

REPORT OF THE EQUAL EDUCATIONAL OPPORTUNITIES COMMITTEE
TO THE PRESIDENT AND MEMBERS OF THE BOARD OF EDUCATION
CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT NO. 4

On March 10, 1967, the Champaign Community Unit 4 Board of Education appointed the Equal Educational Opportunities Committee with the following statement: "The Unit 4 Board of Education

Reaffirms:

That it does not condone school practices which would artificially establish or maintain segregation or discrimination, whether ethnic, religious, or racial.

Recognizes:

That education is one of the most effective means of correcting social inequities.

That it is the responsibility of the Board of Education to provide equal opportunities for the academic and vocational training of all children of the community, and to provide the environment and guidance which will encourage each child to aspire to the full use of those opportunities.

That Champaign Community Unit District No. 4, in common with many other northern school districts, has a concentration of a minority group in one area of the community.

That there are heavy concentrations of minority groups in some of our schools.

That, while neither caused nor wholly rectifiable by the school district, this situation creates a variety of educational problems.

Requests the committee to:

Make recommendations concerning methods which can be adopted to deal with these educational problems.

Make recommendations for reasonable actions, within the purview of the Board, concerning the alleviation of the minority group concentrations within our schools

Examine all of our programs and practices that relate to equal educational opportunities, and recommend improvements, changes or modifications.

On June 13, 1967, the Committee made an interim report which found that

"Segregation," as described in federal court decisions, does not exist in the Unit 4 schools

Racial isolation exists in the elementary schools in Unit 4.

Racial isolation exists at the junior high level in Unit 4, specifically in Jefferson Junior High School.

Beginning with September, 1967, racial isolation will not exist in the Unit 4 Senior High Schools.

Based on these findings and other evidence, the committee made the following recommendations:

The Board of Education recognize publicly that racial isolation in the schools has undesirable educational and social effects and it should be the policy of the school administration to bring about the elimination of racial isolation from the Unit 4 system.

The Board of Education should take immediate steps to achieve racial balance in the three junior high schools by September, 1967.

The Board of Education declare September, 1968, as its target date for elimination of racial isolation throughout the elementary level in the school district.

On June 29, 1967, the Board of Education responded to the report with the following resolution:

"The Board of Education commends and is grateful to the entire committee for the time and effort they have spent in their work. We would ask that they continue and assure them of the full and wholehearted cooperation and support of the Board of Education.

"As to the committee's interim recommendations: It is now stated that it is the continuing policy of the Unit 4 School System to bring about the elimination of the effects of racial isolation in the Unit 4 Schools.

"Racial isolation, being a factor in the educational effects of racial isolation, shall be eliminated throughout Unit 4 System by September, 1968.

"This is not to say that some steps might not be taken before or after that time. This is, and will be a continuing process. We are concerned here with the educational effects of racial isolation upon all of the children of our schools, and we know that the development of a program cannot be accomplished overnight. It must be an accomplishment of solid educational foundation, so that it will withstand the tests of time, and in this, end the detrimental effects of racial isolation and bring about an educational betterment of all the children of Unit 4."

The Committee on Equal Educational Opportunities has, since its interim report to the Board of Education, continued to carry out its charge to examine all of the Unit 4 programs and practices that relate to equal educational opportunity. The committee has completed that examination and is ready to make recommendations to the Board for reasonable actions to alleviate the educational problems which arise from racial isolation in the Unit 4 schools. Although it is the declared policy of the Board to eliminate the effects of racial isolation in the schools, it might be helpful to review some more of the committee's findings on racial isolation before discussing the programs proposed by the committee.

I.

Racial isolation is characterized by the disproportionate absence or presence in an attendance unit of whites or Negroes, both teachers and pupils, in relation to their numbers in the total school population. By that definition, racial isolation exists in each of the elementary attendance units in the school district. Racial isolation is attended by significant, deleterious, social and educational effects. It is difficult at times to differentiate between social and educational effects.

The most striking result of racial isolation in Unit 4 schools is that white

and Negro children generally are not visible to or acquainted with each other until the junior high school level. This makes racial understanding and communication difficult to achieve when they do meet.

Some of the undesirable educational effects of racial isolation are:

- (a) Negro pupils in racially isolated academic situations do not attain as high achievement levels as Negro pupils in racially balanced school surroundings.
- (b) The racially isolated Negro pupil generally has low aspirations and a poor self-image which is reinforced by his isolation.
- (c) Racial isolation is a substantial factor increasing the likelihood that the Negro pupil will drop out before high school graduation, limiting his job opportunities and life's chances, thereby closing the cycle of conditions causing racial isolation.
- (d) Racial isolation of white pupils has a tendency to reinforce a superior self-image, vis a vis Negro pupils; but the elimination of isolation (in proportion to total population) does not adversely affect the achievement level of white pupils.

The committee gave brief consideration to the question of the effects of socio-economic isolation on the school child. The primary conclusion of The Coleman Report would seem to indicate that much the same observations might be applied to socio-economic isolation as to racial isolation.

The conclusion of the committee and the basis for its proposals were reached through some thirty meetings lasting many hours each over a period of nearly a year. There was, in addition, substantial and dedicated work by the individual members outside of the regular meetings. They devoted extra time to reading and evaluating national surveys and studies such as The Coleman Report and The Moynihan Report from the U. S. Department of Health, Education and Welfare, and the U. S. Civil Rights Commission report on Racial Isolation in the Public Schools. Subcommittees labored long hours preparing reports on

experiences with school desegregation in other communities,

The committee considered at length the report of the Champaign Education Association Committee to Study Integration. Their report summarized much evidence showing the social and educational need for eliminating racial isolation in the schools. The study developed an excellent set of criteria for resolving school problems arising from racial isolation. The CEA solution was presented to the Board as one possible arrangement which met the criteria. It called for the creation of "one-grade" schools at Washington, Marquette and Gregory to house a city-wide sixth grade. All pupils below the sixth grade at those three schools were to be bused to other elementary attendance centers. The CEA plan is similar to those tried in elementary schools in Teaneck and Englewood, New Jersey, and comparable to the ninth grade plan established in Berkeley, California.

In Englewood, use of the sixth grade school was a temporary program which gave way to the subsequent development of a fifth through eighth grade middle school. The Superintendent of Schools in Berkeley, California, is of the opinion that although the integration achieved by establishing a ninth grade attendance center was superior to the segregated junior high schools which had existed previously in Berkeley, "the students would be better off from an educational and psychological standpoint if the ninth grade were located at the same campus with grades ten through twelve." In other words, one grade arrangements, although temporarily expedient, have not provided lasting solutions to the problems of racial isolation. The Equal Educational Opportunities Committee feels that any advantages found in combining the sixth grades would be outweighed by the educational drawbacks.

The committee also studied in depth the school integration plans and experiences of such communities as Berkeley, California; Ann Arbor, Michigan; Syracuse, New York; White Plains, New York; Lansing, Michigan and Evanston, Illinois.

Extensive consultation and interviews were held with experts in the fields of education and sociology and the committee drew upon, and received, the full cooperation of the administrative staff of the district. The committee is especially grateful to Dr. Robert Cooley, Dr. Arthur Turner and Dr. Philip Jones for their advice and contribution to the work of the committee.

The findings, observations and experiences of the Committee on Equal Educational Opportunities led it to adopt the following criteria which any program must meet to end the effects of racial isolation in the Unit 4 schools. An effective program will:

- (1) Insure a superior, enriched, educational opportunity for all the elementary pupils of the district.

Combat the educational problems which arise from racial isolation within and without the schools.

- (3) Be district wide and long range; not locally confined nor interim nor token in nature.
- (4) Eliminate racial isolation within each general classroom as well as within each attendance unit. The techniques of grouping, streaming or tracking should not be employed to perpetuate racial isolation in the classroom. The percentage of white pupils in each general classroom in the district should be not more than 93 nor less than 74.

Provide extensive supportive educational programs for all students; maintain the smallest pupil-teacher ratio possible; and insure full preparedness and acceptance by faculty and staff.

Cause a minimum of pupil displacement and a maximum continued attendance at one unit during a pupil's entire elementary schooling.

- (7) Recognize safety hazards to children going to and from school and provide maximum protection from those hazards.
- (8) Utilize all the existing resources and physical facilities of the district.
- (9) Generate the most widespread community support and acceptance possible.

II.

The committee recommends to the Board the following programs:

Washington School

The Washington School should be operated cooperatively by the Elementary Division of the College of Education, University of Illinois, and Community Unit School District No. 4 as "University of Illinois-Unit District No. 4 Elementary School." The school should be supported, at least in the beginning, by Unit 4 funds, but long range plans for eventual financial responsibility for the school by the University should be made. The school should be a model elementary school with its student body drawn from the entire geographic area of the Unit 4 district. The school's population should be balanced racially, intellectually and economically so that it represents a genuine cross-section of the district. The curricula offered should be superior. Innovative teaching methods should be employed, drawing upon the staff and facilities of the University. A "hot lunch" program should be provided. Attendance at the school should be upon a voluntary basis with the University responsible for screening and selecting the applicants. If Washington School is not operated as The University of Illinois Elementary School, then the Unit 4 Board of Education should operate Washington School as a model elementary school on the same bases as those recommended by the University of Illinois.

The pupils presently residing within what are now the Washington School geographic boundaries, who have not volunteered and been selected as pupils at the University of Illinois Elementary School, should be assigned and transported to other elementary attendance units in the district. The percentage of white pupils in each general classroom in the district should be not more than 93 nor less than 74.

Marquette School

The geographic boundaries of the Marquette School should be changed to achieve racial balance. The Northern boundary should not be North of University Avenue, and the Western boundary should be set at the Illinois Central Railroad right-of-way. The Southern boundary should be adjusted South so as to maintain the white pupil 74 per cent. This limitation should be maintained even if the total Marquette enrollment is considerably reduced as a result.

Gregory School

Gregory School should be phased out as a general elementary attendance unit. It is understood that this may be accomplished over a period of time.

Other Schools

The committee recommends to the Board that in adopting a program to end the effects of racial isolation, the Board do whatever is practicable to end socio-economic imbalance in the Unit 4 schools. Such balance should be achieved with special reference to pupils coming from Wilbur Heights and the Bradley-McKinley public housing development. Pupils from those areas should be assigned to various attendance centers.

The committee recognizes that this change in Marquette boundaries and the reassignment of pupils from Gregory and other elementary schools may necessitate

changes in boundaries of other elementary schools; and indeed such boundary adjustments are often necessary, but should be made in accordance with our criteria for ending the effects of racial isolation.

Hot Lunch Programs

We urge the Board to give strong consideration to the establishment of "hot lunch" programs in all elementary schools since each attendance unit will contain pupils who, because of distance, will not be able to have their noon meal at home.

III.

The committee is firmly adherent to the view expressed in its interim report that, "The preponderance of information sources available.....indicate that physical integration of pupils standing alone is not equivalent to quality education." In line with this view, the committee has studied the compensatory or supportive programs now available in Unit 4 schools. It has also examined needs or gaps that exist or that might be created in the process of eliminating racial isolation. It is the conclusion of the committee, and the thought of many persons interviewed by the committee, including program administrators and project staff members, that the greatest educational advantage is gained by providing services to children with learning disabilities at the beginning of their school experience.

Testing The Pre-School Child And The Dual Kindergartens

It has long been known that children differ in learning abilities. Until recently, however, it was assumed that such differences could be identified satisfactorily through a general intelligence test, sometimes supplemented by more specific tests such as those for reading readiness. Nevertheless, most

teachers have been aware that individual differences went much deeper. They have known, for example, that a particular child may learn to read better when the sounds of words are emphasized, while another child may learn more rapidly when the teacher emphasizes what the pupil sees rather than what he hears. Similarly, some pupils are able to compose a set of directions more readily than they can interpret a set of directions. Other pupils find the reverse to be true.

In recent years, educational research has been developing a diagnosis and prescription procedure roughly analogous to that used by physicians. Most general intelligence and achievement tests presently in use give a pupil a label which sometimes passes as a diagnosis of learning disability, these tests are of little assistance to the teacher in terms of providing a prescription for treatment. In other words, the teacher does not have a definite basis upon which to decide what teaching strategies should be employed to promote learning for a particular pupil.

This lack of diagnostic tools has received more attention recently because of the emphasis upon early instruction for pupils who are products of educationally disadvantaged environment. These pupils come to school with deficiencies which, if not remedied early, prevent adequate learning. For example, a pupil who has difficulty in discriminating between two similar sounds because he has not heard those sounds enunciated clearly, may have difficulty in learning to read. This, in turn, causes him to be unable to do a portion of his school work. He consequently falls further and further behind his classmates as he proceeds through school. Any child from any background, who was not taught arithmetic concepts, may have problems which cause him not only to fail to learn arithmetic, also to hate it for the rest of his life.

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HEAD START

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that exist in pre-school children

Unit 4 schools have participated in Head Start during the summer months for the past three years. In Unit 4, special emphasis has been placed on academic goals, in addition to socialization and health. In April, 1967, a study was made of over two dozen Head Start children who were in the first Unit 4 program. After two years, these children continued to be superior to a similar group who had not had Head Start. In contrast, many year long Head Start programs show no gains after the pupils have completed first grade. The committee believes that the gain in academic achievement level of Unit 4 Head Start pupils is directly attributable to the special emphasis placed on academic goals. The results of the Unit 4 Head Start study lend support to the committee's recommendation for a "dual kindergarten" program. In comparing Head Start to a "dual kindergarten", it should be noted that the Head Start program in Unit 4 is relatively small in relation to the estimated number of children in the district with learning disabilities. The criteria for selection of Head Start pupils, as established by the Office of Economic Opportunity, does not give weight to studies by educators who say many middle-class homes have an environment of educational deprivation.

The Unit 4 Board of Education has been asked to consider extending Head Start to a year long program. Unit 4 is already offering re academic material to the Head Start pupils than is recommended by O.E.O., whose main interest continues to be socialization. The committee supports the approach being taken by Unit 4 to add an academic emphasis to Head Start.

We are reluctant to make any recommendation as to the future of Head Start in Unit 4, knowing full well the program may be revised or terminated by the federal government at any time. We feel the "dual-Kindergarten" program

offers many of the socialization factors incorporated into Head Start as well as the academic emphasis peculiar to Unit 4. The benefits of the extended kindergarten would be available to all children of all backgrounds, and would not be limited to those groups covered by Head Start.

READING AND ARITHMETIC DISABILITIES

The Pre-Vocational program of Unit 4 serves pupils who, because of learning disabilities, emotional instability, discipline problems, or combinations of these problems, should not continue in the regular academic program.

Many of these students, approximately 50 per cent of whom are Negro, have attended as many as five elementary schools before entering junior high school. According to the administrators of the special programs, these children who have been removed from regular classes usually have average intelligence, but often are poor readers. They tend to have a strong, negative self-image and a history of failure to support this image. Many are hostile to the school environment and have little positive motivation, even in programs specially designed for them.

It is the hope of the committee that ways can be found to prevent, or at least reduce the poor self-image, the incidence of lag in reading ability and the history of failure of children who are approaching the school environment for the first time. The committee feels that if more attention were given to reading and learning disabilities early in the child's school experience better results in correcting those disabilities would be obtained. In addition, the financial burden of remedial work at the junior and senior high level could be reduced by several hundred dollars per pupil if appropriate attention were given on the elementary level.

For example, one Negro child in a Unit 4 junior high prevocational program was found to have a third grade reading level, though his I. Q. had been measured at 130. This was an unusual case, but it emphasizes the problem affecting many educationally disadvantaged children.

National studies estimate that from 10 to 25 per cent of normal school populations suffer from reading disabilities. All factors considered, it is probable that 12 to 14 per cent of Unit 4's elementary school population is affected by reading disabilities. About 3 or 4 per cent of the total elementary school population would be considered seriously disabled and require intensive instruction. The remaining 9 to 10 per cent need continuous but less intensive remediation. In 1967-68, Unit 4 enrolled just over 7,000 elementary school children. This means that 890 to 1050 pupils need remedial reading assistance.

The Phonetic Keys to Reading (PKR) method is used to teach reading throughout Unit 4, and is successful for many but not all pupils. Teachers should continue to be encouraged to be innovative in their approach to the reading problems of individual pupils.

At present, remedial reading assistance in Unit 4 is provided under the special services program for learning disabilities. While this program is excellent, it cannot meet the needs of all the pupils since it is designed to meet

the many different problems ever by disabled youngsters. The case load under the program strict individualized with maximum head of the pupil like with time. A diagnostic program which the one by the committee would not be in conflict with the existing program.

The number of teachers added to staff remedial reading program should be based on assignment case load. It would be reasonable to expect the remedial teacher to handle load of about ten pupils in group up to 8 pupils. The maximum teacher should be at pupil per work week. Some pupils they progress will give up the place to other during the year making the total yearly number of case per teacher higher than the maximum for any specific time. Based on the above figure 7 to 20 remedial reading teachers would be needed to service the present United elementary pupils.

A reading station should be provided in each school building in the district. Each reading station will equip space to work with groups of up to eight students together with space for keeping their material file permanent audio visual equipment and small area for conferring individual work. An existing classroom in each building be divided and used to provide the facilities necessary for media in the

The program of elementary pupils throughout the district to eliminate the effect of isolation will facilitate the establishment of remedial program, since the reading station would tend to be the same the load experienced by other stations.

With 7 elementary school in the United States the minimum school year remedial reading program based on population figures would require

about 17 to 20 teachers. This would imply that each building should house a reading station. Due to the difference in each school's enrollment, the teacher assignment would not necessarily be on a one-school one-teacher basis. Two teachers may be needed in certain schools, or a teacher may have to service two different schools

The committee has confirmed that the Center for Reading Research and Instruction in the College of Education at the University of Illinois could serve initially as the central reading center for the Unit. This arrangement would provide additional professional skills necessary to initiate the program.

Remedial reading assistance is now offered to students at Franklin Junior High School and Central Senior High School under Title I of Elementary and Secondary Education Act. This program is aimed at improving the reading skills of students who have the most difficulty. As students with reading deficiencies are attending all Unit 4 junior and senior high schools, the Administration might consider a secondary level reading program similar to the one proposed for the elementary schools.

The need for remediation in mathematics is not as apparent as that in reading, although the problem affects children from all socio-economic groups. There is no question that failure to learn mathematic concepts occurs frequently and has a cumulative effect. If a student fails to learn simple mathematic skills in the primary grades, he will find it increasingly difficult to learn more advanced concepts in later grades. A task force involving Unit 4 staff and consultants should study this problem and make recommendations to the Board on the advisability of establishing a mathematics remediation program.

The implementation of a strong remedial program for reading and possibly mathematics in the early grades would reduce the need for such services at the secondary level.

PROGRAMS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT

The committee recommends the continuation of other programs funded under Title I of the Elementary and Secondary Education Act (ESEA), specifically the Extended Educational Experiences Program (EEE), Mobile Vocational Experiences (MOVEX) and the Summer Work Projects.

The committee supports the present parent programs under EEE which are designed to bring about more effective academic progress, better parent-child-teacher relationships and a better home environment through parent education projects. We feel that co-ordination between the school and social welfare and service agencies should be further developed. We feel that future parent programs should provide more emphasis on involving the parent actively as a partner in the education process. Visual aids and discussion groups have been successful techniques in stimulating such involvement. While specific parent programs should be initiated by the staff, the committee feels that in addition to the formal parent - teacher conference, more contact between parents and teachers should be provided. In developing the present Washington School as a model school, thought should be given to innovative adult education and parent programs to meet the needs of all parents of Unit #4.

Psychological counseling services now available to EEE pupils would complement the educational projects proposed by the committee. There is no apparent reason why the EEE programs cannot be continued in racially balanced elementary schools.

PROJECT PROMISE

An evaluation of Project Promise in the elementary grades of Unit 4 is still in progress. Without the findings of that evaluation the committee is unable to comment on the effects of the program.

Serious questions have been raised about the effects of removing upper 20 per cent of the Negro students from regular classrooms. The

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to receive children into the upper grades who come to this community from school systems which did not offer quality education at the early grade levels. Unit 4 will be required to give them special attention.

Many pupils at the junior and senior high school levels in the Special Services Program have a negative, hostile attitude toward learning in a classroom environment. Some of these pupils frequently constitute a disciplinary problem. To the greatest extent possible, secondary level special programs for these disciplinary problem pupils should be developed in new settings which do not resemble regular school classrooms. The special education staff should be encouraged to explore the development of such programs.

ACTION REQUESTED

The committee wishes to emphasize the importance of implementing all of its recommendations if a workable program of quality integrated education is to be achieved. It does recognize, however, that some of its recommendations, especially those requiring alteration or expansion of the physical plant, may take somewhat longer to complete than other of its recommendations. Mindful of the above statements, the committee requests the Unit 4 Board of Education to take the following action in connection with the committee's report:

Study the committee's proposals with the district's administrative staff and supervisory personnel.

Direct the Committee on Equal Educational Opportunities to solicit the reaction, suggestion and criticism of individual teachers and staff members to the committee's proposals and to report to the Board the committee's findings in that regard.

- (c) Adopt and promulgate the committee's proposals, with directions to the administrative staff to carry the

proposals into effect by September, 1968.

Respectfully submitted,

COMMITTEE ON EQUAL EDUCATIONAL
OPPORTUNITIES

Harold A. Baker, Chairman
Vernon L. Barkstall
Mrs. Herman T. Blackwell
Mrs. Shirley Blankenship
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Appendix A

REPORT OF THE COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITIES The Dual Kindergarten: A Plan for Equality with Quality in Education

Carl Bereiter

This plan has two objectives

1. Integration of socio-economic and ethnic groups in the public schools. To maintain de facto segregation along geographical lines is to help perpetuate those very inequalities that make integration a problem in the first place--inequalities in competence, in standard of living, in political power, and in social mobility.
2. Equalization of the readiness of children in these various groups for participation in the educational process. So long as children start first grade on unequal footings, schools face the dilemma of either maintaining social inequality within schools or else obtaining equality at the expense of lower educational standards.

In the dual kindergarten plan, all children would spend half of the day in a regular integrated kindergarten. Here they would establish social relations with the diverse kind of children who would be their classmates in years to come, and take part in the learning experiences and readiness activities commonly associated with kindergarten. Some children, however, would be given an extra half-day of compensatory education in those things they especially need to prepare them for the academic challenges of first grade and after. Children would be assigned to compensatory classes on the basis of their needs. Not all children from low-income homes would need the second half-day of work. This would be determined by diagnostic testing and their performance in regular kindergarten. Many, including occasional middle-class children, would need a program that focused upon language and pre-academic skills. Others (and these would be found in all social groups) might need a program that focused upon social adjustment and behavior modification or on remediation of some special handicap. Thus, the second half-day would not be exclusively for culturally disadvantaged children, but would serve all children who need special help in order to start first grade on an equal footing with others.

Why isn't half a day of kindergarten enough? We already know it isn't because disadvantaged children who go through regular kindergarten are not entering first grade adequately prepared to keep up with other children. If they are given a special kindergarten program and not the regular one, this means segregating them from other children during this year, thus missing an ideal opportunity for them to get to know other children under less trying and competitive circumstances than those they will face in the grades, and it also means missing out on the learning and socialization experiences of regular kindergarten that other children are receiving.

will enable their children to succeed academically, and they will eagerly endorse an approach that allows them to have both. Virtually every other approach that has been suggested involves sacrificing one in order to obtain the other.

Who not provide compensatory education before kindergarten? Pre-school education plus the dual kindergarten would be an ideal arrangement; but if a choice must be made between given compensatory education before kindergarten and giving it along with kindergarten, as in the dual plan, the latter choice seems strongly preferable. Disadvantaged children do not need preparation for kindergarten (or at least not much). They need preparation for academic work, which does not begin until first grade. It makes little sense to provide this preparation when they are four and then give them a year in which to lose it, which is what current results show them to do. There is a second, very powerful reason for preferring the dual plan. In a pre-school program there are strong pressures to supply a well-rounded education that includes a great deal of free play, general experiential enrichment, social experiences, and the like. These are valuable, but they cut down on the time available for education specifically designed for academic preparation. As a result, the typical compensatory pre-school program is quite similar to the regular kindergarten, which is known to be inadequate for academic preparation of disadvantaged children. Under the dual plan, the regular kindergarten can carry the main burden of developmental experiences, while the special half-day can concentrate exclusively on preparation for academic work.

What would the special half-day consist of? For the typical disadvantaged child, intensive structured lessons in language, concept development, and logical reasoning, along with carefully programmed instruction in pre-reading skills (especially work with word and letter sounds) and number concepts. It has been thoroughly demonstrated that disadvantaged children can learn these things at this age, and that they will take part in such instruction enthusiastically and happily. It has been objected that such instruction does not meet all their needs, but these other needs can be met in the regular kindergarten that they will attend the other half of the day.

Isn't a full day of school too much for a five-year-old child? In experimental classes at the University of Illinois this has not been found to be the case. For one thing, the two halves of the day are so different from one another that boredom does not set in.

Isn't kindergarten too late to remedy the intellectual deficits of disadvantaged children? One year may not be enough time in all cases, but there is no reason to believe that one year given earlier would do more good than one given during kindergarten. We are not talking about making fundamental changes in intellectual capacity. Disadvantaged children don't have anything wrong with their brains, as far as we know, but there are important things they haven't learned in preparation for school. It makes most sense to teach them these things close to the time when they will be called upon to use them--which means teaching them in kindergarten--and they will certainly be more ready to learn them then than they would a year or two earlier.

How will parents of disadvantaged children and others in need of special help take to having their children attend school an extra half-day? Find out. In our experience, and according to reports from others, Negro parents, at least, want both integrated schooling and a quality educational program that

Appendix B

It was resolved that the School Board should create a special parents advisory committee for one year to provide a channel of communication as the plan is implemented.