaced by a new nonprofit corporation, Project Unique, Inc. As has already been pointed out, only the World of Inquiry School and the Downtown Satellite School receive financial support from this corporation. The combined estimated budgets for these two programs are $450,000 for the current school year. The other remaining former components of Project Unique are being funded by a variety of local, state and federal sources.

The following chart gives a component by component breakdown of expenses for the 1969-70 school year.

PROJECT UNIQUE BUDGET—JANUARY, 1970

	Salaries		Contracted Materials			
	Professional	Non-Professional	Contracted Services	Supplies	Travel	E
CCAUE	$ 92,110.00	$ 67,343.00	$ 32,100.00	$ 2,344.00	$ 2,500.00	$
World of Inquiry School	282,301.00	88,061.00	71,628.00 *travel*	11,350.00	—	
Satellite School—Community Incomes	25,895.00	13,625.00	*7,000.00*	—	240.00	
Teacher Internship Program	125,586.00	5,684.00	56,797.00	—	1,500.00	
School Parent Advisor to the Neighborhood	17,596.00	11,144.00	1,680.00	—	4,100.00	
Urban Suburban Transfer	17,300.00	11,144.00	337,673.00 *travel*	—	1,200.00	
Community Teachers	119,540.00	22,840.00	6,100.00	3,995.00	3,000.00	
RISE	*16,878.00 Included in Budget for Center*	—	—	—	—	
Totals						

PROJECT UNIQUE BUDGET—JANUARY, 1970

Salaries		Contracted Materials			Other		
al	Non-Professional	Contracted Services	Supplies	Travel	Equipment	Other Expenses	Total
00	$ 67,343.00	$ 32,100.00	$ 2,344.00	$ 2,500.00	$12,600.00	$12,600.00	$ 207,997.00
00	88,061.00	71,628.00 *travel*	11,350.00	—	197.00	10,860.00	464,397.00
00	13,625.00	7,000.00	—	240.00	—	927.00	47,387.00
00	5,684.00	56,797.00	—	1,500.00	—	6,489.00	196,056.00
00	11,144.00	1,680.00	—	4,100.00	—	2,250.00	123,944.00
00	11,144.00	337,673.00 *travel*	—	1,200.00	—	7,200.00	374,517.00
00	22,840.00	6,100.00	3,995.00	3,000.00	—	5,308.00	160,783.00
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12. Articles in Rochester's two daily newspapers, *The Times Union* and the *Rochester Democrat and Chronicle,* provide descriptive information on all Unique components.

13. *Program Material.* During its three years of operation Project Unique published a quarterly newsletter on project components and in Unique's relationship with The City School District, the Rochester business community, suburban school districts, and inner city groups.