

solutions that will institutionalize problems for the future. We should also be thinking of long-run solutions—of, for example, ringing our large cities with educational parks in which half or more of the student bodies would be drawn from the suburbs.

I urge this not just for reasons of desegregation but for many other educational reasons as well. This would, I think, really meet what the Congress had in mind in Title I—the raising of the achievement levels of disadvantaged American youth. If, on the contrary, the danger in Title I that I mentioned above comes about, if we separate the advantaged from the disadvantaged, I am afraid that Title I will go down as an unfortunate precedent for American education.

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I agree with Dr. Pettigrew that maybe in the long-run planning we can develop quality education in the city. But for the immediate solution and for the generation we are dealing with, we must have the cooperation of all people and not just manifest our hatred and our disgust of the city and take the attitude: "You are responsible; we are not. Therefore, you live with your problem." In the Hartford plan [see exhibit B] we are saying that immediate solutions to the problem we are facing and discussing here today cannot be found in the city alone.

The point of view that the plan embodies is based on two university studies. The first was a study, by the University of Connecticut, of 4-year-old Negro children in low-cost housing in the city of Hartford. When the researchers compared the so-called native intelligence of these youngsters with their linguistic ability, they found that these 4-year-olds were very intelligent but that, as they prepared to enter the mainstream of society, they would be increasingly handicapped by their limited linguistic ability.

The second was a study made in Hartford by Harvard University. This study found that 52 percent of the elementary-school children in the city of Hartford were nonwhite, that this number was rising at the rate of 5 percent a year, and that, if no counter-measures were taken, Hartford would in time become essentially an all-Negro ghetto, and any attempts to find solutions in the city would therefore be self-defeating. The study concluded that the solution cannot be found within the city; there must be cooperation with the suburbs.

In addition to this, we listened to the people. Anyone who has listened to the group of people we are talking about quickly gets a sense of their isolation from the mainstream of society. To such remarks as, "Aren't things better? Jobs are available; society is more affluent," they would reply, "No, things are getting worse. At one time there were many poor people with all kinds of aspirations. But now you in the North, because of the pigmentation of our skin, keep us isolated from the mainstream of society by the subtle organizational ways in which you operate."

So we felt a bold intervention was necessary. Let me now briefly tell you what our plan consists of. Moving on a pilot basis, we will arrange for 300 youngsters from 1 through 5 to be accepted into schools in 5 suburban towns.

Eight schools in Hartford have an attendance of more than 85 percent nonwhite; seven of these schools go to 95 percent or more nonwhite. From these 8 schools we selected the 300 children from 2 kindergartens and 2 first, second, third, fourth, and fifth grades. We used a random basis of selection so as to get a cross-section of the entire nonwhite community.

We asked 4 suburban communities just to let us use their vacant seats: for example, if they had 23 children in a class and could accommodate 25, to let us put 2 in there; or if they had 20 children and could accommodate 24, to let us put in 4. We were looking for places for 75 youngsters in 4 communities. One community (Glastonbury) turned us down, but two other communities came to the fore and said they would participate. So we now have five communities participating with us to some degree.

We learned from the University of Connecticut study that deprivation starts early; that you cannot just pick out a group of these youngsters and leave it at that; that you must make sure that the deprivation already caused is quickly ameliorated, and that the education of these children proceeds rapidly. Therefore under the Hartford plan, with every 25 youngsters we will send a supportive team consisting of a teacher from the city of Hartford and educational aides who will work with these youngsters and other youngsters in the receiving community with similar types of disabilities.

We are looking very hard for answers, and I think we will get some from our strong research component. As this plan proceeds, we will observe the educational achievement of the white youngsters as compared with that of the nonwhite youngsters—and of the youngsters who remain in the ghetto compared with that of those who travel to the suburban towns. We will also observe and seek for the kinds of things we can do to train