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)
Acknowledgments

The author would like to extend his thanks to members of the Project Unique staff and the Rochester school administrators who assisted in the preparation of this report. Special thanks are due to William C. Young, former Director of Project Unique, and to Paul Pierce, Norman Gross, Dr. Charles Plantz, Raymond S. Iman, William C. Pugh, Bobby Joe Saucer and Professor Edward Lindsay of the State University College of Geneseo.
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.
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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 subject 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 desegregated 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.

Despite these difficulties, Project Unique developed a number of effective efforts it has contributed to the composition of some significant number of people effecting changes in the area colleges; (4) has a significant number of people effecting changes in the area colleges; (5) partially involved in the enterprise. In addition, created (the project and evaluate new Genesee Valley area reports. This report contains: individual components of Project Unique, and...
Project Unique, Inc. remains subject to some indicators as to its six of the nine original programs. However, because only two programs are unique. The remaining four have been absorbed by is still too early to deduced scope and authority a counter force or

The approach to the solution have not been to the Rochester

has been solved by Unique From its inception, the Rochester professional staff of the Rochester Board of the Superintendent’s Board’s schools. The most when the Board, by a 3-2 segregation and has seen if a desegregated Rochester. Moreover, for community control and were integration was over objective, the approach to Rochester’s encountered a number of a limited impact on the

Unique developed a 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
Situated astride New York, the city of Rochester, home of the Eastman Kodak Company (in Rochester, including the division), and Bausch & Lomb, is a skilled, employed labor force from the rural South. Black income for black families in the area is low.

Rochester Population

Rochester, with a population of 318,000 in 1960, is New York's fourth largest city. The nonwhite portion of the population has increased from a small minority to become a significant part of the total population. For example, between 1940 and 1960, Rochester rose from being 6% nonwhite to 20%. During the same period, the population of all races increased from 318,000 to 333,000. Simultaneously, within Monroe County, 24% of the population in 1960 were nonwhite.

Many of the migrant farm workers are enrolled in the public schools in search of immediate employment. Though Rochester has experienced a higher unemployment rate than the rest of the state, the unemployment rate for nonwhites has been consistently high. Furthermore, the nonwhites, through the increase in the number of the elementary and secondary school enrollment was...
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.

Dr. Norman Kurland and his staff at the Center for Innovation of the Sta... were also involved in the preliminary stages of the planning.

A major step in the planning occurred during the summer of 1966. The workshop, numbering about 40 parochial schools and many segments of the community, including social welfare, business and industry. A prevalent view of the initial planning was that virtually the educational enterprise had no connections with the central school administration and bureaucracy was remote not only from the larger education but also from the local schools. Initial planning sessions elaborated on a new type school (first called the World of Inquiry School but later the World of Inquiry School) which would be integrated and experimental. Classes would be nongraded and multi-aged; instruction would be individualized; and the student population would be a cross-section of the metropolitan area—inner city, outer city, and suburban areas.

**Planning**

Large and small group sessions were held to encourage discussions and to develop an environment that was conducive to the sharing of ideas and the free exchange of opinion. In these discussions, it became apparent that "education" could not be isolated in a not-so-directly related social context. It was participants that a school could be a window on the larger environment within which classroom instruction of the "not...
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 initial 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...
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
The planning staff, as noted, became increasingly conscious of the fact that education had to relate to the schools operate. As might be termed a reaction to the problems of schools, represented a departure from original planning goals—plans for a model school.

The problems that could be more clearly identified were labeled community and teachers with each other and each connected to the problem. With a piecemeal approach, for example, experimenter would require the presence with properly trained teachers and each connected to the school; and, require that school success be demonstrated in the school; and, require that school failure be supported by a subsidy.

The planning staff, in order to implement educational practices, failure with a subsidy, believe that the size of projects would vary and failure, and would be justified to indicate which would be needed. A report entitled “Project Unique” was issued.

To grant aid to the development of a patent medic
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
patients 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 corrected to provide as many resources as the community to assure equal educational opportunity, it meant giving a disproportionate share to those schools that had large numbers of low achievement.” (R11, p. 16–17)

The superintendent and his staff were committed to integration. In recent years, desegregation strategies have been used in Rochester’s schools. These include transfers, open enrollment, and desegregation by law. Despite these efforts, and many attempts at integration, an imbalance continues to exist in the central cities.

The responsibility for preparing the proposal for Project Unique, along with the proposal for Project Unique, was assigned to the planning task force. The completed proposal was submitted to the United States Office of Education in January 1967 and federal approval was obtained. Of the 12 components submitted, all were approved.

Status

PROJECT UNIQUE had evolved over a period to encompass the following components:

- The Center for Cooperative Action
- The World of Inquiry School (WOS)
- The Downtown Satellite School
- The Urban-Suburban Transfer Program
- The Teacher Internship Program
- The Urban Education Major (TEAM)
- The Community Teacher Program
- The Right of an Individual to Participate
- The School Parent Advisor
- The School Parent Advocate
- The School Parent Board
- The School Parent Committee

In 1969 before this report was undertaken, the planning staff was also assigned the responsibility for developing the project.
feeling of comfort that comes from being done,’ but the changes now are partly of the palliative are gains. \(R11, \text{p. 15}\)

Children in the central cities maintain satisfactory to satisfactory the educator of the sins of failure to the merit of and unfair to inner

...to would remain basically the planners felt that would have to

...presentation should include organizational structures. A competing alternative of but rather as a structure ‘to the educational stance to change less painful.’ In other words, practices and policies time, more actively rational process. This was ideas and programs that aimed programs to enhance the public schools. The original commitment to elementary school, one tries in an attempt to try programs or...
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.
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

Rochester Board of Education

School Superintendent

Project Unique Director

Center for Cooperative Action in Urban Education

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; 250 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.
The red-brick building of World of Inquiry School! (WIS) is true to its name. The colors, cheerful, piqued interest (R2, p. 63). The school was refurbished at a cost of $100,000, not simply to meet an academic test, but as an alternative way of educating children and their communities. The Rochester metropolitan area is characterized by income, social class, and educational achievement, with 35 percent of the students receiving free or reduced lunch, and 20 percent Puerto Rican, and 15 percent children of other racial and ethnic groups.

The major aim of WIS is to provide an educational experience that is excellent—integrating mathematics, science, geography, and economics. The school's motto, that while "a wide range of programs and activities are offered," it would be erroneous to define WIS as a "transplanted" school. Instead, it is defined on an individual basis, "which, according to the school's principal, requires teachers who can expect." Individual learning is encouraged because there is a focus on both personal and material, and...
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.
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, etc. are utilized as an adjunct to assist and learn from each other.

Philosophy

The school emphasizes an “inquiry approach to learning, in which a student (a) define and select areas of interest, (b) complete some small tasks within these areas using the student’s own strategies for solving problems and testing hypotheses against reality; and (e) try different approaches to reach a desired goal.” “Learning by doing” rather than the traditional classroom approach is used. In place of the conventional classroom, enrollment by age and grade, the WIS has “family groups” and “interest areas”. The school’s atmosphere is quite free and informal; students move freely throughout the school, for example, to see a child riding a bicycle in the corridor or a rabbit from the school’s rabbitry in the hall. The time schedule is highly flexible and the class is determined by teacher and student, not by the clock or a bell.

Activities

The family units are multi-aged and reflect a true family. “To group children because they are the same age is a false approach,” explains, “and does not reflect any natural family organization. This might be a minor concern, but it is felt that children should be permitted to interact extensively with their peers in order to increase achievement in a natural environment. Administrators also believe that children need to assist and learn from each other.
I's other public schools.

Admission for students to WIS is based on intelligence; rather, they are served" basis, provided that gained. When the school student enrollment was 130.

creased to 200 in order to there is currently a waiting list of pupil expenditure in the about $1,200 while the pupil cost Much of this additional cost be bused or taxied in to the ion, the results of which can be during 1969-70 transportation 000.

The teachers, who have been in at least one subject sensitive to children's needs have the professional by those needs into sciences..." (R3, p. 15) The principal; one assistant teachers; eight interest area guidance counselor; one en teacher aides. In addition, such fields as urban affairs, medicine, fine arts, industrial crafts, and human relations are utilized as an adjunct faculty.

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**

In addition to the family rooms there are eight interest rooms—planned and free to explore, the interest areas are

social studies, activities current

programs of rooms.

The Huron (city center) is a major aim

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spans a specific age range— four-year-olds, primary units and intermediate units for are eight family groups and one teacher each, and approximately 40
teachers are primarily responsible for arts and arithmetic skills.
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rooms there are eight interest
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 lessons.

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 boiblisses 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 examine current problem—Vietnam, pollution, new morality—all these approaches:

Science

The science interest center differs from other science rooms found in the traditional, example of technology employed to promote interaction between students and to encourage individual research. The layout of the science center varies from week to week, depending on its utilization. It has been broken into areas which include the conference room (the curator is a student), the physics center, the geology center, and the science laboratory. Individual movie projectors are used to show films on scientific subjects. Units have been developed on such topics as earthworms, batteries, molecules, electricity, physics. Since each child is equipped with his own collection of materials, the units usually provide for individual research and feedback for teachers. The individual movie projectors are used for presentation of films. The curator of the science center is responsible for coordinating the efforts of each child and the teachers to prepare for the experiment in any of the centers. The materials available in the room are

Music, health and physical education comprise the other interest areas.

Scheduling

Once a week students are asked to indicate their area preferences. Using these preferences, teachers plan collaborative activities during their daily meeting which
teaches children interested in a closed-circuit TV station, in the extemporaneous new program. Teachers view the teaching performance of a regular TV program. They tape demonstration lessons.

Social Studies

The interest area at the school. The teacher notes that "social studies is the interaction." The social studies curriculum is interdisciplinary approach to the way students engage in work on sociology, economics, government, anthropology, and also designed "to prepare the socially and culturally diverse student for the culturally diverse society." The teacher. He believes "it is important to regard all students, regardless of background," instead of "one must accept and facts and a situation, to enable the student to learn." Furthermore he asserts that "learning is closely related to development of the posters and pictures on the bulletin board and the surrounding bookshelves by Margaret Mead, books on the racial issue that emphasize observation, recognition of relationships, generalization, research skills, map skills, and value clarification. When the children express an interest in any current problem—Vietnam, pollution, the new morality—all these approaches are included.

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 interaction 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 comprises 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 19
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 feasible 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 study pupil progress.

By all accounts, the administration has not attempted to narrow the gap between the two groups of schools, the school’s own and the educational model.

**Summary**

The WIS is an educational experiment modeled on the Rochester schools, the school’s own and the educational model.

All available evidence indicates that the school is more successful in teaching, at least in terms of the amount of learning, attention paid to the child, and positive self-image attained by the child, than the comparative schools.
Time is subsequently allotted in the family out student schedules. Because of the pupils among the family and interest groups, for an individual teacher at any given time row. Although individualized instruction in a complete family unit, it is feasible number of children leave the group test area activities.

No grades or report cards; instead, teachers records of each child's progress. Reporting one by means of teacher-parent conferences of staff-developed Pupil Progress Reporting include standardized tests scores in reading and individual evaluations of the student. Reports are given to parents three times in the faculty has developed extensive skills' index for conceptual skills and language arts, mathematics and the various This checklist, as well as other forms the school, has been adopted by other schools.

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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 frequently 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 funds: practices (multi-age, heterogeneous selection and team teaching) which individualized and flexible instruction of materials for learning, other than is both practical and desirable. A return 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 administrative structure, makes ino and community resources, and glance self-determination and freedom to a flexibility, and the school’s individ children contribute to the develop creative, autonomous, thinking pro

But what happens when they leave sheltered world of the WIS and enter structured world of the traditional one. Preliminary evidence suggests that an ability to adjust to the more res though they clearly remain dissatisfied.

A combination of private funds Rockefeller Foundation, local sour by support from the school district the school for the 1970-71 year. He experiments like WIS will not be un large sums of money are directed such experimentation requires rec system whereby education will take federal expenditures and administr and children larger doses of freedom young to develop more spontaneo
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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. Moreover,
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.
Background
Situated on the site of Sibley's downtown store (Sibley, 1985), Sibley's Downtown Satellite School has flexible facilities and technological resources for demonstrating to students at work. Projects include a circuit television (Project Uniquely Wired) and labor and support.

Initially thought to be primarily interested in the school that would use techniques of physical problem-solving, the Satellite School has also gained public observation and new educational interest. In addition, the school has had the resources to facilitate teaching-learning equipment, by.

Activities
The Satellite School serves students from the Rochester suburban schools. The school for the students aged three. This link is maintained with the teacher of the

Assignments to
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 State Hite 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 or 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 volunteers include die makers, actors, mothers, and other whom the school at their interest. Doctors have have lectured on pollution and stockbrokers have market. Educational to be provided. These tours office, the bakery, the photo studio, or the office can accommodate more limited to about 20 in the public the educational be derived from small.

After the regular students to a number of other Sibley's teach a course a group of high school to utilize the classroom special reading program is conducted after school remedial reading sess. 50 children is held at.

The Community Rochester business center the Satellite School. It adjunct faculties at the obtained financial ass from 45 industrial an.

**Summary**

There are two major demonstrate to and innovations, including teaching techniques;
entire week. The demonstration aspects of the plan that "the time is learning habits and some extent,
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within the city limits. Because are no longer
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looked through the observe the classroom;
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school emphasizes the
Auto-Tutors, an
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 objectives 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.
People have visited the Satellite School's effectiveness as a furthering integration has been explored. A Title III Center conducted a study of this component.

That:

Inform the public about the Satellite School's effectiveness. While a majority of the people of the existence of the Satellite School, the majority of the school in the areas of equity, integrated faculty use of educational technology, cooperation, ... ranged from 10 percent. (R2, p. 165)

Removal on display at the school is of interest. Also, only 10 percent of the faculty have been integrated. The finding that there is relatively little control of the classes. In some instances two inner-city and one from the outer city combined to create a better situation. Fortunately, he stated, "the setting was too large for the classroom." It revealed that "on the whole, indicated a favorable impression of the strength of the Satellite School," and teachers realized that the main reason was a combination of educating them and the children to integration.

It continues to function during the Project Unique Inc. It derives from the contributions of local and individuals.
Urban-Suburban Transfer Program

Background
In Monroe County (Rochester area), 95 percent of the white children and black enrollment of less than five percent of the blacks are enrolled in school. As a result, 90 percent of the pupils are black. The transfer program states that this racial imbalance is difficult to change because the population density of the core of the city is less than 15 miles from the center of the county. Proximity sharply reduces the likelihood of long commuting frequently associated with urban programs.” The segregated school situation in the 1960s, has not changed.

As noted, as recently as March of Education failed to adopt a district-wide plan. The combined effect of the neighborhood school and the established housing patterns has made it extremely difficult to take meaningful action in altering racial imbalances in the city or outer city schools. This is the reason for the creation of the Urban-Suburban Transfer program.

First Transfer Program
The first transfer program in the West Irondequoit School System predated the district-wide program by about three years. During this time, the West Irondequoit Board of Education, after considerable debate, decided to participate in a transfer program with the Watsontown School System in the eastern part of the town. Participating schools.

A bigger step toward integration of the school district was the acceptance of the transfer program by the Irondequoit Board of Education. The Board of Education and the
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 stated 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 Superintendent 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 and supervision were provided in the Irondequoit schools. In addition, a demonstration of the Irondequoit Teachers Association lent 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.

A second major program designed to demonstrate a metropolitan problem of racial imbalance affecting both the city and suburban school districts. Specifically, the major problem of racial imbalance affecting both the city and suburban school districts. Indeed, this project became a prototype for other programs throughout the nation.

Suburban Participation

Based on the West Irondequoit Teacher Association's demonstration, the teachers in development of enriched educational experiences were provided for the children by the Rochester school district and lunchroom facilities and supervision were provided in the Irondequoit schools. In addition, a demonstration of the Irondequoit Teachers Association lent 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.

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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 opportunity 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.
A transfer program was suggested. It was utilized within the Rochester City School District to achieve this goal. Chart II lists the number of children involved and the 1968-69 school years.

Suburban transfer programs includes:

- Urban-Suburban Transfers: Suburban children visit inner city schools, and vice versa (regular pupil transfer program). This provides an opportunity for children from different racial and ethnic backgrounds to exchange classes and teachers for one year.

- Teacher's program: A joint program developed by the Human Relations Council, attempts to break down the barriers between the two communities involved by arranging for suburban teachers to teach in inner city schools and vice versa. This program provides joint projects.

- Activity training program, taught by a teacher, is required for all bus attendants, was developed by the bus operation department.

- Discussion of pupil transfer program, and communication between the two schools. Discussion of pupil transfer program, and communication between the two schools.

The open enrollment program, the reverse open enrollment program, the major achievement program (M.A.P.), the voluntary open enrollment program, and the major achievement program (M.A.P.) at No. 2 School.

- Open Enrollment Program (School Year)
- Reverse Open Enrollment Program, Rochester Students
- Major Achievement Program (M.A.P.) (at No. 2 School)
CITY-SUBURBAN ART ENRICHMENT PROGRAM
(Rochester and West Irondequoit School Districts)

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TRIAD PROGRAM
Rochester Students

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<td>88</td>
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URBAN-SUBURBAN TRANSFERS
(Summer Programs)

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<td>420</td>
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TOTAL NUMBER OF PUPILS INVOLVED IN THE TRANSFER PROGRAM

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<td>Summer School</td>
<td>2,136</td>
<td>2,308</td>
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<td>TOTAL:</td>
<td>2,556</td>
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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 in white parents sending their children to the school. The school has a good reputation and a program for gifted fifth and sixth grade students. In addition, 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 Program are: to improve the racial attitudes of white and nonwhites in the sending area, to work with youth and student groups on racial isolation, and to initiate creative programs in human relations. Toward these ends a variety of approaches and solutions have been carried out.

S.U.R.E.

The creation of S.U.R.E. (Student Unity for Equality), a student group representing white and suburban high school students, has been instrumental in promoting the transfer program by addressing school boards, working with suburban human relations boards, providing speakers for school assemblies, and working with high school and college in the Rochester area.

Funds

Title I and Title III funds of the city school district were used to finance the Suburban-Urban Program. A three week summer program whose objective was to reduce racial prejudice through the improvement of skills in social awareness. Academic programs begin with studies in sketching, painting, choral singing, and Afro-American her
the busing period, had 12 integrated integrated classes. Most of the white middle class families. All available that no promises were made either in 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 employees won a national award) to promote the program.

The Rochester Teachers' Association and the suburban teachers association and vocal supporters of the program have encouraged the Rochester Roman Catholic Diocese to reconsider its policy. It is interesting to note that the program "has received strong support from suburban teachers association, action-oriented groups of inner-city children, and the administrative personnel involved in the program." The Rochester Teachers' Association has referred to the school district as a city official, not a suburban school district.

Summary

The statistical data, both in the program and the results, indicate steady pupil gain over the years. The pupil involved in the 1967-68 year, with 3,091 for the 1968-69 year, is the increase from 30 to 600 pupils involved in the suburbs. This number has increased by suburban schools as well as by suburban schools as well as 15 participating suburban schools.

Examination of the changing pupil figures in the city schools reveals an encouraging pattern. While this figure declined slightly from 1965-66, 875 students were attending city schools. This number has increased...
Breckport sponsors a desegregation summer program for school administrators and any of the participants have encouraged the transfer program administrator to implement the program in suburban communities.

Isolation is a community problem. The Rochester Roman Catholic Diocese, through Apathetic for Racial Equality (C.A.R.E.), a literature and petitions, holds rallies, and reorganization proposal for schools as a haven for those trying with the plan. Both the bishop of the School Superintendent stated the church to be party to efforts to receiving a fair hearing and having a component, other Unique school officials have spoken before the church and temple groups, PTAs, and home visits, both prior to and produced two films and countless articles (one brochure on open

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. 27)

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 the conclusion that participating groups perceived the program as offering more education than those outside the program. These reports were shared with the administrator.

A questionnaire distributed to the suburban administrators, urban urban-urban suburban urban-urban suburban program was designed to learn the attitudes of participating students, teachers, principals, and parents. The results, gathered by the school administrators, indicate that perception of the program was that urban-urban suburban urban-urban suburban program was perceived as being supportive of the participating students, teachers, and parents.

A large majority of the students, teachers, and parents were supportive of the program. The opposition to the plan was indicated that at an early point. In addition, the questionnaire expanded it to further this end by supporting education and local education and the attitudes of parents, students, and teachers toward the program. A large majority of the participating students, teachers, and parents were extremely helpful in the program.

According to most who were involved with the plan was positive. Many city children; many students were arriving at school. The quality of the education and local education and the attitudes of parents, students, and teachers toward the program. A large majority of the participating students, teachers, and parents were extremely helpful in the program.

Despite the statistical evidence, the Urban-Suburban Transfer Pilot Program was that "the contention exists in the Rochester
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participating groups were more favorable toward integrated
education than those groups not participating in the
program. These reports are available upon request from
the administrator.
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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Background

During the initial planning of the school garden project, there was growing recognition that the entire school system could be considered a part of the broader social system. The notion or concept of an advisor to the neighborhood referred to by the project as referred to by the project was defined by Donald Row, the general supervisor to the administration. The advisor was required to be compliant with, and to fulfill, the duties properly.” (R2, p. 5)

The people’s contact with the advisor was similar for it attempted to mediate between forces in the neighborhood. The administrator of the school parent advisor’s relationship depended on the city and suburban school environment. Unlike school systems in urban areas, there was a different structure and a different process. Unlike school systems in rural areas, there was a different process. Unlike school systems in rural areas, children of middle class parents traditionally functioned with parental influence.

The strained relationship between forces in the neighborhood has a predictable pattern: a major reason for poor student performance is a lack of parental interest. In turn, poor performance leads to more problems, and this cycle is repeated. The situation that the school had to face was that their children were neglected by their parents. The school was the situation that the school had to face was that their children were neglected by their parents. The school was in a difficult position, with a program designed to help students and the school.
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 encompasses 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 knowledgeable 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 reallocating over 70 percent of their time was spent on school-related problems and about 15 percent on family-related problems.

The SPAN advisors usually visit a day for a period ranging from 15 to four hours. According to the 1968-1969 advisors, 1,363 children were helped concerning schools, 619 with related family problems, and parents were assisted with specific activities.

Activities

The other major objective—to involve community agencies on behalf of the child—was accomplished in a number of ways. SPAN workers

1. Established effective working relationships with community agencies. In the past, the SPAN maintained contact with over 80 different agencies. Representative samplings of typical problems dealt with housing, family planning, car removals, job placements, mental health, and prescriptions for eye glasses for children. In some cases, SPAN advisors have acted as a political force to obtain procedures, services, or an improvement in services. For example, the SPAN workers, for example, established a library at one school and obtained books. The workers report that they have encountered hostility.

The SPAN workers made about 5,200 home visits per day and attended about 10 meet- week, at least one of which is held at the school and focuses on particular school problems.
Visors (15 women and three men)—and eight full-time in addition to a typist. The area served by SPAN includes school districts including 15 high schools, and the inner city; each of the them serves a neighborhood where they live. Responsibility is to "assist, not control" is concerned about a problem if the parents are involved. The major functions of SPAN are to: increase the articulation between the school and the aid of the community agencies that initial contacts made by the schools and the absence of any involvement of the parent on the part of the school. Workers viewed their role as the problems of the family to the school in order to enhance the teacher’s understanding of the classroom.

Many problems of the classroom and the issues that it was necessary for the SPAN workers to deal with such issues as welfare, 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 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 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 552 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 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 proved 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, summarizing the session, and proposing during the

Summary

The administrator emerged on the parent's desires and concern for SPAN. Parents now engage with school personnel and the magnitude of educational programs.

Initially, the recruitment was a difficult task. There was apprehension on the part of the original applicants to the schools if they believed that administrators were disposed toward the advisors and cooperative efforts. SPAN workers have the responsibility that every elementary SPAN worker, and their requests from parents.

Especially enthusiastic and forthcoming from parents, social workers. They have been cooperative efforts. An independent study by a graduate student that "although there is a 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
an average of ten parents 'house meetings' have

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ff sessions. These include
the resource person, securing

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 initial 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.

Specially 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 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 participating 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.
Right of an Individual to Secure an Education

Background
The Clearing House for State Original Components of Unique disadvantaged youth who were working in their post-secondary education. Clearing House had a dual role to coordinate all local sources of youth from the inner city; and who needed funds and to open their doors to them.

While the identification was a relatively simple task, they were largely unproductive. The agency visited the Deans of college presidents. However, the Rochester Superintendence was unable to gain access to them. They characteristically gave that the Clearing House was their own efforts. Despite the failure of the Clearing House to obtain funds. They, in turn, provided counseling services.

At about the same time the comprehensive program to school graduates could not Clearing House, the unmet became very clear to the staff, who were working in the project agencies similar to Unique and other project officials for as their educational careers.

Although the need was of their agreement great, "1
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 courses; (2) college courses were taught in the city; and (3) tutoring and college preparatory courses were provided at the Center. Based on these findings, RISE can best be structured as a college experience including the following: (1) subsistence funds needed for maintenance; (2) tuition costs and expenses—e.g., books, transportation.

Summary

One of the general objectives of the RISE Program was to allow academically able adults to attend area colleges. The RISE Program provided full-time scholarships and college preparatory courses for Rochester colleges. The total cost of these services was $18,275.00.

Toward the second general objective—services of college instructors and tutors—14 professors provided volun
teer services. The cost of these services was $6,000.00.

The other major objectives of the RISE Program were to provide equivalency tutoring and college preparatory courses. To date, tutoring and college preparatory courses have been successfully completed by 250 adults.

In the fall of 1969 a survey was administered to 235 participants, and 196 returned the questionnaire (32 percent). The following is a brief summary of the responses: 71 of 77 respondents received help while in the RISE program, four had just
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Summary

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

Toward the second general objective, enlisting the services of college instructors to tutor in the RISE program, 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.
Background
During the planning period that Project Unique it became apparent for additional early childhood educational programs.

Inner city residents, principals at schools, and representatives of various programs were in agreement on the need for new early childhood educational programs.

There were a number of pressing needs, but many parents were unable to enroll their children in schools because of their remote locations. Babies at home could not walk to the nearest facility was located in the immer city. Parents were not aware of the interaction of educational experience. There was a need for the central city needed an accessible early childhood educational program with transportation; and (2) directly involved in the learning experience.

When these needs were identified, in the home seemed the logical setting. The administrator stated, was “enthusiastic.” Mothers were eager to learn how to educate their children through a planned educational program.

Objectives
The Community Teacher Program is a program that is designed to alter the attitudes of disadvantaged children. We are receptive to learning when they are young. Public school teachers, released from their assignments to participate in the program, were asked to assist parents in individual preschool children’s own homes. (R2, p. 71
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 provided opportunities for parents to discuss problems that might be discussed at group meetings.

Another type of meeting involved a group of parents held in the home that the familiar surroundings and the presence of others helped to create a friendly atmosphere for uninhibited exchanges. Typical topics included children's eating habits, the pros and cons of television, and other behavioral problems.

The Community Teacher Program also sponsored a series of five conferences for preschool teachers in Rochester. Each teacher with expert speakers in childhood education and served to enhance communication among professional members of the community.

Program

The curriculum used in this program attempts to meet two of the child's basic needs—an academic environment and to achieve. The program attempted to create a classroom in which would allow children to "play in adults, and in learning" in the structure. Each teacher conducted eight classes on the fifth of each week were devoted to the teaching of each child twice a week. A class lasted approximately two hours and fifteen minutes.

Major emphasis was placed on...
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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 children by the teachers.

The administrator concluded that the program in other areas has been rewarding features of the program in other areas have been directly influenced by the techniques used in the program. Buffalo have recently initiated some closely resemble the Community.

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

While the working relationship between the teachers has generally been rewarding, differences have nevertheless developed. Disagreement was the general and undesirable behavior pattern was chiefly concerned with the reasons. Consequently, numerous were devoted to the differences to conflicting viewpoints.

Although the successes revealed by the evaluations were encouraging, remained to be done. Community teachers and kindergarten teachers will be.

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In cases, a special check-out was devised by the Director of the Rochester Counseling Center. This list involved the Community Teacher on changes in children's ability to learn; how to work with children; their community; their estimates of parent program; evaluations of parent aides and performance and capability. The project made these self-estimates, though subject of any self-estimate, mainly in a positive direction, especially in the positive direction, especially in the

The written by the teacher for each 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 administrator noted that the aides have been a valuable and suggestions and teachers have requested more frequent meetings on a regularly scheduled basis. In an attempt 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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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 solutions, while others were focused entirely on the inequities in the inner-city schools.

In assessing Project Unique, its underlying conception of the need 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 new contiguous elementary school districts. The plan divided 43 elementary schools into primary schools (grades 1-3) 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...
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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.

The staff of Project Unique terminated in June; the reduction over a five year period of about one third the cost of a program to be absorbed with the balance provided by private foundations and public funds. There has been evidence that the well established private foundations of the past are being abandoned by the foundations of the future. They may, on occasion, provide the necessary financial support, but not the massive funding needed.

While the original three year plan of Project Unique terminated in June, the foundations which contributed funding, indicated that they would want a modest extension of the project for another year. Project Unique contributed to the success of a secondary extension of the school system to include programs for a variety of educational needs. The corporations view the system as falling within the dilemma of the sector. They may, on occasion, provide the necessary financial support, but not the massive funding needed.

Directly related to the Project Unique is the ability and willingness of systems and municipal governments to contribute funds to exemplary programs with the rising costs of education. In many cases, the limit permitted by state law is not sufficient to absorb the cost of needed educational services.

44
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(R4)

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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 domain 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.

The chart below presents the budget and actual amounts spent for three years of operation from 1967-68 to 1969-70.

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>1967-68</td>
<td>$1,5</td>
<td></td>
</tr>
<tr>
<td>1968-69</td>
<td>$1,9</td>
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</tr>
<tr>
<td>1969-70</td>
<td>$1,5</td>
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Federal funding for this project terminated on June 30, 1970. A new nonprofit corporation,已经开始被提到的, and the Downtown Satellite have been pointed out, of the Downtown Satellite support for this corporation budgets for these two programs for the school year. The other remaining funds of Project Unique are being covered by a variety of local, state and federal sources.

The following chart gives a breakdown of expenses for the
occupied by educationally,rately in need of smaller and supplementary educational costs.ution is best seen in terms and commitment to extend programs to other city School district has contribution from the state and contributed additional fundsence of these programs remains tenuous and there is st that the city will either offer ort or implement the policy.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Budgeted Amount</th>
<th>Amount Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967-68</td>
<td>$1,570,122</td>
<td>$1,200,000</td>
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<tr>
<td>1968-69</td>
<td>$1,996,618</td>
<td>$1,765,959</td>
</tr>
<tr>
<td>1969-70</td>
<td>$1,575,081</td>
<td>$1,575,081</td>
</tr>
</tbody>
</table>

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

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<thead>
<tr>
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<th>Salaries</th>
<th>Contracted Materials</th>
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<tbody>
<tr>
<td></td>
<td>Professional</td>
<td>Non-Professional</td>
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<tr>
<td>CCAUE</td>
<td>$ 92,110.00</td>
<td>$ 67,343.00</td>
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<td>World of Inquiry School</td>
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<td>Satellite School—Community Incomes</td>
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<td>Teacher Internship Program</td>
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<td>School Parent Advisor to the Neighborhood</td>
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<td>Urban Suburban Transfer</td>
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<td>Community Teachers</td>
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<tr>
<td>RISE</td>
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#### Totals

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*Included in Budget for Center*
## PROJECT UNIQUE BUDGET—JANUARY, 1970

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<th>Supplies</th>
<th>Travel</th>
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<th>Other Expenses</th>
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<td>5,308.00</td>
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</table>

**Total** $1,575,081.00
References

12. Articles in Rochester's two newspapers, Union and the Rochester Democrat published a quarterly newsletter in Unique's relationshion with the Rochester business community, subcommittees, and city groups.
13. Program Material. During its existence Unique published a quarterly newsletter in West Irondequiot,


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.