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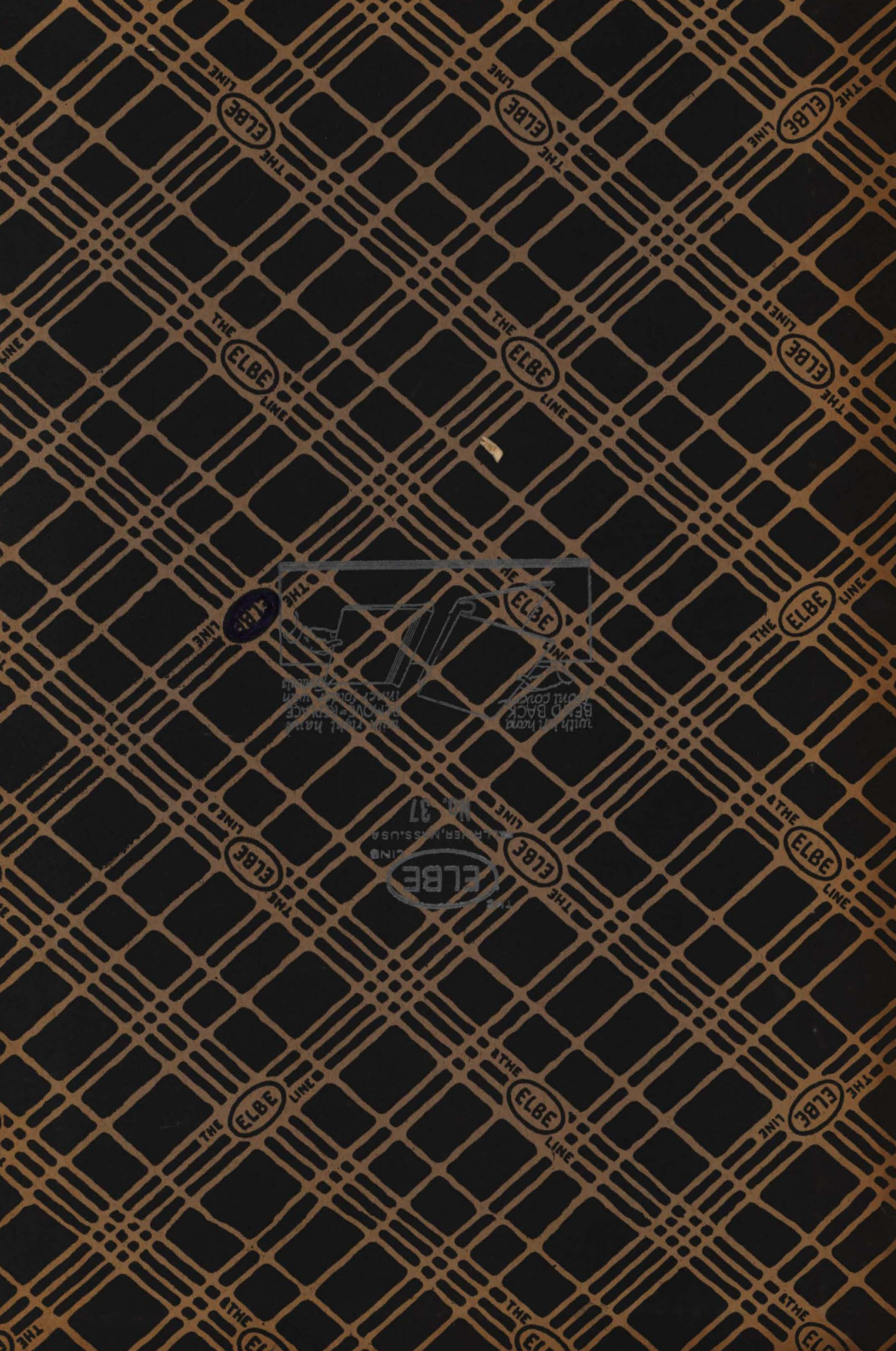
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Trinity College
HARTFORD CONNECTICUT



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1893
The Office of the Secretary of the
Department of the Interior
Washington, D. C.

Special Agent in Charge
Department of the Interior

Washington, D. C.

TO THE SECRETARY OF THE INTERIOR
WASHINGTON, D. C.

DEPARTMENT OF THE INTERIOR

WASHINGTON, D. C.

1893

DEPARTMENT OF THE INTERIOR

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The last three have been done under Carnegie grants adminis-
tered by the Educational Testing Service of Princeton. These
include The American High School Today, Recommendations for
Education in the Junior High Years, and Slums and Suburbs.
Conant's writings are widely read and may be accepted by
the lay reader without more critical analysis. This thesis
will try to supply an analysis for one of his books. It will
evaluate the applicability of Slums and Suburbs to a particu-
lar situation in Hartford, Connecticut.

INTRODUCTION

This thesis will concern itself with an analysis of James B. Conant's book Slums and Suburbs. It will review the education-
al problems and recommendations offered by Conant and attempt to
show the extent of their applicability to a medium sized city
and its principal suburb. For the purpose of this thesis, the
medium sized city chosen is Hartford, Connecticut, and its
principal suburb, West Hartford.

Slums and Suburbs, published in 1961, concerns itself with
public education in the ten largest American cities and their
more wealthy suburbs. Do similar conditions exist in Hartford,
a city of lesser size? Does West Hartford share with other
suburban towns comparable problems in education about which the
public should be better informed? What do educators think of
Dr. Conant's recommendations for cities and suburbs?

James B. Conant is a prestige figure in the field of
education. He was trained to teach chemistry. His career
includes a tenure as president of Harvard, the position of
advisor to the Manhattan project, membership on the Advisory
Committee of the Atomic Energy Commission, the position of
U.S. High Commissioner to Germany, lecturer and writer. In
1945 he wrote the introduction to General Education in a Free
Society. Since then he has written twelve books on education.

The last three have been done under Carnegie grants administered by the Educational Testing Service of Princeton. These include The American High School Today, Recommendations for Education in the Junior High Years, and Slums and Suburbs.

Conant's writings are widely read and may be accepted by the lay reader without much critical analysis. This thesis will try to supply an analysis for one of his books. It will evaluate the applicability of Slums and Suburbs to a particular metropolitan area, namely Hartford, Connecticut.

C. R.

CHAPTER ONE

A PREVIEW

Some of Hartford's problems which attest to the need for more representative leadership are the high dropout rate in the high schools and the unemployment level of young people

A problem in education common to Hartford and West Hartford, Connecticut, is one of providing adequate schooling for adequate teaching in the core subjects. Slums and Suburbs minority groups. In Hartford the group is the rural Southern Negro who has migrated to the city and who is in need of special and arithmetic. The good technical training available to the consideration. In West Hartford it is the non-college bound, terminal student in Hartford's regional state school is utilized or terminal student who has a difficult time in a community by the white student but not by the Negro minority. Hartford's which emphasizes a college preparatory course. Normally, one three high school shop facilities are inadequate. Hartford would not think of this latter group as a minority group, but schools' minority, the children from the North End, are handicapped by an education which has not been adapted to their needs.

On the first page of Slums and Suburbs, Conant states:

This deficient education causes them to have increased difficulty,

One lesson to be drawn from visiting and contrasting a well-to-do suburb and a slum is all important for understanding American public education. The lesson is that to a considerable degree what a school should do and can do is determined by the child status and ambitions of the families being served.¹

A possible corollary to Conant's "lesson" might well be that what a school should do and can do is determined by those families with the most status and the highest ambitions. Such a corollary suggests the primary source for the goals of any given school system. Unfortunately leadership by the able, vocal parents often results in a slighting of the needs of the children of less aggressive, articulate parents. provide the contrast between the slum and the suburb were factors

¹Conant, James B., Slums and Suburbs. New York: McGraw-Hill Book Company, Inc., 1961, p.1.

Some of Hartford's problems which attest to the need for more representative leadership are the high dropout rate in the high schools and the unemployment level of young people under twenty years of age. These problems may be due to inadequate teaching in the core subjects. Slums and Suburbs puts more emphasis on technical training than reading, writing and arithmetic. The good technical training available to the terminal student in Hartford's regional state school is utilized by the white student but not by the Negro minority. Hartford's three high school shop facilities are inadequate. Hartford schools' minority, the children from the North End, are handicapped by an education which has not been adapted to their needs. This deficient education causes them to have increased difficulty, in Conant's words, "in getting and keeping a job," particularly in West Hartford, the social pressures are such that the child taking a college preparatory course is apt to receive a better, more useful education than the terminal student. While the high schools in this suburb do send 62% on to four year colleges, the remaining 38% either go directly to a job or seek no more than an additional two years of training. Some of the factors (the ratio of professional staff to students, the expenditure per pupil, the teacher salaries) that Conant thought would affect the type of education offered and provide the contrast between the slum and the suburb were factors Hartford", treats of the city's administrative and educational

not present in Hartford and West Hartford. However other factors mentioned by Conant were present. When educators in Hartford and West Hartford were interviewed it was found that their actions on and reactions to Conant's recommendations varied also. Here Conant's thoughts on the significance of the Advan This thesis will follow the outline of Slums and Suburbs, after reviewing James Conant's writings on education. Chapter Three presents recent related work in the field of urban and suburban education. consideration of the programs for the term Chapter Four considers "Slums and Negro Education in Hartford." Here the size and environmental conditions of this minority group are investigated. The school facilities in the slum are reviewed. Hartford's problems with de facto segregation are presented. The role of the home, particularly as it relates to mobility, is included here. The chapter concludes with a review of the forces in Hartford seeking to provide a leadership that recognizes the problems of the Negro minority. final chapter will chart local progress in relationship to Chapter Five is entitled "Schools and Jobs in Hartford". The facts are presented on the city's dropout and unemployment rates. The programs for the terminal students are reviewed, including both the state regional technical school and the other study programs of the city's three semi-comprehensive high schools.

Chapter Six, "Problems of Curriculum and Organization in Hartford", treats of the city's administrative and educational

problems which occur because of the size of the operation. Particular reference will be made to the atypical student, in this case the recently arrived Southern Negro.

Chapter Seven turns to West Hartford as a college-oriented suburb. Here Conant's thoughts on the significance of the Advanced Placement Program and the problem of challenging the academically talented will be reviewed for their applicability to the Connecticut community. Again, one of the central concerns of this thesis, the consideration of the programs for the terminal student, will be analyzed.

Chapter Eight parallels Conant's Chapter Five which he entitled "Programs of Study in Certain Schools." He discusses six schools, all noted for their excellence. So Chapter Eight of this study will present academic inventories of Hall High School, West Hartford and of the three Hartford High Schools. A comparison will be made of the programs of study for the academically talented in the city and the suburb.

The final chapter will chart local progress in relationship to fifteen of Conant's seventeen summary recommendations contained in Chapter Six of Slums and Suburbs. Two of Conant's recommendations will not be discussed as they do not pertain to the material covered in the thesis. An indication of the need for further study of the problems raised by this thesis will conclude the chapter.

In 1945, THE WRITINGS ON EDUCATION OF JAMES B. CONANT

before Columbia Teachers College, under the title Public

A review of Conant's earlier writings on education will give perspective to the book Slums and Suburbs. This short book is divided into three parts. The first, "The strong equalitarian theme running through all his published works. He emphasizes the uniqueness of education in the American democracy. He thinks the federal government should aid the cities and towns which are not able adequately to support their schools.

The second part of the book is entitled "General Education by

Another theme in Conant's work is his insistence that high schools provide a good general education. This was first put forth in Harvard's General Education Report in 1945.

Conant wrote the introduction to this Report. In it he speaks of the uniqueness of a group of university men considering Conant at the same time says that educators should "provide the "the current educational situation in the United States."

Conant explains the title of the book. It is his desire that the Report cover "the general education of the great majority of each generation - not the comparatively small minority who attend our four-year colleges." He goes on to advocate that "unless the educational process includes at each level of

"Education Beyond the High School," the third lecture included in Conant's first book on education, proposes local value judgments are of prime importance, it must fall far short of the ideal."¹

¹Conant, James B., Public Education and the Structure of

General Education in a Free Society. Introduction by James B. Conant, Cambridge: Harvard University Press, 1945. Pp. vi and viii.

²Conant, op. cit., p. 33.

In 1945, Conant published lectures he had delivered for before Columbia Teachers College, under the title Public Education and the Structure of American Society.¹ This short book is divided into three parts. The first, "The Structure of American Society," concerns itself with equality and education. Conant points out the vast differences in opportunity and how education could work as a social leveler. It concludes by advocating federal aid to education.

The second part of the book is entitled "General Education for American Democracy." This section deals with the importance of adapting general education to the needs of students, arguing that preparation for the professions should differ from the education of a laborer. In taking this position, Conant at the same time says that educators should "(a) provide a greater motivation among many groups to evolve a higher degree of intellectual curiosity, (b) to explore more sympathetically the ways and means of discovering special talent at an early age, (c) to provide better formal instruction for those of high scholastic aptitude."²

"Education Beyond the High School," the third lecture included in Conant's first book on education, proposes local two year colleges, to assure some college education for all.

¹Conant, James B., Education in a Divided World. Cambridge: Harvard University Press, 1948.

¹Conant, James B., Public Education and the Structure of American Society. New York: Bureau of Publications, Teachers College, Columbia University, 1946.

²Conant, op. cit., p. 33.

Conant states his concern with the lack of candidates for certain professions, e.g. medicine, and advocates federal scholarships to attract students to them. In other words, he believes that when certain necessary jobs go unfilled the national government has to intervene in post high school education for the good of the country.

1) In 1948 Education in a Divided World was published.¹

This book is a collection of addresses rewritten and brought together to point up educational problems made more serious by the confrontation of democracy and communism. On topics such as "America's Fitness to Survive," the author says our survival is directly related to "the power inherent in our democratic traditions"²; writing on "The World Divided," he states that the cold war puts increased burden on our free schools to give the answer to totalitarian ideologies. In his chapter "Education as a Social Process," he says the type of education offered in a community reflects the sociology of the community. Here the thesis of Slums and Suburbs is first stated. Americans are unique in their freedom to guide their destiny. Conant's definition of a leader is a "tough-minded idealist."³ Lectures, this time delivered at the University of Virginia, including

as the third lecture his famous address before the American

¹Conant, James B., Education in a Divided World. Cambridge: Harvard University Press, 1948.

²Conant, op. cit., p. 18. Education and Liberty. Cambridge: Harvard University Press, 1953.

³Conant, op. cit., p. 52.

talks about the conflict between public education for all and educating for excellence. This problem is not insoluble, but does become more difficult when the ingredient of racial prejudice is added.

The fifth section of Education in a Divided World reviews the contributions to a general education made by three fields; 1) the humanities, 2) the study of man, and 3) the natural sciences. Conant advocates the inclusion of these three disciplines in the high school curriculum, to prepare young people for the present ideological conflict.

The last four chapters of Conant's third book advocate strengthening the high school program and increasing guidance in order to overcome the differences present in the backgrounds of publically educated students. He reiterates his demand for federal aid to education, as well as for more two year colleges. He wants to bring up to a satisfactory minimum all elementary and secondary schools as regards plant and teachers. He is concerned with teachers' salaries and the ratio of students to teachers.

Education and Liberty¹ is another compilation of lectures, this time delivered at the University of Virginia, including as the third lecture his famous address before the American school plan, the work-study program, and the identification

¹Conant, James B., Education and Liberty. Cambridge: Harvard University Press, 1953.

opposition to federal aid to private and parochial schools, a position which had immediate repercussions. He endorses

Association of School Administrators, originally given at Boston in 1952. The subjects covered are again broad. Conant first discusses British education, then the American, New Zealand and Australian education systems. These three countries were chosen because they all were once English colonies. The significant differences among these four countries occur at the secondary level, because of what comes after high school. In England, New Zealand, and Australia children from age thirteen to seventeen, still in school, are taking a pre-university course. In America, where we have both stricter child labor laws and a higher percentage going to college, one finds more thirteen to seventeen year olds in school, but not necessarily engaged in the college preparatory course. The second third of Education and Liberty tells both of the uniqueness of the American college and how it differs from the European university. The book concludes with a chapter of recommendations for the future. Dr. Conant reiterates some of his earlier ideas, but also goes on to new ones. He advocates no expansion in number or size of present four year colleges. He wants a new emphasis on two year colleges. He speaks of strengthening the comprehensive high school plan, the work-study program, and the identification and challenging of talented youth. He comes out strongly in opposition to federal aid to private and parochial schools, a position which had immediate repercussions. He endorses

the American public high schools as unique institutions and worthy of a community's total support. "They are an American invention." Conant concludes with "We must endeavor to combine the British concern for training the 'natural aristocracy of talents' with the American insistence on general education for all future citizens."¹ This book clearly looks forward to similar premises in the American High School Today.

Six years and another collection of essays entitled The Citadel of Learning intervened before Conant, working under a Carnegie Grant, completed his study of the American high school. The American High School Today² centers on the comprehensive school which has programs for all the youth of the community. The book does not touch on large cities (over 100,000 population) or small towns (under 10,000 population). A good comprehensive high school should "1) provide a general education for all future citizens, 2) provide good elective programs for those who wish to use their acquired skills immediately on graduation, 3) provide satisfactory programs for those whose vocations will depend on their subsequent education in a college or university."³ The suburban high school was not considered by Conant to be comprehensive, i.e. it offers little or no practical training, so was not dealt with in The American High School Today.

¹Conant, op. cit., p. 19.

¹Conant, op. cit., p. 87.

²Conant, James B., The American High School Today. New York: McGraw-Hill Book Co., Inc., 1959.

³Conant, op. cit., p. 17.

Only eight of the 104 schools observed fulfill this the
require checklist¹ was devised to measure the 103 high schools
visited. The list centered on four areas:

- A. Adequacy of general education for all as judged by:
 1. Offerings in English and America literature learning as and composition [one half time spent on composition activity]
 2. Social studies, including American History [three years including one year of Problems of Democracy]
 3. Ability grouping in required courses importance
- B. Adequacy of nonacademic elective program as to a fre judged by:
 4. The vocational programs for boys and commercial
 5. Opportunities for supervised work experience
 6. Special provisions for very slow reader [those who in the ninth grade are reading at sixth grade level or below]
- C. Special arrangements for the academically talented history students: [top 15%]
 7. Special provisions for challenging the highly gifted [top 3% should have four years of one foreign language, four years of math., three years of science]
 8. Special instruction in developing reading skills
 9. Summer sessions from which able students may profit
 10. Individualized programs (absence of tracks or rigid programs)
 11. School day organized into seven or more instructional periods
- D. Other features:
 12. Adequacy of the guidance service [one counselor for every 300 students]
 13. Student morale
 14. Well-organized homerooms [cross-section of ability, kept together throughout high school]
 15. The success of the school in promoting an understanding between students with widely different academic abilities and vocational goals (effective school interaction among students).

¹Conant, James B., The Citadel of Learning. New Haven: Yale University Press, 1956.

²Conant, op. cit., p. 19.

³Conant, James B., The Revolutionary Transformation of the American High School. Cambridge: Harvard Univ. Press, 1959.

⁴Conant, James B., The Child, The Parent, and the State. Cambridge: Harvard Univ. Press, 1959.

Only eight of the 109 schools observed fulfilled his requirements. of the book, stresses the need for either improve The Citadel of Learning¹ mentioned heretofore was published in 1956. The title lecture defines a citadel of learning as a university which is "engaged in a creative activity whose product each one hopes will have significance for a long time."² He stresses the university's importance to a free nation. The Inglis lecture Conant gave at Harvard was later published as a book and given the title of The Revolutionary Transformation of the American High School.³ It traces the history of the high school from 1901 to the present: from an institution which graduated 9% of the youth who started the four year academic program, to one which has 66% graduating from a comprehensive program. Conant's third publication to appear in the year 1959 was his book entitled The Child, the Parent, and the State.⁴ The first of four parts bears the title of the book. It reviews the relationship between education and the state in the following countries: Russia, England, Germany, and America. The book points out that the American parents have the greatest voice in their children's education.

¹Conant, James B., The Citadel of Learning. New Haven: Yale University Press, 1956.

²Conant, op. cit., p. 6.

³Conant, James B., The Revolutionary Transformation of the American High School. Cambridge: Harvard Univ. Press, 1959.

⁴Conant, James B., The Child, The Parent, and the State. Cambridge: Harvard Univ. Press, 1959.

"Education in the Second Decade of a Divided World," the second quarter of the book, stresses the need for either improved state taxing machinery or enlarged congressional appropriations for education.

The third part of Conant's book deals with "The Citizen's Responsibility." It anticipates some of the problems extensively dealt with in Slums and Suburbs. These would include the challenging of the academically talented students and the provision for adequate vocational training. Conant asks that the citizen be aware of his local educational opportunities, and be ready to support any needed improvements.

The fourth part of the book duplicates the earlier Inglis lecture on "The Revolutionary Transformation of the American High School."

In 1960, Recommendations for Education in the Junior High School Years¹ was published by the Educational Testing Service. Conant calls it a memorandum to school boards. It is brief but quite specific. The book discusses various elementary, junior high and senior high organizational plans, but thinks they do not really matter. What does matter is the hiring of specially qualified teachers for the thirteen to fifteen age group and providing for a counselling staff with a recommendation of one counsellor per 230 students.

¹Conant, James B., Thomas Jefferson and the Development of American Public Education. Berkley, California: Univ. of California Press, 1962.

²Conant, James B., Recommendations for Education in the Junior High School Years. Princeton, N.J.: Educational Testing Service, 1960.

He says that the course of study in junior high school (grades 7 and 8) should include English, mathematics, science, art, music, physical education (in a gymnasium in northern climates), home economics and industrial arts, with foreign language and the "new mathematics" for the more academically capable. By the ninth grade even the poorest reader should be at sixth grade level. He recommends that extra-class activities (assemblies, clubs, etc.) and homework be integrated with the academic program. A good library, auditorium, shops and home economics rooms are a necessity. Fifty professional staff members to every 1,000 students is advocated. Conant first talks about the importance of administrative articulation vertically as well as horizontally, a theme he was later to develop in Slums and Suburbs.¹ is a definite outgrowth of the author's

The most recent of Conant's books is entitled Thomas Jefferson and the Development of American Public Education.¹

It, too, is a collection of lectures, this time delivered at the University of California. The first two parts review Jefferson's educational ideas, the third and last section discusses "the providing of opportunity for free education at all levels for carefully selected boys without funds."² The last lecture relates Jefferson's ideas to the present day in which

¹Conant, James B., Thomas Jefferson and the Development of American Public Education. Berkley, California: Univ. of California Press, 1962.

²Conant, op. cit., unnumbered preface.

he states that it is only since the Second World War that we have begun to fulfill Jefferson's third and fourth proposals, those dealing with selective state scholarships.

In reviewing Conant's earlier work one sees the antecedents to many of the ideas in Slums and Suburbs. His concern for the terminal student in both the city and suburb can be seen throughout his writings, whether he expresses his concern by advocating a general education for the majority of the students or by pointing out the inequalities to be found in American education. Again, his concern for the terminal student is seen in his awareness that American education can be a social leveler. In specifics, such as suggesting better work-study programs, the terminal student is the center of his considerations. So it is that Slums and Suburbs is a definite outgrowth of the author's earlier works.

for further study will be outlined, the importance of following up on the Ford Foundation CHAPTER THREE will head the list. This is important experimentation. Urban areas will unquestionably await the results of these studies.

RELATED STUDIES

The review of related studies which follows may seem fuller than need be. Because so little has been done nationally on urban human renewal and because a city like Hartford, Connecticut, is just embarking on such a program, it is important to study what other cities are attempting. For instance, Hartford's new superintendent of schools, Kenneth Meinke¹, thinks all schools in Hartford should be community schools. To understand what may be the direction of Hartford's education program, it is helpful to look at New Haven's "Opening Opportunities" program, which centers on strong community schools. To illustrate further, Superintendent Meinke says that children should be under the care of their mothers until kindergarten age. He does not advocate pre-school education. The Baltimore project, on the other hand, utilizes nurseries to prepare slum children for school.² Some of the most interesting urban education experimentation is going on now with the help of Ford Foundation grants. Most of these projects have just been formulated so no evaluation is possible. In the final chapter of this thesis, when the need

¹ "Opening Opportunities." New Haven's Comprehensive Pro-

¹Interview with Kenneth Meinke, January 1963.

²See p. 22, infra.

for further study will be outlined, the importance of following up on the Ford Foundation studies will head the list. This is important experimentation. Urban areas will unquestionably await the results of these studies.

"Opening Opportunities,"¹ the Ford Foundation's New Haven project, is the one nearest to Hartford. It does not involve the suburbs in the core city's problems. The project is centered on urban renewal through coordinating all services in seven neighborhood slum schools. These schools are to be year around facilities, open twelve to sixteen hours a day. They will house health clinics, family counselling, legal aid, employment counselling and a neighborhood library. A new division of grades will be initiated; primary schools serving kindergarten to fourth, intermediate schools for fifth to eighth; high schools for ninth to twelfth.

The educational program is a six pronged affair. The first part centers on an effort to attract and keep good teachers. The concept of the helping teacher, who will teach part-time, but also will conduct demonstration classes, lead teaching teams, work on curriculum, and appraise pupil progress and teacher performance, is to be developed. The position of helping teacher is to be used to reward a good teacher without making

A pre-kindergarten program is planned, involving three and

¹ "Opening Opportunities." New Haven's Comprehensive Program for Community Progress, April, 1962.

¹ "Opening Opportunities." *op. cit.*, p. 12.

him an administrator.icipating in a nursery program which is

The second part of the educational program centers on reading. One out of every three children in the first eight grades in New Haven is presently reading below his grade level. More reading teachers are needed, plus in-service training in the teaching of reading. made for in-service training via T.V.

A strong six weeks summer school program is the third part of "Opening Opportunities" educational division. Hartford has just begun a similar program. New Haven's summer school will be open to those in the fourth through the tenth grades. No marks, no examinations and no credits will be given. The summer session is totally for enrichment, remediation, experimentation and public relations. Teacher recruitment might be aided by offering eleven month employment. The suggested four hour per day curriculum includes history, botony, geology, public speaking, corrective gym and leadership. ble to profit from

The fourth part of New Haven's Ford sponsored project is a "higher horizons" program, adapted to local conditions. The "higher horizons" program is not well defined in the report, but if "properly executed, it could become the most important single factor in the development of an improved educational program."¹ Hartford has such a program in one slum school. be centered in

A pre-kindergarten program is planned, involving three and four year olds and their mothers two mornings each week. While lon

¹ "Opening Opportunities." op. cit., p. 12.

The children are participating in a nursery program which is definitely a school preparative, the mothers will attend home-making classes. The sixth part of the education program involves acquainting the teachers with the curriculum and the sociology of New Haven. Provision will be made for in-service training via T.V., accumulating a good professional library and finally preparing teachers to teach in New Haven by working with the nearby teachers' colleges. The second large division of "Opening Opportunities" centers on employment. This also affects educational planning. The schools' guidance program goes on a year-round basis and extends its "clientele" to include all children up to twenty-one years of age. Slums and Suburbs recommends a similar program. A work-study program is to be instituted for the bottom 20% of each class, those who are thought unable to profit from regular classroom experiences. Both job retraining and post-high school technical training are to be used for those who get a job upon graduation, work awhile, become dissatisfied and realize they need more training. The community schools implement the fourth part of "Opening Opportunities." Leisure-time activities are to be centered in these schools. Such activities would include after school gymnasium, programs in dance, art, and music, clubs, and organization

meetings for all ages. Community services are to be coordinated through neighborhood service directors: legal aid, home improvement, newcomers welcome, etc. These services will be administered through the community schools.

The New Haven project answers many of the recommendations of Conant's Slums and Suburbs. It is by far the most comprehensive of the Ford programs. It will bear close watching.

The second Ford Foundation sponsored "Grey City" type project is now under way in Baltimore. The city's need for urban renewal is so great that the leaders in education decided to focus on one facet of the problem when asking for the Ford grant. The preparation of pre-schoolers and their parents for elementary school by enrolling the children early is under way. The title of the project is HELP.¹ The project is intended to run for three years and will establish four centers, each serving thirty culturally deprived four and five year olds. Each center will be staffed by a "teaching team" consisting of a primary teacher, an assistant teacher, an aide and a volunteer mother. The centers will be in existing school quarters. The project HELP will focus on both academic skills (language and communication) and raising cultural horizons.

HELP was developed under the supervision of Dr. Martin Deutsch, director of the Institute for Developmental Studies of the New York Medical College, who is also the author of the third

Deutsch, Martin. "The Disadvantaged Child and the Learning Process: Some Psychological and Developmental Considerations."

¹ "An Early School Admissions Project." Baltimore City Public Schools, July 1, 1962.

Grey Areas Report to be considered in this section.¹ Dr. Martin's Deutsch's thesis "is that the lower-class child enters the school situation so poorly prepared to produce what the school demands that the initial failures are almost inevitable, and the school experience becomes negatively rather than positively reinforced. Thus the child's experience in school does nothing to counteract the invidious influences to which he is exposed in his slum, and sometimes segregated, neighborhood."² Deutsch goes on to say that a middle class background does not necessarily foster development, but a slum background, with its lack of father image, little individual action and stimulus deprivation, causes its product to have a lower experience age than his chronological age. He suggests that this experience age be utilized in arriving at norms in tests. Deutsch discusses the various forms of deprivation found in slum children: auditory and visual discrimination, time concept, memory, expectation of reward for performance and task completion, adult-child dynamics, and language. "The remedy for such a situation would be to put emphasis on perceptual training for these children in the early school, or, better, pre-school years, combined with a more gradual introduction of language training and requirements."³ Dr. Milton Senn of Yale University wrote, after visiting

¹ Deutsch, Martin, "The Disadvantaged Child and the Learning Process: Some Psychological and Developmental Considerations." Lawrence Alumnae Magazine, Vol. 28, No. 1, Fall 1962, p. 2.

² Deutsch, op. cit., p. 20.

³ Loc. cit.

Russia's pre-school educational facilities what may be America's reaction to Deutsch's paper and the Baltimore project.

In contrast with the Russian conviction about the usefulness of nursery schools, in our country educators are still quibbling about the educational value of day care centers and pre-school nurseries, and theologians continue to fight the establishment of these schools because they fear they will interfere with a parent's opportunity and privilege of educating his own children. The politician eagerly joins the theologian in postponing the establishment of new and better nursery schools and day care centers on the basis of the costs and influence on the tax rate.¹

The excerpt from Dr. Senn is interesting in the light of Hartford's Superintendent Meinke's comment that children should be under the care of their mothers until kindergarten age.²

Earlier Ford sponsored projects were in Washington, San Francisco, Milwaukee, Detroit, Pittsburgh, Buffalo, and Philadelphia. Most of these were mentioned in the chapter in Slums and Suburbs on "Curriculum and Organization." The programs center on gaining parental cooperation, re-educating teachers to the city's new demands, and orienting "in-migrant and transient" children to the city. Additional staff made available by the Ford money, includes social workers, school psychologists, project directors and researchers, and team teachers and leaders.

It is interesting to contrast the Ford sponsored programs where no evaluation is yet possible with the ones in New York St. Louis, Tucson and Kansas City, as these four programs have

The program is based on two assumptions:

¹ Senn Milton, J.R., "Education - East and West." Sarah Lawrence Alumnae Magazine, Vol. 28, No. 1, Fall 1962, p. 2.

² See p. 18, supra.

² Ibid

attacked the problem of the slum child's education, utilizing local resources. For these programs some evaluation is possible.

The Banneker program in St. Louis is most important to those concerned with education in Hartford. The higher horizons program, now in effect at the Wish School, Hartford, while taking its name from P.S. 43's program in New York, is in philosophy, more nearly like the Banneker plan. Hartford's higher horizons is non-selective, taking all children at the beginning of their school career. In New York, P.S. 43, a Junior High, does not start until the seventh grade and is selective.

St. Louis is divided into five school administration districts. The Banneker school district comprises nineteen schools serving a predominantly Negro area. Under the leadership of Samuel Shepard, Jr., assistant superintendent of schools, the Banneker district has made a giant effort to "raise academic achievement of culturally disadvantaged children."¹ The program now has operated for five years, involving 16,000 children, 500 teachers, twenty principals, two general consultants, and, of course, Mr. Shepard. He writes modestly of the results:

For the first time in our District, pupils leaving the eighth grade and entering high school have reached or exceeded the national norms in the important tool subjects, reading and language, and have just missed the national norm in arithmetic by one month.²

The program is based on two assumptions:

¹ Shepard, Samuel, "Efforts in the Banneker District to Raise Academic Achievement of Culturally Disadvantaged Children." January, 1963.

² Ibid.

1. That I.Q. scores as they are currently arrived at are not truly indicative of either the capacity for or the likelihood of academic achievement of pupils.
2. That sufficiently strong and appropriate motivation rather than drastic alterations in current instructional techniques and curricular offerings can change academic apathy to energetic school activity leading to achievement.¹

To effect the program, cooperation was needed from the teachers, parents, pupils, and the community. The "Parents' Pledge of Cooperation" is an illustration of one way in which the parent help was sought. (See appendix)

Conant, in Slums and Suburbs, reports on a city-wide attack St. Louis is making on the reading problem.² This, no doubt, is a great asset in the Banneker District. Children, who show they would have difficulty in reading in the fourth grade, are placed in so called "Rooms of Twenty" in the third grade. Special teachers are given freedom to work on the language arts and arithmetic. Fourth through sixth grades are served by five reading clinics in the city. A child, having difficulty, attends a clinic for upwards to two years, two or three times a week.

Martin Mayer writes, in his book The Schools, of the work being done at the Central School in Kansas³ to raise the sights of slum children. "Anything wrong with the home environment was to be kept out of the school."⁴ This is an interesting statement. Many of the Ford sponsored projects center on involving the slum

¹Ibid.

²Conant, James B. Slums and Suburbs. N.Y.: McGraw-Hill, 1961, p.57.

³Mayer, Martin, The Schools. N.Y.: Harper Bros., 1961.

⁴Mayer, op.cit., p. 120.

out mention of the higher horizons program in New York.

parent in public education. Instead, the emphasis in Kansas City is on competition within the school. Both academic and athletic prowess are rewarded. The results are good. The percentage of graduates going on to college has risen from 15% (when it was an all-white high school) to 40%. No mention is made of additional guidance or remedial reading teachers. The only decision was that the standards of the old school would not slide. was no longer effective. This was illustrated by

Another lower class school, reported by Mayer, is in Tucson, Arizona. Pueblo High School's success "has been built by the accretion of details rather than by the hammering home of a philosophy; and most of the details were contributed by the teaching staff."¹ The staff, according to Mayer, has developed excellent mathematics and language programs. The school is built on the belief that any child can become interested in something academic. Contrary to Conant's recommendation in Slums and Suburbs calling for many short periods to provide for fulfillment of an increase in credits for graduation, the classes in Tucson are seventy-five minutes long and meet four times a week. For poor readers, English is blocked with social studies under the same teacher for an even longer period of time. For the gifted seniors, a program of seminars has been devised allowing independent work three or four periods a week.

A review of related urban studies would be incomplete with-
majors, twenty-eight with averages of 80% or higher. The median

¹ Mayer, op. cit., p. 133.

out mention of the higher horizons program in New York.¹ It, too, has been in existence long enough to be evaluated. This is the original Higher Horizons Program at Junior High 43 and George Washington High School. It started off in 1957 under the title of a "Demonstration Guidance Project." The 1954 Supreme Court ruling precipitated the new effort. New York City educators realized, because of residential segregation in the North, they had segregated schools also. Education in slum areas was no longer effective. This was illustrated by the fact that the I.Q. level, in many cases, decreased under tutelage. Also, only one out of every 100 Negroes graduating from high school in 1954 was judged to be college material.

The Demonstration Guidance Project is selective, accepting only students with some discernable ability. Initially; half the student body of P.S. 43 was included -- 717 students. Teachers of remedial reading, mathematics, foreign languages, and educational and cultural subjects were added to the staff. So, too, were a part-time psychologist, psychiatrist and social worker.

When the Higher Horizon children left P.S. 43 to go to George Washington High to compete with non-project children, evaluation became possible. In the past, only five of the 105 students from P.S. 43 had passed their academic subjects in their first year of high school. Of the 101 students who had had three years under the project, fifty-eight passed their majors, twenty-eight with averages of 80% or higher. The median

¹ B.J. Chandler, Lindley J. Stiles, and John Kutsuse, editors, *Education in Urban Society*. New York: Dodd, Mead & Co., 1962, p. 100.

¹ "Demonstration Guidance Project Junior High School 43 Manhattan and George Washington High School." Third Annual Report, 1958-59, Bd. of Educ. of the City of New York.

I.Q. of the Higher Horizons group was raised ten points, research from 92.9 to 102.2.

The 75% who do not go on to college are helped in finding a vocation. The combined drop-out and transfer rate has been lowered from 50% to 25%. The extra cost per pupil is fifty dollars per child, per year.¹ Some of this cost is being underwritten by the National Defense Education Act, under the provision for guidance. Higher Horizons has been expanded to forty-four additional New York schools.²

Little is written on the shortcomings of suburban education. The problems are not dramatic enough. Education in Urban Societies does contain a pertinent report by David Minar on "School, Community, and Politics." He points out that, in suburbia, "the school system offers a likely arena in which the suburban resident may seek community"³ as local politics and business have little importance in this setting. The seeking of community as evoked by the schools is certainly shown in Slums and Suburbs. Too often this interest takes the form of unrealistic aspirations for one's children.

The last chapter⁴ of Education in Urban Societies provides a final suggestion to add to the studies previously reviewed. It tells of the work of the Greater Cleveland Area Research Council.

¹Mayer, (1961), op. cit., p. 128.

²Rowan, Carl, "A Road Out of the Slums." Saturday Evening Post, undated reprint, 1961.

³B.J. Chandler, Lindley J. Stiles, and John Kutsuse, editors, Education in Urban Society. New York: Dodd, Mead & Co., 1962, p. 100.

⁴Chandler, op. cit., p. 262.

Here urban and suburban schools have joined together for research and development, perhaps realizing urban and suburban schools share many of the same problems. The work is financed by contributions from local business and industry. The Council has already produced an excellent modern mathematics program.

In summary, a review of studies related to Slums and Suburbs demonstrates the range of efforts being made to improve the slum child's education. The suburb's special "minority," the terminal student, has received little attention.

The projects with the slum child vary in approach from New Haven and Baltimore's pre-school programs involving the mother, to the Kansas City approach which says that the students' home environment is to be kept separate from the school experience. However all these programs depend on strengthening teaching in the core subjects, particularly reading. Only one, the New Haven community school, meets Conant's recommendation for bettering the slum child's transition from school to job.

The task now remains to look closely at a medium sized city and its suburb in order to ascertain the extent of the applicability of Conant's Slums and Suburbs to such a metropolitan area. As indicated in the "Introduction" to this study,¹ Hartford and West Hartford, Connecticut, have been chosen for this purpose and the chapters which follow preserve the exact order of Conant's investigation. For clarity, the original headings used by Conant are retained, and to each title is appended the specific community to which the subject is here applied.

¹ See pp. 1,2 supra.

Hartford's Negro population. SLUMS AND NEGRO EDUCATION IN HARTFORD all population has decreased for the city. (See TABLE I, p. 33.)

In Chapter One of Slums and Suburbs, Conant writes about the city slums and Negro education in New York, Chicago, Detroit, Philadelphia, and St. Louis. He enumerates the factors which come between a slum child and his education. Some of the factors are the high residential mobility of the family, inability to score well on I.Q. tests, overcrowded schools, language problems for the Puerto Rican child, and general social disorganization as is demonstrated by poor court and mental health records. He emphasizes the importance of a good reading program as basic to all education. He reminds the reader that Negro neighborhoods vary as does the ability of parents everywhere to provide a good environment for learning. He concludes by advocating that where de facto segregation exists that energy would be better expended in strengthening the Negro schools rather than in transporting children to effect integration. Hartford, Connecticut, shares many of the problems outlined above. Kenneth Meinke, Hartford's superintendent of schools, has presented some of the facts about the city's Negro minority, residing for the most part in the North End.¹ He spoke of Hartford's four to square miles of slum (the total area of the city is seventeen square miles), saying that while the Negro population is lower than either New Haven or Bridgeport, it is compressed into a smaller area.

¹ Address before the Junior League of Hartford, January 16, 1963. Committee, from Reports and Recommendations of Special Committees, October 4, 1962.

TABLE I

Hartford's Negro population has increased while the overall population has decreased for the city. (See TABLE I, p. 33.)

Superintendent Meinke told of Negro education locally. There are six elementary schools serving the North End, with a seventh sorely needed. In the average sixth grade in this section there are 111 children. Sixty-seven of these will have come from broken homes. The families of thirty-two of the students will be found to be on welfare. Psychological testing will be needed for thirty-three of the children. Thirty students will have health problems. Thirteen will be in need of a speech therapist. The school social worker will have to assist twenty-three students. Eighteen of them will have business with the Juvenile Court. Seventeen will be considered behavior problems. Academically, seventy will be below grade level in mathematics, while the reading level will range from one year and one month to five years and two months. In one of the North End schools, the average I.Q. in the eighth grade will be 84.1.

To show the degree of overcrowding in the six slum elementary schools, Meinke said there are 6,000 students within the four square miles of the North End. A comparable area in size in the southern part of the city contains only 2,000 school children. Meinke concluded, "We have hosts of human beings in this community who want to live respectably and wholesomely. We have before us, therefore, a purpose about which we cannot afford to be neutral."

The Five Year Capitol Improvement¹ plan of the Board of Education

Owens, Tom, "A Report on the Analysis of the 1960-50-40-30 Census Data for Community Renewal Program." January, 1963. Excerpts.

¹ "Five year Capitol Improvement Program 1963-64." Building Committee, from Reports and Recommendations of Special Committees, October 4, 1962.

TABLE I

POPULATION CHANGES IN HARTFORD, CONNECTICUT, 1930-1960

A. Decrease in Percentage of Hartford's White Population¹

Census	White	Non-White	% Non-White
1950	164,607	12,654	7.1
1960	137,027	24,855	15.3
Change	- 27,580	+12,201	

B. History of Negroes in Hartford

School	Total Housing Units	Negro Occupied	% Negro Occupied
1940	13,436	1,746	13%
1950	15,650	2,619	17%
1960	16,590	6,092	36%

C. Negro Resident Births by 5-Year Intervals in Hartford

Year	Negro Births
1940	165
1945	233
1950	453
1955	730
1960	960

Note:

Along with Providence, Worcester, and New Haven, Hartford has suffered population losses

1930 164,072
 1940 166,267
 1950 177,397
 1960 162,178

On the other hand, the capitol region population has increased twenty-seven percent in the last ten years.

¹ Owens, Tom, "A Report on the Analysis of the 1960-50-40-30 Census Data for Community Renewal Program." January, 1963. Excerpts.

¹ "Year of Construction of School Buildings by Units." Research Dept., revised May 1962.

gives the facts on overcrowding in the schools which serve the Negro children in Hartford. (See TABLE II, p. 34.) Two schools, Wish and Barbour, are not now overcrowded. With the addition of an eighth grade next year the Wish School will be too small.

census is to be found in TABLE II. End. Except for deliberately

FACTS ON OVERCROWDING IN HARTFORD'S NORTH END SCHOOLS

School	Optimum Capacity	1952-53	1955-56	1958-59	1961-62	Est. 1966-67
Arsenal	1380	1393	1382	1546	1570	----
Barbour	580	276	507	487	540	----
Barnard-Brown	1000	757	741	856	1133	----
Brackett	1000	1116	1459	1603	1194	----
Wish	1000	----	----	----	797	----
Vine	760	794	809	897	999	----

Total from the North End, neglected children made wards of the North End Schools 5720 4336 4898 5389 6233 7100

Only one of the schools listed in TABLE II is completely new, viz: the Wish School. The Barbour School has an addition erected in 1956, but the main part of the building was constructed in 1930. Arsenal has been added on to six times. The average building age is fifty-one years. For Barnard-Brown, the average age of the three parts of the building is thirty-four years, for Brackett's seven parts - fifty-eight, and for the Vine Street's two sections, thirty-seven years.¹

In Hartford's slum the elementary schools reinforce the crowded Negro housing situation. Facilities for education are

¹ "Year of Construction of School Buildings by Units." Research Dept., revised May 1962.

Interview with Thomas A. Bodine, Treasurer of the Hartford Housing Authority, February 1, 1963.

old, not integrated, and overcrowded. Don O. Noel, Jr., in his series of four articles for the Hartford Times on Hartford's Negro Ghetto gave the facts.¹ Four-fifths of the housing called "dilapidated, not safe for adequate shelter" by the 1960 United States census is to be found in the North End. Except for deliberately integrated Hartford public housing, all but 187 Negro families live within the confines of the ghetto. One out of every seven Hartford residents is a Negro, yet only one Negro in forty-five lives outside the North End. Noel went on to describe the burden this area imposes on Hartford: Negroes comprise 40% of Hartford's welfare cases, Puerto Ricans another 20%, school social workers have two to three times as many emotionally disturbed children coming from the North End, neglected children made wards of the state are four times as common among Negroes as among Hartford's white residents. Last year (1962) when the Board of Education provided home instruction for nineteen pregnant girls, sixteen of them came from the North End. Noel pointed out that social disintegration does occur outside the Negro Ghetto, but is more likely to be handled by the people involved, not by a welfare agency.

The distribution and location of public housing in relation to the Negro population is graphically revealing. (See MAP A, p. 3.) Ten per cent of all housing in the city is public, being either state or federally built.² This is a very high percentage

¹ Hartford Times, September 22, 1962.

² Interview with Thomas R. Bodine, Treasurer of the Hartford Housing Authority, February 1, 1963.

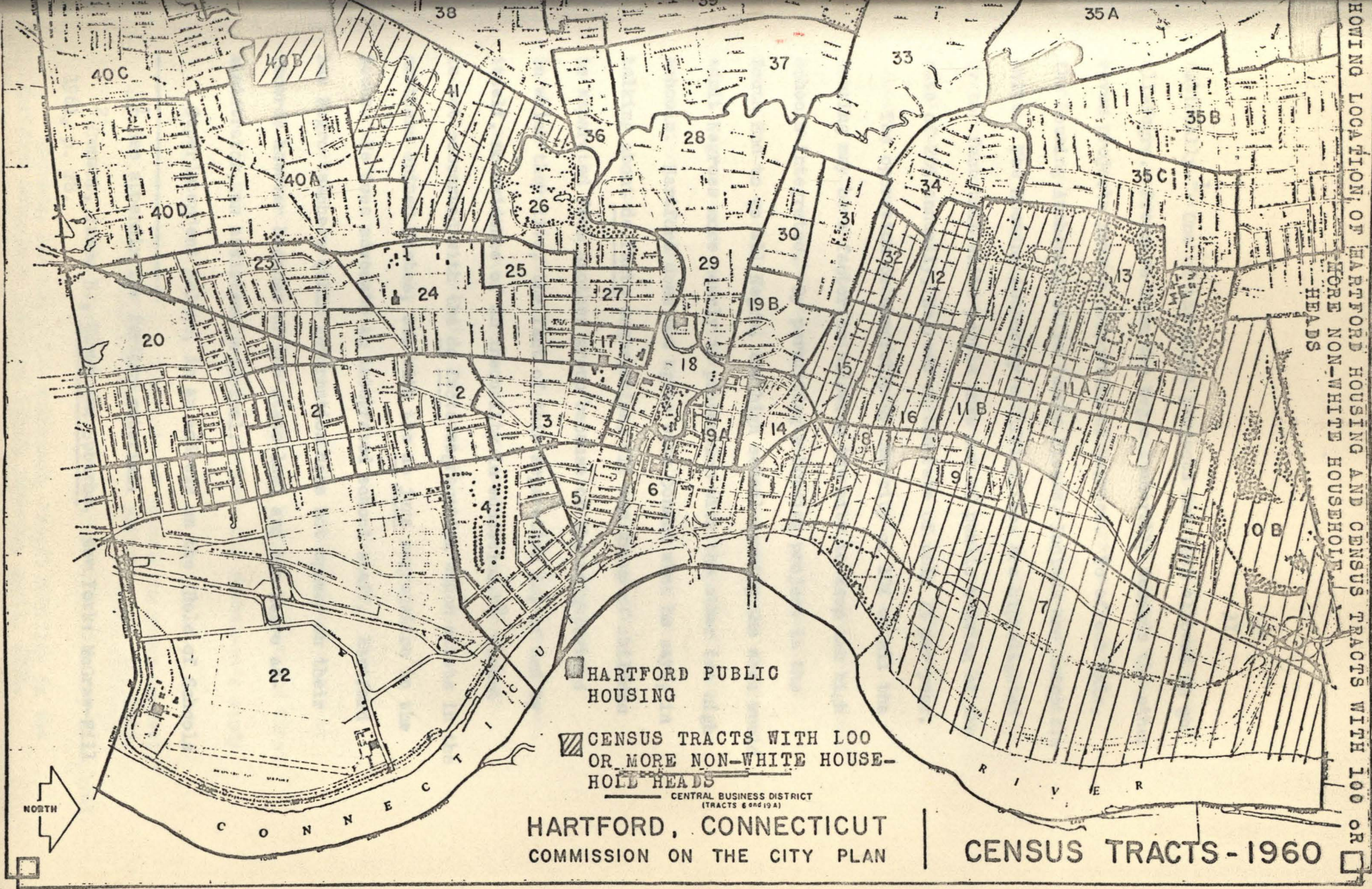
CENSUS TRACTS - 1960

HARTFORD, CONNECTICUT
COMMISSION ON THE CITY PLAN

CENSUS TRACTS WITH 100 OR MORE NON-WHITE HOUSEHOLDS

CENTRAL BUSINESS DISTRICT





HOWING LOCATION OF HARTFORD HOUSING AND CENSUS TRACTS WITH 100 OR MORE NON-WHITE HOUSEHOLD HEADS
 MAP A

■ HARTFORD PUBLIC HOUSING
 ▨ CENSUS TRACTS WITH 100 OR MORE NON-WHITE HOUSEHOLD HEADS

CENTRAL BUSINESS DISTRICT (TRACTS 8 AND 19A)

HARTFORD, CONNECTICUT
 COMMISSION ON THE CITY PLAN

CENSUS TRACTS - 1960

nationally.¹ One of the eight projects has been allowed to go all-Negro. Pressure from the Negro leadership demands the other seven projects have a proportion of Negroes. To effect this, the Housing Authority calls Puerto Ricans, Indians and Orientals white. The Housing Authority's difficulties are high-lighted by the fact that white people move out of public housing at the rate of 26% annually, Negroes at the rate of only 7% per year.

The operation or ownership by the city of 10% of all the housing may be a factor in allowing the city to keep the high schools integrated. By permitting a housing project in the South End to go all Negro, the high school serving the area would admit Negroes more nearly in proportion with the other two high schools. Hartford does not agree with Conant when he says, in talking about de facto segregation, "If one group of children is separated from another group because of the neighborhood in which they live, the fact of this separation is, of and by itself, no evidence of an inequality in education."² Conant is not concerned with the de facto segregation which exists in the northern United States, but with the de jura segregation in the South. He does advocate an integrated school staff. Hartford has Negro teachers (this information does not appear on their records however because of the state law) and one Negro administrator, an assistant principal.

Superintendent Meinke, in an address on the "Role of Schools

¹ See appendix for further material. *Walters*, Nov. 16, 1962.

² Conant, James B., Slums and Suburbs. New York: McGraw-Hill, 1963. 1961, p. 28.

McCann, Leo and Jules Nathanson, "Pupil Mobility in the Hartford Schools." *Hartford Public Schools*, April, 1958.

in Human Renewal"¹ given before the Greater Hartford Community Council, spoke of "plans for new schools which should be so located as to provide for more racial integration." Robert Bartels, city planner, spoke² of the school administration's behind the scenes work to effect school integration now. Hartford Public High School has a Negro enrollment of 22%. Weaver High School is around 34% and increasing rapidly. Bulkeley, located in the predominantly white South End, has a very low Negro enrollment. Besides using city-run housing to bring about integration, Bartels claims the same result can be achieved by offering college-bound students Advanced Placement at Weaver High School which would draw white children to a school with a high Negro enrollment. To make room for this college-bound group, many of the present Weaver High Negroes might be encouraged to enroll in a new work-experience program which could be offered at Bulkeley High School. All this, of course, would mean additional transportation costs but savings might be effected by centralizing Advanced Placement and work-experience programs in one high school.

The high residential mobility of the students' families in slum areas is another factor in Negro education mentioned by Conant in his first chapter of Slums and Suburbs. Hartford first became alarmed about it in 1958.³ McCrann and Nathanson's study

¹ Meinke, Kenneth L., "The Role of Schools in Human Renewal." Reported in the Hartford Times by Hugh McEvers, Nov. 16, 1962.

² Interview with Robert Bartels, Hartford City Planner, Jan., 1963.

³ McCrann, Leo and Jules Nathanson, "Pupil Mobility in the Hartford Schools." Hartford Public Schools, April, 1958.

at that time yielded the following facts:

September 1957 to January 1958 of a total enrollment of

21,503:

- 303 pupils entered Hartford from out of state
- 264 pupils entered Hartford from other Connecticut towns
- 620 pupils entered another school within Hartford
- 277 Hartford pupils left to go out of Connecticut
- 585 Hartford pupils left to go to another town in Connecticut

In a more recent study¹ made in May of 1962, Robert Miles, a "roving principal" in the Hartford Schools, evaluated the effect high residential mobility has on achievement and adjustment.

A child who has made three or more residential changes during his first six years of school was:

1. Below the intelligence, language and reading levels of those who did not change residence.
2. Two and a half times more apt to be held back a grade in elementary school. One in five repeated one elementary school grades of the non-mobile group.
3. Was more often referred to pupil services.

The Miles Report closes with recommendations for a decrease in pupil load for teachers in areas with a high residential mobility, and an increase in guidance, special services and classes.

Kenneth Meinke in his speech before the Community Council² in November stated: "Educators in Hartford have lived in a vac-

¹ Miles, Robert, "A Study of Intracommunity Mobility and Student Achievement and School Adjustment." Hartford Public Schools, May, 1962.

² Meinke, Kenneth L., "The Role of Schools in Human Renewal." Reported in The Hartford Times by Hugh McEvers, Nov. 16, 1962.

uum far too long." He asked for a full-time leader to coordinate the sociological problems before the city.

On February 14, 1963, it was announced¹ that the Hartford Foundation for Public Giving had given the Community Renewal Team of Greater Hartford \$70,000 to promote such a program. The Renewal Team at present is composed of a representative from the Common Council, the Board of Education, the Chamber of Commerce, the Labor Council, and the Community Council (a council formed of all the beneficiaries of the Community Chest).

The objectives of the urban renewal team numbered nine. Two of the objectives pertain to education.

1. A strong educational program which will encourage the optimum development of each individual attending the area schools.....so that each individual - regardless of race, color, or creed - might participate fully in the political, social, and economic life of Greater Hartford.

2. Extend employment opportunitiesby a strengthened guidance program, adoption of a work-study program, introduction of a technical curriculum, provision of job retraining program and ... a closer relationship between schools and business.

By June, 1963, the appointment of a coordinator had not been made.

Hartford has need of such a leader to coordinate the sociological problems before the city. The economic life has the leadership of the business community. Hartford has already received

urban renewal grants from the state and the federal government totalling \$32,500,000. These funds are being used to improve roads

² Conant, Slums and Suburbs, p. 2.

¹ Hartford Times, February 14, 1963.

and to upgrade business areas.¹ One hundred and thirty-six acres have been or will be affected. Many Negro families have been displaced, causing them to crowd the already overcrowded North End. The urban renewal situation reinforces what has already been said about slums and Negro education in Hartford, that the minority, in this case the Negro minority, lacks a place in the city's plan. ~~interests with their tendency~~ Conant, in the first chapter of Slums and Suburbs, warned of the very situation which seems to have developed in Hartford. He said that in terms of "financing of the school, the composition of the school board, the relation of the parents to the school," it is important for the city's leadership to live as well as work in the city.² What has happened in Hartford is well illustrated by the battle of the budget which was fought in the spring of 1963 and the schools suffered a two million dollar cut-back. A former insurance executive who lives in the suburbs represented the Chamber of Commerce at an education budget hearing. He praised the cut-back, saying it represented "a prudent view of Hartford's revenue potential and service needs."³

Slums and Negro education in Hartford has much in common with slums and Negro education in the larger cities. There are many

¹ "Renewal Projects Cost "300 Million." Hartford Courant, March 14, 1963.

² Conant, Slums and Suburbs, p. 2.

³ Hartford Times, February 5, 1963.

factors which come between a Negro child and his education. The ones which have been looked into in this chapter have been the overcrowded schools, the high residential mobility of the students' families, poor housing in the North End Ghetto, language problems for the Puerto Rican, de facto segregation, and the removal of the middle class to the suburbs leaving the business interests with their tendency towards economy, to deal with the urban blight. All these factors make it difficult for a slum child to have a successful school career. Poor test scores, low I.Q.s, repeating grades and a great increase in requests for pupil services results. Perhaps with the new turn in Hartford's renewal from just urban renewal to human renewal the city's slum and Negro education will see a new day.

CHAPTER FIVE

SCHOOLS AND JOBS IN HARTFORD

Hartford, too, has an out-of-school, unemployed youth problem. Chapter II in Slums and Suburbs, entitled "Schools and Jobs in the Big Cities," is concerned with the relationship of the urban student's school to his future employment. This relationship is particularly important in the case of the terminal student. Conant believes the slum school should "prepare a student for getting and keeping a job as soon as he leaves school."¹ He quotes the figure for out-of-school, unemployed youth in big cities. He is understandably alarmed when he finds in one city that 59% of the boys between the ages of sixteen and twenty-one are out of school and unemployed. He recommends that the public schools involve themselves in the problem by improving vocational training while the child is in school and by extending guidance facilities to serve him up to the age of twenty-one.² He stresses the importance of vocational training being related to the local job market. This training should not take the place of the core subjects essential to a good education but should rather supplement it.

To what extent are these observations of Conant's pertinent to a medium-sized city like Hartford, Connecticut?

¹Conant, James B., Slums and Suburbs. New York: McGraw-Hill, 1961. P. 2.

²Interview with Dr. Ellis Tocker, Director of Guidance and Pupil Services, Hartford School System. January, 1963.

²Stetler, Henry, "Comparative Study of Negro and White Dropouts in Selected Connecticut High Schools." State of Conn. Commission on Civil Rights, State Office Building, Hartford, Conn., 1959.

Hartford, too, has an out-of-school, unemployed youth problem. Thirty-three per cent of the children starting high school in the city do not complete the course.¹ There are at present 423 unemployed young people in Hartford between the ages of sixteen and twenty. Only seventy of them are high school graduates. The extension of the school census as advocated by the State Board of Education is reported in Tables III and IV. It is interesting to compare unemployment figures shown in these tables with the much smaller ones given in Tom Owens' analysis of the 1960 census for the Urban Renewal Project (see Table V, page 47).

The State of Connecticut's Commission on Civil Rights put together a study in 1959 on Connecticut's dropouts, entitled "Comparative Study of Negro and White Dropouts in Selected Connecticut High Schools".² The study is based on the records of 234 Negro dropouts and a corresponding number of white dropouts. 400 non-dropouts (200 Negro and 200 Whites) were also studied. The children were from twelve different high schools and junior highs, including schools in Hartford.

The findings of this dropout study pointed to a great disparity between the races. The Negro had a 60% greater dropout rate, occurring at a younger age. The Negro child-

Extension of the School Census. Recommended by the Connecticut State Board of Education. Executed by the Hartford Board of Education Research Department.

¹Interview with Dr. Ellis Tooker, Director of Guidance and Pupil Services, Hartford School System. January, 1963.

²Stetler, Henry, "Comparative Study of Negro and White Dropouts in Selected Connecticut High Schools." State of Conn. Commission on Civil Rights, State Office Building, Hartford, Conn., 1959.

TABLE III

UNEMPLOYED OUT-OF-SCHOOL YOUTH, LIVING IN HARTFORD AS OF
 SEPTEMBER 1, 1962¹

(14-21 Unemployed - Sexes Comparison)¹

Females						
Age	Total Unemployed	High School Graduates	Non-Graduates	Married		
16	45	0	45	7		
17	53	4	49	15		
18	55	17	38	20		
19	40	17	23	14		
20	25	6	19	17		
(Distribution of Youth Unemployed)						
Tract	Male	Female	Tract	Male	Female	
Totals		218		174		73
1	3	1	23	3	1	2
2	4	5	24	2	1	1
3	6	3	25	4	3	3
4	3	2	26	3	2	2
5	4	1	27	11	1	1
6	1	1	28	3	1	1
7	1	1	29	1	1	1
8	5	1	30	1	1	1
9	11	65	31	1	1	1
10	16	51	32	1	1	1
11	16	47	33	1	1	1
12	15	47	34	3	1	1
13	5	33	35	3	1	1
14	5	9	36	4	5	5
15	7	9	37	4	3	3
16	4	1	38	2	1	1
17	14	205	39	2	1	1
18	2	26	40	1	1	1
19	2	9	41	1	1	1
20	1	26	42	1	1	1
Com- posite Totals	3	9				
16-20	423	70	353	82		

¹Extension of the School Census. Recommended by the Connecticut State Board of Education. Executed by the Hartford Board of Education Research Department.

TABLE IV

HARTFORD OUT-OF-SCHOOL UNEMPLOYED YOUTH
(Continued)

(14-21 Unemployed - Decade Comparison)¹

Age	Male	Female	Total	% of Labor Force		Total
	Labor	cent		Male	Female	
1950	735	345	1080	18.5	7.8	12.8
1960	1138	737	1875	9.8	7.0	8.5

(Distribution of Youth Unemployed)

Tract	Male	Female	Tract	Male	Female
1	3	6	22	2	2
2	4	1	23	3	3
3	6	5	24	2	1
4	3	2	25	4	3
5	4	2	26	3	5
6	-	1	27	11	4
7	-	-	28	3	-
8	5	3	29	-	-
9	11	18	30	1	-
10	16	26	31	-	1
11	15	16	32	3	4
12	5	9	33	-	-
13	7	10	34	4	3
14	-	-	35	11	9
15	4	4	36	2	1
16	14	15	37	-	1
17	-	1	38	2	5
18	2	-	39	1	-
19	1	-	40	39	26
20	3	3	41	4	11
21	4	9	42	-	-

¹Extension of School Census. Recommended by the State Board of Education. Executed by the Hartford Board of Education Research Department.

TABLE V

ANALYSIS OF HARTFORD'S 1960 CENSUS DATA

Age	Total Labor Force	Per- cent of Age Group	Females Non-White		Males Non-White		Composite	
			Total Em- ployed Full- Time	%	Total Em- ployed Part- Time	%	Total Unem- ployed	%
14	6	3.4	0	0	6	100	0	0
15	0	0	0	0	0	0	0	0
16	34	20.9	4	11.7	23	67.6	7	20.6
17	56	34.1	18	32.1	22	39.3	8	14.3
18	107	57.5	53	49.5	37	34.6	17	15.9
19	100	51.5	81	81	7	7	12	12.0
20	142	48.6	100	70.4	20	14.1	18	12.7
21	149	65.9	118	79.2	16	10.7	4	2.7
Totals	594	36.3	374	63	131	22.1	66	11.1
14	17	8.5	12	70.5	5	29.4	0	0
15	27	13.8	8	29.6	10	37	9	33.3
16	30	16.7	8	26.7	16	53.3	6	20
17	44	23	20	45.5	12	27.3	12	27.3
18	138	59.7	71	51.4	33	23.9	34	24.6
19	98	76.6	65	66.3	7	7.1	26	26.5
20	124	83.8	88	71	4	3.1	24	19.4
21	173	79.4	133	83.1	4	2.5	23	14.4
Totals	651	43.7	405	63.5	91	14.3	134	21
Com- posite	1245	67.5	779	63.2	222	18	200	16.5

Lowens, Tom, "A Report on the Analysis of the 1960-50-40 Census Data for Community Renewal Program." January, 1963. Excerpts from incomplete report.

Maxwell, Kay, series on dropouts, Hartford Times, May 8-17, 1962.

ren were more apt to come from broken homes, to be subsequently unemployed, or if employed, to be working at an unskilled job.

The reader should realize that not all the dropouts are from the high schools. The three Hartford high schools are The Negro dropout, in this comparison, was likely to come from not the only schools serving the city. In Connecticut the state supports regional technical schools. The local region-rate.

al technical school, Albert Prince, has a 10% dropout rate.¹ Kay Maxwell, education editor of the Hartford Times wrote a series on the Hartford Schools' dropout situation¹ in the spring of 1962. At that time there was no official data on unemployment in the dropout group. The extension of the dropouts. Not many of Prince's students live in the low- school census did not occur until the fall of 1962.

Miss Maxwell wrote that annually the State Labor Department's employment office was able to refer only five per cent students, 385 from the Hartford area, twenty eight from out of the dropouts seeking work to the 430 available apprenticeship jobs. The remaining 95% were deficient in computational and reading skills. The school is only 3% Negro. The school is housed in a large modern plant. It enrolls 500 students. The per pupil cost runs \$630 or twenty-seven dollars more than in the Hartford High Schools. The only requirement for admission to the three-year school is a seven per cent of the dropouts have high I.Q.s. The Chamber of Commerce made a survey of the hiring practices of the state's employers. The survey found that only 37%

Kenneth Meinks, speaking before the Connecticut Education Association², urged action on the dropout situation in Hartford. the labor laws are another factor hampering employment in this group as they prohibit children under eighteen from hazardous jobs.

General Course area...an area which has little motivation, with nowhere to go.* He went on to say, "We need services

¹Maxwell, Kay, series on dropouts, Hartford Times, May 8-17, 1962. ²th F. Wesley Sunderland, Guidance Coordinator, Albert I. Prince Technical School, January, 1963.

²See the map on Page 50 for details.

³Hartford Times, January 8, 1963.

The reader should realize that not all the dropouts are from the high schools. The three Hartford high schools are not the only schools serving the city. In Connecticut the state supports regional technical schools. The local regional technical school, Albert Prince, has a 10% dropout rate.¹ The school is located in census tract forty (as defined for the 1960 census), in the middle of an area of public housing. Ironically, this tract has the highest number of unemployed dropouts.² Not many of Prince's students live in the immediate area. The school is only 3% Negro. The technical school is housed in a large modern plant. It enrolls 557 students, 385 from the Hartford area, twenty eight from West Hartford. The per pupil cost runs \$630 or twenty-seven dollars more than in the Hartford High Schools. The only requirement for admission to the three-year school is a readiness for tenth grade work. The school's average I.Q. is ninety to one hundred.

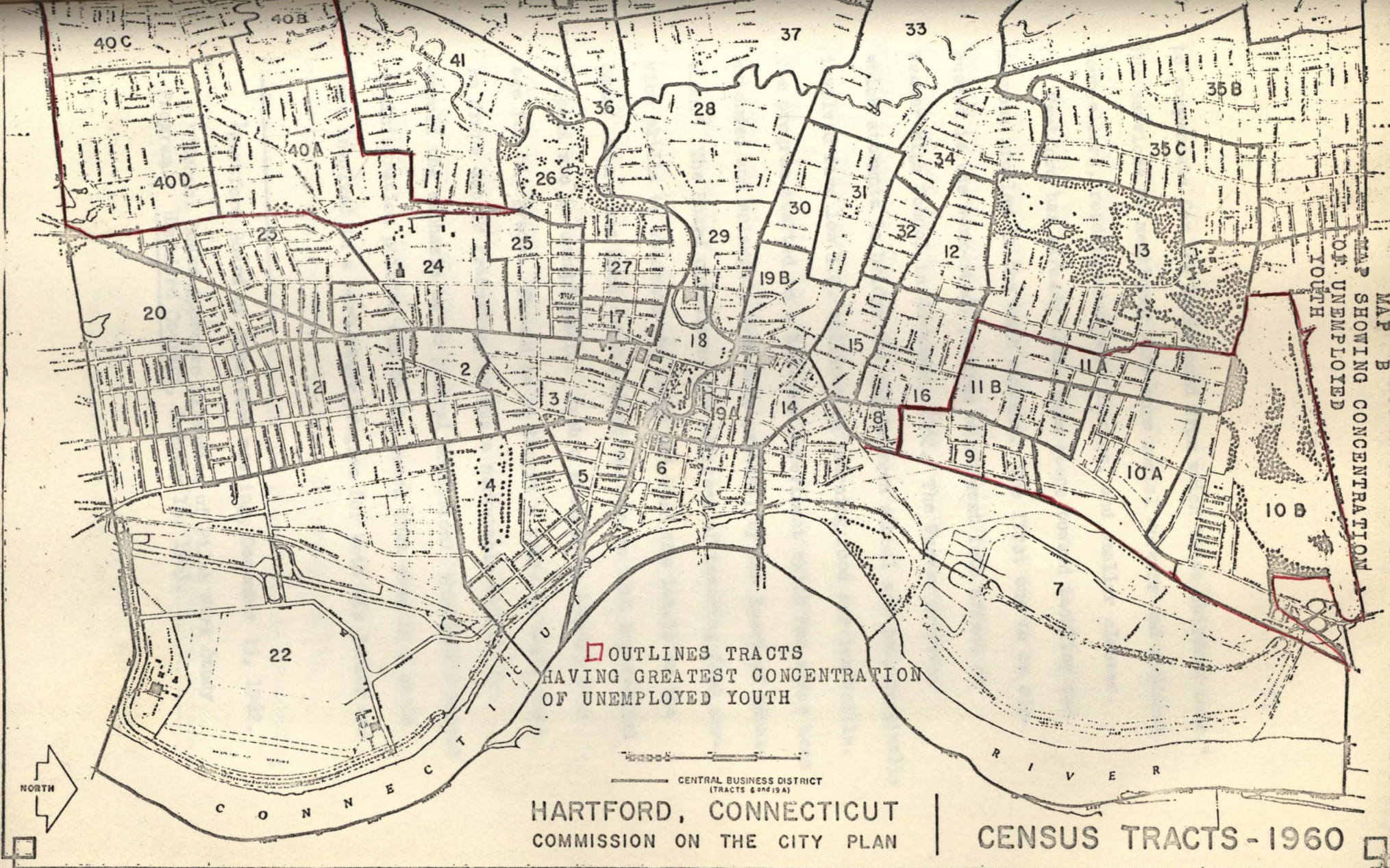
Kenneth Meinke, speaking before the Connecticut Education Association³, urged action on the dropout situation in Hartford. "52% of all the dropouts in the Hartford system come from the General Course area...an area which has little motivation, with nowhere to go." He went on to say, "We need services

¹ Interview with F. Wesley Sunderland, Guidance Coordinator, Albert I. Prince Technical School, January, 1963.
² See the map on Page 50 for details.
³ Hartford Times, January 8, 1963.

CENSUS TRACTS - 1960

HARTFORD, CONNECTICUT
COMMISSIONER OF THE CITY PLAN





MAP B
SHOWING CONCENTRATION
OF UNEMPLOYED
YOUTH

OUTLINES TRACTS
 HAVING GREATEST CONCENTRATION
 OF UNEMPLOYED YOUTH

———— CENTRAL BUSINESS DISTRICT
 (TRACTS 6 AND 19A)

HARTFORD, CONNECTICUT
 COMMISSION ON THE CITY PLAN

CENSUS TRACTS - 1960

NORTH

to compensate for the background from which these children come." The services he mentioned were more social workers and guidance counsellors, reading readiness clinics, and smaller classes.

Hartford has already taken some steps toward tackling the dropout problem in the high schools. The first one to be discussed is the work-study program which went into effect at Weaver High School in November, 1962. The Weaver program, which attempts to bridge the gap between school and job, originally involved five low I.Q. children in learning food service skills. The program started as a ten-week experiment which has since been extended and enlarged, over some protest, by the Board of Education.² The Board questioned the efficacy of teaching food service skills to students who could not read the labels on the cans. There was much debate about what to do with a potential dropout who is unemployable. Such a student is usually over age for his grade. Should he be taught a trade so that, when he drops out or graduates, he has a marketable skill? Or should the emphasis be on general education? Hartford's School Administration pointed out to the Board that even if a child were involved in a work-study program for both his junior and ten students are presently enrolled. The problem of the

¹Hartford Board of Education meeting, December 13, 1962.

²"School Board Approves Extension of Pilot Work Study Program." Hartford Courant, January 18, 1963. Hartford Courant, November 2,

²Interview with Dr. Tucker, Director of Guidance and Pupil Services, Hartford Public Schools, January 1963.

senior year, three-sixteenths of his total high school career would be occupied. His opportunities for a general education would be only slightly diminished.

Hartford's Weaver program¹ starts off with five periods of orientation, eighteen periods of work in food preparation, six periods of actual cafeteria experience, sixteen periods of sanitation and housekeeping, and five periods acquainting the students with the clerical duties associated with the lunch program. These students, who now number ten, are in a special English class, utilizing material that Science Research Associates developed called the "Occupational Reading Series."

Another program to facilitate the transition from school to job is in effect at Hartford Public High School. The program for slow learners was planned by Dr. Tooker in 1958-59 as a research demonstration project. In this three-year program, tenth graders spend all day in school, eleventh graders are in school half a day, on a job outside of school half a day, and twelfth graders work all day at a school supervised job. Three per cent of the total high school student body, according to Dr. Tooker, is in need of such a program; only ten students are presently enrolled. The problem of the program center on finding suitable job placements and integrating

¹"Work-Study Program Approved for Weaver." Hartford Courant, November 2, 1962.

²Interview with Dr. Tooker, Director of Guidance and Pupil Services, Hartford Public Schools, January 1963.

the group with the high school. Before the budget cut in 1963, the school board had hoped to add another teacher and bring the enrollment up to fifty-two.

Hartford Public High School offers a distributive education in the retail trades which is another of the school system's small efforts to link education with future employment. The distributive education course enrolls eighteen students who attend school full-time while holding a job at G. Fox & Company for four hours after school and all day Saturday.¹

Marcia Miner, in a paper entitled "Work Study Programs Examined,"² tells of an exciting work experience program in distributive education which is going on in Chicago with the cooperation of Carson, Pirie, Scott Department Store. This program is of a broader scope than anything in Hartford, enrolling one hundred students, all of whom had dropped out of high school. To be eligible, a dropout must have, in the minds of his former teachers, a potential to develop an acceptable attitude toward work in addition to certain skills, such as legible handwriting, numerical ability, spelling, and ability to read and follow directions.

Charles Savitsky wrote an article in the magazine of the

¹Interview with Robert Kelly, Assistant Superintendent of Schools, Hartford, November, 1962.

²Miner, Marcia, "Work-Study Programs Examined." Paper written for Alexander Mackimmie, Education 522, January 3, 1963, as part of study at Trinity College, Hartford, Conn.

³Telephone interview with James Dorsey, Vocational Training, State of Connecticut Board of Education.

National Association of Secondary School Principals describing the accomplishments of work-experience programs.¹ He stated that the nature of the job held by the student is secondary to the need to rehabilitate the personality, that there is no need to graduate all who participate in such a program, just to provide a meaningful education for the retarded, the underachiever, and the growing number of maladjusted.

A special Hartford committee² has been formed to evaluate work-experience programs. Work-experience differs from work-study in that the former involves employment outside the school. Representatives of guidance, administration, homemaking, food service, and the industrial arts meet with Joseph Dyer, Assistant Director of the State Labor Department's Security Division. Conant would advocate the inclusion of representatives of local labor and management also, to help relate the work-experience activity to the employment picture in the city. Carl Olsen, a guidance counsellor who serves on the committee, feels work-experience programs will not be successful until Hartford underwrites a broad program and hires a full-time director. In Connecticut, East Hartford, Willimantic, and Stamford have such a program.³

him of the opportunities which are provided by the department,

¹Savitzky, Charles, "Work Experience Programs for Potential Dropouts." National Association of Secondary School Principals, November, 1962, Vol. 46, No. 277.

²Interview with Robert Kelly, Assistant Supt. of Schools, Hartford.

³Telephone interview with James Dorsey, Vocational Training, State of Connecticut Board of Education.

The vast majority of Hartford children who seek employment upon high school graduation take a general course, supplemented by woodworking, mechanical drawing, metal work, business courses or homemaking. Conant advocates power mechanics and an automotive workshop. These are missing in Hartford, even in the new \$8,850,000 Hartford Public High School. Carl Olsen, the high school's guidance counsellor, regrets¹ the omission of automotive workshop recommended by Conant. An opportunity to work with cars, Mr. Olsen says, can motivate an otherwise disinterested boy.

Not all of Dr. Conant's worries about vocational training are borne out in Hartford. Vocational courses never replace four years of English and one year of problems of democracy, as he feared they might. In fact, vocational courses rarely take up more than two periods a day. These classes may start in either the seventh or eighth grades. Not until tenth grade can vocational courses be taken as a major. If a child does drop out of the public schools in Hartford, and one third of them do, his name is sent to the regional office which serves local high schools, of the State Employment Service. The Employment Service sends the dropout a letter informing him of the opportunities which are provided by the department, (sample of the letter is to be found in the appendix). If, on the other hand, a dropout comes to the employment office on

Services, September, 1962.
Connecticut Labor Department, Employment Security Division, November 1962 report.

¹Telephone Interview with Mr. Olsen, February, 1963.

his own, the school is notified that he is seeking employment.¹

To show the effectiveness of this reciprocal agreement and to bring the data in Kay Maxwell's articles on the dropout up to date: in November of 1962, of the 460 dropouts who registered with the local employment office, two found part-time jobs and seventy-eight were employed full time. Thus in November of 1962 the program was 16% effective. This percentage does not appear very significant until one considers that of the 1,616 high school students who registered, only 208 or 12% found employment.²

Hartford has begun to attack the problem of the dropout and unemployed youth. The extension of the school census has shown the size of the problem. The programs at Weaver and Hartford Public High School are exploring the possibilities of the schools' creating a closer tie with employment. The state regional schools present a situation not dealt with here. These schools provide the best publically supported technical training on the secondary level. It is unfortunate that the enrollment is so limited. A separate study could well be made on the technical schools, the unions and the whole employment picture as it concerns the Negro minority. The importance of

¹"Yough Program Handbook." Connecticut State Employment Service, September, 1962.

²Connecticut Labor Department, Employment Security Division, November 1962 report.

the relationship of schools to jobs in Hartford is just beginning to be fully recognized.

The material just considered reviews specific vocational training and its relationship to the employment picture for young people. The next part of this thesis will discuss core curriculum. Both vocational training and core curriculum are necessary to make education meaningful to a terminal student.

Hartford's size is really small so that a staff

CHAPTER SIX

organizational indicators

PROBLEMS OF CURRICULUM AND ORGANIZATION IN HARTFORD

guidance program should help provide some vertical articulation

In his chapter on "Problems of Curriculum and Organization," Conant writes of the difficulty of administering urban school systems enrolling upwards to 1,000,000 students. Hartford, with 24,000 children enrolled, is a much smaller administrative unit. Conant calls for decentralized administration in the big cities "in order to bring the schools closer to the needs of the people in each neighborhood and to make each neighborhood fit the local situation."¹ Conant is for more vertical articulation rather than the horizontal type which he found in effect; i.e. a school system should follow a student through his entire school experience without artificial breaks between elementary school, junior high school and senior high school.

In the chapter he also discusses the reading problem and the ways various school systems are dealing with it. He includes a brief review of "Special programs for Slum Schools." Chapter Three of this thesis deals with comparable material. Conant goes into ability grouping versus the track system, the personnel problems of a large city, grade organization, specialized high schools, and finally, the make-up of school boards.

As was outlined in Chapter I, Conant's concerns regarding curriculum and organization in a big city's education system will be related now to a medium sized city, Hartford, Connecticut.

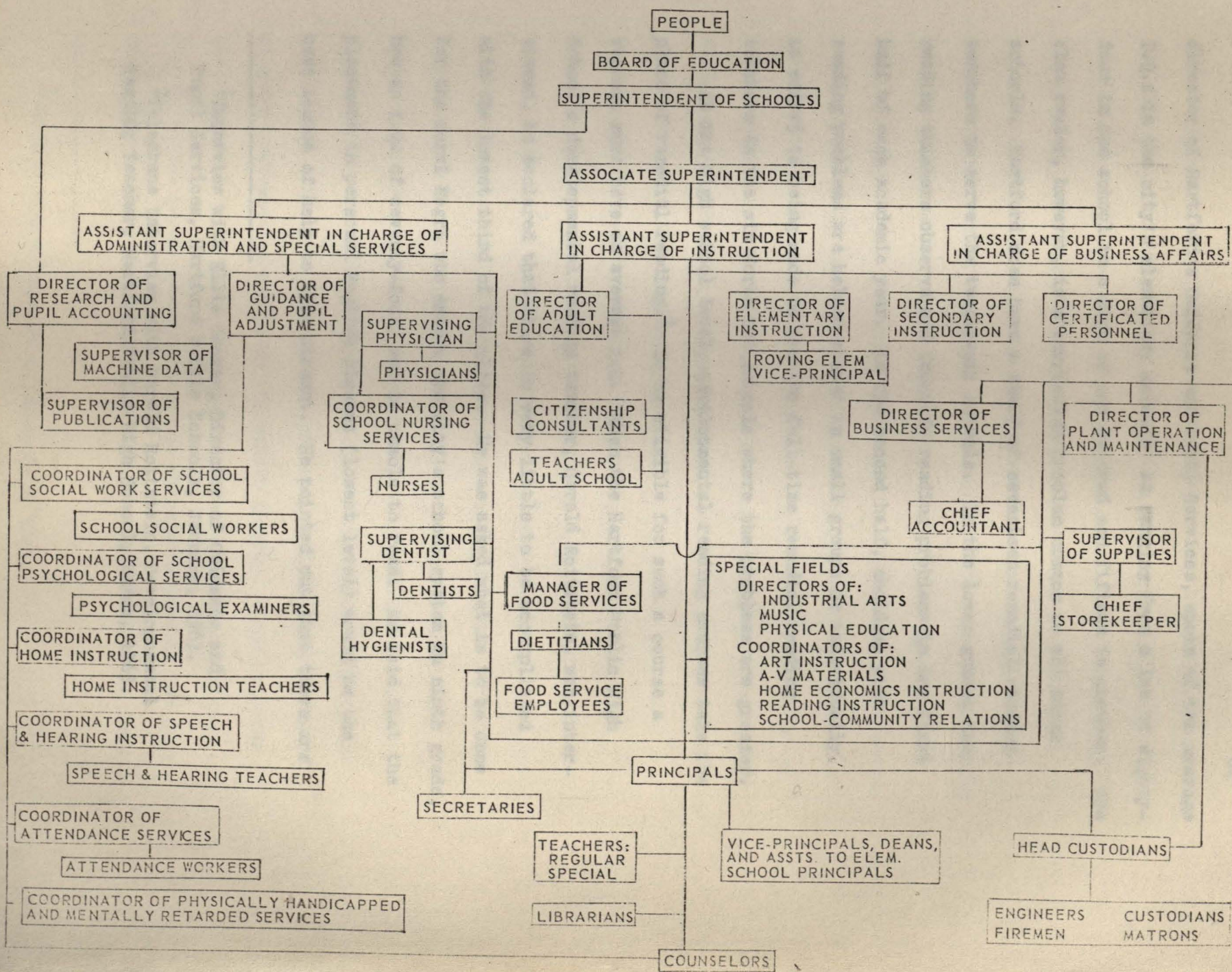
¹Conant, James B., Slums and Suburbs. New York: McGraw-Hill, 1961, p. 147.

Hartford's size is still sufficiently small so that a line-staff organization is suitable, as Chart I on page 60 indicates. A good guidance program should help provide some vertical articulation. In the Hartford system the guidance department is understaffed. This situation is most noticeable at Hartford Public High School where the ratio is one guidance counsellor to 430 students, a ration considerably below Conant's recommendation. Bulkeley and Weaver High School have a better ratio: one to 288 and one to 292, respectively.

How is the transition made from Hartford's grammar (K-8) schools to the four year high schools? At present the freshmen class at all three high schools meet one period a week in groups with their counsellors to talk about the problems of transition. A ninth grade freshmen counsellor has 400 advisees in eleven classes. The second half of the freshmen year the students meet individually with their counsellors. Academic warnings are given at this time to students who are failing in their school work. Prior to entering high schools the eighth graders meet once a week, in classroom groups, to discuss projected high school programs which must be selected by midyear.

In urban areas, as Conant pointed out¹, neighborhoods vary considerably. This lack of homogeneity demands that a city's education be adapted to a variety of students. Dr. Tooker,

¹Conant, op. cit., p. 13.



director of Hartford's Guidance and Pupil Services, spoke of the average I.Q.s in the city's elementary schools¹ as ranging from a low of eighty-four in one school to a high of one hundred and fifteen in another. The slow reader, however, is a curriculum problem common to all these schools. Hartford does have a staff of seventeen remedial reading teachers to serve the twenty-six schools. In the lower grades the reading teachers observe and identify reading problems in the first half of each academic year. In the second half, children with reading problems are helped either in small groups or individually. An effort is being made to provide full-time remedial reading teachers in the six North End schools where the problems are greater.

At the high school level, developmental reading courses take the place of remedial reading.² To be eligible for such a course a student must have an average I.Q. When the Hartford Public High School's developmental reading teacher, Gerald Roitstein, was interviewed, he declared that there is very little to be accomplished with the lowest third of the class. He was asked what is to be done for the rural Negro who enters the city's school system in ninth grade, has an I.Q. of seventy-four, and is unable to read. He said that the placement in personal English classes (lowest level) would be the best source of help to this student. He pointed out that there are

of modern mathematics utilizing the Schott abacus. Eight children

¹Interview with Ellis Tooker, Director of Guidance and Pupil Services, Hartford Public Schools, January, 1963.

²Telephone Interview with Gerald Roitstein, Developmental Reading Teacher, Hartford Public High School, March, 1963. picture.

few developmental reading teachers and that their time is limited.

Mr. Roitstein did say that if a child in a personal English class exhibited a good sense of humor (a sign of intelligence) even though his I.Q. is low, he may be recommended for developmental reading.

Superintendent Meinke has recognized the shortcomings of such a high school reading program.¹ He has instituted in-service training courses for teachers, one of which is a remedial reading course for the English faculty. To encourage teachers to take such a course the Board of Education has approved the granting of credit toward salary increments to those who take the course. As Meinke pointed out, if a teacher receives pay increments for courses taken at the nearby colleges, why not offer courses better suited to the city schools' needs and reward the teachers similarly?

Dr. Conant, after reviewing the reading problem, considers special programs in slum schools. Hartford, too, has a special program in one slum school. It has instituted a higher horizons program in the new 1,000 pupil, kindergarten-eighth grade, Wish School in the Negro North End. The school is ungraded for the first three years. This writer observed two of the first year classes and one seventh grade class. The more advanced first year pupils were reading at grade level and being challenged by a form of modern mathematics utilizing the Schott abacus. Eight children had just moved up to this class, joining the twenty-two children already in the group, demonstrating the ungraded aspect of the program. The lower first year group presented a quite different picture.

¹Board of Education meeting, January 3, 1963.

The children were working on visual discrimination; they had not begun to learn how to read although five months of the first year had passed. The class of thirty students had eleven repeats, one Spanish speaking child, and one mentally disturbed boy. Additional staff¹ had been assigned to the Wish program; a coordinator to help the principal, a "floating" teacher, a guidance counsellor for the seventh and eighth grades, a full-time school social worker, a full-time reading instructor, and a full-time librarian.

Even with the exciting higher horizons program, the Wish School has been plagued with personnel problems. Mr. Meinke is instituting an in-service course for teachers in the sociology of Hartford in an effort to prepare inexperienced teachers for urban realities and hopefully to ease the difficulty of staffing North End schools.

The slum teacher in Hartford does not receive extra pay for her potentially more difficult job, although Conant recommended this policy. The salary schedule for Hartford, (see page 65), is the same no matter where one teaches in the system. When compared with West Hartford's schedule (see page 89), Hartford's is slightly lower. Some of Dr. Conant's concerns on staffing city schools are not borne out locally. For example, the city's certification requirements do not differ from the state's, the city's turnover rate on teachers is 7% lower than that of the more wealthy suburb.

¹Superintendent Meinke Unvils Wish School Horizons." Hartford Courant, November 2, 1962.

²Conant, op. cit., p. 2.

³Demonstration Guidance Project Junior High School 43 Manhattan and George Washington High School." Third Annual Report, 1958-59, Board of Education of the City of New York.

Ability grouping and the track system concern Conant in his chapter on curriculum and organization. He advocates ability grouping and only endorses the track system where counselling is inadequate. Hartford does have ability grouping in the junior and senior high schools. Some of the elementary schools also have a gifted child program which, it is hoped, will be extended to three more schools next year. Particularly in slum schools it is important, according to Conant, to identify and challenge academically gifted students at a young age.¹ In New York's junior high higher horizons program some of the slum students' I.Q. actually receded during the three years of the program.² The environment had closed in. Hartford has a gifted child program in two of the North End schools. Time did not allow visiting the programs. Robert Kelly, Assistant Superintendent of Schools, said that the one at the Brackett School consisted of a group of eleven children from three grades.

A good testing program is essential for placement in a large city school system. Hartford employs six psychologists who test individually the children who are singled out for the gifted classes, or, on the other end of the scale, the opportunity classes. The children at Wish School who are participating in the upgraded primary have been tested individually also. Group I.Q. tests are given to all children in the Hartford School System, in grades two, four, six, eight, and ten. A reading readiness test is also given at the beginning of first grade.

¹Conant, op. cit., p. 2.

²Demonstration Guidance Project Junior High School 43 Manhattan and George Washington High School." Third Annual Report, 1958-59, Board of Education of the City of New York.

HARTFORD'S PRESENT (1962-63) AND PROPOSED (1963-64) TEACHER SCHEDULES¹

Step	Less Than 4 Years		B.A.		M.A.		M.A.+			
	Pres.	Prop.	Pres.	Prop.	Pres.	Prop.	Pres.	Prop.		
		1	\$4500		\$5000		\$5250		\$5500	
1		2	\$4050	4780	\$4500	5310	\$4725	5550	\$4950	5790
2		3	4299	5060	4777	5620	4995	5850	5214	6080
3		4	4548	5480	5054	6085	5265	6300	5478	6515
4		5	4921	5760	5469	6395	5670	6600	5874	6805
5		6	5170	6040	5746	6705	5940	6900	6138	7095
6		7	5419	6320	6023	7015	6210	7200	6402	7385
7		8	5668	6740	6300	7480	6480	7650	6666	7820
8		9	6042	7020	6715	7790	6885	7950	7062	8110
9		10	6291	7300	6992	8100	7155	8250	7326	8400
10		11	6540	7580	7269	8410	7425	8550	7590	8690
11		12	6789	7860	7546	8720	7695	8850	7854	8980
12		13	7038	8100	7823	9000	7965	9150	8118	9270
13		14	7290	(8100)	8100	(9000)	8235	9450	8382	9560
14		15					8505	(9450)	8646	9900
15									8910	(9900)

Table VI

¹Research Department Hartford Public Schools, October 1962.

Dr. Conant, in Chapter III, mentions orientation centers for cities with a large influx of foreign born students. For those who enter Hartford's schools with a language problem, there is an orientation center at Hartford Public High School. It is staffed by three Spanish speaking teachers and headed by a man who can speak numerous languages. No student stays in the orientation center more than a year. Four hundred new Puerto Ricans are expected to immigrate to Hartford next year. Three more Spanish-speaking teachers were asked for in the proposed budget. With the cut-back, the additional teachers may not be added.

Two remedial programs are underway in Hartford to help erase the great disparity in academic achievement Conant says exists in a city: one is the summer school, the other the tutoring in the North End by college students. Hartford is undergoing a three-year conversion in the summer school from a tuition changing, make-up school to a school which will more nearly answer the needs of the community.¹ Last year the school offered courses in three important areas: 1) improvement of reading of students with reading difficulties in grades three to six; 2) learning of English by non-English speaking children; and 3) the offering of "challenging courses" for "advanced secondary students" in mathematics, science, social studies and French. With increased funds next summer, the Board of Education hopes to add seventh and eighth graders to the reading improvement program.

¹"Summer School Program Nailed." *New York Times*, Sept. 8, 1962.

¹"Budget Request." Hartford Public Schools, p. 35.

In the fall of 1962 the New York Times reported on a summer school in a junior high in that city.¹ Two principals and forty teachers taught 1,440 pupils from the seventh, eighth and ninth grades. The pupils all had academic deficiencies. The results in English (76% passed) and mathematics (80% passed) were outstanding. French and Spanish were also offered, but no results were given. The school was opened for study one hour before and one hour after class. This opportunity for study was an important part of the program, in an area of impossible home study conditions.

Another attack which is being made to strengthen North End education originates with the college students in the Hartford area. High school and junior high students are being tutored by college students in the evening in at least five centers throughout the city. Sponsorship of the program varies, but cooperation between the Board of Education and the tutors is excellent. The teacher recommends a student to one of the centers which are located in the schools, churches, and community centers. The tutoring center finds an appropriate tutor, one who has volunteered to help the student in his specified subject. All the tutoring is done on a one-to-one basis and takes place once a week. Normal homework assignments are not done, but work is covered comparable to that which gives the student difficulty in school.² This tutoring project in Hartford, which helps an estimated 130 children

¹ "Summer School Program Hailed." New York Times, Sept. 8, 1962.

² Information sent by Sidzanne Way, sophomore at University of Connecticut.

a night¹, is based on similar plans in effect in New Haven and Stamford.

After considering Hartford's problems of curriculum and organization, an assessment can be made of this city's progress in these fields. Organizational problems in Hartford do not appear to be as serious as those Conant outlines for large cities. There are some staffing problems in the North End schools. Additional guidance staff seems to be called for also.

In the field of curriculum Hartford is trying out some new approaches which may benefit the Negro minority. These would include ungraded primary schools, summer schools, gifted child programs and tutoring at evening study centers. The reading program in Hartford needs strengthening on the high school level. Orientation centers for foreign speaking students, an innovation Conant recommends, seem firmly established.

¹Interview with Robert Kelly, Assistant Superintendent of Schools, Hartford, Conn., November, 1962.

The size and the financial status of the families are considered.

Chapter four of Slums and Suburbs, entitled "The College Oriented Suburbs", discusses the communities in which over 50% of the high school graduates go on for further education. Some of their schools are labeled by Conant as "lighthouse" schools, because, nationally, they are known for their excellence. Not all suburban high schools are of this caliber but many of them share the role of being principally college preparatory schools. Conant outlines an academic program for the college-oriented suburban school, advocates the advanced placement program, talks of pressures on the schools to gain college admission for the students, and closes with a discussion of the minority in the suburban school - the terminal student. He feels this group is short changed because of the prestige given the college group and because of the inadequate provisions made for their transition to employment. In West Hartford 62% go to college and 12% seek other

Does West Hartford have the same problems as the college-oriented suburbs about which Conant writes? What are the town's educational leaders' reactions to Conant's recommendations?

West Hartford and Hartford have more in common than their common boundary. Both school systems have to operate modified comprehensive high schools. Hartford sends 557 students to the Regional Technical School; West Hartford sends twenty-eight. Both systems have to offer a wide range of courses if they are to educate the remaining students.

The contrast between the city and the suburb is apparent when the size and the financial status of the families are considered. West Hartford is a town of 62,382, only 38% of the population of Hartford. West Hartford has a median income of \$9,712 per family in comparison with Hartford's \$5,990.¹ According to the Sales Management's "Survey of Buying Power", West Hartford families have an effective buying power per household of \$13,586 compared to Hartford's \$8,289.² West Hartford is only exceeded in the state in this respect by Darien, Westport, Greenwich, and New Canaan. Hartford's buying power, according to this "magazine of management", compares with New London, Stratford, and Manchester.

West Hartford supports two high schools, four junior highs and fifteen elementary schools. Conant states in Slums and Suburbs that, nationally, 50% of the high school graduates go on to some kind of further education.³ In Hartford 37% attend a four-year college and an additional 9% go on for some post high school training. In West Hartford 62% go to college and 12% seek other

¹ U.S. Bureau of the Census, U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC (1)-61 U.S. Printing Office, Washington, D.C., 1961. p. 15.

² "Survey of Buying Power." Sales Management, June 10, 1962.

³ Conant, James B., Slums and Suburbs. New York: McGraw-Hill, 1961. p. 81.

Conant, op.cit., p. 112.

Conant, op.cit., p. 80.

TABLE VII

additional training.¹ Of the "lighthouse" schools Dr. Conant talks about, Newton, Massachusetts, most nearly compares with West Hartford. In Newton, 64% are college bound and 14% want other post high school education.

A "lighthouse" school, according to Conant, is to be found primarily in metropolitan areas and is a beacon to educational progress. He speaks of some of the communities containing "lighthouse" schools as being more homogeneous than others.

One or two are located in predominantly 'bed-room' communities in which the vast majority of the fathers are business and professional people who commute to the central city and whose children 'must' go to college. The other communities have many families much lower on the socio-economic ladder with children whose ambitions are to find employment after graduation from high school.²

West Hartford more clearly resembles the latter with 26% going into the labor market. Tables VIII, IX, X and Map C give data to show the range of income and the education level in the town.

Dr. Conant could well speak of the "dazzling attractiveness of the spacious buildings" of West Hartford's eleven post World War II schools. But he might reiterate his warning that he is not "convinced that in terms of education" the buildings "are as much of an asset as they seem."³

¹See Tables VIII.
Numbered pages from "Evaluation of William H. Hall High School, West Hartford, Conn. Nov. 27, 28, 1962, Basic Data Regarding Pupils."

²Conant, op.cit., p. 112.

³Conant, op.cit., p. 80.

TABLE VII

Hall High School Students'
Educational Intentions¹

Total

Intentions	Boys	Girls	Number	Percent
Attend 4-year college or university	92	73	163	62.5
Attend junior college	2	14	16	6.1
Attend other post-secondary school, e.g., business college or technical institute	15	14	29	10.9
Continue education but undecided on type	9	15	24	9.1
Stop formal education upon graduation	3	10	13	4.9
Unknown	6	5	11	4.2
No answer	3	3	6	2.3
TOTAL	130	134	264	100

¹Material given the author by Alfred Lincoln, Guidance Counselor at Hall High School.

¹Unnumbered pages from "Evaluation of William H. Hall High School." West Hartford, Conn. Nov. 27, 28, 1962, Basic Data Regarding Pupils.

Table VIII
COMPOSITION OF THE WEST HARTFORD COMMUNITY¹

Through a survey of our present student body the following tables show the character of employment of parents in this community, as well as their educational status.

TABLE I
Occupational Status

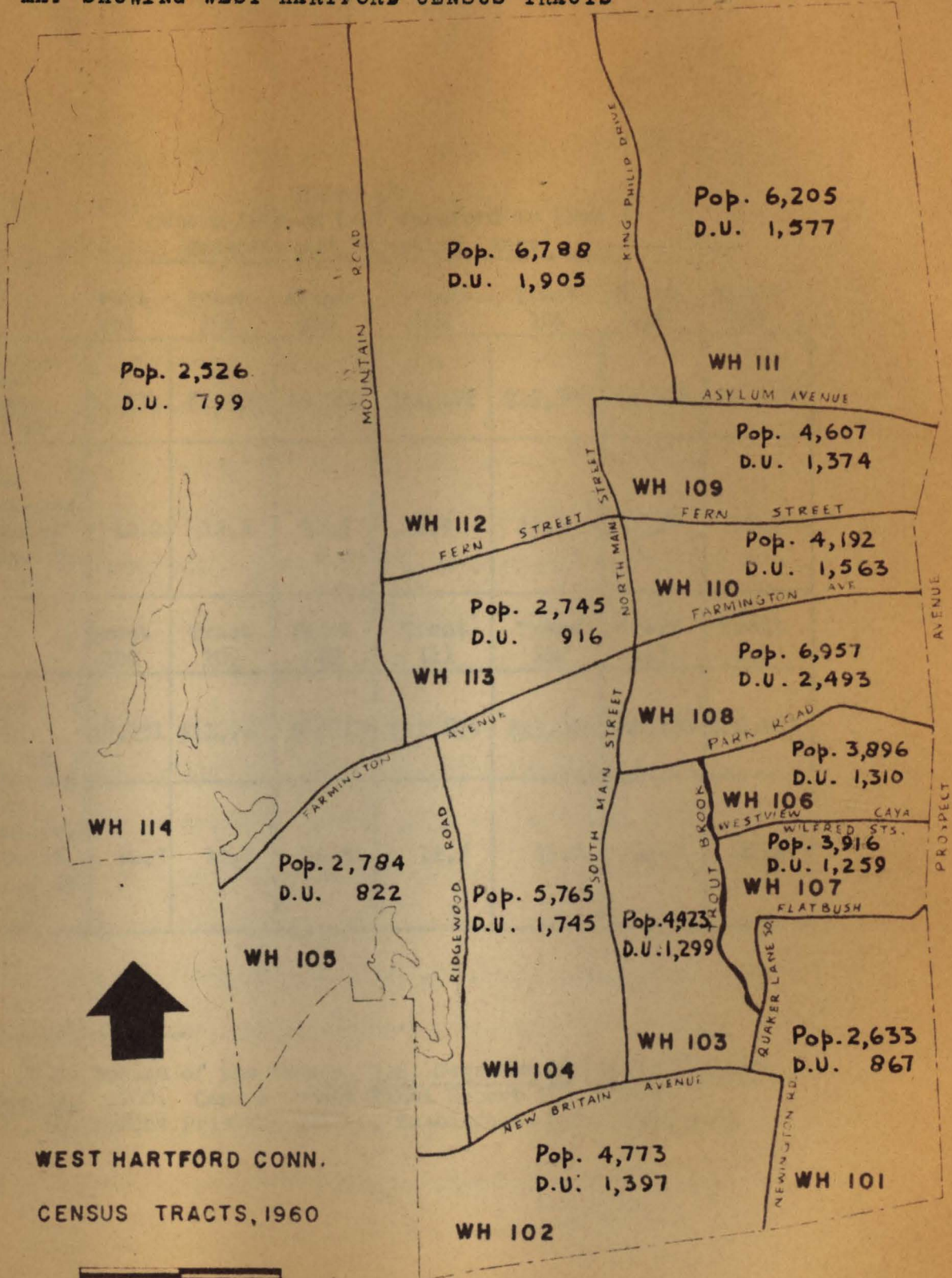
Father		Mother	
Professions (doctor, lawyer, teacher, etc.)	(13%)	Professions (doctor, lawyer, teacher, etc.)	(5%)
Officer with title in large concern	(12%)	Officer with title in large concern	(1%)
White Collar position (insurance, retailing, real estate, etc.)	(26%)	Clerical	(15%)
Self employed	(19%)	Self employed	(1%)
Kind of firm		Kind of firm	
Other occupations	(21%)	Nurse	(1%)
Deceased	(7%)	Housewife	(60%)
		Other occupations	(10%)
		Deceased	(1%)

TABLE II
Educational Status

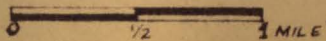
Father		Mother	
Completed Grade VIII	(16%)	Completed Grade VIII	(1%)
Graduated from high school	(28%)	Graduated from high school	(64%)
Completed 2 years beyond high school (junior college)	(15%)	Completed 2 years beyond high school (junior college)	(20%)
Bachelor's Degree	(26%)	Bachelor's Degree	(18%)
Master's Degree	(8%)	Master's Degree	(1%)
Doctor's Degree	(5%)	Doctor's Degree	(1%)

¹Material given the author by Alfred Lincoln, Guidance Counselor at Hall High School.

MAP SHOWING WEST HARTFORD CENSUS TRACTS



WEST HARTFORD CONN.
CENSUS TRACTS, 1960



POPULATION AND
DWELLING UNITS
1960 U.S. CENSUS

TABLE IX
 Census Data on West Hartford To Show
 Economic and Education Range¹

	Tract 101	Tract 102	Tract 103	Tract 104	Tract 105	Tract 106	Tract 107
Median Income: Families	\$7,214	\$8,538	\$9,000	\$11,172	\$12,390	\$7,586	\$7,714
Median School yrs. completed persons 25 and over	10.2	12.3	12.5	12.9	13.5	11.7	10.7
	Tract 108	Tract 109	Tract 110	Tract 111	Tract 112	Tract 113	Tract 114
Median Income: Families	\$8,131	\$11,966	\$9,717	\$12,839	\$13,035	\$10,188	\$20,183
Median School yrs. completed persons 25 and over	12.3	12.8	12.7	12.7	13.0	12.7	14.8

¹U.S. Bureau of the Census, U.S. Censuses of Population and Housing: 1960. Census Tracts Final Report PHC (1)-61
 U.S. Government Printing Office, Washington, D.C., 1961-p.22

²Ibid., p. 81

³Interview with Alfred Lincoln, Guidance Counselor, Hall High School, West Hartford.

⁴Ibid.

West Hartford has grown from a farming community to a wealthy suburb with many of the pressures about which Conant warned. "The overriding consideration in the type of community I wish to consider is the parental demand that their offspring gain admittance to a four-year college."¹ West Hartford shows evidence of sharing such a consideration. This is illustrated by the number of children who take the college boards. Seventy per cent take these examinations, 62% go to college, 40% need these college boards for the college they enter.² Mr. Lincoln, head of guidance for William Hall High School spoke of the parental pressure for college admission. He said when he asks that all students wishing to enter a four-year college go to the auditorium and those wanting other post high school education, those who expect to enter the service and those going on the labor market go to various other rooms, the vast majority will appear in the auditorium. Most of the students were unwilling to admit to any other intention than attendance at a four-year college. The fact that 85% of Hall High School students take a college preparatory course is further evidence of this attitude.³

West Hartford's high schools do not meet all the qualifications of Conant's lighthouse" schools. Eighty per cent of the

¹Ibid., p. 81

²Interview with Alfred Lincoln, Guidance Counselor, Hall High School, West Hartford.

³Ibid. view with Robert Dams, Principal of Hall High School,

graduates do not go to college. The percentage is nearer sixty. The teacher pay scale runs only \$50 higher than that of the core city, not the \$1,000 difference Conant found to be typical. The salary schedule for West Hartford is on Page 78. The turnover rate of teachers is not as low as Conant indicated, but runs 15% per year, 7% higher than Hartford. Many inexperienced teachers are hired, particularly in the lower grades. Conant found suburban schools staffed by experienced teachers. The size of the staff in relation to the student body runs forty-nine per thousand students,¹ the same as Hartford, not the one hundred professionals per thousand students Conant talks about. The cost per pupil is \$530 in West Hartford, \$31 more than Hartford.

West Hartford does not endorse the Advanced Placement as does Conant and the Hartford schools. Dr. Robert Dunn, principal at Hall High School, stated that it is the feeling locally that the curriculum recommended for Advanced Placement course restricts the classroom teacher.² The school does have honors sections in English, United States History, mathematics and chemistry. Some students, however, take the advanced placement examinations and are successful. In discussing the problem of challenging the very bright student, Paul Burch, assistant superintendent of schools, spoke of a novel plan.³ He is looking into the possibility of allowing

¹Interview with Paul Burch, Assistant Superintendent, West Hartford Public Schools.

²Interview with Robert Dunn, Principal of Hall High School, March, 1963.

³Burch, op. cit.

TABLE X
1962-63 SALARY SCHEDULE FOR TEACHERS and LIBRARIANS
in WEST HARTFORD¹

Step	B. A.			M. A.		
	Basic	1st Merit	2nd Merit	Basic	1st Merit	2nd Merit
1	4550			4780		
2	4780			5010		
3	5010			5470		
4	5470			5930		
5	5930			6270		
6	6270			6610		
7	6610			6950		
8	6950	7180		7180	7410	
9	7180	7410		7410	7640	
10	7410	7640		7640	7870	
11	7640	7870		7870	8100	
12	7870	8100	8330	8100	8330	8560
13	8100	8330	8560	8330	8560	8790
14	-----	8560	8790	8560	8790	9020
15	-----	-----	9020	8790	9020	9250
16	-----	-----	-----	9020	9250	9480
17	-----	-----	-----	-----	9480	9710
18	-----	-----	-----	-----	-----	9940

¹Material given author by Everett Hadley, Director of Curriculum.

Hartford, Connecticut, Presents the Class of 1962."
Gardner High School, Hall High School, West Hartford, Conn.

Conant, *op. cit.* p. 145.

²See page 16, *supra*.

such a child to take some of his courses at one of the nearby colleges. He feels that the child would be challenged besides being aided in his transition to college work.

The 1960 census reports 83% of West Hartford's children enrolled in the public schools. The 17% in private or parochial education is a higher percentage than Conant would have expected in a suburb. He predicted low enrollment in such schools because of the expense¹ and the difficult admission standards of private education.

Most of the material in this paper on West Hartford high schools is based on Hall High School. The reason is that Hall has recently been evaluated by the State Board of Education. Data similar to that prepared for the evaluation committee was not available at Conard High School. In the pamphlet entitled "West Hartford Presents the Class of 1962", the Board of Education does state: "In all academic, cultural, and economic factors, there are no measurable differences in the student populations of the two high schools".²

Both schools have the same pressure from the parents of a large number of the students. This pressure is to get their children into college, regardless of the child's ability. It is now possible for most of these students to gain college admittance if the prestige of the college is not a factor. Dr. Conant wrote both in Slums and Suburbs³ and in Education and Liberty⁴ that our need

¹West Hartford's taxpayers should be encouraged to

²"West Hartford, Connecticut, Presents the Class of 1962." Conard High School, Hall High School, West Hartford, Conn.

³Conant, op. cit. p. 145.

⁴See page 16, supra.

is not for more four-year colleges but for more two-year community schools. His recommendation has not been heeded. There has been a proliferation of new four-year colleges. Hartford however does have three local colleges: a two-year branch of the University of Connecticut, the new University of Hartford and Hartford College.

Conant was concerned about the slow learner in the suburbs. West Hartford offers modified courses in English (which presently enrolls twenty students in the sophomore and junior year and fourteen in the senior year) and in United States history. There are also courses in modified mathematics and shop mathematics, applied science, and consumer economics.

For the child for whom high school is terminal there are three departments seeking to prepare him for work. The business education department offers two years of typing, one year of office practice, one and one-half years of bookkeeping and one semester each of business mathematics, business law, and merchandising.

The industrial arts department offers two years of wood-working and machine shop, and three of mechanical drawing.¹ Facilities for the machine shop at Hall High School, according to the curriculum director, Everett Hadley, are greatly overcrowded. Relief for this situation will not occur until 1967 and the opening of a new high school. Paul Burch, assistant superintendent of schools, does not think this improvement will occur then because West Hartford would be unwilling to underwrite the expense. Burch thinks West Hartford's terminal students should be encouraged to attend the state regional technical schools.

¹"Hall High School Handbook." West Hartford, Conn., 1962-63.

West Hartford does have a small work-experience program in office practice. Five students are currently enrolled at Hall High School. The student works afternoons, school vacations and holidays, at the current rate of pay for the type of position he has been assigned. If the employer discharges the student, the student fails the course.¹

For both the slow learner and the average student, Hall High School does provide a half course without credit in developmental reading. Unlike Hartford there is no I.Q. requirement for admission. The course is developmental, not remedial. Speed and comprehension are stressed. The students rarely take the course more than once. West Hartford, as general practice, employs reading consultants, not remedial reading teachers. Little work is done with the children individually. The consultant staff has just been placed in the junior high schools, completing the staff for all twelve grades. The writer as a member of a curriculum study group observed the need for reading teachers in the sixth grade classes in the Elmwood School.² There, half of the class was reading below grade level.

With such a racially homogeneous community as West Hartford, it is important to have an integrated teaching staff to prepare the students for a world in which the "white race" is in the minority. This is applying Conant's urban recommendations to a suburb. West Hartford currently employs two Negro teachers, one of whom is at Conard High School. A child may go through the school

¹Handbook, op. cit.

²P.T.A. Elementary School Curriculum Study." Superintendent of Schools, West Hartford, February, 1953.

system and never see a Negro teacher. Dr. Dunn, principal of Hall High School, did speak of requesting a Negro teacher for his school as soon as one could be found.

The administration of the West Hartford school system is a modified line-staff system. (See Chart II) The powers of the director of curriculum extend over the administration of elementary, junior and senior high schools. Mr. Mackimmie, chairman of the education department of Trinity College, remarked that, of the two systems, Hartford and West Hartford, West Hartford had the tighter control of the curriculum. This control is obtained system-wide through the curriculum director, assisted by department supervisors and townwide department chairmen.

Both Hartford and West Hartford have the problem of an unassimilated ethnic group. Hartford has its Negroes, West Hartford, its large Jewish population. The census does not yield figures on the Jewish community other than to report 26,000 Jews in the greater Hartford area. Many of the Jews used to live in Hartford but have joined in the white exodus from the core city. Many have settled in the North End of West Hartford. If a new high school were to be built in this area, it would be almost totally Jewish.¹ The present high schools, by their placement, demand transportation, preventing de facto segregation. Dr. Dunn, principal of Hall High School told of another problem the large Jewish popula-

¹Interview with Paul Burch, Assistant Superintendent of Schools, West Hartford, February, 1963.

WEST HARTFORD PUBLIC SCHOOLS ADMINISTRATIVE ORGANIZATION CHART¹

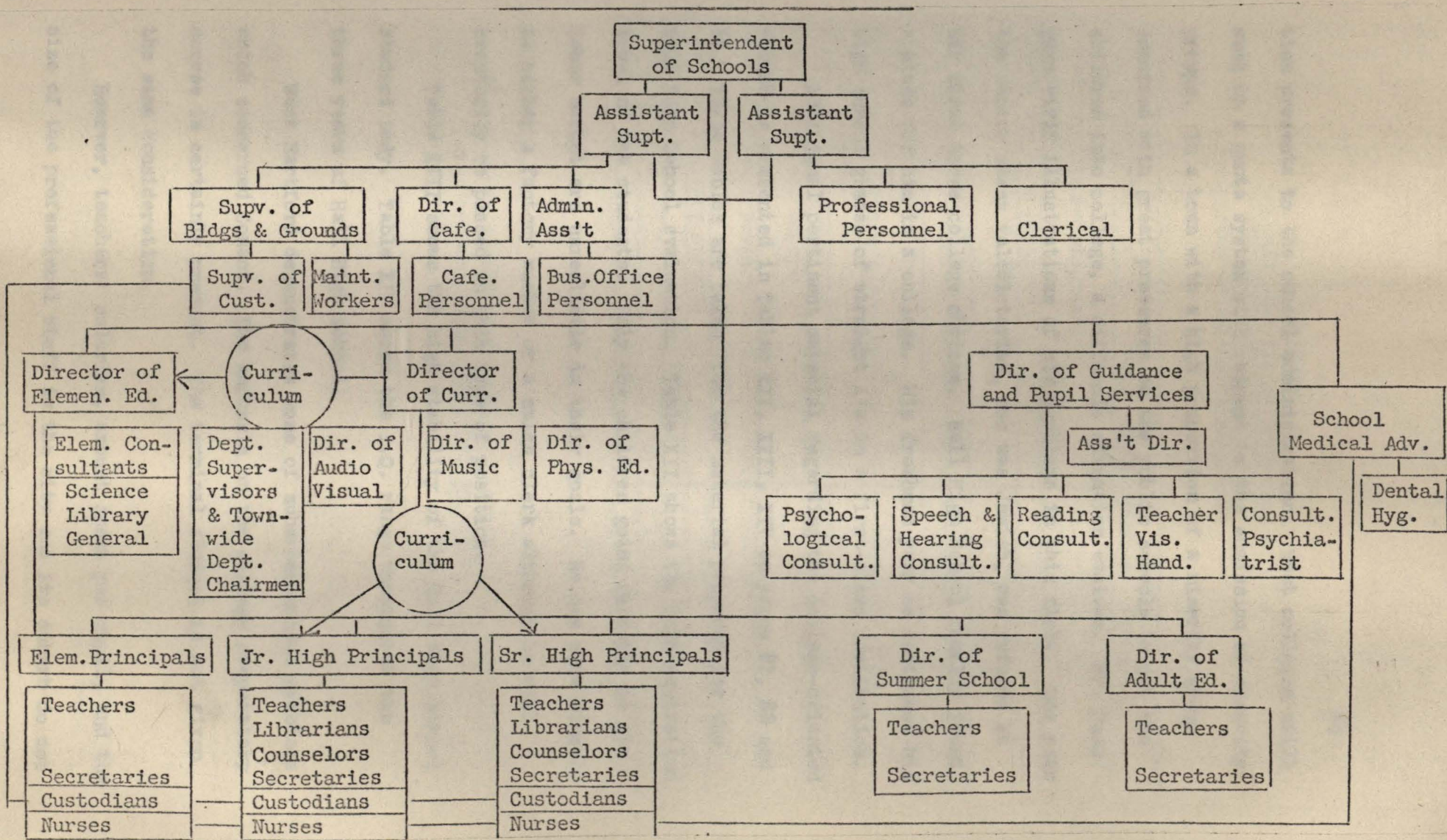


Chart II

85

¹ Chart sent author by Paul Burch, Assistant Superintendent of Schools.

tion presents to the school administration. Most colleges still work on a quota system with respect to the admission of minority groups. In a town with a high proportion of a minority group combined with great pressures on the public schools to get the children into college, a difficult situation evolves. Dr. Dunn gave vivid illustrations of his problems in this field. One year the senior class valedictorian, who was Jewish, was refused at his first three college choices. Hall High School finally found a place for him in a college. His freshman year he continued his high school grades of straight A's in a first-class institution.

Additional pertinent material regarding the college-oriented suburb is presented in Tables XII, XIII, XIV on pages 87, 88 and 89. These tables are taken from the material prepared for the Hall High School evaluation. Table XII shows the high aspiration level of the students. Only the children going directly to the labor market are unrealistic in their goals. No one sees himself as either a factory worker or a sales clerk although he will eventually be placed in this type of position.

Table XIII shows the high stability of the Hall High School student body. Table XIV shows the I.Q. range throughout the three years of Hall High School.

West Hartford demonstrates some of suburban school problems which concerned Conant. The emphasis on the college preparatory course is certainly present. The terminal student is not given the same consideration.

However, teachers' salaries, amount spent per pupil, and the size of the professional staff in the city and its suburb do not

TABLE XI
Hall High School Students' Occupational Intentions¹
(After education is complete)

Categories	Boys	Girls	Total	
			Number	Percent
Professional technical, and kindred workers	80	81	161	60.9
Farmers and farm managers	0	0	0	0
Managers, officials, and proprietors	5	0	5	1.8
Clerical and kindred workers	3	25	28	10.6
Sales workers	0	1	1	.4
Craftsmen, foremen, and kindred workers	4	0	4	1.5
Operatives (factory) and kindred workers	0	0	0	0
Private household workers	0	0	0	0
Service workers, except household	0	0	0	0
Laborers, except farmers and miners	1	0	1	.4
Career in military service	8	1	9	3.7
Unknown	20	23	43	16.2
No answer	6	6	12	4.5
TOTAL	130	134	264	100

¹Unnumbered pages from "Evaluation of William H. Hall High School." W. Hartford, Conn. Nov. 27, 28, 1962, Basic Data Regarding Pupils.

at home	0	0	0	0
Transferred to another school with change of residence	2	5	7	0.82
Without change of residence	3	2	5	0.58
Unclassified	1	0	1	0.12
(Homebound)				
Unknown	1	1	2	0.27
TOTAL	12	10	22	2.59

¹Unnumbered pages from "Evaluation of William H. Hall High School." W. Hartford, Conn. Nov. 27, 28, 1962, Basic Data Regarding Pupils.

TABLE XII
Hall High School Student Body Data¹
Stability and Withdrawals

NUMBER OF YEARS in this School (Including Present Year)	SENIORS			
	Boys	Girls	Number	Percent
1	6	9	15	5.7
2	8	7	15	5.7
3	108	122	230	87.1
4	0	2	2	.8
No. ans.	2	0	2	.8
Total	124	140	264	100.1

Withdrawals

REASON FOR WITHDRAWAL	Total			
	Boys	Girls	Number	Percent of Total Enroll- ment of School
Disciplinary difficulties	1	0	1	0.12
Entered military service	2	0	2	0.24
Financial reasons	0	0	0	0
Illness of pupil	0	2	2	0.24
Lack of interest in school work	0	0	0	0
Marriage	0	0	0	0
Employment	0	0	0	0
Poor scholarship	0	0	0	0
Pupil's help needed at home	0	0	0	0
Transferred to another school with change of residence	2	5	7	0.82
Without change of residence	3	2	5	0.58
Unclassified	1	0	1	0.12
	(Homebound)			
Unknown	3	1	4	0.47
TOTAL	12	10	22	2.59

¹Unnumbered pages from "Evaluation of William H. Hall High School." W. Hartford, Conn. Nov. 27, 28, 1962, Basic Data Regarding Pupils.

differ greatly. The average income of the resident 87

two communities but not the amount that is allocated to education.

TABLE XIII

Hall High School Range of
Mental Ability of Students¹

Placement Program

which doesn't advocate for suburban schools is not present in

I.Q. Percentile		Tenth Grade	Eleventh Grade	Twelfth Grade	Total found in	
					Number	Percent
Over 124	Over 94	42	32	59	133	16.4
117-124	85-94	76	67	64	207	25.5
109-116	70-84	77	58	65	200	24.6
92-108	31-69	90	90	54	234	28.8
84-91	16-30	11	8	9	28	3.4
76-83	6-15	4	4	0	8	1.0
Below 76	Below 6	2	0	0	2	.2
Total		302	259	251	812	99.9

¹Unnumbered pages from "Evaluation of William H. Hall High School." W. Hartford, Conn. Nov. 27, 28, 1962, Basic Data Regarding Pupils.

differ greatly. The average income of the resident varies in the two communities but not the amount that is allocated to education.

It is ironical to note that the Advanced Placement Program which Conant advocates for suburban schools is not present in West Hartford. On the other hand this program is to be found in Hartford.

CHAPTER EIGHT

PROGRAMS OF STUDY IN HALL HIGH SCHOOL, WEST HARTFORD,
AND HARTFORD'S THREE HIGH SCHOOLS

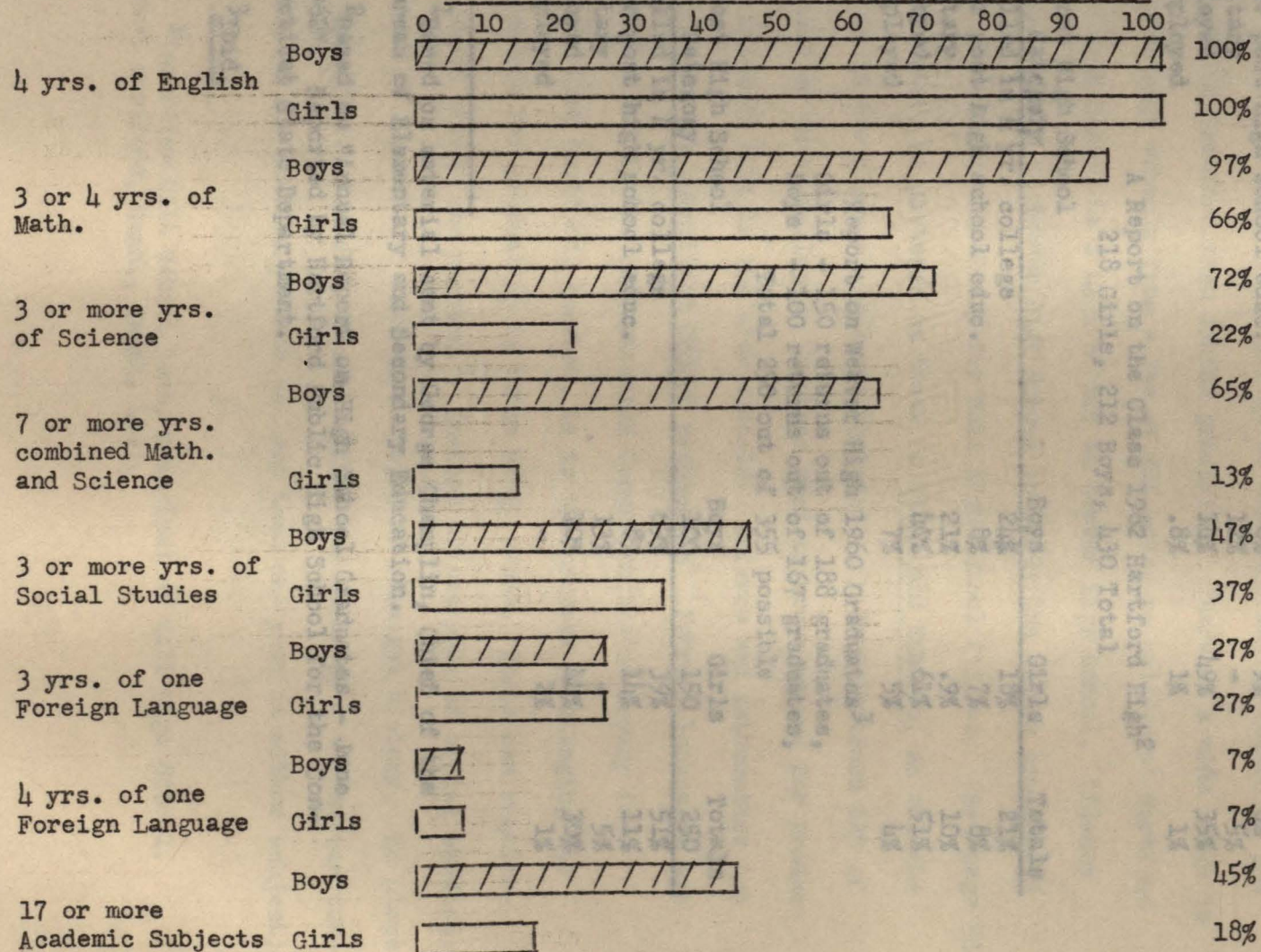
In Chapter V of Slums and Suburbs entitled "Programs of Study in Certain Schools," Dr. Conant is interested in knowing the programs that students of various abilities take while in high schools and in following up their post-secondary educational and vocational choices. He utilizes the academic inventory to analyze the school programs. Chapter V contains inventories for four suburban comprehensive and two urban selective high schools. Conant advocates, for the academically talented, an increase from the present sixteen to a twenty unit requirement for graduation. He thinks this talented group should take more science and mathematics, as well as four years of one foreign language, rather than two or three years of two different languages.

The academic inventories in Slums and Suburbs differ from those contained in American High School Today. In the American High School Today Conant reported on only those students with an I.Q. of over 115 for an honor score in first year algebra. The Slums and Suburbs academic inventories record the high school and post-high school performance of the total class. The inventories for Hartford High (see page 90) is patterned on those in American High School Today. Some of Conant's fears are borne out. Girls take little science and mathematics. Four years of one foreign language are rarely taken. Only sixteen credits are re-

Academic Inventory of Hartford Public High Schools, Class of 1960. Bureau of Guidance and Pupil Adjustment, Hartford, Connecticut, p. 2.

4 yrs. of
3 or 4 yrs.
Math.
3 or more yrs.
of Science
7 or more yrs.
combined Math
and Science
3 or more yrs.
Social Studies
3 yrs. of
Foreign language
4 yrs. of
Foreign language
Boys
17 or more
Academic Subjects Girls

Academically Talented Students
in Hartford High Schools Studying Subjects Listed¹



¹"Academic Inventory of Hartford Public High Schools, Class of 1961." Bureau of Guidance and Pupil Adjustment, Hartford, Connecticut, p. 2.

Table XIV
Post Graduate Activities of Hartford's
Public High Schools

Report on Bulkeley High 1962 Graduates,
Girls - 179 remain out of 223 graduates,
Boys - 118 remain out of 163 graduates

Table XIV
90

Table XV
Post Graduate Activity of Hartford's
Three High Schools

Report on Bulkeley High 1962 Graduates¹
 Girls - 179 returns out of 223 graduates,
 Boys - 118 returns out of 163 graduates
 Total 297

Post High School Category	Boys	Girls	Totals
enrolled in 4 yr. college	55%	27%	39%
other post high school educ.	6%	9%	8%
military	12%	-	5%
employed	14%	49%	35%
unemployed	.8%	1%	1%

A Report on the Class 1962 Hartford High²
 218 Girls, 212 Boys, 430 Total

Post High School Category	Boys	Girls	Totals
enrolled in 4 yr. college	24%	18%	21%
other post high school educ.	8%	7%	8%
military	21%	.9%	10%
employed	40%	61%	51%
unemployed	7%	5%	4%

Report on Weaver High 1960 Graduates³
 Girls - 150 returns out of 188 graduates,
 Boys - 100 returns out of 167 graduates,
 Total 250 out of 355 possible

Post High School Category	Boys	Girls	Totals
enrolled in 4 yr. college	100	150	250
other post high school educ.	69%	39%	51%
military	8%	14%	11%
employed	13%	-	5%
unemployed	10%	44%	30%
	-	2%	1%

¹Based on material sent by George Champlin, Chief of the Bureau of Elementary and Secondary Education.

²Based on "Annual Report on High School Graduates - June 1962". Reported by Hartford Public High School for the Connecticut State Department.

³Ibid.

⁴Interview with Robert Dunn, principal of Hall High School. West Hartford, Conn., March, 1963.

quired for graduation. Hartford's academic inventory does not show that the city's schools have advanced placement courses in mathematics, United States history, chemistry and physics. Conant recommended Advanced Placement courses for suburban, college preparatory high schools. It is interesting that Hartford offers these courses, not the wealthy suburb West Hartford. Table XVI gives the information regarding the placement of Hartford high school graduates. There is a wide range in the three high schools from a low of 21% going to college at Hartford Public High School to a high of 51% at Weaver High School. (Please note the report of Weaver High School is 1960; the others are 1962.)

An academic inventory for Hall High School follows. (See page 93.) This inventory is patterned on those in Slums and Suburbs, as all the students in the class of 1962 are included. In West Hartford 62% of the class go on to college. Eighteen credits are required for graduation, two more than in the city schools. Science and mathematics are not taken in the quantities Conant recommends. Foreign languages are studied but not in the concentration Conant thinks necessary for mastery. West Hartford, however, is in the process of changing its requirements for graduation in three study areas. These new requirements would change the picture.¹ Instead of one year of social studies, a student is required to take three years of straight history. In place of no specific requirement in mathematics and science, a three-year combination is now mandatory (with no less than one year in either subject).

¹Interview with Robert Dunn, principal of Hall High School. West Hartford, Conn., March, 1963.

HALL HIGH SCHOOL ACADEMIC INVENTORY¹

Hall High School, West Hartford, Connecticut (Class of 1962 - Grades 9-12)

1959 Graduates: 260; Graduates in Sample: 260; Mean I.Q. of Sample: 115

I.Q. Groupings	75-89		90-104		105-114		115-129		130 plus		All I.Qs.		Total
Number	Boy-Girl		Boy-Girl		Boy-Girl		Boy-Girl		Boy-Girl		Boy-Girl		
Boys - Girls	-	3	21	29	25	29	63	59	14	17	123	137	260
(Figures below are percentages)													
In College	-	-	4	11	50	58	89	73	100	88	67	57	62
Other Post													
H.S. Educ.	-	-	17	7	20	25	2	19	-	5	8	15	12
Employed	-	100	69	74	29	13	10	8	-	5	23	24	24
Total Courses													
20 or more	-	-	8	11	8	10	10	19	28	47	18	18	18
18 or more	-	100	91	92	87	89	100	98	100	100	95	96	96
Total Academic													
18 or more	-	-	4	-	-	-	27	14	35	29	19	9	14
12 or more	-	-	60	25	75	68	100	97	92	100	88	74	80
Total Non-Academic													
10 or more	-	33	-	11	4	-	-	-	-	-	.8	.7	.7
6 or more	-	100	60	85	37	31	-	1	7	-	20	26	23
English													
At least 3 yrs.	100	100	100	100	100	100	100	100	100	100	100	100	
At least 4 yrs.	100	100	100	100	100	100	100	100	100	100	100	100	

¹Based on "Evaluation of William H. Hall High School." West Hartford, Conn., Nov. 27, 28, 1962, pp. 24-28.

Based on "Evaluation of William H. Hall High School." West Hartford, Conn., Nov. 27, 28, 1962, pp. 24-28.

TABLE XVI

ACADEMIC INVENTORY¹ continued

Hall High School, West Hartford, Connecticut (Class of 1962 - Grades 9-12)
 1959 Graduates: 260; Graduates in Sample: 260; Mean I.Q. of Sample: 115

I.Q. Groupings	75-89	90-104	105-114	115-129	130 plus	All I.Qs.	Total
Number	Boy-Girl	Boy-Girl	Boy-Girl	Boy-Girl	Boy-Girl	Boy-Girl	
Boys - Girls	- 3	21 29	25 29	63 59	14 17	123 137	260
(Figures below are percentages)							
Social Studies							
At least 3 yrs.-	33	82	77	66	86	73	66
At least 4 yrs.-	-	39	22	25	24	29	25
Mathematics							
At least 3 yrs.-	-	17	-	62	37	87	69
At least 4 yrs.-	-	4	-	29	6	63	20
Science							
At least 3 yrs.-	-	21	3	8	20	52	12
At least 4 yrs.-	-	-	-	-	-	16	-
Foreign Language (Total)							
At least 3 yrs.-	-	13	11	33	27	63	86
At least 4 yrs.-	-	8	3	12	13	40	75
One Foreign Language							
At least 3 yrs.-	-	8	3	8	13	40	74
At least 4 yrs.-	-	-	-	-	-	6	7
Business							
At least 1 yr.-	100	60	92	4	65	13	15
At least 2 yrs.-	100	21	81	-	37	3	8
Home Economics							
At least 1 yr.-	-	-	-	-	-	-	-
At least 2 yrs.-	-	-	-	-	-	-	-
Industrial Arts							
At least 1 yr.-	-	-	73	-	75	-	41
At least 2 yrs.-	-	-	69	-	65	-	19

¹Based on "Evaluation of William Hall High School." West Hartford, Conn., Nov. 27, 28, 1962, pp. 24-28.

²Based on "Evaluation of William Hall High School." West Hartford, Conn., Nov. 27, 28, 1962, pp. 24-28.

TABLE XVII

ACADEMIC INVENTORY¹ continued

Hall High School, West Hartford, Connecticut (Class of 1962 - Grades 9-12)

1959 Graduates: 260; Graduates in Sample: 260; Mean I.Q. of Sample: 115

I.Q. Groupings	75-89	90-104	105-114	115-129	130 plus	All I.Qs.	Total
Number	Boy-Girl	Boy-Girl	Boy-Girl	Boy-Girl	Boy-Girl	Boy-Girl	
Boys - Girls	- 3	21 29	25 29	63 59	14 17	123 137	260

(Figures below are percentages)

Combinations	75-89		90-104		105-114		115-129		130 plus		All I.Qs.		Total
At least 7 yrs. Sci. & Math.	-	-	-	-	4	3	41	3	21	-	24	2	13
At least 7 yrs. Eng. & Social Studies	-	66	86	85	66	93	57	68	85	70	68	76	72
At least 4 yrs. total Foreign Lang., 7 yrs. Eng. & Social Studies; 7 yrs. Math. & Sci.	-	-	-	-	-	-	6	-	14	-	5	-	2
Art													
At least 1 yr.	-	100	30	55	25	58	6	32	7	23	15	40	28
At least 2 yrs.	-	33	13	25	12	34	2	12	-	5	6	19	13
Music													
At least 1 yr.	-	-	30	55	62	51	33	54	23	64	33	53	44
At least 2 yrs.	-	-	21	29	37	10	14	37	23	52	20	35	28
Business													
At least 1 yr.	-	100	60	92	4	65	11	15	-	11	22	42	33
At least 2 yrs.	-	100	21	81	-	37	3	8	-	-	10	30	20
Home Economics													
At least 1 yr.	-	66	8	66	4	55	-	17	-	-	12	34	18
At least 2 yrs.	-	33	-	33	4	24	-	7	-	-	-	16	6
Industrial Arts													
At least 1 yr.	-	-	73	-	79	-	41	-	21	-	53	-	25
At least 2 yrs.	-	-	69	-	66	-	19	-	14	-	37	-	18

¹Based on "Evaluation of William Hall High School." West Hartford, Conn., Nov. 27, 28, 1962, pp. 24-28.

There are other changes in the total West Hartford curriculum which will have an ultimate effect on the high school academic inventory.¹ The extension of the modern languages department down into the fifth and sixth grades will eventually strengthen the third and fourth years of a language at the high school level. Early recognition of gifted language students which hopefully will cut across ability grouping, will be possible.

At the beginning of junior high school, children with a bent toward mathematics are now singled out for an accelerated program.² By the tenth grade this group is ready for a much more demanding program than heretofore offered. This has caused an upgrading in the high school course. Ironically enough, the private schools in the Hartford area, who like to have applicants from this gifted group, have had to upgrade their mathematics department also.

To provide further information regarding Hall High School's academic inventory, particularly in the "employed category," Table XX on page 97 is included. It gives the data on the extension of the school census for West Hartford. It is interesting to compare it with the Hartford situation. Unemployment is negligible. Males in the suburb as in the city are more apt to drop out of school. Among the high school graduates, males, more than females, leave the town to pursue further education. The social pressure is such in a suburb that a college education for a boy is all important.

¹Dunn, op. cit.

²Ibid.

WEST HARTFORD'S OUT-OF-SCHOOL YOUTH
 Data on Out-of-School Youth Ages 16-20 years as of Sept. 1, 1962¹

High School Graduates	Age of Males					Total	Age of Single Females					Total
	16	17	18	19	20		16	17	18	19	20	
A. Number of High School Graduates Employed full-time (30 hrs. or more weekly)		11	50	65	45	171		32	73	106	46	257
B. Number of High School Graduates Employed part-time (10-29 hrs. weekly)		6	4	4		14		3	2	7		12
C. Number of High School Graduates Unemployed (less than 10 hrs. weekly)		2	2	2	2	8				5		5
D. Total Number of High School Graduates (Items A/B/C)		19	56	71	47	193		35	75	118	46	274
Non-High School Graduates												
E. Number of Non-High School Graduates Employed full-time (30 hrs. or more weekly)	7	6	18	14	9	54		2	2	3	1	8
F. Number of Non-High School Graduates Employed part-time (10-29 hrs. weekly)	1	8	1	1		11		4	1	1		6
G. Number of Non-High School Graduates Unemployed (less than 10 hrs. weekly)	1	1	1			3			3	1		4
Total Number of High School Non-Graduates	9	15	20	15	9	68		6	6	5	1	18

TABLE XIX

¹Extension of the School Census. Recommended by the State Board of Education. Obtained during processing at The Univ. of Hartford, Dept. of Education.

For comparison the academic inventory of one of Conant's "lighthouse schools" is included. (See page 99 and 100) Newton is chosen because the percentage going on to a four-year college most nearly corresponds with West Hartford's percentage in this category. Differences between the two inventories occur in the following subjects:

SUBJECT	% OF WEST HARTFORD	% OF NEWTON
Soc. Studies		
at least 3 yrs.	71%	97%
at least 4 yrs.	27%	69%
Science		
at least 3 yrs.	23%	52%
at least 4 yrs.	4%	18%
One Foreign Lang.		
at least 3 yrs.	31%	49%
at least 4 yrs.	4%	15%

Considering the number of subjects and combinations covered in an inventory the significant differences between a West Hartford high school and Newton high school are negligible.

The final tables in this chapter (see page 102, 103) dealing with progress of study, compares the type of course taken by the academically talented (using Conant's definition) in Hartford and West Hartford. Here the significant differences occur in 1) the percentage of academically talented in the two educational systems 2) the larger amount of mathematics and science the Hartford student is able to take in a system which requires fewer credits for graduation, and 3) the heavier program of social studies and foreign language in West Hartford.

TABLE XX
NEWTON'S ACADEMIC INVENTORY

For Comparison: An Academic Inventory
from one of Dr. Conant's "Light House Schools"
Newton High School, Newton, Massachusetts¹

	All I.Q.s.		
	Boy	Girl	Total
Foreign Language (total)	198	241	439
at least 3 yrs.			
at least 4 yrs.			
One Foreign Language			
In college	69	60	64
Other post-H.S. education	12	16	14
Employed	9	20	15
Total Courses			
26 or more	28	46	38
20 or more	96	100	98
Total Academic			
18 or more	61	51	56
12 or more	99	97	98
Total Nonacademic			
10 or more	17	37	28
6 or more	77	90	84
English			
at least 4 yrs.	99	100	100
Social Studies			
at least 3 yrs.	97	97	97
at least 4 yrs.	59	77	69
Mathematics			
at least 3 yrs.	87	59	72
at least 4 yrs.	58	14	34
Science			
at least 3 yrs.	72	36	52
at least 4 yrs.	28	10	18
at least 2 yrs.	25	1	12
Home Economics - at least 1 yr.	18	54	38
at least 2 yrs.	5	20	13

(Figures are percents)

¹Conant, James B., Slums and Suburbs. New York: McGraw-Hill Book Co., Inc. 1961. pp. 124, 125.

²Conant, James B., Slums and Suburbs, New York: McGraw-Hill Book Co., Inc. 1961. pp. 124, 125.

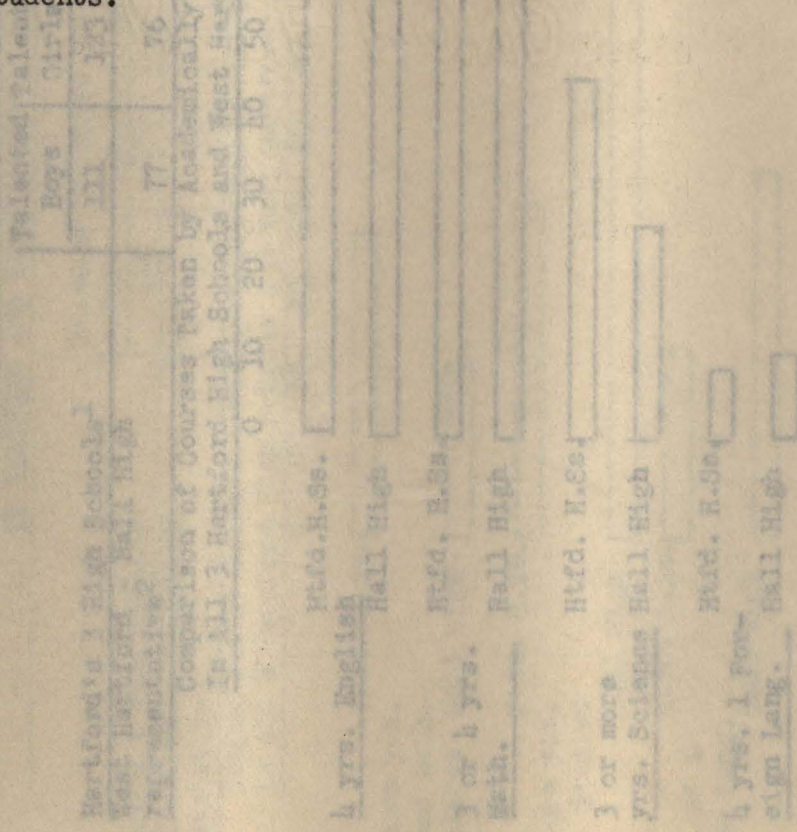
TABLE XXI
 Newton Academic Inventory continued¹

	Boy	Girl	All I.Q.s Total
Foreign Language (total)			
at least 3 yrs.	67	68	67
at least 4 yrs.	38	58	49
One Foreign Language			
at least 3 yrs.	52	47	49
at least 4 yrs.	15	16	15
Advanced Placement			
English	2	3	2
Languages	4	2	3
Mathematics	5	0	3
Science	1	1	1
Social Studies	1	0	1
Physics - at least 1 yr.	41	2	20
Combinations			
at least 7 yrs. Sci. and Math	49	12	29
at least 7 yrs. Eng. and S.S.	97	97	97
at least 4 yrs. F.L., 7 yrs. Math and Sci., 7 yrs. Eng. and S.S.	16	7	11
Art - at least 1 yr.	11	28	20
at least 2 yrs.	4	12	9
Music-at least 1 yr.	30	50	41
at least 2 yrs.	14	29	22
Business-at least 1 yr.	26	30	28
at least 2 yrs.	14	22	18
Shop -at least 1 yr.	51	4	25
at least 2 yrs.	25	1	12
Home Economics - at least 1 yr.	18	54	38
at least 2 yrs.	5	20	13

¹Conant, James B., *Slums and Suburbs*, New York: McGraw-Hill Book Co., Inc. 1961. pp. 124, 125.

The academic inventory is a useful tool in studying the city and its suburb and provides a basis for comparison. Two important findings emerge. The fact that West Hartford has 43% more children with I.Q.s over 115 indicates that acculturation and experiential background influence I.Q. test results.

The second significant finding, when the two academic inventories are compared, is the relatively little difference in the number of credits accrued by the talented student although the two school systems requirements differ. Evidently raising the Carnegie units needed for graduation does not affect the number of academic courses taken by this group of high I.Q. students.



Leicestershire Inventory of Hartford Public High Schools, Class of 1962
 of Children and Pupil Adjustment, p. 6.
 Evaluation of William H. Hall High School, West Hartford, Conn., Nov. 27, 28, 1962. pp. 24-26.

COMPARISON IN NUMBER AND SEX OF ACADEMICALLY TALENTED STUDENTS

IN HARTFORD AND WEST HARTFORD

	Talented Boys	Talented Girls	Total of all Talented	Total Pupils	% Talented
Hartford's 3 High Schools ¹	111	123	234	1,223	19%
West Hartford - Hall High representative ²	77	76	153	250	62%

Comparison of Courses Taken by Academically Talented Students
In All 3 Hartford High Schools and West Hartford's Hall High

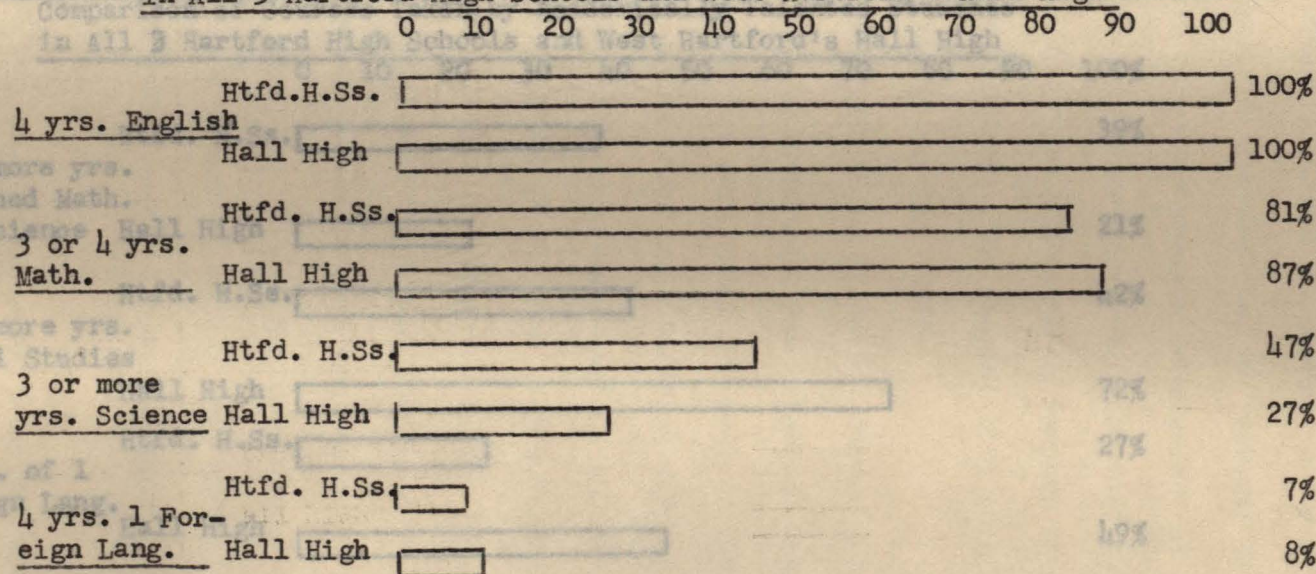


TABLE XXII

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¹"Academic Inventory of Hartford Public High Schools, Class of 1961." Bureau of Guidance and Pupil Adjustment, p. 6.

²"Evaluation of William H. Hall High School." West Hartford, Conn., Nov. 27, 28, 1962. pp. 24-28.

**COMPARISON IN NUMBER AND SEX OF ACADEMICALLY TALENTED STUDENTS
IN HARTFORD AND WEST HARTFORD**

	Talented		Total of all	Total	%
	Boys	Girls	Talented	Pupils	Talented
Hartford's 3 High Schools ¹	111	123	234	1,223	19%
West Hartford - Hall High representative ²	77	76	153	250	62%

Comparison of Courses Taken by Academically Talented Students
in All 3 Hartford High Schools and West Hartford's Hall High

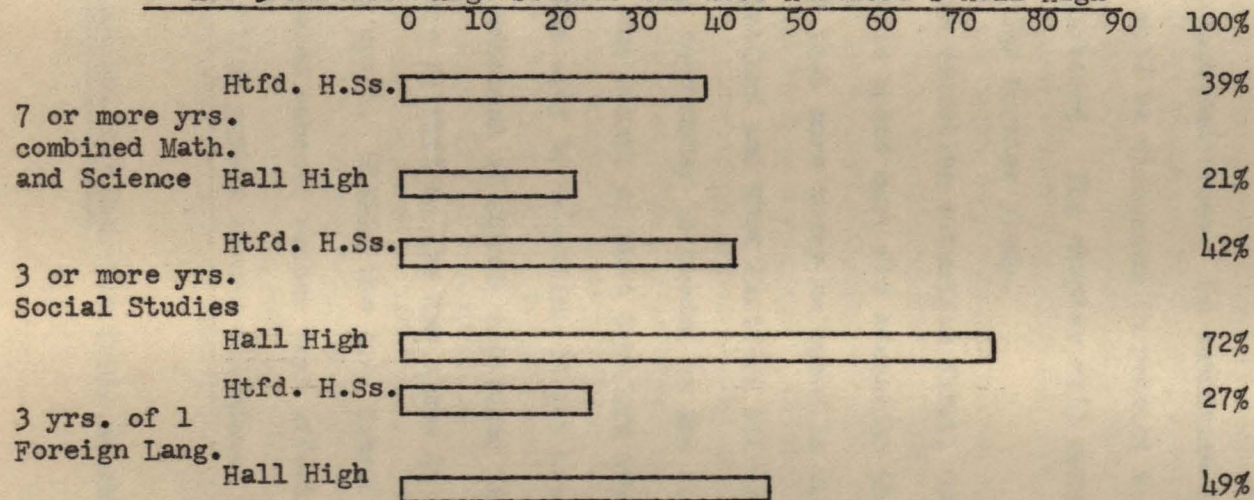


CHART XXVIII

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¹"Academic Inventory of Hartford Public High Schools, Class of 1961." Bureau of Guidance and Pupil Adjustment, p. 6.

²"Evaluation of William H. Hall High School." West Hartford, Conn., Nov. 27, 28, 1962. pp. 24-28.

CHAPTER NINE

SUMMARY AND CONCLUSIONS ON RELATING SLUMS AND SUBURBS TO
HARTFORD AND WEST HARTFORD

Chapter VI of Slums and Suburbs entitled "Concluding Observations," devotes itself primarily to summary conclusions on "schools in the well-to-do suburbs" and on "schools in the large city slums."¹ These seventeen summary conclusions of Conant take the form of specific recommendations. To summarize this thesis however, the administration of Hartford is trying valiantly to keep the high schools integrated. The high schools are overcrowded, but the educational leadership does not want to solve the problem by building an all negro high school in the North End.¹ These recommendations will be discussed in respect to education in Hartford and West Hartford. The chapter will conclude with a statement of the need for further study.

To treat the urban education situation first, Conant states that the suburban schools spend more for education than do the cities. He recommends that more money be spent in the cities.² The amount spent in Hartford and West Hartford differs by only \$31. per pupil.³ That more money is needed in the slum schools may be true, but that the suburb of West Hartford devotes much more money than does the city to education is not true.

Two other recommendations of Conant contained in Chapter VI of Slums and Suburbs are related to the one above in that they ask that more money be spent. Within the city Conant asks for more money to upgrade slum schools rather than effecting "token integration by transporting pupils across attendance lines."⁴

¹Conant, James B., Slums and Suburbs. New York: McGraw-Hill, 1961, p. 144.

²Ibid., p. 145.

³Supra, p. 78.

⁴Ibid, p. 146

In answer to this recommendation Hartford is in the position of agreeing on the elementary level and disagreeing on the secondary. Elementary schools in the Negro section of Hartford are being improved as Chapter IV of this thesis points out. Higher horizon programs have begun; additional reading consultants, librarians and social workers have been added. No transporting of students to effect integration has taken place. On the secondary level, however, the administration of Hartford is trying valiantly to keep the high schools integrated. The high schools are overcrowded, but the educational leadership does not want to solve the problem by building an all Negro high school in the North End.¹ Conant concludes his plea for the improvement of Negro schools with a demand for fully integrated teaching staffs. This Hartford has, although it does not have an integrated administrative staff.

The third of Conant's recommendations states that perhaps more pay and certainly more teachers with special training for urban teaching are needed. Hartford does not give more pay to a slum teacher, but the city does offer inservice training to the total teachers in these areas. The extra teachers in slum schools are youth not in the classroom but in the special services. The one redeeming feature in the otherwise negative reaction to this recommendation of Conant's regarding additional salary is the fact that the teachers' salary scales in the city and the suburb are almost the same.

¹Supra, p. 38. cit., p. 116.

²Ibid. cit.

³Op. cit., p. 116.

West Hartford suffers from too much adult interest while Hart 106

Conant expresses a concern in the last chapter of Slums and Suburbs for "the developing of meaningful courses for pupils with less than average abilities."¹ He reiterates his demand for automotive shops. The educational systems of both Hartford and West Hartford have pilot programs in the work-study area, but neither school system has endorsed the idea to the extent of enrolling all students in need of such training. An auto mechanics offering for boys is to be found only in the Prince Regional Vocational Technical School. Neither Hartford nor West Hartford wants to devote tax money to adequate shops when the state already provides a basic program.

Another of Conant's recommendations for urban education centers on having "accurate and frank information neighborhood by neighborhood on unemployed, out-of-school youth."² Hartford does have a drop-out, unemployed youth problem. The extension of the school census reported on pages 45 and 46 of this thesis gives the information Conant asked for neighborhood by neighborhood. The decade comparison on page 46 states that, though the total youth unemployment is higher in 1960 than 1950, the unemployed youth represent a 4% drop in the total youth unemployment picture.

Conant in his list of recommendations talks about the importance of "enlisting the support of parents in the education of their children"³ through adult education. It is ironic to think that

¹Conant, op. cit., p. 146.

²Loc. cit. p. 41.

³Op. cit., p. 146.

West Hartford suffers from too much adult interest while Hartford needs more. Hartford is enlarging its adult education program and trying to draw the parents into the schools. Related to this recommendation about parental involvement is the admonition to elect "nonpolitical, honest school boards."¹ This thesis did not go into the make-up of the school board. It was pointed out,² however, that many of the leaders, both business and social, while they earn their livelihood in the city, live in the suburbs. This fact would contribute to a weakening in educational leadership.

Chapter VI of this thesis deals with Conant's recommendation that city school administrations decentralize in order better to meet the diverse needs of a city. Hartford, with only 26,000 enrolled in the public schools, seems to be able to adapt itself to various neighborhood needs: viz. the higher horizon programs in the North End schools.

Another urban recommendation Conant makes is the extension of the schools' educational and vocational services to youth until the age of 21. The New Haven "Program in Progress" has incorporated this feature, but there are no indications that Hartford is thinking of this.

The last of Conant's urban recommendations is the opening of employment opportunities in a city on a "non-discriminatory basis." This topic is too large to deal with herein. A hint as to its seriousness in Hartford is given by the figures showing a very low

¹Op. Cit., p. 147.

²Supra, p. 41.

percentage of Negroes enrolled at the Prince Regional Vocational Technical School.¹

To turn to the suburban educational problems, Conant recommends to these schools that they make a concerted effort to educate "both the parent and the child to the realities of college admission."² He asks for good guidance departments. West Hartford seems to be aware of its problems. The guidance department is certainly adequate. However, the lack of good technical training is a drawback if the school's administration means what it says about hoping to give prestige to the non-college bound student.

Conant recommends that the bright students take a more intensive, broader program. It is interesting to compare the courses taken by the academically talented at Hall High School, West Hartford, (18 credits for a diploma) with those taken by the similar group at the Hartford high schools, (16 credits for a diploma).³ The results did not conform to Conant's findings. The students in both municipalities took the same amount of English; Hall High School students took 6% more mathematics; 22% more of the academically talented student body at Hall High School took three years of a foreign language than did a similar group at the Hartford high schools; 30% more took social studies.

¹Supra, p. 49.

²Conant, op. cit., p. 144.

³Supra, p. 104. R., Slums and Suburbs. New York: Holt-Rinehart, 1961, p. 145.

This finding could be expected, but, on the other hand, Hartford high schools' academically talented took substantially more science and combined mathematics and science than did their counterparts at Hall High School. The proliferation of courses in West Hartford did not lead to a great strengthening in the programs needed by the academically talented student.

Finally Conant advocates that "every high school ought to strive for participation in the Advanced Placement Program".¹ Interestingly, Hartford endorses this program while West Hartford finds it too restricting although Hartford has only 19% of its student population academically talented compared to West Hartford's 62%.

Thus we have seen, by reviewing Conant's recommendations, that Hartford and West Hartford do have many of the educational problems which motivated him to write Slums and Suburbs. Although the contrast is not as dramatic as Conant reports, the trend is toward an intensification rather than a mitigation of the differences as the metropolitan area of Greater Hartford increases.

The Greater Hartford area population has increased 12% in the ten years between 1950 and 1960 while the city's population dropped 15,219. The percentage of Negroes in Hartford increased from 7% to 15%. The "social dynamite", the great inequalities in educational opportunity which Conant worried about, is here.

¹Conant, James B., Slums and Suburbs. New York. McGraw-Hill, 1961, p. 145.

The schools systems' staff and budget are roughly comparable. It is the student bodies which differ widely. The Negroes are concentrated in one section of the city, with practically no members of this minority group in the suburb.

James Baldwin wrote dramatically in the New Yorker of the need for mutual concern between the races:

If we - and now I mean the relatively conscious whites and the relatively conscious blacks, who must like lovers, insist on, or create, the consciousness of the others - do not falter in our duty now, we may be able, handful that we are, to end the racial nightmare, and achieve our country, and change the history of the world.¹

West Hartford remains aloof from slums and their problems. Hartford has begun to show a concern. The human renewal team is a case in point. The embryonic programs in work-study, distributive education, summer school, and tutoring of North End children by college students, all show an awareness of the Negro child's needs. Dr. Maurice Ross, Director of Research for the State Board of Education, thinks this concern is long overdue. He said education has adapted itself to the mentally retarded, auditory and visually handicapped, why not to the culturally deprived or different?

This thesis has studied education in Hartford and West Hartford in the light of Conant's book Slums and Suburbs. It will close with an indication of the need for further study. The need is multiple. The requirements of the labor market in Hartford as they affect youth, an important consideration for much of the

¹ Baldwin, James, "Letter from a Region in My Mind." New Yorker, November 16, 1962, p. 144.

city's school program, need investigation. For what sort of jobs are the schools preparing 80% of the student body? As new programs which attempt to bridge the gap between school and job are tried out, appraisal will have to be made of the programs' effectiveness.

In West Hartford further study is needed in the form of better follow-up on students going to college. Are they adequately prepared? Do they complete the college course? For the terminal student more study is needed on the type of jobs available and the kind of preparation the high school can offer.

Both Hartford and West Hartford have a great challenge to keep abreast of the needs of their changing, often undemanding minorities, in order better to adapt their educational systems to all the students in attendance.

APPENDIX B

Parent's Pledge of Cooperation¹
 Baneker Group of Schools
 St. Louis, Missouri

TO: PARENTS OF PUPILS, Grades 4, 5, 6, 7, and 8

We, in the Baneker District - teachers, general consultants, principals, and the director - have worked very hard to help our children do their best in school. We have had some success. But, we want you to know that our best effort will not be good enough if we do not have your full support and cooperation. We realize, as we know you do, that if your child is to prepare himself for a good position in the future, he must do his best job in school everyday. We feel sure that you will want to do all you can to make certain that your child achieves as much as he can in all school subjects, especially in reading, arithmetic, and language. May we remind you, as parents, that our motto is SUCCESS IN SCHOOL IS MY CHILD'S MOST IMPORTANT BUSINESS.

Below is a PARENT'S PLEDGE OF COOPERATION. Please read it very carefully and let it serve as a constant reminder and guide.

With kindest regards,

PRINCIPAL

SAMUEL SHEPARD, JR.

SCHOOL

DIRECTOR, ELEMENTARY

EDUCATION

THE PARENT'S PLEDGE OF COOPERATION

I. I pledge that I will do my level best to help my child put forth his best effort to study and achieve in school.

1. I will make sure my child attends school everyday on time and with sufficient rest to be able to do a good job.

2. I will provide my child with a dictionary and, as far as I am able, a quiet, well-lighted place to study.

¹Material sent author by Samuel Shepard, Jr., Director of Elementary Educ., Baneker Group of Schools, St. Louis, Mo.

Parent's Pledge of Cooperation¹ continued

3. I will insist that my child spend some time studying at home each day.
 4. I will visit my child's teacher at least once during each semester.
 5. I will discuss my child's report card with him. I will compare my child's grade level with his level of achievement.
 6. I will join the P.T.A. and attend meetings as often as I can.
- II. I recognize the fact that skill in reading is the key to success in school achievement. Therefore:
1. I will provide my child with a library card and insist that he use it regularly.
 2. I will give him suitable books frequently (on birthdays, holidays, and other special occasions).
 3. I will give him a subscription to one of the weekly school newspapers or magazines (My Weekly Reader, Jr. Scholastic, etc.).
- III. I pledge to do my best to impress upon my child the fact that SUCCESS IN SCHOOL IS HIS MOST IMPORTANT BUSINESS.

¹Material sent author by Samuel Shepard, Jr., Director of Elementary Educ., Banneker Group of Schools, St. Louis, Mo.

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