A Study of School Desegregation with a Specific Look at the Rochester – West Irondequoit Inter – Cultural Program

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A Study of School Desegregation
With a Specific Look at the
Rochester - West Irondequoit Inter-Cultural Program

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Submitted in Partial Fulfillment of Requirements
Leading to a Permanent Certification in Elementary Administration.

State University College
Brockport, New York
June, 1967

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My thanks to the parents, teachers and administrators of the Rochester and West Irondequoit School Districts who gave me so much help in compiling this paper.

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CHAPTER I
INTRODUCTION

Scope

The term disadvantaged is one of a number of labels being pinned to a population suffering from the cultural and economic deprivation which did not attend to the demands and opportunities of modern life. Other terms in a new lexicon include: culturally deprived, socially disadvantaged, inner city child, slum dweller, minority pupil, ghetto youth, educationally deficient, in-migrant, under educated, and under achiever. None of these terms is widely accepted. Each word operationally indicates a population for whom current planning efforts -- educational, legislative, social economic -- are being made. Implicit in each term is a hint of those factors that may contribute to the individual's disadvantage. The ethnic and racial composition tends to reflect the minority groups, especially Negro, Puerto Rican, Mexican, American Indian, and Mountain White, but the disadvantaged may belong to the majority in society. Nor is the population confined to the inner city

slum. The problem spills out beyond the central city to the suburban environs and marginal rural areas as well. Most of the disadvantaged are United States born and with a few exceptions, are English speaking, although some expose severe regional dialect problems. Many disadvantaged are recent migrants from rural areas to metropolitan centers. Probably the common denominator of the heterogeneous disadvantaged population is poverty -- economic poverty with its related social, cultural psychological problems. Misleading are such terms as culturally deprived and culturally disadvantaged, since both imply value judgment on acceptable norms: departing from the majority pattern has a group, then, no culture?

The problems of the disadvantaged stem from poverty and unemployment, segregation, and discrimination as well as a lack of opportunity in housing and employment and education.

Many do not understand, or are not in contact with, modern urban living;

Many are participants in subcultures, the values and customs of which are different from urban middle-class values and experiences;

Many have educational and cultural handicaps arising from backgrounds of deprivation;

Many are members of families with many problems --
divorced, deserted, unemployed, chronically sick, mentally ill, retarded, delinquent;

Many lack motivation or capacity to cope with their problems or to improve their situations;

Most lack opportunities or motivation to become responsible citizens for the maintenance or improvement of their neighborhood or community.²

From the school's viewpoint, this is the population whose children exhibit the most severe scholastic retardation, the highest dropout rate (exceeding 50%), the thinnest participation in higher education (probably under 5%).

Schools in the inner city, where the disadvantaged are concentrated, are usually described as a pulsing tangle of academic retardation, pupil and staff transiency, racial imbalance, alienation, personnel and staff shortages, overcrowding, and general inadequacy of appropriate resources. It is this population, still not clearly defined, except in terms of socio-economic and minority group status, which has forced schools again to face the question posed by the Educational Policies Commission, as to whether they are up to the weighty task of "giving life to the great

ideal of educational opportunity for the varied children of a heterogeneous people."
With our thoughts becoming more and more involved with the problem of today's racial imbalance in our inner cities, educators must concern themselves with all sources of possible solution. They know that the child born and raised in the inner city finds life very difficult to cope with when later he is confronted with cultures of another society -- a society with different values.

These children must be afforded an opportunity early in life to become aware of standards outside their world. They must be afforded a chance to play and work with youngsters who, by some standards have a better start in life.

Primarily, this writer will deal with the human aspect rather than the factual, proposing to achieve this through personal interviews with people directly involved in these projects, such as principals, department heads, teachers, parents, bus drivers and, of course, the children.

This writer believes this is necessary, because it is sound to stop and look at the things going on around us. The good and bad, the successes and the failures incurred through and by these projects must be known. They must be known because taxpayers will be asking for them.

Appendix A, Number 6.
and they deserve an accounting of the profits derived by their investments.

This author will study the Rochester - West Irondequoit Inter Cultural Program using parent and teacher interviews as a basis for information.

Therefore, the purpose of this writing is to take a hard look at the history and breadth of this problem of integrated quality education. More specifically, the author intends to:

1. Hold personal interviews with teachers and administrators involved in the project from both the Rochester and West Irondequoit School Districts.

2. Solicit written reactions from Rochester and West Irondequoit parents.

3. Solicit written opinions and judgments from the administrators charged with the project responsibility.
Limitations

The author in writing this paper has had to deal with certain limitations:

1. The Rochester - West Irondequoit Project is now in only its second year of life. The author feels that a study covering such a short period of time is not as desirable as one would be after the program has been more full seasoned.

2. In a study of this type, the more contacts made the greater the solidity of the report becomes. Certainly with help in interviewing and research the author could have fulfilled a more complete report.
Definition of Terms

Disadvantaged: a state of being less able to perform because of less opportunity than others.

Culturally deprived: a person unaware of his inherent culture.

Socially disadvantaged: not fully accepted by society.

Educationally deficient: the state of being substandard in accordance with educational norms.

Under achiever: a person who is not working to his ability.

Motivation: the state of being moved toward doing something or learning something.

Compensatory: educational offerings which make up for the loss or lack of proper learning.

Social dynamite: the swelling of social injustices whose stock pile may erupt into community disorder.

Vociferous: state of being highly vocal in expressing a belief.

Discrimination: to find differences in people solely because of skin pigmentation.
CHAPTER II

The Review of Literature

In the past several years, enormous interest has been expressed concerning the education of the disadvantaged. Programs developing in various cities throughout the United States have met with varying success:

1. Negro assistant Superintendent of Schools, Sam Sheppard, has quickly brought youngsters up to grade level in St. Louis with special motivational appeals to parents and youngsters and a new "listening" approach to teachers.

2. Special Teacher preparation developed at Hunter College in New York appears to aid teachers in "slum" areas.

3. New approaches have overcome illiteracy in adults with surprising speed in the army.

4. Programmed learning has had some marked effects on dropouts in New York and prisoners in Alabama whose level of intellectual functioning was quite low.

5. Montessorial techniques have achieved results in Los Angeles and Mount Vernon; imaginative lip lessons combined with role playing have proved exciting in Syracuse; team teaching has worked in Pittsburgh; new readers have improved reading levels of educationally deprived young-
sters in Detroit.

Despite these encouraging reports, large scale improvements in the learning of disadvantaged youngsters have not been achieved for at least three reasons:

1. The efforts have been piecemeal and unintegrated. One technique is used here and another there but there has been no theoretically directed integrated approach.\(^B\)

2. The major emphasis has been on deficits and "compensatory" efforts directed toward overcoming them; there has been little understanding of how to use the strengths and positives of disadvantaged youngsters, if, indeed, it is recognized that those strengths exist at all.

3. There has been no concerted effort to meet the felt needs of the teachers -- for lower student ratios, techniques that work, a voice in decisions that affect them, etc. The classroom teacher has not typically been perceived as the strategic change agent for massive improvement in the learning of the poor.

Is this a new problem? The answer, of course, is that the problem is not new. What is new is the overt recognition of its existence and the growing sense of urgency about its solution. If, as a nation, we were not in the past goaded by moral outrage to rectify the social and

\(^B\) Appendix A, Number 8.
educational dominations which allowed a segment of our population to remain semi-literate, barred from access to any but the most menial work, the poorest living conditions, we have now been forced by the shifting economy, the civil rights movement and the vision of "social dynamite" accumulating in our great cities to attack the problem.

It is not the spirit of the old do-gooders which characterizes present efforts, it is rather a spirit of giving people their due, of affording them the education and the power to enter and share fully in the benefits of an affluent society.

The effort is massive, backed by billions of public funds, resembling big business in its dimensions if not its efficiency. Unlike the individual service or philanthropic effort of earlier days, which found its rewards in the act of giving and in the personal gratification which came from "uplifting" even a single individual, the present approach is not only impersonal on the part of the finders, but like any good business, it will be in terms of such measurable factors as decreases in the rate of delinquency and crime, increases in employability, and rises in the holding power of the schools and in the educational attain-

C Appendix A, Number 16.
ment of the students.

Such an accounting may place demands upon the educational and social service establishments which were never confronted before. Demonstration of effort through the provision of special services, increased personnel or improved facilities will no longer be enough. Nor will verbal assertions of significant effects on the part of participants, either the servers or the served, suffice. Hard money will call for hard facts.

But there is even a more compelling need for tight and careful evaluation of special programs for the disadvantaged which grows out of moral and educational commitments rather than fiscal ones. If educators, committed to the thesis that much of the learning difficulty, and consequent social and economic problems, of disadvantaged young people result from poor preparation and motivation for learning at home and ineffective teaching at school, then programs must be developed which demonstrate real and lasting gains in intellectual and academic performance.

Any program which fails to accomplish these ends must be modified or replaced by new approaches until effective procedures are evolved.

To date, the various educational intervention programs for disadvantaged pupils introduced over the last half dozen years, have provided little definitive evidence
on their effects, although each has had its vociferous proponents and many glowing descriptions appear in the literature.

Thus, the total effort remains handicapped by a lack of knowledge of what works and what doesn't work for which children.\textsuperscript{D}

\textsuperscript{D} Appendix A, Number 18.
The Role of the School

When George Counts asked in 1932 "Dare the schools build a new social order?" the response could hardly have been called resounding. A frightened few took the query for a Marxist threat, the Progressive Education Association spent a year reaching a split decision, but the majority, even of those who gave it any attention at all, dismissed the challenge as educationist hyperbole. Whatever it was the country needed not many expected to find it in the schools. Two wars, a technological revolution, and a massive social upheaval have put a different face upon the matter. No longer is education the optional affair it was a generation ago. The easy rhetoric about the nation's reliance on its schools has become an uneasy reality.

President Johnson reflected the discovery when he said that "one great truth" he had learned is that "the answer for all of our national problems, the answer for all the problems of the world comes down, when you really analyze it, to one simple word -- education." The dependence of democracy on popular education has been a continuing theme in our history, but it was not until the end of World War II that the country seriously began to consider

the full implications of that relationship, and later still that it officially acknowledged the corollary proposition that to limit a man's education is to limit his freedom.

The rationale for improving the Negro American's chance to be educated, derives from basic principles and well established practice, but merely to proclaim a new policy of equality is not enough. Steps to equalize the Negro's educational opportunities must be accompanied by prompt and vigorous action to improve his access to those opportunities and to increase the inducement for him to use them. Until, in all three respects, he is brought to full parity with his white neighbor, the Negro citizen will continue to depress the composite level of American society, and the society to diminish his standing as a man.

As the struggle to secure the Negro's proper place in that society gains headway and success, it becomes steadily more clear that the two great educational handicaps he has suffered -- segregated schools and inferior instruction -- are so closely interrelated that they can be attacked successfully only when they are attacked simultaneously.

This is not to argue that segregation is the sole deficiency Negro children suffer in school or that only Negro pupils receive inferior education. Nor is it true that every Negro child is being poorly taught or that ef-
fective learning is possible only in the presence of white children. It is important to set the facts, the probabilities and the proposals straight. Not every Negro child lives in deprivation; each year more Negro families join the middle class. Nor is every white child raised in a good home. Slums are often ghettos, but the two are not always the same. Poverty of purse and poverty of spirit often go together, but the exceptions are numerous and important. Yet when all the differences have been explained and all the exceptions admitted, the hard facts of racial discrimination remain to be faced.

Assuring the Negro his proper place in American society involves more than opening a few doors, giving everybody his choice, and waiting for what is certain to come naturally. Many of the trends that have influenced the Negro individually and collectively have carried him not toward but away from the main currents of American life. The momentum that has been built up suggests a sociological analogue of Newton's energy, for three centuries is altered by the application of external energy, its direction is to determine what forms of energy are most appropriate and how they may be applied to bring the separate courses together. For some Negroes, the process is already under way, but for many more significant change awaits intervention on a scale commensurate with the forces that must be
checked and redirected. To serve this purpose no agency offers greater promise than the school.

We can begin on the educational task by considering some facts. One is that a school enrolling largely Negro students is almost universally considered of lower status and less desirable than one attended wholly or mainly by white students. Regardless of the quality of the building, the competence of the staff, or the size of classes, a school composed of three quarters Negro children and one quarter white children is viewed by members of both races, virtually without exception, inferior to one in which the proportions are reversed. Whether all appraisals are valid remains, at least for the time being, beside the point. So often are "Negro" schools inferior and so long have Negro students been assigned the hand-me-downs, that unhappy memories and generalized impressions must be expected to persist despite the occasional presence of really good schools in Negro neighborhoods. 

The contention that no Negro pupils can under any circumstances be satisfactory unless white students enter it is absurd. The argument insults every Negro child and credits every white child with virtues they do not possess. But efforts to establish really first rate schools in

E Appendix A, Number 13.
Negro areas has been so long delayed that one trying to prove first rate results from these schools must be prepared to accept a substantial burden of proof.

A second impressive fact is the unfortunate psychological effect upon a child of membership in a school where every pupil knows that, regardless of his personal attainments, the group with which he is identified is viewed as less able, less successful, and less acceptable than the majority of the community. The impact upon the self-image and motivation of children of this most tragic outcome of segregated education emphasizes the dual need for immediate steps to achieve a more favorable balance of races in the schools and for every possible effort to upgrade to full respectability and status every school in which enrollment cannot soon be balanced.

The destruction of the legal basis of segregation by the Brown decision in 1954 marked the climax of an obviously necessary first campaign, but the new problems to which Brown gives rise are even more complex than those which preceeded it. The task now is not only to end segregation, but to correct the effects it has generated. There is little profit in debating whether de jure or de facto segregation is the Court's finding that "segregation of white and colored children in public schools has a detrimental effect upon the colored children."
The effort to identify and define de facto segregation, particularly where school enrollment is predominantly if not wholly of a single race, has led to the concept of racial "balance." While no single ratio of races can be established as universally "right" there is no doubt that, when the number or proportion of Negro children in a school exceeds a certain level, the school becomes less acceptable to both white and Negro parents. The point at which that shift begins is not clear, nor are the reasons for the variation understood, but the results that follow are all too familiar -- an accelerated exodus of white families and influx of Negroes, increased enrollment, frequently to the point of overcrowding, growing dissatisfaction among teachers and the replacement of veterans by inexperienced or unqualified junior instructors.

In gauging the degree of segregation or imbalance, the percentage or number of Negro students in a given building is usually less important than the relation of the school to the entire system of which it is a part. As Robert Carter has so argued, "it is the substantial isolation of Negro and white students from each other rather than the numbers involved that produces the implication of differential status and prevents the association that is the indispensable basis for mutual understanding and
acceptance. 3

One set of guidelines for correcting such situations has been proposed by the New York State Education Commission's Advisory Committee on Human Relations and Community Tensions:

In establishing school attendance areas, one of the objectives should be to create in each school a student body that will represent as nearly as possible the cross section of the population of the entire school district but with due consideration also for other important educational criteria including such practical matters as the distance children must travel from home to school. 4

Types of Projects

Although it would be impossible in a sizeable district to create or maintain in every school a student body that reflects precisely the racial composition of the total district, the cross section criterion offers an appropriate yardstick.


Most of the proposals for dealing with the issue, attempt to strike workable compromises between desirable ideals and practical possibilities. The same committee in a 1964 report⁵ defined a school in New York City as segregated when any one single group comprised more than 90% of the enrollment.

A more flexible criterion was used by Robert Dentler in a 1965 study.⁶

Using the borough as the reference point, he proposed that a school be considered segregated if the proportion of any racial group in its student body is less than half or more than twice the proportion that group represents in the total population. Thus, in Brooklyn, where Negroes comprise 15% of the population, a school would be classified as "Negro segregated" when Negro enrollment reached 30%. Since Puerto Ricans form about 8% of the borough population, a school would be "Puerto Rican"

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segregated if it enrolled 16% or more pupils of that background. Conversely, a school enrolling fewer than 6% Negro students or 2% Puerto Rican students would be designated as "white segregated." Dealing with the issue in Chicago, Robert Havinghurst⁷ defines an integrated school as one enrolling at least 60% white students.

Of the administrative schemes for bringing children of both races together, the most widely used is "open enrollment" under which pupils are allowed to transfer from schools that are segregated or overcrowded to others in the district. The receiving school may be one with a better degree of racial balance, or its enrollment may simply be smaller than its capacity.

While open enrollment reduces congestion in the sending schools, allows parents wider choice, and improved integration in the receiving schools, its usefulness, especially for poor children is sharply reduced unless transportation is furnished at public expense. Freedom of choice is also more effective when it is supplemented by special counseling services and by the careful preparation of pupils, teachers, and parents of the receiving school.

In large cities open enrollment plans have uniformly

been found to affect only a small percentage of Negro students. In Baltimore, where relatively free choice of schools (subject to legal segregation) was standard practice before 1954, open enrollment became the sole basis for desegregation following the Brown decision. In the school year 1954-55 only about 3% of the Negro students transferred to formerly white schools. In subsequent years, the members of integrated schools and the percentage of pupils enrolled in them steadily rose, but most of the change was due to the continued expansion of the Negro residential areas.

For readily understandable reasons, the free choice policy affects younger and older pupils differently. Most parents, and especially those in restricted circumstances, prefer to send elementary age children to the nearest school, regardless of its condition. Families in more affluent circumstances are ordinarily willing to accept the added inconvenience and expense of transportation to get their children into better schools, but the regrettable fact is that if opportunity is to be equalized by travelling it is invariably the slum children who must accept the inconvenience of going to where the more for-

tunate already are.

At the secondary level, distance is less of an obstacle. This is one of the reasons that in New York City in 1963, when 22% of the elementary school and 19% of the junior high schools were found to be segregated, by the same criteria only one of the eighty-six senior high schools was segregated. 9

The most tightly constructed approach to desegregation, the Princeton Plan, achieves racial balance by pairing adjacent imbalanced schools, the combined attendance areas being treated as a single unit and the pupils being divided between the schools by grade rather than by residence. The advantages are clear: both schools are integrated, and each is enabled to concentrate upon a narrower span of grades. There are also disadvantages. Travel time is increased for approximately half the children and transportation may be required, each school's established identity and its relations with its neighborhood are altered, and large scale faculty transfers may be required.

Early and largely impressionistic of pairing, suggests that the device may be more appropriate in smaller communities with only a few elementary schools than in larger places where neighborhood patterns and rates of

9 New York Education Commissioner's Advisory Committee, op. cit.
residential change are more elastic. One analysis10 of the probable result of pairing twenty-one sets of elementary schools in New York City showed that, at most, the proportion of segregated schools would have been reduced from 22 to 21%.

A more comprehensive method of correcting imbalance is the re-zoning of all attendance areas of a school system in order to obtain simultaneously a viable racial balance and reasonable travel time for all the pupils.

Re-zoning and the related practice of revision the "feeder" patterns by which graduates of lower schools move on to junior or senior high schools are usually more practicable in closely populated communities, rather than in less compact suburbs where travel distances are greater.

Among the more recent innovations is the "educational complex" proposed for the New York City Schools.11 The term denotes a group of schools serving differing racial constituencies and consisting typically of one or two junior high schools and their feeding elementary units.F

The attendance areas of the individual schools are

10 Ibid, P. 40.
F Appendix B, Number 4.
not changed, but within the complex a variety of joint activities may be undertaken to bring the pupils, teachers and parents into closer association. Programs and services that cannot be offered uniformly in all of the schools may be centered in one or two of the buildings and pupils transported to them as necessary. Faculty specialists may be shared by more than one building and common problems met cooperatively. Parents of two or more of the schools working together may bridge over old neighborhood lives that inhibit communication and joint action. The "complex" offers unusual opportunities for countering the effect of segregated housing. By retaining the advantages of neighborhood schools while introducing the social opportunities of a more diversified community, it offers children and parents a chance to try new experiences without totally abandoning the security of their familiar attachments.

Of all the schemes proposed for desegregating urban schools, the boldest and most imaginative is the educational park.¹² The rationale of the park rests on the hypothesis that the effect on the school of pockets of segregated housing will be offset if an attendance area can be made large enough to include white and Negro populations.

in balanced proportions. Thus, all the pupils of this greatly enlarged zone, perhaps 10,000 or more (in a medium sized city, the entire school population), would be accommodated on a single site or park.

Within the park, which could range all the way from a 100 acre campus with many separate buildings to a single high-rise structure covering a city block, students would be assigned to relatively small units, each maintained as a separate school in which teachers and pupils would work closely and continuously together. The distribution of students among the smaller units would be made without regard to the location of their homes but with the purpose of making each school as well integrated as possible.

In the preceding pages, this writer has attempted to present some of the problems this nation has been faced with for over one hundred years, but which have been until recently conveniently ignored. Now, confronted with the proposition of solving these problems, the task is not an easy one and certainly, in no way, a clear cut one.

The projects the author has mentioned are but a few of those being tested in schools today. The worth of these endeavors will be either proven or disproven by time. For

G Appendix B, Number 1.
this very reason it must be tried with all possible effort to implement every seemingly worthwhile idea. For among them may be the answer to the greatest domestic problem of our century: "Quality Integrated Education."
A Volunteer Transfer Program

Twenty-five children in Grade 1 from Rochester William Seward School #19, with an enrollment of 85% non-white pupils, were sent on a voluntary basis to six neighborhood schools of the West Irondequoit Central School District in September, 1965. One of the pupils moved shortly after the school year began.

The basic purpose of the program was to improve the educational opportunities for both the children in West Irondequoit and the twenty-five children of the City School District who were sent to the West Irondequoit public school system. Both groups of children were attending schools in racially imbalance settings -- one predominantly Negro, the other all white. Neither group had a full opportunity to become acquainted with children from a variety of cultures and to the extent that this opportunity was lacking, their preparation for life in our society was weakened.

A second major purpose of the program was to demonstrate a metropolitan approach to the solution of the pro-
blem which affects both the city and the suburbs and that there is a need and responsibility for joint action.

This was the first year of a longitudinal program which will include additional children, schools and grades in later years.

A pool of fifty-eight incoming first grade children from William Seward School #19 in Rochester were selected as possible participants for the project. William H. Seward School #19 located at 465 Seward Street is an elementary school housing grades K-6 and of the total enrollment of 1,050, approximately 78.9% is non-white. The students selected were average or above average in ability and achievement in the opinion of their kindergarten teachers. Through the use of random sampling, twenty-nine of these children were selected to participate in this project. The other twenty-nine children were drawn to serve as a control group.

The parents of the children selected were then asked if they desired this opportunity for their children. When a parent of a child in the experimental group said no, a student in the control group was dropped at random. For example, if the parent of the fourth child drawn for the experimental group said no, the fourth child drawn for the experimental group was dropped. Since several of the children in the original experimental group were unable to
go to West Irondequoit, it was necessary to utilize the control group to secure twenty-five children to go. In all, six children from the original control group eventually went to West Irondequoit. These were children who had previously been from the control group because of the corresponding child in the experimental group had said no to the program. This type of selection did not adversely affect the comparability of the two groups, however, since they were found to have approximately equal results on the Metropolitan Readiness Tests given early in the fall.
Evaluation of Student Comments

The author interviewed teachers and studied prepared reports written by the teachers involved. The following is a list of pupil comments taken from these sources.

1. One of the transferred pupils reported another child had said a "bad word" to him. In talking with him, the teacher found out the word was "Negro." The teacher suggested that he discuss this with his father, and if his father agreed that it was a "bad word," the teacher would talk to the child who said it. The next day the boy reported to the teacher that his father had explained it was not bad, and that it was all right for people to say this to him.

2. A white girl sitting next to a Negro boy at the end of a tiring day noticed him sucking his thumb. She leaned over and quietly inquired as to the flavor -- "chocolate or vanilla?" -- then popped her own thumb in her mouth to check on its flavor.

3. In referring to a Negro boy's actions on the playground, a white boy referred to him as "that brown kid." The term was used descriptively, not as a derogatory remark.

4. One of the Negro boys was fascinated with the silky hair of the girl who sits next to him. The boys in
the same classroom wanted to touch the Negro boy's close-cropped head.

5. In choosing another to accompany him as messenger, a Negro boy selected another Negro boy. A white boy commented, "Why does he always choose a Negro?" The teacher felt the boy was disappointed, and blamed skin color.

6. In discussing differences in families in a receiving school classroom, children included color of eyes and hair and nationality. Skin color was not listed as a difference by the children.

7. The making of Indian headbands was a project in one classroom. A white child suggested that the three Negroes, in the classroom, would especially enjoy this, as they were Negroes, and dark skinned, as are Indians.

8. A principal observed a lesson on differences, in which the teacher used books as examples and then switched to pupils, asking two boys to stand up. Group responses noted differences in colors: shoes, socks, pants, and shirts. The teacher was after differences in size and height. The fact that one of the boys was Negro and the other white did not enter the discussion.

Other examples mentioned play activities, watching a Negro teacher on educational television, and a visit to one
of the schools by a predominantly Negro first grade class from a city school as intercultural experiences.
Social Adjustment of Pupils

The author asked staff members their opinion on the social adjustment of pupils.

Many of the staff members commented on the way in which Negroes and whites "got along." Most of the observations were general: "children are making friends with one another," "the class plays together with no apparent prejudice," "the Negro children 'sticking together.'"

In at least one instance, the teacher felt that this behavior limited the effectiveness of the program.

In most instances, the comments described social adjustment as normal, or noted the interaction between Negroes and whites.
Community Involvement

The writer discussed during personal interviews with teachers and parents their thoughts on Community Involvement, Parent Communication and overall administration of the project. Also a source very helpful to the author was reports compiled by the Rochester School District. From these sources the author found the following to be prominent.

A number of the comments indicated the interest of parents and other residents in the program. Some Negro children were invited to lunch in area homes. P.T.A. meetings and other school-oriented community activities which involved Negro parents were also mentioned by staff members as experiences in connection with the Intercultural Enrichment Program.

Some general comments suggested the need for added opportunities for Negro pupils to become a part of more than the educational program.

One incident reported the concern of one parent with seating arrangements in connection with the receiving school program. Another reported the negative reaction of the parents of one resident pupil to the sociometric testing program.
Communication with Parents of Negro Pupils (William H. Seward School #19 Area)

Comments in this area were split between those indicating the strong interest of Negro parents, and those who encountered difficulty in establishing contact with parents in the William H. Seward School #19 area.
Administration and Procedures

Supervision of pupils who took the bus, testing procedures, incidents of pupil illness, and communication procedures are classified in this section. Staff members expressed concern about safety, the effectiveness of program planning, or the efficiency of established guide lines in dealing with specific situations.
Most of these are self-explanatory. Two comments, however, may need further attention.

Academic difficulty equals discrimination? One teacher asked if she would be accused of discrimination if she recommended the retention of a Negro pupil who did not do well academically.

Negro pupil "fought" with three white pupils. This incident included an explanation by the staff member, in which she concluded that no real animosity toward the Negro pupil was evident on the part of the three pupils involved.
CHAPTER IV

Analysis

The information provided appears to reflect a rather "normal" situation for the most part and for most of the pupils involved in the educational program. Expected individual differences are apparent.

The need for changes in administrative procedures and attention to other phases of the Intercultural Enrichment Program, such as avenues for community involvement and expansion of opportunities for Negro pupils to participate in out of school activities, is apparent.

An expansion of opportunities for wholesome interracial experiences is evident, particularly in the comments of teachers concerning the face-to-face relationships among Negro pupils and white pupils. The opportunities for teacher-directed learning experiences in connection with intercultural enrichment were limited in number, as expected at the first grade level. While some of the potentially negative incidents are in need of continued study, they do not suggest the need for significant changes in the overall program.

As a means of evaluation, the distribution and collection of this observation form provided a valuable re-
source for those responsible for keeping touch with and reporting on the progress of the program.

It also has provided information which will be used in planning for future years, and it helps to provide information on the effectiveness of the program.

It must be recognized that this form does structure the responses of staff members; it also suggests the need for looking at the Negro pupils as Negroes. From this standpoint of the time required of staff members to complete it, restricted use of the form is suggested, and it probably should be eliminated as soon as possible.

Visit by New York State Education Department Team

On March 23-25, 1966, five members of the New York State Education Department visited both districts to observe the program in action. Members of the team were Norman Kurland, Director, Center on Innovation; George Blair, Associate Director, Center on Innovation; John Bardin, Associate in Elementary Curriculum; William Callahan, Coordinator of Experimental Programs; and George Harrison, Field Representative for Intercultural Relations.

During the three day visit, the team met with Board members and administrators from both school districts, interviewed participating teachers, observed first grade classes, discussed the program with parents of participating first graders from the two communities, and exchanged views
with a group of West Irondequoit citizens who reflected a wide divergence of attitudes toward the program.

Following this visit, a complete report was written which has been filed with Deputy Commissioner of Education Ewald B. Nyquist. Among the important observations in the report were the following:

1. The climate and organization of all classes involved in the program were indicative of effective learning situations. Pupils were well behaved and self-directed.

2. Effective interaction existed between the Rochester and West Irondequoit children.

3. The attitude of teachers toward the program was generally favorable and their relationships with pupils seemed excellent. H

4. The Rochester parents interviewed wholeheartedly supported the program. They felt they have received a very warm reception in West Irondequoit and were pleased with the instructional program. I

5. The Rochester parents believed that educational growth of their children was clearly evident.

6. There was a great readiness on the part of West

H Appendix A, Number 3.
I Appendix A, Number 22, Number 2.
Irondequoit parents to discuss the program and its ramifications. Some wondered if smaller classes would be more beneficial to the local children or if this type of association could cause social problems in later years.

7. Both white and Negro parents share similar apprehensions for their small children but the success of the program has seemed to calm many apprehensions.
Summary and Conclusion

It is important to note that this is an interim report of a longitudinal study and that no major conclusions can or should be made at this time. The progress of these pupils and subsequent groups will be carefully evaluated.

However, it is possible to conclude on the basis of data collected and analyzed to date that the program is working well and that children involved at this time are benefiting from the experience.

"Quality Integrated Education" is a new phrase given to an old problem. This writer's study of the history and some of the present day techniques being used to cope with this problem has been an interesting one. Many reports, documents and books have been read. More enjoyable, indeed, have been the conversations by phone and in person with administrators, teachers and parents so vitally involved in the education of today's child and tomorrow's man. The author was amazed at some of the responses received from parents and teachers in West Irondequoit and Number 19 School districts. This matter of integration was found to be so personal, no lines are drawn. Next door neighbors are on completely different grounds of thought.

J Appendix A.
from one another. This is a healthy atmosphere; many may disagree, but unless we have active voices coming forth with their ideas, we will never find a truly democratic atmosphere.

Apathy keeps the waters calm, but we have been floating on calm water for years. This is why we are faced with the storm of discontent today.

George Counts may have been ahead of his time, but we must agree that in a society which calls for sit-ins, marches, boycotts, and riots, a new social order is in need. If the schools are going to be the instrument of change, and this seems to be the flow of fate, then fine, let's move ahead as quickly as possible. We have years of treading water to make up for.

How do we successfully create this social change? The writer is not naive enough to suggest a simple answer. Will the projects that have been previously discussed open necessary doors? Is the Irondequoit transfer truly valid? Will it create better understanding among the races and hopefully lead to a dynamic new social order where everyone is spiritually color blind? Will our efforts end in a race war where the strong prevail and all others are forgotten? Our grandsons and great grandsons will be better qualified to answer these questions.

Through this project, the author has learned one
thing above all else that will make these future answers good and positive ones. The vast majority of people interviewed, no matter how seriously against the West Irondequoit program they were, still afforded solutions they thought would better the future of race relations and quality education for all.

As the author stated earlier interviews were held and written reports were received from parents, teachers and administrators involved in this project. The following are examples of the wide range of comments received.
APPENDIX A

Excerpts from Teacher and Parent Letter Response

The following are excerpts taken from letters received in response to questionnaires sent to parents and teachers of West Irondequoit and Number 19 School Districts. Samples of those questionnaires follow:

1. Everytime I hear a city school superintendent begging the suburbs to take Negro students, and hence integrate, I have two reactions. Administrators must think that if we integrate, presto-chango-, we will have quality education. (Would that it were so easy.) Second, superintendents must believe that the city has priority on problems, while the suburbs bask in educational glamour. (East Irondequoit parent.)

2. The Number 19 School parents have been very interested in their child's progress. They have been in for conferences and have attended school and PTA functions. (West Irondequoit teacher.)

3. Once I started teaching, I became so involved with all of the children that I completely forgot about any difference in my room. They were no longer inner-city children and West Irondequoit children. They were my second grade class and everyone was treated equally. (West Irondequoit
4. Through previous and present experiences with the program, the benefits from it are marvelous. (Number 19 School parent.)

5. I feel that spending the amount of money to transport so few children in an outright wrong. (West Irondequoit parent.)

6. I feel there has been a good effect on the receiving school if simply for the fact that these children are in contact with one another. (West Irondequoit teacher.)

7. There have been no incidents or unfortunate happenings that could be attributed to racial prejudice. (West Irondequoit Principal.)

8. Any program must be worked at, not only in the initial planning, but in the execution and following stages. (West Irondequoit Principal.)

9. I see very little purpose in the program. Feel strongly that education not be used as a tool to solve social problems. (Number 19 School Teacher.)

10. In response to your letter, I feel that any type of bussing from the inner city to the suburbs is wasted money. (West Irondequoit Parent.)

11. It is a very difficult situation because you are
dealing primarily with social attitudes disguised by many well worded excuses and phrases.
(West Irondequoit Parent.)

12. I see an opportunity for children to be able to know another race rather intimately and like them for their qualities rather than skin color.
(West Irondequoit teacher.)

13. This year the children from 19 seemed to mix more easily and quickly than the children last year. No derogatory remarks have been made to the Negro children, although it has been commented upon that they are Negro. One girl said she was going to tell me that a child had called her Negro but her mother told her that's what she is and there was nothing wrong in the other child saying it.

14. No, I have not employed any different teaching methods with the particular children I have had. Of course, No. 19 is not an inner city school. I'm sure different techniques would have to be used with inner city children, and I don't feel they would meet with success in West Irondequoit.

15. I believe the program is beneficial and should be continued. It should be expanded so suburban children go to the city schools. There
should be more emphasis on understandings of city and suburban parents.

16. This is the future of education. Children must be prepared to face the future realistically and the future requires an acceptance of all races as equals.

17. There are two inner-city children in my son's class and they are well behaved and seem to be well adjusted -- however, I certainly do not want at any time to have my children bussed into the city and if this were to be the outcome of all of this, I am against any bussing, or Transfer Program. I should think the mothers of these children would want their children in the neighborhood schools for convenience sake and the child's secure feeling emotionally.

18. I feel this will benefit education by making some difference in how the people of this generation feel toward one another and thus aiding their understanding of future education and how it should be handled.

19. It would seem as if the whole idea of integration is being foisted off on children. I wonder how many adults who profess to have a real interest in the problem have made any attempt or have any
desire to become acquainted with Negro adults. If this change in attitude is to come about in the near future, adults can’t expect to have children carry the total burden -- it will take too long, and we still have present the reservations of those adults reflected in their children.

20. West Irondequoit children refer to the city children as the "bus kids," "colored kids," or "city kids" -- when they have occasion to refer to one whom they do not know by name. The children fit in well, both in social activities within classroom (i.e., free play situations, etc.) and in academic work. One city child in my room is experiencing some emotional problems not related to the program but his most objectionable behavior and desire for attention, his lack of cooperation, make him stand out and may cause some reservations on the part of the children as far as identifying with him or other Negro children. This is something which I feel better screening procedures might have prevented.

21. Some West Irondequoit parents have mentioned in conference that their youngsters are picking up an "accent" on some occasions unsuitable
language (although the latter may not be related here). The "accent," however, is an evidence, such as it is, that the children do mingle well. It has been difficult in some cases to get the parents of city children out for conferences whenever they are necessary.

22. As you know, the curriculum is superior in West Irondequoit than in the inner-city schools. (Number 19 School parent.)

23. It is very difficult getting sufficient numbers of qualified students whose parents are willing to bus them into suburban areas. (No. 19 School teacher.)
APPENDIX B

Teacher Survey

Pupil Transfer Program

Please answer the following questions:

1. What do you see as the purpose of the program?
2. Do you think this purpose is justified? If so, what goals do you believe should be reached for?
3. In what ways could the program benefit or hinder the future of education?
4. Would you list a few personal observations you have made of pupil involvement, teacher involvement, or any other incident good or bad pertaining to the program. You need not mention names.
5. If any comparison scores are available in relation to No. 19 youngsters and Irondequoit youngsters would you please indicate them.
6. Have you found it necessary or beneficial to employ any different teaching approaches or methods in working with No. 19 School youngsters? If so, in what way?
7. What effect, good or bad, do you think the transfer program has had on:
   a. The receiving school?
   b. The sending school?
8. Would you comment on any program you may favor which would benefit quality integrated education.

9. Any further comments you may have.
Parent Letter

Dear Resident:

I am involved with Doctor Andrew Virgilio of the Brockport Campus School in a research project to ascertain the value of pupil transfer programs. As you know, Brockport is involved also in this type of program, however, not for the length of time in which West Irondequoit has been.

It is our desire to take an honest look at the Rochester - West Irondequoit Intercultural Transfer Program now, after two years of existence. I appeal to you as an interested citizen, to give me any frank opinions either pro or con which you may have about the program and mail them to me in the enclosed envelope. If you wish not to sign your name, that is fine, but your name certainly would not be used in any way.

If you decide to assist me in this project, please be truthful and frank for this is the only way any results will be beneficial to those who are faced with decisions in the near future.

Thank you for your consideration.
Bibliography


12. Nathan Jacobson (ed), *An Exploration of the Educational Park Concept* (New York, 1964). The papers included in this report of a conference on the educational park contain the most perceptive appraisals of the concept currently available.