



ANNUAL REPORT

1965 - 1966

Superintendent of the Boston Public Schools



A RECORD OF SERVICE

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1965/1966

The valuable contributions which the following Staff Members have made to this Annual Report are gratefully acknowledged.

Mr. William J. Cunningham
Associate Superintendent

Mr. Thomas C. Heffernan
Administrative Assistant to the Superintendent

Mr. Herbert C. Hamblton
Administrative Assistant to the Superintendent

Mr. John S. Dooley
Director, Audio-Visual Education

Mr. Ronald P. Johnson
Director, Educational Publications and Informational Services

Mr. Francis A. Hurley
Assistant Principal, Christopher Gibson School

**SUPERINTENDENT
OF THE
BOSTON PUBLIC SCHOOLS**

1965 / 1966

A Record Of Service

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ORDERS OF THE SCHOOL COMMITTEE

Date, June 30, 1966

To the School Committee:

In accordance with the Rules and Regulations I respectfully submit the eighty-fourth Annual Report of the Superintendent of Schools. This report covers the school year 1965-66.

Respectfully submitted,

William H. Ohrenberger
Superintendent of Public Schools

ORDERED, That this Committee hereby adopts as its annual report for the year 1965-1966 the Annual Report of the Superintendent, being School Document No. 8, 1966.

ORDERED, That three thousand (3,000) copies of the Annual Report of the Superintendent for the school year ending August 31, 1966 be printed.

ATTEST:

Edward J. Winter
Secretary

SCHOOL COMMITTEES

School Committees of the Commonwealth are invested by the state legislature with full authority to direct and supervise the public schools of their local communities. Each committee must determine policy and employ personnel and appropriate the necessary funds to effectuate that policy.

The School Committee of the City of Boston is composed of five members who are elected every two years in a non-partisan city-wide election following a primary contest in which two candidates are chosen for each office. Members receive no salary, and there is no limit to the number of terms a citizen may serve.

We have been fortunate in the caliber of citizens who have been elected to the Committee. The excellent quality of education found in the Boston Public Schools reflects the sound judgment of present and former Committee members and their conscientious acceptance of their obligation to serve to the fullest all the children, youth, and adults of our city.



Joseph Lee



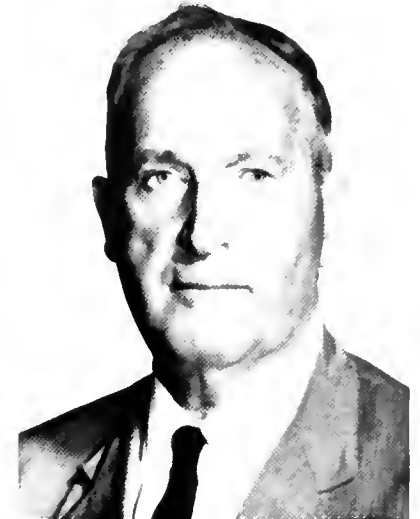
Mrs. Louise Day Hicks



Thomas S. Eisenstadt
Chairman



John J. McDonough



William E. O'Connor

WILLIAM H. OHRENBERGER
Superintendent of Schools

MARGUERITE G. SULLIVAN¹
Deputy Superintendent of Schools

Associate Superintendents

CHARLES O. RUDDY LOUIS R. WELCH
WILLIAM J. CUNNINGHAM WILLIAM G. TOBIN
THOMAS F. MEAGHER²

Administrative Assistants to the Superintendent

THOMAS C. HEFFERNAN
HERBERT C. HAMBELTON

ROSINA KELLEY, *Secretary to the Superintendent*
EDWARD J. WINTER, *Secretary*
LEO J. BURKE, *Business Manager*
EDWIN G. McCAFFREY, *Schoolhouse Custodian*
ANTHONY L. GALEOTA, *Chief Structural Engineer*

¹Retired August 31, 1966

²Succeeded John M. Canty, deceased, February 1, 1966

BOARD OF EXAMINERS

GORDON F. IRONS¹
Chief Examiner

PAUL J. SULLIVAN*
Examiner

MARY M. DOYLE
Examiner

TIMOTHY J. SPILLANE
Examiner

DIRECTORS OF DEPARTMENTS

CHARLES E. SCHROEDER	Adult Educational and Recreational Activities
JOHN S. DOOLEY	Audio-Visual Instruction
ROBERT F. BUCK	Business Education
PAUL A. KENNEDY	Compensatory Services
JAMES W. DAILEY	Data Processing Center
EDWARD B. LEACH	Distributive Education
MARY B. CUMMINGS	Educational Investigation and Measurement
RONALD P. JOHNSON	Educational Publications and Informational Services
JOANNA T. DALY ²	Elementary Supervision
ELIZABETH H. GILLIGAN	Fine Arts
MARGARET A. LEARSON	Home Economics
FRANCES G. CONDON ³	Kindergartens
JOSEPH A. TRONGONE	Music
EVANS CLINCHY (Consulting Director)	Office of Program Development
JOSEPH McKENNEY	Personnel Relations Coordinator
WILLIAM E. McCARTHY ⁴	Physical Education
KATHERINE H. McLEOD	Pupil Adjustment Counseling
LOUIS L. DeGIACOMO	Safety
RICHARD J. GORMAN, M. D.	School Health Services
PRISCILLA M. RICHARDS	School Lunches
JOHN A. TYRELL	Science
VINCENT P. CONNERS	Special Classes
A. ISABELLE TIMMINS	Speech and Lipreading Services
CHARLES J. LYNCH	Statistics
GENEVIEVE M. WAKELING	Teacher Placement
THOMAS A. ROCHE	Vocational Education and Industrial Arts
MAURICE J. DOWNEY	Vocational Guidance

ELIZABETH F. SCANNELL, Librarian ⁵	Administration Library
HENRY F. BARRY, Head Supervisor	Attendance
KATHERINE N. URICH	Acting Assistant in Charge-Conservation of Eyesight
MARY H. STROUP, Supervisor ⁶	Instruction of Physically Handicapped Children

¹Deceased July 15, 1966

²Retired June 30, 1966

³Succeeded Frances R. Sullivan, January 1, 1966

⁴Succeeded Joseph McKenney, June 1, 1966

⁵Succeeded Elizabeth Burrage, October 1, 1965

⁶Retired, June 23, 1966

*Succeeded Gordon F. Irons, Deceased.

The Boston Public Schools are dedicated to educating every child to the maximum of his potential. To achieve this objective, Boston, like other cities, has established classes for the academically gifted and for the mentally retarded; has instituted programs in remedial reading, music education, and fine arts; and offers a variety of courses in vocational education. These classes and programs are sufficient to meet the needs of the general school population. However, the Boston School System, unlike any other school system in New England, offers a variety of unique and extraordinary programs and services specifically designed to satisfy many unusual needs and interests of children. A number of such exceptional programs serve not only the public school children of Boston, but pupils of private school systems and suburban communities as well.

Many citizens are unaware that children from all parts of New England, who are confined for extended periods in Boston hospitals, receive private tutoring or class instruction from Boston public school teachers. Many do not know that a teacher is furnished upon request for a public, private or parochial school child who is confined to home because of illness or injury. Few citizens are aware that services of our school adjustment counselors are made available to the parochial as well as the public school children of this city.

The list of our specialized programs and services is long and varied because the special needs of children are many and varied. We are proud to be able to meet these needs and serve the children of this city and those of our neighboring communities.

Our citizenry should be familiar with the many special and unique services and programs provided by the Boston Public Schools. For this reason, I have selected "A Record of Service" as the theme for this year's Annual Report.

On the following pages you will find a description of our unusual services, many of long tradition, others newly initiated. Every program, old or new, is designed with but one thought in mind — to



provide for every pupil an educational service superior in quality and specifically tailored to meet his needs.

The school year 1965-1966 was rewarding and successful. For this, I owe a great debt of gratitude to our excellent corps of teachers and administrators, to the cooperation and enthusiasm of the parents of this city to our more than 93,000 elementary, junior and senior high school pupils, and to the Board of Associate Superintendents whose judicious counsel and devotion to duty were inspirational.

I would be remiss if I did not single out the members of the Boston School Committee for special commendation. Without their cooperation, understanding and wisdom, a successful year could not have been realized. Establishing sound and equitable policies, expending judiciously a budget of \$51,000,000, and making vital decisions — often in the face of controversy — are not easy tasks in a large urban school system. The Boston School Committee has discharged its responsibilities with admirable courage and determination and in the true spirit of dedicated public service. The Administration, working in close harmony with the Committee, will continue to build upon this "Record of Service".

In Memoriam

JOHN MURRAY CANTY
Associate Superintendent



The School Committee, in public meeting on January 24, 1966, formally recorded its expression of deep sorrow at the loss of Associate Superintendent John Murray Canty who passed away suddenly on January 18, 1966.

Mr. Canty was a devoted and dedicated member of the Boston School System since 1935, and Associate Superintendent since 1963. As Associate Superintendent, Mr. Canty brought new life to the Boston Schools by an intensive plan of personnel reorganization, recruitment of college seniors, teacher training, and continual addition of qualified teachers to the ranks of Boston's permanent teaching corps. The training that led him to membership in the Massachusetts Bar Association enabled him to focus his precise legal mind on the personnel and budgetary problems of the Boston Schools and establish methods and systems that have modernized procedures and increased efficiency.

Mr. Canty became Head of the Department of Business Education at South Boston High School in 1952, and served as Special Assistant to the Business Manager of the Boston Public Schools from 1951 to 1955. He became Director of Business Education in 1955, and continued to 1963, at which

time he assumed the duties of Associate Superintendent in charge of Personnel and Budget. As Associate Superintendent, Mr. Canty spent many long and arduous hours in departmental re-organizations that have increased the effectiveness of the Boston Public Schools in personnel and budgetary areas.

Through his dedicated efforts, teacher recruitment for the Boston Public Schools has reached a peak once believed unattainable. In dealing with personnel problems, his analytical powers as lawyer and accountant were balanced by his warm humanity and his ability to see each problem from the other person's point of view.

Mr. Canty possessed to an unusual degree the personal attributes and the professional requirements of a great teacher and a great administrator. His integrity, strong sense of justice, and other admirable qualities have established a standard of achievement to guide and inspire all who will be associated with the Boston Public Schools in the difficult years ahead.

The loss of Associate Superintendent John M. Canty is deeply regretted. His quality rang true, and the power of his mind and personality has left a lasting impression on the Boston School System.

In general, organization is along both functional and geographic lines.

That along functional lines provides the high degree of centralized authority and control so necessary to the proper operation of any great enterprise. In this area falls the administration and supervision of schools at all three levels. At the elementary level, it is under the direction of Deputy Superintendent Marguerite G. Sullivan; at the junior high school level, under Associate Superintendent William G. Tobin; and at the senior high school level, under Associate Superintendent Louis R. Welch.

Vertical organization to serve all three levels, or functional organization in depth, is provided by the assignment of Associate Superintendent William J. Cunningham to the area of Curriculum Development and Improvement of Instruction; Associate Superintendent Charles O. Ruddy, to Special Services; and Associate Superintendent Thomas F. Meagher, to Personnel Services.

The Business Manager administers the non-instructional and specialized business and accounting services. The duties of his office include preparation and general administration of the annual budget, payroll accounting, and purchasing of equipment and instructional material.

The more complex a school system becomes, the greater is the tendency toward centralization of controls. In an effort to provide a pattern of decentralization, under the "Boston Plan", six assistant superintendents have been appointed to take effect September 1, 1966. Each of the assistant superintendents will be responsible for the supervision and administration of all schools in his or her geographic area.

This reorganization of the administrative staff which helps provide the benefits of both centralized and decentralized control, will help us achieve our major goal, that of providing the best educational program for all pupils.



Areas of Responsibility



Marguerite G. Sullivan
Deputy Superintendent



William J. Cunningham
Associate Superintendent



William G. Tobin
Associate Superintendent



Charles O. Ruddy
Associate Superintendent



Louis R. Welch
Associate Superintendent



Thomas F. Meagher
Associate Superintendent

The elementary schools seek to develop each child to his highest competence in the fundamental skills of reading, language arts, and arithmetic. Consequently, many special programs are provided, beyond the scope of the regular curriculum, to meet the enrichment and remedial needs of all children. Skilled teachers utilizing new methods work with programs that focus on the whole child. The elementary schools continually supplement the usual methods of instruction with educational devices which help the children in the acquisition of knowledge and the strengthening of skills.

During the past year progress was noted in innovation and experimentation as well as in the expansion of many existing programs.

An ungraded program was introduced in the Florence Nightingale School this year. Considerable planning preceded the transformation from the normal grade organization to an ungraded school. The principal, teachers, and parents are extremely enthusiastic about the first phase of the transition which began in February, 1966. All agree that individual differences are being more adequately provided for under the new program than previously. At least three more principals and their staffs are exploring the possibilities of reorganization in the direction of the ungraded program. Several districts have already instituted ungraded reading programs to meet the needs of children who are in the same grade but whose reading ability varies greatly.

Four classes in three districts functioned during the regular year to meet the needs of Puerto Rican children newly arrived in the city. Ten classes serving 150 children operated in a laboratory setting during the summer.

In cooperation with the Children's Museum a new series of multi-media kits is being used experimentally. Materials and Activities for Teachers and Children, known as the "Match Box Project," aim to encourage a questioning attitude in pupils and to stimulate imaginative thinking. Contents of kits include materials and suggest activities de-

signed to foster the teaching and learning of special subjects at the elementary level.

Head Start programs conducted by the Kindergarten Department were expanded from forty in the summer of 1965, to eighty this year. No formal evaluation of the initial program has been made by the Action for Boston Community Development, but teachers and parents have agreed that there were some definite gains in nutrition, in health, and in the vocabularies of the participants. It was also felt that the children gained confidence in their relations with other children and with adults.



It's All Right But . . .



Tell Us A Story



A Matter of Concern



It's Harder Than it Looks



My Country 'Tis of Thee



Concert Anyone?

Boston is justifiably proud of the balanced reading program it provides. In the primary and elementary grades two formal reading programs are used: "The Phonetic Keys to Reading" and the "Keys to Independent Reading." These programs were expanded city-wide into Grade III this year, and will move into Grade IV, city-wide, next September. By September 1968, they will encompass all elementary grades.

The strength of these reading programs lies in the fact they are not isolated phonetic experiences. They are continually reinforced by the use of the many basal reading series approved for use in the Boston Public Schools. The phonetic program is well developed. Tests given at the primary level throughout the city substantiate a belief long held by the Boston Public Schools that phonics develop independence in analyzing words new to the child.

Programs in Modern Mathematics continued to function city-wide in Grades I, II, and III during the school year. This year the Modern Mathematics program was initiated in Grades IV, V, and VI in accordance with the course of study prepared by committees of teachers. An In-Service Course in Transitional and Modern Mathematics was conducted at the Mackey School on a voluntary basis for all teachers of Grade I through Grade VI. There is reason to believe that this course will be repeated and possibly expanded to encompass Grades I-VIII.

Field trips were conducted in order that the enriched experiences they provide could widen the horizons of many boys and girls, particularly among the disadvantaged. These trips were designed to acquaint the children with the historic tradition of their city; to introduce them to the many cultural and recreational facilities that abound in the city about them; and to expose them to the world of business and industry. Enrichment of this type has a tremendous impact on the lives of the children and does much to aid the development of oral and written communication by expanding the children's experience background.

City-wide field trips under direct School Committee sponsorship were planned, organized, and conducted as indicated in the following table:

The Children's Zoo, Franklin Park	All Grade III Classes
The Freedom Trail Tour	All Grade IV Classes
The Children's Museum	All Grade V Classes
A Boston Newspaper Plant	All Grade VI Classes

As a part of their enrichment programs many elementary schools conducted individual field trips. A partial list of places visited follows:

The Trailside Museum	Neighborhood Fire Station
The Museum of Science	Local Libraries
Local Milk Companies	Animal Rescue League
Boston Police Headquarters	A Candy Company
The Swan Boats	The Peabody Museum
The Blue Hills Reservation	Drumlin Farm

Advanced Work Classes in Grade V and VI throughout the city served 600 boys and girls identified as high achievers. These classes provided the children with a challenging program which provides enrichment both in depth and in breadth. Pupils who qualify for Advanced Work Classes, and whose neighborhood schools do not have such classes, are enrolled in the nearest school that does have them. Parents of all Advanced Work Class students confer with the principals of the schools participating in the Program; are thoroughly briefed on every aspect of the Advanced Work Class Program; and are unfailingly cooperative.

The Department of Pupil Adjustment has been expanded from a staff of ten counselors in 1960, when the present director was appointed, to thirty counselors at the present time. An assistant director was appointed this year. The adjustment counselors of this department render valuable help to pupils, parents, and teachers through their diagnostic and counseling service. Many teachers have come to a greater understanding of emotional disorders of children through the services of this department and have thus been able to work more constructively with disturbed children and their families.

A change in the age at which children will be admitted to school has been unanimously adopted by the School Committee in accordance with the recommendation of the Willis Report. These ages and the dates on which they will take effect are indicated below:

Pre-Kindergarten	4 years, 5 months	September 1, 1966
Kindergarten	5 years, 0 months	September 1, 1966
Grade I	5 years, 5 months	September 1, 1966
Grade I	6 years, 0 months	September 1, 1967



It's Easy When you Know How



The World of Books



Swing Your Partner



Following nearly a half-century of dedicated service in the Boston Public Schools, Deputy Superintendent Marguerite G. Sullivan announced her retirement this year. Admired and respected by citizens in all walks of life, she has been an amazingly versatile and talented educator. As the chief architect of many excellent innovative and creative elementary school programs, she has brought national recognition to Boston. Her capacity for leadership will be missed. Her special brand of excellence will be difficult to replace.

From the time she was appointed to her first teaching position, until her retirement from the position of Deputy Superintendent, Miss Sullivan's

basic faith in the dignity and potential of every individual never wavered. Her mind and spirit were charged with purpose, seasoned with wisdom, and graced with flexibility.

Because her roots were in Boston, she has always felt a strong bond of affection for the children, the parents, and her colleagues in this great city. Her devotion to service in the interest of the pupils and parents, and her loyal support of Boston's teachers testify to the strength of this bond. Through her imaginative leadership, many programs were introduced for the youth of Boston. Advanced Work Classes, Classes for Spanish-speaking children, Junior Grade I, and Operation Second Chance testify to the depth and breadth of her knowledge in the field of education. The development of "Operation Counterpoise," from a pilot program in 1963 to a program that now serves over 13,000 of our neediest children, has brought nationwide acclaim to our Deputy Superintendent and to the Boston Public Schools.

Miss Sullivan has done so many things and done them so well that she has become a symbol of dedication to the teachers and school children of Boston. Time can never erase her great work. Thus, if we are to judge her future by her past, we are confident that the years ahead will be filled with happiness, service, and bountiful activity.



Home and School United



A Night to Remember

The seventeen junior high schools in Boston are committed to the goals of making today's adolescents tomorrow's productive young citizens. The junior high schools stress the basic skills of reading, language arts, and mathematics, and use methods and materials which are designed to help each pupil develop his abilities to the fullest extent.

In addition to programs in the area of basic skills, the curriculum provides for a wide variety of courses designed to challenge the ability and stimulate the interest of all the pupils. As a result, the instructional program prepares today's junior high school students to become equal to the needs, the responsibilities, and the opportunities of the future.

Improvement of reading skills at the junior high school level is the aim of the developmental reading program conducted in all seventeen junior high schools this year. The program employs the latest teaching techniques and equipment designed to raise the reading achievement of students. The students involved are grouped homogeneously for the purpose of instruction. Controlled readers, S. R. A. Reading Laboratories, the Tach X, overhead projectors, and tape recorders are examples of the modern educational equipment used. Greater comprehension, increased vocabularies, proper use of library facilities, and enjoyment of reading are all significant results of the program.

Advanced Work Classes for academically talented pupils were increased from nine to thirteen at the junior high school level during the 1965-1966 school year. These classes provided the ablest pupils with enrichment of the regular course of study.

In cooperation with Action for Boston Community Development, reading consultants are functioning presently in three junior high schools. It is hoped that funding under the Elementary and Secondary Education Act will make reading consultants available to at least three other junior high schools.

A pilot course in modern grammar was conducted in two junior high schools this year. In

cooperation with the Harvard Graduate School of Education the S-E method Transformational Grammar Project was offered to pupils of Grade VII. This program is designed to improve the writing skills of pupils by transforming simple sentences into complex sentences.

A tentative course of study in modern algebra was prepared and tested this year in six junior high schools. Most schools now offer modern mathematics in Grade VII and an extension of this program will take place in September, 1966. The Mary E. Curley Junior High School programmed the University of Illinois Experimental Mathematics for low achievers in Grade VII.

Results of the 1966 Massachusetts Regional Scholastic Art Awards Exhibition, sponsored by the Boston Globe, indicate that the total of all school exhibitors from the Robert Gould Shaw Junior High School surpassed that of other junior and senior high schools in Massachusetts. This annual contest held this year at Boston University School of Fine and Applied Arts, drew over 7,000 entries. Of these, over 300 won Gold Key Awards, and 191 received Blue Ribbons. Ten students from the Robert Gould Shaw School won Gold Keys, and six won Blue Ribbons. The Blue Ribbon winners' paintings were displayed in the National High School Art Show in New York this year.

To provide expanded cultural experiences for our junior high school pupils, field trips were conducted to the following places: Museum of Science, Museum of Fine Arts, United Nations, Massachu-



Award Winner



Skills for Industry

setts State House, Peabody Museum, Freedom Trail, Plimouth Plantation, Old Sturbridge Village, Mystic Seaport, and the Gardner Museum.

The Neighborhood Youth Corps Program was started in several of the junior high schools. Under this program, needy pupils aged sixteen and older are provided employment and are compensated from funds provided by the federal government. Such students work in the schools and in other non-profit organizations.

Operation Second Chance, Boston's answer to the drop-out problem, has proved extremely successful. This program operates at the Grade VII level in some schools and at the Grade VIII level in others. Pupils participating in the program have demonstrated a new interest in school, have established enviable attendance records, and many indicate a desire to continue their formal education. As a program to help solve the drop-out problem, our experience, thus far, shows it to be of considerable worth. Operation Second Chance will be expanded into two more junior high schools in the coming school year.

In September, 1965, the Boston Public Schools instituted a Work-Study Program designed to reduce the number of school drop-outs at age sixteen. This program, separate and distinct from Operation Second Chance, is funded under Title I of the Elementary and Secondary Education Act of 1965. Some of the pupils enrolled in the program work in the morning and attend classes in the afternoon and vice versa. Many employers have shown a

willingness to have two boys work one full-time job, one boy in the morning and the other in the afternoon. This not only makes two jobs available to participating students, but also provides for a greater variety of challenging work. The results have been very encouraging.

A new seven week summer program of remediation and enrichment was offered to Boston public and non-public junior high school pupils this year. Known as ASPIRE (Augmented Summer Program Involving Remediation and Enrichment), the program offered both remedial and advanced work in mathematics, reading, science, art, and music. French was offered at beginning and advanced levels. Instruction was given in diction and dramatics, and discussion groups were organized to read and analyze literature. Classes were ungraded, and pupils were grouped according to ability.

For the third successive year, the junior high schools of Boston cooperated with Belmont Hill School and Milton Academy on a work-relationship basis in the Education Enrichment Program designed to provide new cultural experiences for children from several junior high schools during the summer months.



Focus on Learning

The recruitment of new teachers to our school system continued at a rapid pace during the past school year. In recent years, the number of candidates taking the permanent examinations has increased steadily. The 1965 Boston teacher examinations drew 1,618 candidates. Of this total number, 971 were successful. A detailed study of the background of these candidates by the Office of Personnel reveals that prospective teachers came from 153 colleges in thirty-four states and two Canadian provinces.

The representation of out-of-state candidates reflects the far-reaching nature of the recruitment program conducted by the Boston School System. Both new and experienced teachers are welcomed from all over the country in an effort to bring to Boston additional new ideas, youthful enthusiasm, and special teaching skills. This policy has been instituted with the knowledge that our contemporary educational situation demands new techniques, new attitudes, and new perspectives that can be gained only from recruiting on a broad national basis.

A recruitment program that encompasses many colleges and universities throughout the country is conducted in various ways. Candidates living great

distances from Boston may register for the examinations by mail at any time. A new and attractive brochure, including essential facts about teaching in the Boston Schools, the qualifications for teaching, and the advantages of securing a teaching position in our city is designed, printed and mailed to colleges throughout the country each year. As a result of these recruitment procedures, mail inquiries and registration have increased greatly, and letters are received from throughout the United States and from some foreign countries.

In addition to the examinations, the Board of Examiners and other members of the administrative staff hold conferences with hundreds of teachers yearly and give information on the requirements for advancement in the service. Rating requirements are explained in detail, and include counseling regarding courses and other factors necessary for credit in the ratings.

The very heart of any good school system is the teaching staff. Boston's standards for the selection of new teachers have been traditionally, and continue to be, among the highest in the nation. Because of these high standards, Boston attracts and adds to its permanent teaching corps only the best qualified candidates.



Orientation

Comprehensive education for our high school students in the complex world of the 1960's demands greater versatility and depth of understanding than ever before. The instructional program in the senior high schools, as outlined in the Course of Study for Grades IX-XII, maintained a high level of achievement during the 1965-1966 school year.

Two local girls attending Girls' Latin School won National Merit Scholarships. One of the girls won a very select six-year Ph.D. scholarship to Cornell University. This award is designed to aid outstanding scholars of high ability and promise. It includes the opportunity to work in small seminars with distinguished senior faculty members and to travel or study in Europe at the expense of the University. Each participant may earn an A.B. degree in three years and a Ph.D. degree in six.

In the National German and French contests, Girls' Latin School had seven winners on the state level in various divisions. One girl also won second place in Category II on the national level. The German Embassy in Washington informed the winner that this award was won in competition with thousands of students. It is interesting to note that five of the six girls who entered the competition in French received awards.

Harvard University has accepted 1,345 students for its September, 1966 Class. Boston Latin School has the largest delegation (twenty-three) from a public school, and has received the largest number of scholarships (twenty-one).

The Latin School publication, the Register, received the highest possible award granted to a school publication in the country in nation-wide competition with publications of high schools of similar pupil population. The sponsors of the contest, the Columbia Scholastic Press Association, stated: "It is difficult for anyone to offer constructive criticism to a magazine of this caliber." The maximum possible score was 1,000 points; Boston Latin School scored 975 points.

In May, President Lyndon B. Johnson named Craig Yorke of Boston Latin School as one of the

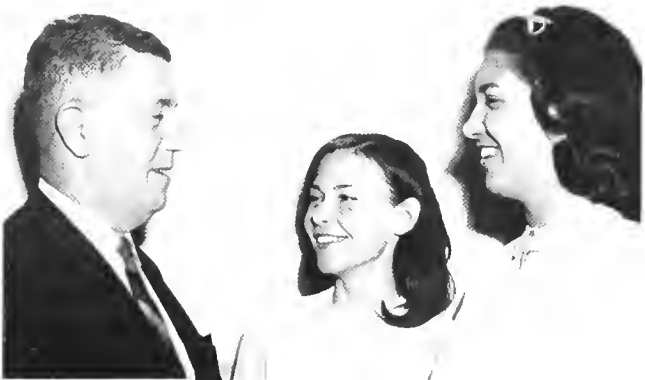
121 Presidential Scholars. These outstanding 1966 secondary school graduates of our country were invited to the White House to receive this award.

Two graduates of Boston Latin School won Woodrow Wilson National Fellowships in the recent 1966 competition. This brings the total to twenty-one winners in the past seven years and places Boston Latin School among the leaders in the nation, in this competition.

This year the Princeton program, "Time, Space and Matter," was initiated at Boston Latin School. Only one other high school in Massachusetts conducted this program during the 1965-1966 academic year.



Music Hath Charms



A Task Well Done

Of the 270 boys enrolled in the college course at Boston Technical High School, more than 190 were accepted by colleges and universities. More than eighty per cent of the graduates enrolled for further education in September, 1966.

Trade and technical curricula were revised at Trade High School for Girls to include programs such as pre-nursing, millinery, merchandising, personal typing, and record keeping. The academic curriculum was expanded to include a related foreign language for those enrolled in the Apparel Arts, Pre-nursing, and Culinary Arts courses. With the installation of a new switchboard, training in telephone techniques was made available.



Language Comes Alive

An innovation in the curriculum at Jamaica Plain High School was the introduction of "Writing by Pattern," a linguistic method of presenting sentence structure. This feature was enhanced by a summer institute in modern linguistics, rhetoric, and literary criticism. The developmental reading program was supplemented this year by the Northeastern School of Education and will be further expanded next year by a doubling of the Northeastern participation.

During the past twelve months a total of \$408,000 was earned by the boys in the Cooperative Industrial Department at Charlestown High School. This school supplies more apprentices to the electrical industry than any other public school in Massachusetts.

The science department introduced a number of innovations in the high schools this year. The Physical Science Study Committee course is now in operation. This embodies the most up-to-date methods recommended by this committee.

The English Department at Brighton High School organized a pilot program for sophomore orientation. The program included three speed-reading techniques, basic vocabulary tools, reading improvement, study habits, outlining, and sixty-six reading skills that may be used by students in their assignments in school subject areas.

In April, Dorchester High School played host to 175 pupils and ten teachers from the high schools of Norfolk, Virginia. These pupils were junior and senior members of the honor society. Our students presented a program of local talent and served as escorts for the visiting students.

At Hyde Park High School, a senior in the art department won first prize in the "Many Views of Boston" contest sponsored by a Boston newspaper. His painting appeared in the Sunday Rotogravure Section of the newspaper.

A pilot course in calculus was inaugurated this year in Grade IX in two high schools. Among the prerequisites for the course was an understanding of algebra and coordinate geometry. The course focused on the relationship between arithmetic and calculus, and was designed for prospective engineers, scientists, or mathematicians. Doctor Frances Scheid, Chairman of the Mathematics Department of Boston University, and television lecturer of WGBH-TV, developed the pilot program. The course was conducted for the ablest learners and was believed to be unique in Massachusetts.

The agricultural department at Jamaica Plain High School received first prize at the 1966 New England Spring Flower Show. A traditional Japanese Garden featuring a building and a dry pool drew considerable praise because of the excellence of the general layout and the high quality of the exhibit as a whole.

A student at Roslindale High School was presented an award this year by the American National Red Cross acting in behalf of Mayor Tchi-Young-Yun of Seoul, Korea, for a painting he created entitled "The Church on the Corner." This award-winning work was one of twenty-four chosen from among 2,000 entries from thirty-three countries in the International School Art Program.



Congratulations!



Boston Visits Harvard

To make a pupil's education effective in preparing him for adult life the school program must provide meaningful instruction. During the year progress continued to be made in the development of curricula and improvement of instruction to meet the changing needs of pupils. This was made possible by constant study and experimentation with new concepts, new materials, and improved teaching techniques.

A timely and significant action taken to facilitate the development of new curricula was the organizing of the Office of Program Development and the Model Sub-System. The Office of Program Development is responsible for developing and maintaining long-range programs of research, innovation, and experimentation and for developing the curriculum and administrative policies of the sub-system. This miniature experimental school system, within the framework of the Boston Public Schools will experiment with and evaluate new educational materials and techniques before their adoption by the entire system.

A federal grant of \$172,000 under Title II, Elementary and Secondary Education Act of 1965, will make school library materials available in every public school in Boston. This money, to be used during the school year 1966-1967, is the first-year grant for a five-year program designed to develop and improve school library services for students and teachers. Under terms of the law this financial aid will be a supplement and not a substitute for funds authorized locally.

With these federal funds, Boston hopes to institute a library or library services in every school in the system this fall. Whenever and wherever possible, it will be a centralized library. In the elementary schools and in other schools with space limitations, there will be a library collection in every classroom.

Federal funds were approved this year for educational planning of five important school projects. Under Title III of the Elementary and Secondary Education Act of 1965, the Boston Public Schools received a planning grant of \$210,000 to implement plans in the area of "Innovative Educational Facilities and Supplementary Services for the Urban Schools." The five projects envisioned are:

1. Three new innovative pre-school through Grade V elementary schools and a new 5,000 pupil high school at Madison Park.
2. A cooperative multi-service educational complex in Charlestown to work in conjunction with the John F. Kennedy Family Service Center, the parochial schools, and Boston College (\$78,000).
3. A cooperative model school in the Fenway area involving Boston public and parochial schools and the Harvard medical facilities (\$37,500).
4. Special facilities in the South Cove area of the city. This would include replacement of the Quincy School and involvement of the Tufts University Medical Center (\$30,000).
5. Replacement of the Horace Mann School for the Deaf and an expanded program involving Boston University (\$20,000).

In the area of university involvement with urban public school education, Boston public school teachers and Harvard students and educators worked side-by-side for the second consecutive summer in a jointly-planned program for 300 Boston school children. The funds for this project were granted under Title I of the Elementary and Secondary Education Act. The program combined

thirty Boston teachers and twenty Harvard educators from Harvard's Center for Research and Development on Educational Differences who shared equally in the teaching. Also included in the program were ten visiting teachers from nearby communities. The cooperating groups considered such topics as the Drama of the City, Sounds in the City, Boston Through the Camera's Eye, City on the Water, as well as topics dealing with new visual art forms, creative writing, introduction to algebra, and basic reading skills as the nuclei for suggested new courses. Similar groups will work together next year on programs for inner city schools in connection with Boston's new experimental sub-system.

The established policy of offering various in-service programs for the teachers in the Boston Public Schools was continued in 1965-1966. Two programs in science were conducted at the senior high school level after school hours: A course in, "Teaching the Chemical Educational Material Study Chemistry," and an institute directed toward the teaching of "Earth Sciences."

Two additional courses were offered in the areas of Race Relations, and Teaching in Disadvantaged Urban Schools. The first was under the joint auspices of Station WGBH and the Massachusetts State Department of Education. The second course was Part III of a series of lectures sponsored by the Boston Public Schools on problems encountered in teaching in disadvantaged urban areas.

With the generous support of The Committee of the Permanent Charity Fund, Incorporated, the School-University Program completed its second successful year of operation. Teacher-interns for this Program were provided by Boston College, Boston University, Harvard, Northeastern, and State College at Boston. To date, this program has operated only at the junior high and senior high school levels. In the fall of 1966, an elementary team will be assigned to the W. L. P. Boardman School.

While not specifically in the area of curriculum development and improvement of instruction, men-

tion should be made of a newly organized department of the Boston Public Schools, the function of which is to keep the public informed of all developments within the system. The Department of Educational Publications and Informational Services began operation in November, 1965, with its prime responsibility that of satisfying the need for information on the part of a public increasingly aware of and interested in the public schools of the city. This department, through its utilization of all available communications media, maintains a constant flow of accurate information to the community. This cannot help but promote understanding, correct misunderstanding, and stimulate increased appreciation of the contribution that an effective public educational system makes to the young and the adult citizens of our city.

During the past school year the following courses of study and other documents were completed:

- Curricula for Latin and Day High School
- Curricula for Boston School of Business
- Developmental Reading
- Education in Disadvantaged Urban Areas
- How to Study
- Looking Ahead to Senior High School
- Physical Education, Grades I, II, III
- Physics — Senior High School
- Your Child Begins School



Harvard Visits Boston

The progress and programs of the Boston Public Schools are well known throughout the nation. In the spring of 1966, The Learning Institute of North Carolina requested from the Superintendent and the School Committee the loan of two outstanding Boston teachers from the faculty of the Robert Gould Shaw Junior High School. These two Boston teachers were needed to assist the Williamston, North Carolina school system in the establishment of a developmental reading program that has attracted national interest. This program originated at the Robert Gould Shaw School in September, 1958.

The aims of developmental reading are both general and specific. In a general sense, the aim is to raise the academic standards and achievements of all pupils. The goal is a steady improvement in all subject areas, greater ability to understand and use profitably printed material, and the building of more extensive vocabularies which will lead to greater facility in the use of both the spoken and written word. A real enjoyment of reading and the fullest possible use of library facilities are also important results of an effective developmental reading program.

The Williamston Project has attracted the attention of many administrators, supervisors, and college professors. Projected plans call for a three-grade developmental reading program to begin in September, 1966. Many interested teachers in the Williamston School system plan to experiment on a smaller scale with reading programs of the type pioneered in Boston's Robert Gould Shaw School.

The Boston Public Schools welcomed the opportunity to cooperate with The Learning Institute of North Carolina in establishing a developmental reading program. Our school system is recognized by professional educators throughout the nation as a leader in innovation and experimentation. We stand ever ready to share our educational experience and will honor any request for assistance in implementing new educational programs.

Our aim is to serve the educational needs of Boston and, whenever possible, the greater educational needs of our country.

International Service

The Boston School System was one of twenty-five selected by the State Department for participation in the School-to-School Project of the United States Department of State. This is an educational endeavor involving the pairing of United States school systems and other educational institutions with American-sponsored overseas schools for the improvement and advancement of education.

The objectives of this project are exclusively educational and charitable, and participants in the Project seek to discover and develop ways and means of improving aspirations and understanding through international education. It is hoped that participants in this Project will improve upon the quality and excellence of teaching and learning in both the participating United States schools and the American-sponsored overseas schools.

During the past school year, the Superintendent, the Deputy Superintendent and several Associate Superintendents have visited the Escuela Americana in El Salvador to evaluate administrative procedures as well as the curriculum at the elementary, junior high, and senior high levels.

In addition, master teachers at all three levels of the Boston Public Schools visited the Escuela Americana to acquaint the teachers with the innovative materials and techniques with which Boston is presently experimenting.

The State Department and the Boston Public Schools are confident that this alliance and close cooperation between the school system of El Salvador and Boston will be of educational benefit to both, and will help strengthen understanding across cultural lines.



Experimentation

With the passage of the Elementary and Secondary Education Act of 1965, federal funds became available for expansion of programs for the educationally disadvantaged. In addition to the expansion of existing programs, funds were provided for the innovation and experimentation that might lead to new educational programs.

The primary objective of the Office of Program Development is to assist the Superintendent of Schools in the development of a long-range program of research and experimentation leading eventually to the improvement of education in all the Boston Public Schools.

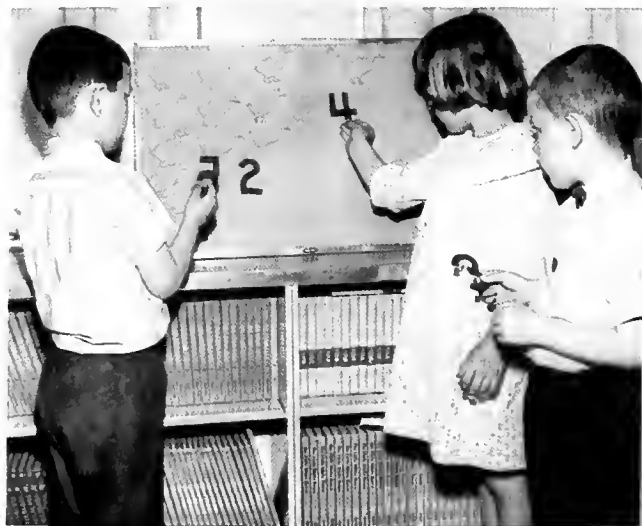
In this connection, the W. L. P. Boardman School was organized as part of the model sub-system to serve as a laboratory for the stimulation of creativity in education.

A second major objective of the Office of Program Development is the overall supervision of the Secondary Education complex. This will culminate in the construction of a new centrally-located campus-type high school accommodating approximately 5,000 pupils.

Another major function of this office is the exploration of potential sources of additional financial aid for the city's educational projects. This would encompass both the area of educational grants awarded by private non-profit organizations, as well as funds provided under the provisions of various state and federal laws.

The Office of Program Development is the agency responsible for the analysis of the funding provisions of federal and state legislation with an eye to their applicability to the Boston Public Schools. It is the further responsibility of this office to acquaint administrative personnel at the various levels and in the different specialized school departments both with the availability of funds and the requirements for obtaining such funds.

The Office of Program Development, in addition to its other functions, maintains close ties with institutions of higher learning within and outside the city. In many cases it coordinates their development and operation of urban education programs within the Boston Public Schools.



Motivation

The primary vehicle for innovation and experimentation is the model demonstration sub-system previously referred to briefly, and operated through the Office of Program Development. The sub-system serves as an arena for concentrated effort in the area of educational experimentation in Boston. However, innovation and experimentation is not restricted to the sub-system. Much of it is going on constantly in numerous schools throughout the system.

The model sub-system began its operation on a limited basis at the opening of the school year in September, 1965, at the W. L. P. Boardman School. The September enrollment of sixty children has grown beyond the school's capacity, and there is presently a waiting list for admission to most classes which are limited to twenty-five students. Interested parents in the community have formed an independent group to help the school and to help the pupils. Tutorial programs that served not only the Boardman School children but children from other schools as well have been conducted after school hours.

The experimental programs of the Boardman School were many and varied. In cooperation with the New England Conservatory of Music, a special program in Eurythmics in Kindergarten and Special Class was initiated. The Eurythmic System is used extensively and successfully in European Schools. This program uses music to coordinate and develop the muscular control of the children.

Boston University organized a Music Program for the Boardman School. In this program which started in October 1965, students from the Boston University School of Music taught vocal, instrumental, and choral music in Grades I through VI and the Special Class.

A Design Laboratory conducted a variety of experiments in Kindergarten, Junior Grade I, and Grade I. The staff of the Design Laboratory placed a number of unusual materials in the classroom and encouraged the children to work freely with these materials. The enthusiastic and unin-

hibited response to this tactile experience proved to be educationally rewarding. Design Laboratory staff members spent many hours at the Boardman School in classroom observation and evaluation, and Boardman faculty members visited the Design Laboratory to see the wide variety of materials being prepared for classroom trial. Sixty interested pupils and their teachers cooperated in this active approach to learning.

In conjunction with Harvard University, a reading program in the Kindergarten was conducted at the school. Visible results were obtained by using an integrated linguistic approach utilizing speech, sight, and sound to reinforce the vocabulary of the children.

The years to come will see the model sub-system expand to encompass educational innovation and experimentation at four levels: pre-school, elementary, junior high school, and high school. The best of the experimental and innovative materials and programs tested in the sub-system and found effective will gradually be introduced into schools at the appropriate level throughout the system.



Innovation

Marked differences in abilities and attitudes are apparent in children attending the Boston Public Schools. These differences reflect the economic status of the family, the cultural advantages or disadvantages of the home, and the nature of the parent-child relationship. Because an increasing number of children enrolling in the Boston Public Schools come from disadvantaged homes, and because the physical, emotional, social and intellectual development of many of these children has suffered as a result of their disadvantaged background, measures must be taken to compensate for these disadvantages.

To meet the challenge of educating such children effectively, Operation Counterpoise was initiated in 1963 and has been continually expanded since. In September of 1965, the School Committee created the Department of Compensatory Services. This department is directly responsible to the Associate Superintendent in charge of Elementary Education, and is charged with the administration of all current and proposed compensatory-service programs.

Under Title I of the Elementary and Secondary Education Act of 1965, funds were made available for further expansion of compensatory programs, and in February, 1966, Counterpoise was expanded to include five additional districts.

In the seventeen districts serviced by Counterpoise, the goal is to equip boys and girls at the earliest possible age with the skills and motivations that will lead to a better and more useful life in their adult years. Among the activities designed to offset some of the damage caused by the environmental background in a deprived neighborhood are field trips and exchange programs with classes in more affluent districts. Hopefully, this will raise the level of aspirations and develop greater understanding across social, economic, and racial lines.

Other special features and special personnel, briefly explained as to purpose or function, follow:

I. *Modified Team Teaching* — Classes are grouped in teams for learning purposes, and one team may be composed of children from several grade levels. Master teachers and auxiliary teachers work cooperatively in this team teaching venture.



(Courtesy of Boston Herald)

How Now Brown Cow?



Team Teaching



Problem Solving



Briefing Session

II. *Continuous Progress — Non Grading* — Junior Grade 1, a half-step between Kindergarten and Grade I, and Junior Grade IV, a half-step between Grades III and IV, have been introduced to provide additional readiness opportunities for pupils requiring a longer period of time to meet the objectives of regular Grades I and IV.

III. *Special Reading Program* — A strong phonetic approach to reading is used in this program. Two innovative phases of the reading program are the “Dialog Program” and “Echo Reading.”

IV. *Special Personnel:*

A. Special art, music, and science teachers are assigned full time to each Counterpoise district in order to develop latent talents and foster creativity.

B. Research assistants, assigned on a basis of one for each thousand pupils, conduct individual and group testing to determine the intellectual potential and academic achievement of the pupils.

C. A consulting psychiatrist meets once a week with the fourteen adjustment counselors in the Counterpoise program to help diagnose cases of extreme maladjustment.

D. Non-professional aides, drawn from the local neighborhood of each Counterpoise school, relieve the classroom teacher of numerous routine duties so that he or she may concentrate more time on teaching.

In addition to the special features already mentioned, the Department of Compensatory Services has programmed classes outside regular school hours. Special services, funded by the Office of Economic Opportunity, included Afternoon Elementary Remediation and Enrichment Classes (ANEREL) and the Recreation Activities Program conducted after school.

It was the purpose of the ANEREL program to experiment under ideal conditions with small classes, new methods, and skilled teachers to meet the remediation and enrichment needs of children of Grades IV, V, and VI in selected low socio-economic areas of the city.

An evaluation of the ANEREL Program indicated a marked increase in both the rate and amount of learning of the pupils involved. The self-images of the participating students showed a marked improvement, and greater student response and more active pupil participation resulted from the smaller classes.

Special features included reading, arithmetic, art, music, literature and science. The latest in programmed material and audio-visual equipment were used including Flash-X Tachistoscopes, S.R.A. Reading and Pilot Laboratories, overhead projectors, and E.D.L. controlled readers.

The objectives of the Recreational Activities Program were to foster greater interest in healthful and productive leisure activities and to compensate for deficiencies in neighborhood recreational facilities.

The program began operation in thirteen Counterpoise districts in February, 1966, and included both indoor and outdoor activities. Arts and crafts, dancing, organizational games, and other appropriate activities were conducted depending upon the materials and facilities available. Non-public as well as public school children were invited to participate in this program.

The SEREL summer program was conducted in seventeen Counterpoise districts. Each SEREL school accommodated up to 370 pupils in a two-session day. A grand total of 6,290 pupils participated in the program.

This program utilized funds supplied under Title I of the Elementary and Secondary Education Act of 1965. Its general objectives were the providing of remedial services in reading and mathematics for slower learners, and enrichment in art, history, geography, literature, music, and science for faster learners.

The compensatory programs described above indicate how strongly the Boston Public Schools are committed to educating the disadvantaged children of the city to their maximum potential.



Phonetic Keys



Developmental Reading

Special Services is one of six major assignments within the central administrative staff of the Boston Public Schools. It involves the organization, administration and operation of programs of guidance, classes for physically handicapped children, and various other services that meet certain special needs of individual pupils.

Professional staff members that carry out special-service functions comprise a team of highly-trained specialists including adjustment counselors, guidance counselors, special teaching personnel, and research assistants. The goal of these specialists, working at times independently and at times in close cooperation with schools, teachers, students and parents, is to provide each child with an opportunity to achieve and succeed despite mental, physical, or emotional limitations. Special Service Departments operate in the following areas:

The Horace Mann School for the Deaf

This school, the first day school for the deaf in the United States and, as far as can be determined, in the world, was founded in 1869. The oral method of communication used in the school allows the children to follow the regular Boston courses of study as soon as practicable. One main objective of this program is to enable children whose hearing is impaired to go on to high school and to participate in classroom activities with children of normal hearing. So effective has this program been, that many children from the Horace Mann School have matriculated to higher education.



Step Toward Hearing



(Robert Marnis, Boston Magazine)

An Extra Effort

Reading skill is very necessary in the educational life of any child, and particularly so, in the life of a deaf child. Therefore, special emphasis is put on reading and the printed word. To help train the pupil's eye to compensate for hearing loss, every conceivable type of visual aid is employed in the school. Moving picture projectors, opaque projectors, filmstrip projectors, and overhead projectors are but a few of the kinds of visual education equipment used.

During the past year, a great deal of effort has gone into compiling information to help in the planning of a contemplated new Horace Mann complex. This school, to be located on a site yet to be selected, will provide the very latest in educational facilities and clinical services for pre-school deaf children, deaf children in school, and for the guidance and assistance of the parents of such children. The planning of this project has been approved by the Department of Health, Education and Welfare.

Classes for the Conservation of Eyesight

Upon recommendation of the Massachusetts Commission for the Blind, the Boston Public Schools opened the first Conservation of Eyesight Class in 1913. Since that time, the demand for this specialized service has increased so steadily that twelve classes are now in operation serving pupils at all levels.

Conservation of Eyesight Classes are provided for pupils whose vision, after proper testing or treatment, is judged not sufficient to permit use of regular school equipment. Through the use of special equipment, visually handicapped pupils are enabled to complete public school education and receive a high school diploma.

Pupils in Conservation of Eyesight Classes follow the regular course of study and engage in all school activities within the limits prescribed by an ophthalmologist. Special equipment designed to help the visually handicapped includes movable furniture, books printed in large type, specially ruled writing paper, special typewriters, radios, and "Talking Books".

During the school year, 1965-1966, 105 pupils were serviced by this department. Ten of these students were not residents of Boston. Three legally blind students received their high school diplomas, and two of these were awarded full scholarships to a college of their choice.

Department of Speech and Lipreading Services

The Boston Public Schools pioneered a program for speech correction. In 1912, the School Committee established its first classes for the correction of defective speech. Since that time, speech correction classes have been conducted continuously in the Boston Public Schools and have gradually expanded to provide this service to most areas of the city. At present, there are speech correction classes in eighty-seven elementary school build-



"Ahhh!"

ings, in five junior high school buildings and in five senior high school buildings.

Since defective speech is recognized as a potential cause of serious educational, vocational, emotional, and social maladjustment, the purpose of these classes is to provide speech-handicapped children with an opportunity for developing acceptable speech habits. This is accomplished through a series of basic activities in relaxation, physical development, articulatory training, development of breath control and of breath capacity, vocal development, and vocal variety. Ear training is also stressed. Phonetic analysis with auditory, visual, and kinesthetic stimuli fixes the proper pattern for articulation, enunciation, and pronunciation. In this manner, reading, conversation, spelling, literature, recitation of poetry, general recitations, and even arithmetic are involved in the speech correction program.

Future programs will include tutorial instruction in the development of language concepts in addition to lipreading instruction, the wearing of a hearing aid, and auditory training presently called for.

During the school year 1965-1966, eighty-three children were enrolled in lipreading classes; fifteen children were discharged; and there were eighteen new case referrals.

Instruction of Physically Handicapped Children

This year, a handicapped youth with the courage to overcome the burden of a serious physical affliction, received his high school diploma at home. He is one of the few students to complete twelve years of home instruction by teachers of the physically handicapped provided by the Boston Public Schools. This special service is provided by the Boston Public Schools to children from every state in the union who come to Boston for medical treatment or hospitalization which prevents attendance at regular day schools. These children are given instruction in their homes or in hospitals during their confinement. Many hospitals in the City of Boston have full-time Boston Public School teachers employed in teaching the physically handicapped.



A Special Touch

Because the instruction is completely individualized, children whose handicap is purely physical are able to keep up to grade in their work. The teacher works in close cooperation with the classroom teacher of each respective child when possible and follows a course of study or teaching plan worked out jointly. As a result, grade to grade promotions and eventually, graduation, are achieved by the pupils. Doctors and nurses rate this form of therapy as contributing greatly in the physical recovery of the children involved.

Special Classes in 1899

The first Special Class was established by the Boston School Committee on January 30, 1899, for twelve mentally defective children. Presently, Special Classes number over 140 with an enrollment of over 2,400 students.

A program to elevate the I. Q. of children in Special Classes through an academic approach is now being conducted in cooperation with Tufts University and the Cambridge Guidance Center. Demonstrations and control groups in three specific areas of the city have been established for this purpose.

One of the most inspiring and gratifying accomplishments of this department is the returning of many Special Class children to a normal learning situation. This year, over fifty Special Class pupils have been returned to regular grades with most encouraging results.



Coordination

The David L. Barrett School, which is designated as a job preparation center, has been a source of edification and inspiration to local rehabilitation experts because of its physical plant, equipment, job preparation procedures, varied curriculum, and teacher and pupil interest. Guaranteed job placement includes actual pre-job training in job techniques and industrial skills.

The over-all objective of this program is to develop a set of work skills that enable a student to pursue a second occupation when unemployment becomes high in the area of his primary skill. Thus, the more able of the mentally retarded will be assured of being first class, self-supporting American citizens.

This year, the Department of Special Classes received a grant of \$15,000 from the Joseph P. Kennedy, Jr., Foundation to expand certain programs designed to investigate the effectiveness of physical education as a means of elevating I. Q. The department is now in the process of evaluating this program. At this time, it appears that this approach to elevating I. Q. through physical education shows promise.





Horace Mann School



Hospital Class



Individual Instruction



Learning Together

In 1894, Boston pioneered in the introduction of School Health Services in the United States. Doctors were appointed to examine children in order to exclude those suffering from communicable diseases. The staff providing health services to schools now includes the director, an otologist, an ophthalmologist, and fifty-two school physicians. The nursing staff consists of a chief supervising nurse, four supervising nurses, and seventy-one school nurses. There are also thirteen temporary school nurses who serve as testers of vision and hearing.

During the school year 1965-1966, pupils in Kindergarten and Grade I, and all newly-admitted pupils from outside Boston in all grades through Grade XII were Tine tested. Of the 17,689 tested, 181 were positive reactors. Eleven pupils were found with active tuberculosis. Of these, four were hospitalized, and seven were treated at home under medical supervision. One of the significant values of this type of screening program is shown by the discovery of eight active cases of tuberculosis within one family.

The usual Diphtheria and Tetanus Immunization Program was carried out in Kindergarten and Grade I. Grades II, III and IV were also included this year. A need was found for twenty-five per cent more primary series than last year. Booster doses given this year showed an increase of seventy-five per cent, indicating a need for better immunization efforts on the pre-school child.



Open Wide



Listen



This Wont Hurt



A Special Visit



A Firm Foundation



Teamwork

This school was established in 1911 for the purpose of teaching English to adults who could not attend evening schools. The program is tailored for both native and foreign born, who wish to learn to speak, read, or write English. In general, it prepares aliens for naturalization and effective citizenship.

During the school year 1965-1966, 500 men and women from forty-eight different countries attended this school five days a week. At the end of

the academic year, 250 certificates of accomplishment were awarded. Many of those attending are college graduates and progress from this school to graduate study in colleges of their choice. Among those registered this year were an exiled bishop from Turkey, French nuns from Canada, priests, doctors, lawyers, consuls and many others. The school is known throughout the world because of its great success in teaching English quickly and effectively. Delegations have come from Mexico, Japan, India, and many other foreign countries to study the methods used.



United We Learn

This department was established by the Boston School Committee in 1914. This stemmed from the realization that evaluation through testing contributed much toward the improvement of instruction.

The function of this department in both diagnosis and evaluation encompasses testing of individual pupils as well as group achievement tests and group intelligence tests.

In September and May, achievement tests are given to all pupils from Grade I through Grade XII, either in arithmetic, reading, or some phase of

English. In Grades IV, VI, VIII, and X, group intelligence tests are given each Fall. Problems diagnosed as a result of this testing program include possible reasons for scholastic failure, emotional maladjustment and other deviations.

The testing program for the school year 1965-1966 is outlined in table form below:

Intelligence Tests	32,143
Achievement and Aptitude Tests	
Elementary and Junior High School	143,041
Senior High School	51,411
Special Classes	4,348
Advanced Classes for Talented Pupils	335
Arithmetic Program	89,889
Total Achievement Tests	<u>289,024</u>
Grand Total Intelligence and Achievement Tests	321,167

The date June 23, 1966, marked a historic "first" for the Boston Public Schools. On that day, the Chairman of the Boston School Committee and the President of the Boston Teachers' Union signed a contract arrived at after several months of collective bargaining between teams representing the two

groups. The contract, formulated in compliance with Chapter 763 of the Acts of 1965 (The Collective Bargaining Act), signified a bilateral agreement dealing with a salary schedule, working conditions, and other related personnel matters.



An Historic Agreement

Boston Vocational Technical	103
Boston School of Business Education	848
Latin and Day High Schools	21,902
Junior High Grades VII-IX	17,029
Elementary Grades I-VI	48,758
Kindergartens	10,454
Special Schools	162
Continuation Classes	27
Day School for Immigrants	518
Evening Schools	7,928

Totals 107,729

Average Membership

All Regular Day Schools	92,200
Continuation Classes	9
Day School for Immigrants	252
Evening Schools	5,448

Totals 97,909

Permanent Teachers, Supervisors, Special Teachers, Directors

Boston School of Business Education	29
Latin and Day High	864
Junior High	580
Elementary	1,736
Kindergartens	195
Trade	100
Special Schools	58
Special Teachers	364
Supervisors and Directors	84

Totals 4,010

Number of Pupils per Teacher

Latin and Day High	19.5
Junior High Grades	29.7
Elementary Grades	26.9
Kindergartens	22.4
Special Classes	
Junior High	16.8
Elementary	15.0
Sub-Special	11.8

Evening Schools

	registration	average membership
Boston Central Adult		
High School	2,356	1,600
Commercial High Schools	2,153	1,222
Elementary Schools	2,773	1,504
Trade Schools	646	457
Totals	7,928	4,833

School Centres

	number of sessions	average attendance
Brighton	50	175
Charlestown	50	223
Dorchester	50	284
East Boston	50	268
Grove Hall	50	352
Hyde Park	50	336
Jamaica Plain	50	301
Mattapan	50	302
North End	50	211
Roxbury	50	123
South Boston	50	305
South End	50	169
West Roxbury	50	377

Total attendance..... 171,401

Youth and Young Adult Organizations

Using School Gymnasiums

Religious Groups	122
Community Organizations	55
Social Clubs	24

Total Attendance..... 479,250

Number of Gymnasiums Used..... 36

Home and School Association

Organizations 103	Total Attendance	121,256
Meetings 487	Average Attendance	249

Number of Schools Used 119

Total Occupancies 3,526

Special Classes

The number of classes of special types and the number of pupils instructed during the year were as follows:

	number of classes	number instructed during year
Braille	1	5
Cerebral Palsy	1	11
Conservation of Eyesight	12	104
Hospital Instruction (20 hospitals)	20	882
Home Instruction		431
Lip Reading (Individual Instruction)		88
Remedial Reading	53	2,198
Special Classes	126	2,008
Sub-Special Classes	15	238
Speech Improvement (95 centers)	581	3,099
Advanced Work Classes	24	586
Emotionally Disturbed Children	2	17

Four summer review schools were conducted, two for high school pupils and two for junior high school pupils, with a total registration of 4,082 and an average membership of 3,663.



Estimated
Income

90%	Property Tax Levy	\$46,516,503
9%	State Support	4,730,790
1%	Federal Support and Miscellaneous Revenue	545,762
<hr/>		
100%	Total Revenue	\$51,793,055

Estimated
Expenditures

77%	Instruction	\$40,084,328
10%	Operation of Plant	4,867,383
4%	Maintenance of Plant	1,990,694
3%	Attendance and Health	1,421,225
3%	Fixed Charges	1,459,216
2%	Administration	1,277,293
1%	Pupil Transportation, Community Services, Food Services	692,916
<hr/>		
100%	Total Expenditures	\$51,793,055



Leo J. Burke
Business Manager

SCIENCE FAIR 1966



"It's Alive"



Spark of Learning



Future Scientist



Demonstration

$$1 \times 2 = 2$$
$$2 \times 2 = 4$$

$$\begin{array}{r} 1 \\ + 2 \\ \hline 3 \end{array} \quad \begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 6 \\ + 1 \\ \hline 7 \end{array}$$

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