



Annual Report

1967



1968

Building Pupil Success

SUPERINTENDENT OF THE BOSTON PUBLIC SCHOOLS

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

JOHN A. GIBSON
Associate Superintendent

JOHN W. GIBSON
Administrative Assistant to the Superintendent

JOHN W. GIBSON
Administrative Assistant to the Superintendent

JOHN W. GIBSON
Director, Educational Publications and Informational Services

JOHN W. GIBSON
Assistant Principal, Frank V. Thompson School

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ORDERS OF THE SCHOOL COMMITTEE

Date, June 24, 1968

To the School Committee:

In accordance with the Rules and Regulations I respectfully submit the eighty-sixth Annual Report of the Superintendent of Schools. This report covers the school year 1967-1968.

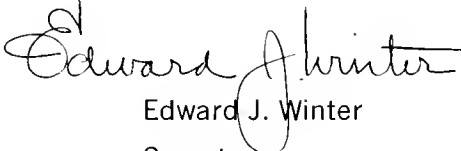
Respectfully submitted,


William H. Ohrenberger
Superintendent of Public Schools

ORDERED, That this Committee hereby adopts as its annual report for the year 1967-1968 the Annual Report of the Superintendent, being School Document No. 10, 1968.

ORDERED, That three thousand (3,000) copies of the Annual Report of the Superintendent for the school year ending August 31, 1968, be printed.

ATTEST:


Edward J. Winter
Secretary



THOMAS S. EISENSTADT

The Great and General Court of the Commonwealth of Massachusetts has delegated to local school committees responsibility and authority to direct and supervise the public schools of each community. Each committee must determine policy, employ personnel and appropriate funds necessary to implement that policy. The Boston School Committee, unlike any other committee in the Commonwealth, must obtain approval of the Mayor and City Council for any appropriations exceeding the total expenditure of the previous year.

The School Committee of the City of Boston is composed of five members elected for two-year terms in a city-wide, non-partisan election following a primary contest in which two candidates for each vacancy are chosen. The present committee consists of Thomas S. Eisenstadt, Chairman; John J. Kerrigan; Joseph Lee; Paul F. McDevitt and Paul R. Tierney.

The present members initiated a policy of holding neighborhood meetings for the purpose of improving school-community relations. The agenda were coordinated with the special interests of each neighborhood and citizens were invited to participate in the meetings. Channel 2, the local affiliate of National Education Television, televised the proceedings.

We have been fortunate in the high calibre of citizens who have served on the committee. The excellence of education in the Boston Public Schools evidences the sound judgment of present and former members. Their conscientious acceptance of responsibility has served well the pupils and adults of our city.



JOHN J. KERRIGAN



JOSEPH LEE



PAUL F. McDEVITT



PAUL R. TIERNEY

OFFICERS OF THE SCHOOL COMMITTEE

WILLIAM H. CREWSTERPER

Superintendent of Schools

WILLIAM G. TOBIN

Deputy Superintendent of Schools

Associate Superintendents

LOUIS B. WELCH

THOMAS F. MEEGHAN

MARY E. VAUGHAN

JOSEPH McKENNEY

HERBERT C. HAMBELTON

Assistant Superintendents

WILLIAM L. GANNON

THOMAS B. BRADLETTE

ALICE F. BASEY

WILLIAM T. MILLER

FLORENCE M. HAWKINS

GERALD F. CROFTWELL

Administrative Assistants to the Superintendent

THOMAS G. HEFFERNAN

PAUL A. KENNEDY

ROSINA KELLY, Secretary to the Superintendent

EDWARD J. WINTER, Secretary

LEE J. BURKE, Business Manager

EDWIN G. McCAFFREY, Schoolhouse Custodian

ANTHONY L. GALEOTA, Chief Structural Engineer

¹Succeeded William J. Cunningham, retired, November 30, 1967

²Succeeded Herbert C. Hambelton, December 1, 1967

PAUL J. SULLIVAN
Chief Examiner

MARY M. DOYLE
Examiner

TIMOTHY J. SPILLANE
Examiner

WILLIAM B. BERGEN
Examiner

ELIZABETH F. SCANNELL, Librarian..... Administration Library
FRANCIS X. SULLIVAN..... Adult Educational and Recreational Activities
JOHN M. FITZGERALD, Head Supervisor..... Attendance
CHARLES M. PARLON, Head Supervisor..... Attendance
JOHN S. DOOLEY..... Audio-Visual Instruction
ROBERT F. BUCK..... Business Education
DANIEL S. COUGHLIN¹..... 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
MARION J. FAHEY..... Elementary Supervision
ELIZABETH H. GILLIGAN..... Fine Arts
MAURICE J. DOWNEY..... Guidance
MARGARET A. LEARSON..... Home Economics
MARY S. MULLOY²..... Instruction of Physically Handicapped Children
FRANCES G. CONDON..... Kindergartens
JOSEPH A. TRONGONE³..... Music Education
JEREMIAH J. BOTELHO..... Neighborhood Youth Corps In-School Program
JOSEPH E. CAREY..... Office of Program Development
CHARLES E. SCHROEDER..... Personnel Relations Coordinator
WILLIAM E. McCARTHY..... 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
PAULINE EHRLICH⁴..... Speech and Hearing
CHARLES J. LYNCH..... Statistics
GENEVIEVE M. WAKELING..... Teacher Placement
MARY M. KEEFE, Supervisor..... Vision Resources Services
THOMAS A. ROCHE..... Vocational Education and Industrial Arts
JOSEPH L. IPPOLITO⁵..... Work Study Program

¹Succeeded Paul A. Kennedy, Dec. 1, 1967

²Acting Director

³Deceased, May 17, 1968

⁴Acting Director

⁵Assigned

FOREWORD

The Boston Public Schools are committed to the accomplishment of individual success for every pupil, from kindergarten through grade twelve. Acquisition of skills and knowledge, the development of character, personality, good citizenship, social maturity and responsibility, must be accomplished during these formative years. To achieve these goals requires programs that are specifically designed to meet individual pupil needs. The programs of the Boston Public Schools are structured to fulfill these needs.

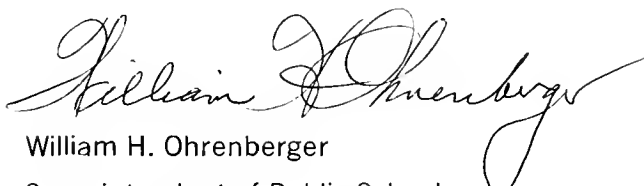
The public should be aware of and familiar with the services by which the schools discharge their commitment. They are described throughout the pages of this Annual Report. The reader will find the services and programs a blend of modern educational concepts and the wisdom of the past.

The achievement of educational success requires the efforts and talents of many people. Under the responsible stewardship of the Boston School Committee, the administrators, teachers, and supportive personnel of the school system have devoted themselves to the attainment of this goal. It is fitting to acknowledge with appreciation the assistance and cooperation the schools receive from parents and the community at large.

Public school education, especially in large urban areas, is in a period of transition. We are fully aware of the need for continuing research and evaluation in order to meet the challenge of the times and of our obligations to the young people of this city. We are confident that we can resolve the problems and responsibly execute our obligations.

A factual and pictorial record of the accomplishments of the school year 1967-1968, consistent with the theme of "Building Pupil Success" for every student in the Boston School System, is presented on the following pages.




William H. Ohrenberger
Superintendent of Public Schools



WILLIAM G. TOBIN
Deputy Superintendent of Schools



MARY E. VAUGHAN
Associate Superintendent



THOMAS F. MEAGHER
Associate Superintendent



LOUIS R. WELCH
Associate Superintendent



HERBERT C. HAMBELTON
Associate Superintendent



JOSEPH MCKENNEY
Associate Superintendent

The Superintendent of the Boston Public Schools is the chief executive officer of the School Committee. His duties involve the administration and supervision of the education of over 93,000 pupils. He also recommends policy to the Committee and must implement all orders of that body.

The Superintendent is assisted by the Board of Superintendents consisting of the Deputy Superintendent, five Associate Superintendents, the Business Manager, and by the Council of Assistant Superintendents.

Deputy Superintendent William G. Tobin has responsibility for community and legislative relations as

well as Special Services. Elementary education is directed by Associate Superintendent Mary E. Vaughan. The junior high and middle schools are under the direction of Associate Superintendent Thomas F. Meagher. Associate Superintendent Louis R. Welch is in charge of the high schools of the system. All matters pertaining to personnel are the responsibility of Associate Superintendent Joseph McKenney. The area of Curriculum Design and Educational Research is headed by Associate Superintendent Herbert C. Hambelton. Business Manager Leo J. Burke administers the business and accounting services which include budgeting, payroll accounting, and the purchasing of equipment.

TRIBUTE TO ASSOCIATE SUPERINTENDENT WILLIAM J. CUNNINGHAM



On November 30, 1967, Associate Superintendent William J. Cunningham retired.

For forty-two years he devoted himself to the schools and children of Boston. He served as a teacher and assistant principal in the Washington Junior High School and the William Blackstone Junior High School from 1926 to 1943. He was appointed principal of the Abraham Lincoln School in 1943 and remained there until his promotion to the position of associate superintendent in 1961.

During these productive years, Mr. Cunningham has added to his record of educational service and furthered his contributions to education as a member of the faculties of the Harvard Graduate School of Education, the Boston College Graduate School, the State College at Boston, and the Division of University Extension of the Massachusetts Department of Education.

William J. Cunningham, with his warm and friendly personal qualities, has strengthened and enriched public education by the complete dedication of his remarkable talents and effective leadership. Under his direction as Associate Superintendent in charge of Curriculum Development and Improvement of Instruction, the Boston Public Schools have taken bold strides forward in intellectually stimulating educational programs. Cooperation between the schools and surrounding universities increased greatly so that now there is mutual respect and understanding with numerous benefits ensuing. Work on revision of courses of study resulted in the publication of many new documents in all areas of the curriculum.

The members of the Boston School Committee, the administrative staff, and the entire personnel of the Boston Public Schools gratefully acknowledge his many excellent contributions to public education and extend to him sincere wishes for a full and happy retirement.

The Council of Assistant Superintendents is made up of the six area assistant superintendents under the chairmanship of the deputy superintendent. Each assistant superintendent has jurisdiction over a geographic area of the city. Such an administrative organization at the local level allows authoritative action consistent with the broad directives of the central administration.

The assistant superintendents and the geographic area assigned to each are

William L. Cannon — Area I
Alice F. Casey — Area II
Thomas B. McAuliffe — Area III
Gerald F. O'Donnell — Area IV
Florence M. Hawkins — Area V
William T. Miller — Area VI

The balance between a central administrative structure and local authority insures implementation of general policy and provides interested community agencies and the public an effective means of communication with high-level school personnel.

Administration of the Boston Public Schools was decentralized two years ago. Six assistant superintendents were appointed, and each was assigned a geographic area of the city having approximately 16,000 students and 750 teachers.

The broad purpose of decentralization is to provide a close relationship among the administration, the schools, and the community. As the local educational leaders, the assistant superintendents implement the directives of the central authorities, anticipate local needs, and encourage school and community dialogue. Strategically located area offices afford easy access to high-ranking school personnel. Potentially troublesome local problems have been solved because the residential office can offer prompt, authoritative solutions.

Each area of the city shares with its counterparts certain common problems. At the same time, unique situations arise which demand the close personal scrutiny of the assistant superintendent in charge. Highlights of the activities of the assistant superintendents are briefly described below.

The large influx of non-English speaking children into the schools has created problems requiring solutions emphasizing bilingualism and cultural assimilation. During the past school year, Boston's program, English as a Second Language, benefited more than 750 pupils, and approximately 1,400 are expected to use this service in the coming year. Two city-wide surveys undertaken annually identify pupils whose native language is not English. The United States Office of Education, recognizing the importance of this service, is seeking additional funds to strengthen the program.

For many years, upper grade classes have made trips to the Museum of Science. This year, in Project

Eye Opener, second graders were exposed to the wonders of science. The children were met by trained volunteers and members of the museum's educational staff. By dividing the classes into groups of twelve, pupils received individual attention during the tours and demonstrations.

In May, 1968, in accordance with criteria established by the State Department of Education, a survey was taken to identify perceptually handicapped pupils. Details are given under Special Services in this report. It is anticipated that approximately 300 children will participate in the program designed to overcome such handicaps.

Boston's program for emotionally disturbed youngsters was evaluated by the Laboratory of Community Psychiatry, Harvard Medical School. The assistant superintendents worked closely with mental health centers and family service agencies to assure proper placement of disturbed children. A mental health workshop conducted by the Massachusetts Mental Health Association and the Tufts-New England Medical Center was attended by 200 members of the Boston Public Schools.

Special assignments carried out by the assistant superintendents included chairing a committee to revise the Code of Discipline, assisting the Board of Superintendents on promotional rating and other matters, representing the schools on the executive board of the 21" Classroom, and serving on a subcommittee involved with presenting information to Massachusetts legislators pertaining to the proposed Massachusetts Educational Television Network.

Much time was devoted to community relations. Each assistant superintendent represented the schools at meetings of Home and School groups, Rotary, Action for Boston Community Development, the Roxbury Multi-Service Center, civic organizations, and neighborhood centers.

Working cooperatively with Exodus, Inc., Pathways to Identity, Inc., and the Harvard Office of Metropolitan Educational Collaboration, a plan known as the King-Timilty Coalition was formed. Under this arrangement, funds from Title III will be available to saturate the two schools with materials, added facilities, and special programs to raise the educational level of the students.

After two years of attempting to personalize the administration of the Boston Public Schools, certain developments have become evident. The assistant superintendents are the recognized local interpreters of school policies to school personnel as well as to the community. Their efforts have increased confidence in the school system and have made community people more aware of the complexities of the problems of urban education. A healthy atmosphere of mutual respect and understanding will help achieve the commitment to building pupil success.



The Associate Superintendent of Personnel has jurisdiction in all matters pertaining to the academic personnel of the Boston Public Schools. He is also responsible for the Department of Teacher Placement, the Board of Examiners, and Teacher Recruitment.

The Department of Teacher Placement supervises non-tenure secondary teachers, as well as all provisional and temporary teachers at all levels throughout the system. Recent expansion in the number of assistant directors has insured more effective service. Mandatory orientation meetings were held weekly at the beginning of the school year to instruct teachers in classroom management and teaching

techniques. Monthly meetings in subject areas followed. The program included observation and demonstration lessons, group and individual conferences, and distribution of revised handbooks and bulletins.

Members of the department evidenced professional cooperation by serving as specialists on curriculum committees, interviewing candidates taking qualifying examinations for permanent appointment and by visits outside Boston to obtain firsthand knowledge of other experimentation and innovative programs. At departmental meetings, staff members shared their reading experiences of current educational publications and practices.

The Board of Examiners determines the qualifications of applicants seeking teaching and promotional positions in the Boston Public Schools. Two important changes regarding teacher examinations were made, the first effective December 1967. A single three-hour examination in the teaching area is now required instead of a three-hour major and a one and a half hour minor examination. The second change, effective in April, 1968, allows candidates to offer scores from National Teacher Examinations as an alternate to taking the Boston examinations.

Boston's standards for the selection of teachers continue to be among the highest in the nation. As the result of its intensive teacher recruitment program, Boston continues to attract and add to its permanent teaching staff the best qualified candidates.

Personal visits by the Board of Examiners and other members of the administrative staff are made to colleges and universities in the New England area. In addition, an attractive brochure, including the essential facts about the advantages of and qualifications for a teaching career in the Boston Schools, is distributed to more than 490 colleges and universities throughout the nation.

The success of these teacher recruitment efforts is attested to by the 2,005 candidates -- the largest number in history -- who presented themselves for the Boston teacher examination in 1967. Of this number, 1,381, approximately sixty-nine per cent, were successful. Reflecting the far-reaching nature of the recruitment program is the fact that this number represents some 166 colleges and universities in thirty-five states.

Although there is a national shortage of teachers, especially in large urban areas, Boston is indeed fortunate in having an abundant supply of candidates with a rich variety of educational backgrounds, experiences, and ideas. The quality and quantity of the annual lists eligible for permanent appointment in the Boston Public Schools are striking evidence of the success of the teacher recruitment program.



The elementary schools continued the work of preceding years of seeking to educate each child to the maximum of his potential. A summary of the high-lights of the past school year follows.

The Boston Public Schools, ever alert to the necessity of research and experimentation, launched several pilot programs, principally in the area of language arts, in September, 1967. While it is too soon to make final judgment on the value of each program, early indications warrant continued experimentation. The projects are briefly described below.

1 — Look and Say Program of the Ginn Word Enrichment Program, a multi-sensatory approach to reading using tapes and individual headsets was initiated at the Warren Prescott School.

2 — Science and mathematics programs devised by the Education Development Center were used at the William L. P. Boardman, Dearborn, and John A. Andrew Schools..

3 — Predicated on theory that children learn well from games, Lyons and Carnahan's Phonics We Use Games were introduced at the Rochambeau School.

4 — The Merrill Linguistic Readers, a beginning reading program for the urban child, was piloted at the John A. Andrew and John Winthrop Schools.

5 — The Sullivan Programmed Reading Series, a basal program which is in its second year of operation at the Beethoven and Sarah J. Baker Schools, was extended to the remedial field at the Agassiz School.

6 — A program specifically geared to remedial readers, Sullivan Associates' Behavioral Laboratories, was experimented with for a second year at the Joseph J. Hurley School.

7 — Scott Foresman's Open Highway Series, a multimedia approach to reading for the slow learner, was employed at the Edward Everett, Theodore Lyman and Pauline A. Shaw Schools.

8 — The Addison-Wesley Poetry Series was piloted at the Hugh R. O'Donnell and Thomas N. Hart Schools, and was combined effectively with the work of the Fine Arts Department.

9 — Science Research Associates' social science kit for first graders entitled Our Working World was used at the Quincy and Abraham Lincoln Schools.

10 — A programmed penmanship project, Write and See, from Lyons and Carnahan was employed at the Florence Nightingale School.

11 — The New England School Development Council's Project Write authored by Dr. Donald Murray of



the University of New Hampshire, seeks to determine techniques for improving the teaching of composition in elementary schools. It is being experimented with in the John Marshall School and in several suburban school systems.

12 — Educational Development's Listen and Think Series using tapes and records was piloted at the Manassah Bradley School. Its purpose is to determine whether there is a high positive correlation between listening skills and success in reading.

Experimentation continued at the pre-primary level. As in the previous school year, there was a commitment to a two year, city-wide kindergarten program consistent with modern educational principles regarding the learning potential of pre-primary children.

A child four years to four years eleven months old by September 1 may attend Kindergarten I classes. Here he begins to learn how to associate with other children, to cope with the hazards of coming to school, and to become prepared for further educational work. Kindergarten II refines the skills and builds upon the knowledge started the previous year. The pupil progresses to letter-sound association and to other facets of his educational development.

The school year, 1967-1968 saw the expansion of Kindergarten I to eighty-two new classes. There are

now 138 Kindergarten I and 194 Kindergarten II classes with a total enrollment of 13,750 children. It is particularly appropriate that Boston continues to evidence its concern for pre-primary children on the eightieth anniversary of the establishment of kindergarten education in the city.

Solutions to problems found in core city schools, particularly but not exclusively concentrated at the primary and elementary levels, is the function of the Department of Compensatory Services. Its responsibility includes the designing, administration and supervision of the Enrichment Programs.

The programs, funded under Title I of ESEA, feature team teaching; increased counseling and testing services; special programs in reading, art, music and science; cultural field trips; the use of non-professional aides; and increased parental and community involvement. In addition to the day school work, there are academic and recreational activities during the summer. The extensive summer programs are described elsewhere in this report.

The Research Council of the Great Cities, of which Boston is a member, initiated a program to improve communication skills for the urban child. Each city named its own task force and its area of concentration. At the same time, a country-wide council was established to open lines of communication among

cities. All members of the Department of Elementary Supervision were assigned to the Boston task force which worked cooperatively with Dr. John Tibbett of Purdue University. Efforts centered on techniques for individual instruction and unique teacher-made devices in the field of language arts.

Work on curriculum revision and updating of documents pertinent to elementary schools was performed by teachers and other members of the professional staff on a voluntary basis. A course of study for Grades IV through VI was distributed in June. Requests for this document have been received from all parts of the country. A second committee composed of fifty persons from the schools and community has met regularly during the school year to draft a philosophy of education on individualized instruction. During the summer a group of seven teachers working with an assistant director of elementary supervision began work on a language arts curriculum from Kindergarten through Grade V. Guidelines for Advanced Work Classes were completed as was a new Elementary Principals' Handbook.

As one means of keeping abreast of educational research and thought, Boston personnel participated in several conferences during the past year. Teachers from the William L. P. Boardman, Dearborn, and John A. Andrew Schools attended a Language Arts Workshop sponsored by Education Development Center. Associate Superintendent Mary E. Vaughan participated in a series of lectures entitled *Experimenters In The Classroom* presented by Educational Development Laboratory. Boston schools were represented by a delegation from the Department of Elementary Supervision at a conference conducted by Dr. William Kottmeyer, Superintendent of Schools of St. Louis, on interrelating spelling and reading. Teachers working in the Individual Progress Program schools participated in three institutes on the non-graded school sponsored by Science Research Associates.

Boston's programs in the elementary grades attracted many visitors during the school year. A group of teachers from San Salvador visited two schools for six weeks in the fall. Boston later sent a principal and teacher to instruct San Salvador teachers in the use of programmed reading materials. Dr. Frank Hodgson, Assistant Superintendent of Schools of Los Angeles, observed the workings of the Phonetic Keys to Reading Program at the Sarah

Greenwood School. Several faculty members of Tufts University visited schools where the Individual Progress Program was in operation. These same schools were visited many times by educators from nearby communities. Four Russian educators were guests at the John F. Kennedy, David A. Ellis, Charles Mackey, and Abraham Lincoln Schools as part of a tour of American educational institutions. Boston personnel, in turn, attended lectures at Boston College and viewed an exhibition of work done by Russian children. The April meeting of the International Reading Association was hosted by Boston. Delegates visited over fifty Boston schools during the conference.

Committees of principals, teachers, and community leaders met frequently to determine educational specifications for new area schools in Dorchester and Jamaica Plain. Other similarly constituted groups planned replacements for the Quincy and Kent Schools and for the educational park in West Roxbury.

Dr. Lawrence Stolurow of Harvard University has devised a process of Computer Aided Instruction (C.A.I.) which is to be inaugurated at the Sarah Greenwood, Charles Mackey and Patrick F. Lyndon Schools in September 1968. A coordinator and one teacher from each school were selected to do the preliminary work during the summer of formulating language arts material going into the computer. Each school has a console with direct telephone connection to Harvard.

The single greatest innovative thrust in the elementary schools during the past school year was the establishment of the Individual Progress Program (I.P.P.) at the primary level of nine schools. The broad purpose of the plan is to individualize instruction. Details of I.P.P. are discussed elsewhere in this report. Its success the first year has encouraged expansion to nine more schools starting in September, 1968. Principals and teachers of schools where I.P.P. is new visited schools where the program was conducted in 1967-1968. Other in-service and orientation meetings were held to acquaint personnel with the program. During the week of August 26-30, 100 teachers received additional orientation as an introduction to the program. Methods, approaches, and organization were discussed with instructors who had experience in the program. Demonstrations and practice in the use of multi-media materials were presented by the Audio-Visual Department.

INDIVIDUAL PROGRESS PROGRAM

The Individual Progress Program which began in the Florence Nightingale School in January, 1965, was expanded to include nine additional schools in September, 1967. Nine more schools will begin the program in September, 1968. All parts of the city were represented in these nineteen schools:

SCHOOL	LOCATION
Adams, Samuel	East Boston
Ellis, David A.	Roxbury
Fifield, Emily A.	Dorchester
Garrison, William L.	Roxbury
Grew, Henry	Hyde Park
Harvard	Charlestown
Higginson, Henry L.	Roxbury
Kennedy, John F.	Jamaica Plain
Leen, Thomas F.	Dorchester
Nightingale, Florence	Dorchester
O'Donnell, Hugh R.	East Boston
O'Hearn, Patrick	Dorchester
Perkins, Michael J.	South Boston
Perry, Oliver H.	South Boston
Ripley, Sophia	West Roxbury
Rochambeau	Dorchester
Shaw, Pauline A.	Mattapan
Warren-Prescott	Charlestown
Winship	Brighton

For many pupils traditional grade expectations have proven to be unrealistic. Children vary physically, emotionally, socially, and intellectually. While educators have talked about individual differences for many years, little has actually been done to provide for them. Test scores are given in grade equivalents as though all first graders can be expected to achieve the same goals. For some children grade expectations are fairly easy to attain; for others they are impossible. A child's abilities may vary greatly even within himself. He may be able to progress rapidly in one area and move more slowly in another. All these factors must be considered in personalizing instruction.

Dropping out of school is not something that happens at age sixteen. It is a gradual process which begins in Grade I when the child cannot achieve the expected goals. He becomes discouraged, develops a negative self-image and later adds to the alarming drop-out figures. Our country cannot afford this waste of human talent.

For other children, grade expectations serve as a barrier to reaching their potential. They may be able to accomplish the work of two grades within one school year. These children are forced to mark time so that they do not trespass on the curriculum of the next grade.

The graded school has been a 100 year old experiment. There is no research to prove this organizational pattern is or should be our ultimate attainment. Without question we have produced fine peo-



ple in our schools, but schools have failed to reach many others.

We live in a world that is changing more rapidly than ever before in history. Every aspect of society has been changed or modified at an almost unbelievable rate. Technological advances which only a few years ago would have seemed impossible, are now a reality. Many of our commonly accepted beliefs have had to be reevaluated. Knowledge is being amassed at such a rate that it is no longer possible for an individual to keep up with the latest development even within a limited field.

The schools must become relevant to the changing world outside the classroom. Children can no longer be taught only facts. They must be taught how to learn and how to find information for themselves when it is needed. For today's children, education must be life-long process because different sets of skills will have to be learned several times in the course of a lifetime.

Instead of forcing the child to adapt to a predetermined curriculum or fail, the Individual Progress Program attempts to adjust the curriculum to fit the individual child. Success is built into the program. Each child may progress as rapidly as his particular abilities allow. He is not forced to reach for an impossible goal. Early successes encourage achievement, while early deficiencies encourage subsequent failures.

Children are tested upon entrance into the program. On the basis of the test scores, teacher evaluations, and the personality of the individual child, they are placed on levels. Within these levels, there is a constant refinement of grouping. Children spend the morning working in the area of language arts which includes reading, spelling, handwriting, English grammar, and creative writing. All the fundamental skills necessary for reading are taught in sequence and the work is correlated with other subjects such as science, social studies and art.

A multi-media approach is used to suit the learning style of the individual. A variety of machines and

materials captures the interest of the child. Controlled readers, overhead projectors, Language-Masters, filmstrip machines, tachistoscopic equipment all play a particular role in the learning process.

Individual Skill Cards are kept for each pupil. As he masters a particular skill it is checked on the card. The Skill Card moves along with the pupil through the levels and helps to insure continuous progress.

Parent conferences are held twice yearly and supplement the written report card. At these meetings, the child's progress is discussed and the program is more fully explained to the parents.

Cooperative teacher planning and sharing is a necessary component of the Individual Progress Program. Teachers of contiguous levels meet in small groups for planning, sharing of materials and teaching techniques, and discussions of pupil progress. Meetings of the entire staff are also held weekly to coordinate the program, discuss problems and arrange for the movement of pupils. Total staff commitment to the philosophy of the nongraded individualized program is a prerequisite for success.

Meetings of principals and teachers from each of the Individual Progress Program schools were held throughout the year. Discussions of problems, new materials and organization were a part of these meetings. They afforded everyone attending an opportunity to discuss the program with others who were also involved in it.

Several workshops were conducted by the coordinator of the program. Two teachers from each of the schools came to the meetings with original teacher-made devices and materials to demonstrate to the group. Teachers found these meetings to be very helpful.

I. P. P. personnel had the opportunity to participate in other workshops during the year and to return to their respective schools to share new ideas and perspectives with their colleagues. Some attended the Science Research Associates' Workshop in Fairhaven, Massachusetts; others attended a week-long workshop in Andover, Massachusetts. A meeting on new educational media conducted by Dr. Anthony DiBiasio, Jr., Director of the Reading Center in Lakewood, Ohio, was attended by fifty teachers in the program.

The Boston Elementary Teachers Club sponsored a well attended panel discussion of the Individual Progress Program. The same organization later sponsored a Saturday workshop at Emmanuel College directed by Dr. Joseph Halliwell of Cortland State University of New York.

Personnel visited nongraded programs in the Greater Boston area last spring in preparation for their entrance into the program. Teachers who were planning for September, 1968, visited schools which were already in the Individual Progress Program. These visits gave the teachers an opportunity to see the program in operation and to talk with personnel immediately involved.

A favorable evaluation of the Individual Progress Program was made by staff members of the State University at Cortland, New York. Dr. Joseph Halliwell and Dr. Helen Hartle reported that "each of the coordinators of the program whom we saw teaching was doing an outstanding job. Many of these coordinators and other classroom teachers were developing and utilizing really creative approaches to teaching. . . . Some of the creative approaches that we saw were truly outstanding."

A final workshop for teachers entering the program was held at the John F. Kennedy School in Jamaica Plain the week of August 26-30, 1968. Large and small group sessions in the philosophy of the program, use of audio-visual materials, teacher made devices and the specifics of the Individual Progress Program were held. Participants took an active part in discussing current literature on the subject and contributing teacher-made devices. An exhibit of the newest programmed and self-directing materials was shown.

The Individual Progress Program Revision Committee met regularly last year to revise the guidelines for the program. The new criteria will include changes and modifications in the 1967-1968 program as a result of a continuing evaluation and will serve as a handbook for teachers in the program. It includes a listing of skills in each area of reading, a sample report card insert, duties of the group leader, suggestions for utilization of non-professional teacher-aides, a bibliography, and the organization of the program and suggested materials. These guidelines were delivered to all teachers in the Individual Progress Program in June.

Many people from all parts of the country as well as Canada and England visited the Individual Progress Program schools. They also entertained visitors from local universities.

The Individual Progress Program is one of the major innovative efforts of the Boston Public Schools to individualize instruction. We are confident that as the program expands, greater individualization of instruction with continuous progress toward the attainment of each pupil's maximum potential will be realized by many more children.



Several schools participated in the Northeastern University Reading Program.

Social studies teachers in many instances incorporated sections of the Education Development Center's Unit on American Negro History into history and civics classes.

A dental health program conducted under the joint sponsorship of the Boston Health Department and the Forsyth Dental Center was made available to the pupils in the Abraham Lincoln and Michelangelo Schools.

Many varied and excellent aids were made available to junior high schools by the Department of Audio-Visual Instruction. These include the overhead projector, tape recorder, controlled reader, and mathematics builder projector, the use of which has resulted in significant improvement in the motivation of learning among the pupils.

The Developmental Reading Program continued to play an important role in the curriculum of all schools with junior high classes.

The ASPIRE enrichment and remediation program, which was conducted after school hours in many areas, afforded many pupils an opportunity to receive additional instruction in mathematics, reading, science, art, music and diction.

All junior high and middle school classes participated in the second annual Oratorical Contest, the Science Fair, and the Scholastic Art Exhibits. In addition, pupils enjoyed several interesting field trips during the year. Among places visited were the Museum of Science, North Shore Music Circus, Old Mystic Seaport, Plymouth Plantation, United Nations, Old Sturbridge Village and the Freedom Trail.

Under the sponsorship of volunteers recruited from the various communities, there was a remarkable expansion in all junior high school libraries which has created a new enthusiasm on the part of pupils, parents, and teachers.

The Advanced Work Classes continue to function effectively in the junior high schools. The aim of the program from the beginning has been to bring within the reach of each child as much enrichment, stimulation, and experience in the area of social adjustment as possible.

Each junior high school is presently staffed with one or more guidance advisers and is rapidly reaching the State Department of Education requirement of one adviser for each 400 pupils.

The Solomon Lewenberg Junior High School in Mattapan participated in a teacher-student exchange program with the Bigelow Junior High School of Newton.





Three schools opened in September, 1967, as middle schools — the John W. McCormack; the Patrick T. Campbell, recently renamed the Martin Luther King, Jr.; and the Frank V. Thompson.

The middle school concept is interpreted in several ways by educators throughout the country. The most common application, however, is a grouping of Grades VI to VIII. There is virtually unanimous agreement that students should start a comprehensive high school course in Grade IX.

Modern educational research indicates that the middle school organization is better suited to children in early adolescence than traditional types of school organization. There are less pronounced social, emotional, and physical differences among pupils of Grades VI to VIII than among pupils of Grades VII and IX. Studies also show that today's young adolescents mature more rapidly than in the past, and, consequently, can profit from departmentalized instruction and other educational activities normally associated with older students.

Children in the sixth grade are ready and eager for experiences which are quite different from those

available in a typical elementary school. Instruction has been partially departmentalized in Grade VI so that all pupils have specialists in art, music, science, home economics, industrial arts, and physical education. Those whose ability permits have studied a foreign language.

The students have had the advantage of special laboratories in science and language, remedial programs in mathematics and reading, an ungraded developmental reading program, opportunities to develop poise and social graces through varied activities involving all grades. Weekly club periods covering academic subjects, vocational activities, and hobbies give each child the means to explore new interests and to discover special talents. Since both teachers and pupils choose the field in which they are most interested, the combination produces a happy, worthwhile and productive period. Children are able to formulate their own values and standards through student government and thus mature socially.

The experience of the past year has been most encouraging. The middle school concept has gained increasing acceptance throughout the country and Boston's long-range building plans call for construction of several such schools.

The sixteen Boston high schools with an enrollment of more than 21,000 students offer comprehensive programs of secondary education. The schools have several diverse curricula such as college preparatory, business education, and vocational training. In addition to the regular courses, district high schools have several cooperative industrial programs: machine shop training at Hyde Park and East Boston High Schools; electricity at Charlestown High School; an agricultural course at Jamaica Plain High School; automotive repair at Brighton High School; printing at Boston Technical High School; cabinet making and upholstery at Dorchester High School; sheet metal and auto body work at South Boston High School.

Excellent scholastic achievement was evidenced by the many scholarships won, by the large number admitted into Honor Societies, and by the impressive results of college entrance examinations. Nearly 1,000 of the 1967 graduates qualified for financial aid with over \$2,390,000 offered. The amount actually accepted totaled \$1,654,000, certainly an outstanding record.

The money comes from many sources: colleges, alumni associations, community clubs, home and school associations, and trust funds, to name a few. One source, the Sears Roebuck Foundation, has awarded four-year scholarships to deserving Boston high school graduates for the past twenty-one years. 1968 winners came from Boston Technical, Charlestown, English, Dorchester, and Roslindale High Schools.

Boston schools are also concerned about non-college bound students. For many young men and women, high school is terminal education. Therefore, training must be comprehensive and complete; broad enough to transmit the heritage of the past; specific enough to assure graduates of successful entrance into their chosen business or vocation; and inspirational enough to help them lead full lives as responsible citizens. Graduates of the business and cooperative industrial courses either continued training or found suitable employment.

Courses Inaugurated — 1967-1968

At the Jeremiah E. Burke High School, a biology course for average or below average students was piloted. The course had been prepared by the Biological Sciences Curriculum Study organization. Computer programming courses are given at Technical High and Boston Latin Schools. Under the auspices of the American Sociological Association, classes in modern history were tested to see if sociology can be taught effectively within the history curriculum. Mr. William Gibson, Director of the Law



and Poverty Program, Boston University, has devised and used a series of units at Dorchester High School. Classes, including mock trials, conducted by second and third year law students have made the law more relevant and understandable to high school pupils. An example of a dynamic program of student involvement is the ten periods per week English Program at South Boston High School. Each of five teachers develops within a two-months span, an in-depth program centered on pupil needs and teacher specialties. In addition, a pilot course in logic was offered. A voluntary after-school class in theoretical physics was conducted for able students at Boston Technical High School. Jamaica Plain High School inaugurated a course in conservation. During the summer students were placed in camps in Maine and Vermont to gain firsthand knowledge of the problems. Others worked on seashore landscape projects on Cape Cod and Martha's Vineyard with people professionally involved in such work. Also at Jamaica Plain High School, a team teaching arrangement in advanced shorthand and typing classes was conducted with the English courses. At Boston Latin School, a course in introductory calculus was started. All seniors in the Business Education Department at Girls' High School had training in I.B.M. keypunch operation and a new shorthand laboratory equipped for master dictating and transcribing was installed.

Boston schools subscribe to the philosophy of a sound mind in a sound body. The required physical education program centers around calisthenics which lead to the successful completion of the Federal Youth Physical Fitness tests. There are intra-mural sports and an extensive inter-school schedule including football, cross-country track, indoor track, hockey, swimming, basketball, baseball, golf, tennis, and outdoor track. English High School won the 1968 Eastern Massachusetts Basketball tournament and state championship.



On November 28, 1967, an Educators Conference on Drug Abuse was sponsored by the Boston Public Schools, the First Naval District, the Boston Police Department, and the Boston office of the Federal Bureau of Drug Abuse Control. Its purpose was to provide teachers with knowledge and information in order to recognize the narcotics problem before it grows to alarming proportions. Topics discussed included medical use of drugs, local and federal enforcement problems, medical and educational implications of drug abuse, and a graphic film on L.S.D.

Continuing the policy of explaining the drug problem, a School-Police seminar on the dangers of narcotics was held in April, 1968. Funded by the Sears Roebuck Foundation and the John Hancock Insurance Company, the seminar was attended by Boston school personnel and several pupils from each of the high, junior high, and middle schools. In addition, delegates came from two parochial high schools.

In a further effort to alert students to the problems, courses of study are operative throughout the grades. In the early years, children study the general topic Enemies of Good Health, including the dangers of playing with medicines. In later grades, emphasis is placed on substances injurious to health—among others, narcotics, barbiturates, and bromides.



In accordance with congressional enactment, May 1 is set aside each year as Law Day in recognition of the fundamental importance of the rule of law to our nation. Appropriate exercises were held in Boston schools on April 29 and 30. Featured speakers were the Honorable Elliot L. Richardson, Attorney General of Massachusetts; Superior Court Justice Henry H. Chmielinski, President of the Massachusetts Bar Association; Paul A. Tamburello, Chairman of the Massachusetts Committee on Law Day; Attorney Saul Gurvitz; and School Committee Chairman Thomas S. Eisenstadt. The theme of the observance was: "Only a Lawful Society Can Build a Better Society."

Mr. Eisenstadt introduced the moderator, former Assistant Attorney General Saul Gurvitz. Each panelist spoke for ten minutes on the theme. Afterwards, there was a thirty minute question and answer period in which the student audience participated. Every Boston high school senior had the opportunity to hear and take part in this timely observance of Law Day.

Office of Program Development

The Office of Program Development was established in 1965 to evolve a long range program of research and innovation for improvement of education in the Boston schools. Much work has been done in the Model Demonstration Subsystem toward structuring programs consistent with the developmental level of the child.

The Early Childhood Program emphasized speech, language facility, and auditory and visual discrimination skills. An integral part of the program was a series of field trips with the teachers and parent aides. Adventures experienced on a farm in Sherborn, at Logan Airport, and in the Prudential Tower were discussed and relived through pictures and slides taken by the teachers. Live pets were a popular addition in the classrooms. A lending library for use by parents and children was also very popular.

The elementary section of the subsystem emphasized individual pupil progress. The developmental classroom was refined as teachers and pupils learned the value of varied activities within a classroom situation. Many manipulative materials such as multi-based arithmetic blocks and cuisenaire rods attracted the children to inquire, to discover, and to comprehend. Each pupil had independent study and work time and free access to all materials. Follow-up work in verbal and communicative skills continued to be an important part of the program.

The aims of the junior and senior high sections were to motivate independent study and to increase responsibility for one's own learning. In every phase of the program, the efforts of teachers were directed to small group instruction by a multi-media approach to encourage pupil success. Among the new experimental activities were a film-making group, a mathematics project with calculators, and dramatic improvisation based on original student work. In both the junior and senior high sections, plans were made to non-grade part of the group to see the effect of this type of organization on improving learning.

Title III Proposals

Under provisions of the Elementary and Secondary Education Act (ESEA) monies allocated under Title III are for innovative, experimental programs not necessarily connected with poverty programs.

On May 9, 1968, the Boston School Committee approved a proposal which may well become a precedent-setting policy of far reaching consequences. When approved by the federal government, the proposal will establish School-Community Advisory Councils for the Martin Luther King, Jr., Middle School and the James P. Timilty Junior High School.

These councils will consist of democratically elected community representatives and faculty members from the two schools including the principals.

The functions of the councils are to identify top priority needs of the two schools, to formulate effective educational programs to meet those needs, and to recommend these programs and the personnel needed to implement them to the Boston School Committee. The establishment of School-Community Advisory Councils could herald a new era in school-community relations toward providing separately planned education for all the city's youth.

During 1967-1968, four operational proposals were approved for funding by the United States Office of Education under Title III. A synopsis of these proposals follows:

1 — Educational Evaluation and Programming for Children with Auditory Disorders.

This pilot program, conducted in cooperation with Boston University, is aimed at providing educational evaluation, programming and individualized services to children with auditory disorders. The results will be used as a basis for planning a new facility which can serve as a model for other large cities.

The program seeks to solve the problems of children with auditory disfunction who are not achieving their potential or whose placement seems inappropriate. Efforts will be directed toward determining a child's patterns of learning. Periodic re-evaluations will be made to determine the effectiveness of recommendations made and to modify procedures as indicated by the re-evaluations. The results of this project will be compiled by newly developed data coding techniques.

2 — Health Care Program in the South End Area.

This is a project jointly conducted by the Boston Public Schools and Tufts New England Medical Center for children at the Abraham Lincoln and Quincy Schools in the South Cove section of Boston. An annual grant of over \$100,000 for three years has been authorized.

The three broad purposes are: (a) to provide total health care for children in Kindergarten through Grade III; (b) to establish a base for the extension of medical services to the South Cove community through these schools; and (c) to assimilate pertinent data to the planning of a new Quincy School.

A medical-educational team will approach the task on many different levels. Any physical, mental or emotional problems will be diagnosed with follow-up treatment or referral of the diagnosis. Children will be given basic health education, and parents of children who have health problems will be reached

through the Home Care Program. Teachers and administrators will become aware of the extent of the total health services available. Attempts will be made to assess community acceptance of the services offered through a continuing communication with the community. Doctors, dentists, nurses and other supportive personnel will be trained in school health problems as they relate to urban education in general and the Quincy School in particular. The experiences gained will be utilized in the planning of the new school.

3—Comprehensive Health Care Services and Educational Innovations Utilizing Tele-Communications Systems.

This two part project is conducted cooperatively by the Boston Public Schools and the Kennedy Family Service Center in Charlestown.

The Slow Learner Program offers specially designed remedial and supplementary materials to alleviate the lack of educational opportunities for children of below average ability.

Two travel-labs now serve as learning resource centers equipped for individualized and small group instruction for both slow and gifted learners.

4—Interim Center for Administration and Planning of Title III Projects.

The Interim Planning Center is the planning and administrative agency for Title III projects in the Boston Public Schools. Funds have been allocated to determine appropriate solutions to space and programming for a new secondary educational complex to be located in Madison Park. It is hoped that from this work a process can be designed for the planning of all new schools.

Authorization has been received also for a pilot program in computer aided instruction for reading and language arts in the primary grades. The project is to determine the possibilities of improving instruction by using teletype consoles connected to a central computer into which learning materials have been programmed.



The Deputy Superintendent has jurisdiction over Special Services of the Boston Public Schools. He is chairman of the Council of Assistant Superintendents and supervises several departments. Other responsibilities include community relations, legislation, and transportation.

Fine Arts

The Departments of Fine Arts and Elementary Supervision worked closely to interrelate art and oral expression. Results demonstrated that creative art work can lead to confident speech when, for example, a pupil assumes the identity of a puppet he has made or a character he has created. A compilation of the experiment was filmed on a slide tape entitled "Let's Say It" which proved valuable for teacher orientation and public relations. The tape was shown at a number of meetings, including the Eastern Regional Conference of the National Art Education Association.

In Title I schools, specialists in art planned the year's work with classroom teachers, introduced new concept and techniques, coordinated school projects, and provided valuable assistance in many curriculum areas.

An art major course is available at four high schools. Work done in art scholarship classes depicting daily life in neighborhoods and homes will be used as charts for vocabulary building of non-English speaking children.

An experimental course in interrelating English, music and painting was given in two junior high schools. The course sought to involve the students actively in the artistic life around them.



Music Education

Music is required for all students in Kindergarten through Grade VIII. In the higher grades, instruction is elective. Instrumental music is offered in Grades IV to XII. The department sponsors many performing groups such as bands, orchestras, and glee clubs.

A music festival combining junior and senior high ensembles was held in Jordan Hall on May 10, 1968. During the performance there was a moving tribute in memory of Dr. Martin Luther King, Jr. More than four hundred students took part in this presentation.

Music groups were active in many affairs. The All-City Concert Band, consisting of approximately one hundred pupils, performed at the Governor's Reception on April 22 at the State House and later at the Walter E. Fernald School for Exceptional Children in Waltham. A memorial service for deceased teachers was performed by the Frank V. Thompson Concert Choir at the state meeting of the Delta Kappa Gamma Society. The Glee Club of the James A. Garfield School performed at the Phillips School in Wellesley. After competitive auditions, talented Boston students were selected to participate in the All-District Festival held in Falmouth. Others have been chosen to play in the Greater Boston Youth Symphony Orchestra and the newly formed Youth Orchestra and Chorus of Channel 5, WHDH Television.

Increasing demands for services have necessitated augmenting the staff to the present organization of one director, twenty-nine research assistant-school psychologists, and twelve secretaries. Requests for testing and evaluation come from many sources, with an increasing number of parents directly seeking help for their children.

All the research assistants are certified by the state as school psychologists, having met state requirements. They are engaged full-time on individual case studies. Instruments used include the Stanford Binet, the Wechsler Intelligence Scale for Children and the Wechsler Adult Intelligence Scale, as well as several types of non-verbal tests. Test publishers are continuing work on non-verbal and other types of tests particularly for children who speak another language in order to make truer appraisals of their potential.

The department reports its findings for all students who are recommended for Advanced Work Classes. No pupil can be placed in special or sub-special classes unless tested individually by the department. Children in need of remedial help in reading are referred to the school ophthalmologist for a vision check, or to the school otologist if there is a question of a possible hearing handicap.

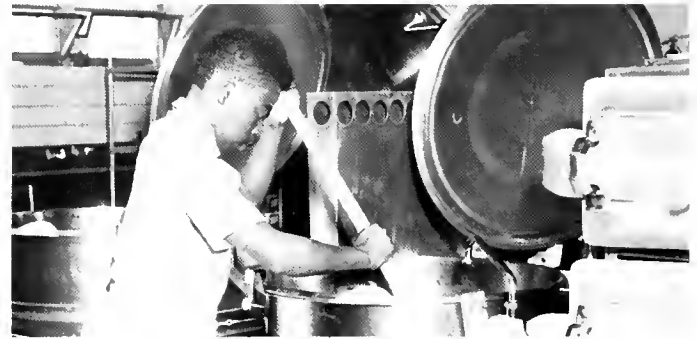
At the beginning of each school year, achievement tests for diagnostic purposes are administered to all pupils from Grades I to XII. Another form of the test is given in the spring to determine the degree of growth during the year.

Special Program

Mr. James Berrini, a noted chef and culinary expert, conducted two eight-week units after school for cafeteria personnel. His imaginative preparation demonstrated how to make food more attractive to pupils. Two other demonstrations held during the year were attended by cafeteria employees.

Two new cafeterias opened in September, 1967 — one at the John W. McCormack School and a second at the James A. Garfield School. There was an encouraging number of pupils buying hot lunches. All schools now have electrically refrigerated milk coolers, which were particularly needed in elementary schools without cafeterias.

The hot lunch meets the daily nutritive requirement of a growing boy or girl. In ten elementary schools without cafeterias, a federally-subsidized packaged lunch is sold. The United States Department of Agriculture also provides commodity foods for this program.



Home Economics

The teachers of Home Economics attended a number of meetings to broaden their knowledge and increase competency. Seventeen Magazine, in cooperation with Stop & Shop, presented a consumer education program. Simplicity Pattern Company and McCall's Pattern Company each conducted an in-service workshop for clothing teachers. The John C. Wiley Company demonstrated a new concept in teaching clothing using transparency flip charts.

A pupil at the Jeremiah E. Burke High School won first prize in a competition of Home Economics students from twenty-two Greater Boston high schools. She was awarded a \$100 bond and a trip to New York. An article describing activities in home economics at the Lewis School appeared in the magazine *Seventeen-At-School*.

For two years teachers have experimented with a completely revised and broadened curriculum guide. The document is presently being printed and will be distributed in September, 1968.

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Work-Study Program

The purpose of the Work-Study Program is to reduce the number of dropouts by securing part-time employment while encouraging students to maintain the academic requirements of the school. Nearly 220 boys and girls worked in forty companies in the city, and the availability of job opportunities is increasing. The program originally operated in junior high schools has been expanded to six high schools. Participants are able to gain additional education, work experience, and maturity.

School Health Services

The two major purposes of this department are to promote and maintain the health of the school-age child and to produce a health-oriented adult. These goals are met by physical examinations in selective grades, classroom inspections, vision and hearing tests, tuberculin testing, yearly checkups on growth and development, immunization programs, and follow-up of all handicaps, defects and health problems by the school nurse.

There was a very noticeable drop in reported cases of measles due to an intensified immunization program carried out in the schools. During 1968-1969, there will be a mumps prevention campaign. Tuberculin screening was expanded, resulting in the detection of many contacts and active cases.

Title I funds were made available to low income families to purchase glasses and clothing, and to pay for medical and dental work.

Perceptually Handicapped

Pursuant to recent statutory requirements, a census of all Boston pupils with specific learning disabilities resulting from perceptual-motor handicaps was taken to determine eligibility for a program for the perceptually handicapped. Seven stages of screening have been instituted with control factors throughout the identification process. An advisory committee of neurologists, psychologists and educators has been established to evaluate the evolving program.

The medical and educational professions are merely at the threshold of the solution to the problems of the perceptually handicapped, one form of which is dyslexia. A pupil with this disorder has difficulty identifying objects through the use of the symbolizing of letters (words). Although much research needs to be done, certain facts are now known. There is no correlation between poor vision and dyslexia. Most of the children are above average intelligence. Boys outnumber the girls five to one. Remedial reading is not the answer because different problems are involved. Hope is increasing that dyslexia and other problems are identifiable and curable.

Dr. Edwin Coles has been a pioneer in this area for twenty years. He started a language clinic and has originated materials to assist the dyslexic child in reading. The Research and Evaluation section of the Office of Program Development has worked on the problem of identifying perceptually handicapped children. Projected plans include validation of a diagnostic instrument for teacher-screening and the preparation of a comprehensive battery of special tests to pinpoint specific perceptual motor deficiencies. It is interesting to note that available data fortifies the contention that phonics is a superior approach linguistically and cursive writing more helpful than manuscript writing to children perceptually handicapped.

Legislation pertaining to the perceptually handicapped was passed through the efforts of the Massachusetts Association for Children With Learning Disabilities which is comprised of parents of children with these impairments.

Because of their personal interest in the problem, many parents have taken courses at the Massachusetts General Hospital and at the Reading Research Institute in Wellesley. Most probably teachers for the program being designed will be these parents.

Speech and Hearing

Social, emotional, and intellectual development depend on good speech. Children with speech or hearing defects that interfere with ability to communicate are at a great disadvantage. The immediate goal of the Speech and Hearing Department is to assist in the development of children's ability to communicate. More than 3,500 children were aided in the course of the school year. Speech problems ranged from defects of articulation to severe stuttering. The child with hearing loss gets lipreading instruction and auditory training as well as help with speech.

Adult Educational and Recreational Activities

The Boston schools operate extensive programs in the area of adult educational and recreational activities. The Boston Central Adult High School offers a sixteen unit diploma; seven Evening Commercial High Schools also grant diplomas; seventeen other schools hold classes in citizenship, practical arts, trades, and adult basic education. Thirteen School Centers offer classes in arts and crafts, rug braiding, cake decorating, carpentry, ceramics, dressmaking, and several other areas. In all, the schools and centers offer more than 100 courses and activities.

Due to liberalization of the immigration laws, there was an increased demand for classes in civic education. The United States Office of Immigration regularly informs this department about new arrivals. In turn, a brochure explaining the programs and location of schools is sent to the immigrant.

Adult Basic Education worked with more than 1,600 native born illiterates during the current school year in an effort to improve their ability to read and write English. The educational level of many students was raised appreciably and jobs became available to more than 100 adults.

Under Extended Use of School Buildings, 2,984 civic, social, neighborhood, and religious groups were given permits to use schools for meetings. In addition to the gymnasium program held in School Centers, the Boston schools operate gymnasiums for organized groups six evenings a week. Boston has a proud record of 100 years of adult education and fifty-seven years of adult recreational activities.



The function of this department is to receive referrals for treatment of children with social and emotional problems which adversely effect their school life. Besides establishing helpful relationships with the children and parents, the work involves close liaison with social agencies, mental health organizations, child welfare groups, and other specialized departments with the school system. Service is on an individual basis.

During the academic year, the Boston School Department had contractual arrangements with the Laboratory of Community Psychiatry, Harvard Medical School. A team of psychiatrists and psychologists surveyed the existing program for emotionally disturbed children. As part of the contract, Dr. Raquel Cohen, team leader of the Harvard Medical group, met weekly with adjustment counselors in groups of five to discuss case problems and unique sociopathological problems encountered.

Research in case studies of adults with serious emotional disturbances indicates that symptoms were present in the early grades. Emphasis on early detection and treatment of maladjusted children using school and community resources should prove to be of major benefit to the individual and community.

Horace Mann School For The Deaf

Sports is an important area to the social growth of the deaf child. The boys' basketball team became a permanent member of the New England Conference of Schools for the Deaf. The team participated in the conference held at the Clark School for the Deaf in Northampton, Massachusetts, where the boys met deaf children from all the New England states. The social experience for them was of great value.

All children attending the Horace Mann School and children with hearing difficulties in nearby school

systems have benefited from the Educational Assessment Area of the Horace Mann Planning Document funded under Title III. A team of a psychologist, diagnostic teachers, a school nurse, and nursery teachers makes an evaluation of each child. The process extends over varying periods of time depending upon the number of problems other than deafness that appear as a result of the examination. When the findings are tabulated, a precise picture of the child is obtained and appropriate recommendations are made.

Several seniors from the Boston University School of Speech and Hearing gave individualized instruction in speech and remedial reading two afternoons a week. Aphasic classes were organized on a team-teaching basis. Two children developed language and reading skills successfully enough to be recommended for regular school placement. A program of education to understand parental anxieties and to develop closer home and school communication was piloted weekly during the year and proved to be of great benefit. Job placement for deaf children not going to high school or placement in apprentice situations has been an important part of the work.

Science Education

The Department of Science is concerned with science education at all levels. During the 1967-1968 school year, several workshops were held to upgrade subject matter competency for science teachers throughout the system. Several national science curriculum projects were examined for use in the schools. Workshops and courses for secondary teachers were held in nuclear science, biology, and life science.

A city-wide Science Fair was held April 15 at Boston Latin School. Entries came from forty-three schools, and 207 winners were chosen. Thirty-seven stu-

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dents participated in the Massachusetts State Science Fair held at Massachusetts Institute of Technology. Two students took second place honors, one achieved third place, and three other students won Honorable Mention.

Special examinations for the position of Science Advisor in Title I elementary schools were given. Those appointed are responsible for the administration of science instruction which stresses pupil participation in laboratory experiments in order to provide the foundation upon which understanding of major science projects such as the Elementary Science Study (E.S.S.) and Science — A Process Approach.

A system for centralized storage and distribution has been designed. Each school district would have basic material frequently needed for the science program. The schools could then call for supplementary materials which are infrequently required. This facilitates circulation of expensive equipment among schools on an economical basis.

Boston Vocational Technical Institute

Four years ago, the Boston Vocational Technical Institute was established offering a two-year post graduate course in the areas of electronic technology, machine design technology, and mechanical technology. All 1967 graduates who are not now in college or in the armed forces are employed in the field in which they were trained. Many new pieces of equipment have been acquired, one of which is a Flex-O-Writer which makes it possible for students to gain experience in numerical control.

Neighborhood Youth Corps

Again in 1967-1968, public and non-public high school students participated in the Neighborhood Youth Corps. Students may work up to twelve hours per week during the school year and up to thirty-two hours per week in the summer. Participants were given job opportunities in over fifty non-profit municipal, state, and federal agencies.

Instruction of Physically Handicapped Children

Instruction for Grades I-XII is provided by this department in homes, hospitals and health centers. In the school year 1967-1968, a total of 1,159 pupils were serviced by a staff of sixty-seven teachers. Twelve pupils were enrolled in a Cerebral Palsy class conducted by a teacher, a speech therapist, and an attendant at the Patrick O'Hearn School. In private hospitals and at two George White Health Units, unwell mothers were given instruction to enable them to return to their own schools and continue their education.



Department of Safety

The Department of Safety is concerned with safety matters throughout the school system. Responsibilities include payment for pupil injuries incurred while participating in physical education, athletics, shop or laboratory work under funds provided by the School Committee. Cases covered under a voluntary pupil insurance plan are handled by this department. School bus and taxi transportation for 1,200 pupil riders are further responsibilities. Overall effectiveness of programs is evaluated annually by criteria determined by the National Safety Council. The Boston Public Schools can be proud of the six safety awards received in recent years.

Visual Resources Services

Education of children of low vision and blind children has been helped substantially by technological advances. All classrooms and resource centers have been equipped with record players, tape recorders, and multiple headsets. Records, rapid speech and phonetic tapes were used to develop auditory skills. Basic readers both in regular and large print were available for use by classroom teachers and itinerant teachers. The latter personnel serviced more than forty students registered in regular classes throughout the city by providing tutorial help and teaching special skills such as typing or auditory discrimination.

Data Processing Center

The prime goal of the Data Processing Center which was established in 1964 is to compile current, accurate histories of each student in the Boston schools. Presently children in Grades VII through XII have been accommodated. In addition to student accounting, services are available in financial accounting, material requisitioning, and test scoring.

The Department directs 175 classes throughout the school system. There are 147 classes of educable children with I.Q.'s ranging from fifty to seventy-nine and twenty-eight classes for trainable children with I.Q.'s from twenty to forty-nine. Six classes are held both at the Kennedy Memorial and Boston State Hospitals. At the Job Preparation Center more than 100 boys and girls, sixteen to eighteen years old, gained vocational experience designed to strengthen employment opportunities. The Greater Boston Association for Retarded Children granted \$2,000 to the Life Preparation Center operated at the Michelangelo School for trainable students fourteen to twenty-one years of age. For a third year, the Joseph P. Kennedy, Jr., Foundation awarded \$55,000 for a study of a physical education approach to the elevation of the I.Q. At this writing, it is anticipated that a grant of \$140,000 from the Massachusetts Rehabilitation Commission will be made to expand the Job Preparation Center and to establish twenty work stations throughout the community.

This unit, the most recent addition to the special education complex, implements the placement recommended by the psychiatrist treating the child. Such educational provisions are now mandatory under Chapter 750 of the general laws. The Boston Public Schools presently conduct six classes and it is expected this number will double in 1968-1969. Instruction for fifty hospitalized students was given

during the school year and continued during the summer to insure academic growth year round.

Psychiatric consultation was available to teachers through the Harvard School of Community Psychiatry. A pilot program at the Joshua Bates School was conducted jointly with Boston University. It is hoped that from this model class will evolve teaching methods and management procedures which can be applied city-wide. Graduate students in related fields can become proficient in the skills needed in providing a multi-discipline approach necessary in educational programs for disturbed children. For those currently awaiting or undergoing evaluation, an after-school program of tutorial instruction has also been inaugurated.



SUMMER PROGRAMS, 1968

In addition to the regular day school, after school, and evening school programs, the Boston Public Schools sponsored extensive summer activities. Programs covered areas including modern teacher training, review and accelerant courses for pupils, recreational activities, and curriculum design. A capsuled description of each follows.

Summer Review High Schools

Two summer review high schools were conducted in downtown Boston and in Dorchester. Regular high school subjects were offered to students who wanted either review or accelerant work. The schools ran for thirty-four days, and recommendations were made to the home schools that successful pupils be granted credits in non-continuous subjects or be admitted to advanced courses in continuous subjects.

Summer Review Junior High Schools

Two junior high summer schools similar to the senior high summer schools were held in Dorchester and Jamaica Plain. Review and accelerant courses in junior high subjects including developmental reading were offered. Recommendations for credit were made by the summer schools to the home schools.

Summer Elementary Remediation and Enrichment Laboratories (SEREL)

Eight schools participated in the SEREL Program at the primary level during the summer 1968. Small ungraded classes were conducted in reading, arithmetic, and art. Placement was based upon the results of standardized tests.

At the elementary level, in addition to the remediation work in mathematics and reading, enrichment courses were offered in art, literature, music, and science. Of twenty-one SEREL schools, several had classes for non-English speaking pupils. All classes were ungraded and kept purposely small to service individual needs.

Augmented Summer Program in Remediation and Enrichment (ASPIRE)

Four schools participated in the ASPIRE Program which consisted of ungraded classes suitable for middle and junior high school students. Small classes were organized for instruction in art, French, literature, mathematics, music, oral expression, reading and science. ASPIRE, like SEREL, was open to all public and non-public school children.

Educational Enrichment Program (EEP)

The Educational Enrichment Program is a cooperative effort between the Boston Public Schools and

seven independent day schools. Its purpose is to provide enrichment summer classes for able children from the Roxbury, Dorchester, South End, and Charlestown neighborhoods. Sponsored in cooperation with the Boston Public Schools by the New England Association of Colleges and Secondary Schools and by the Association of Independent Schools, the program has operated successfully for five summers. The 1968 program was conducted by the Boston Public Schools and the Educational Enrichment Program, Inc., under funding by Title I of ESEA and by a number of local foundations.

The curriculum offered challenging, exploratory work in small classes in regular fields of study as well as in art, dramatics, and music. Activities were introduced which are not normally offered during the regular school year. Supervised sports and recreation periods were also part of E.E.P.

Sessions were held at four centers: Belmont Hill School, Milton Academy, Park School of Brookline, and Shady Hill School in Cambridge. Teachers were experienced men and women from seven independent schools and from the Boston Public Schools. Evaluation conformed to criteria established by the Massachusetts Department of Education's Annual Evaluation Report.

Summer Camp, 1968

The urban child in a stifling inner city environment has few opportunities for intimate association with nature. Summer Camp, 1968, provided learning and recreational activities in pleasant surroundings. Five hundred and fifty camperships were awarded to children attending the twenty-one SEREL and four ASPIRE schools and the Boston-Harvard Reading Institute. Applicants were chosen on the basis of need.

The camps participating were Camp Kiwanee, Hanson, Massachusetts; Agassiz Village, West Poland, Maine; Northeastern University's Warren Center for Physical Education, Ashland, Massachusetts; and Takwita Camp in Manomet, Massachusetts. Each camp has an excellent reputation for offering a balance between instruction and recreation, activity and relaxation, competition and individual achievement.

All campers took part in swimming and water safety, individual and team sports, crafted arts, first aid and safety, and nature study. Under the guidance of competent counselors, each camper had the opportunity to gain experience in leadership roles. The boys and girls benefited from adequate rest, nourishing food, and vigorous exercise.

Often newly appointed teachers lack information about classroom procedures, school organization, assembling and recording of relevant pupil information, and the ethnic and socio-economic composition of the neighborhoods and schools to which they have been assigned. Such deficiencies tend to lessen the effectiveness of teaching. In order to overcome these deficiencies, a training program for teachers newly appointed to schools under the jurisdiction of the Department of Compensatory Services was held on August 27, 28 and 29 at Boston Latin School.

The staff comprised members of the Departments of Compensatory Services, Teacher Placement and Elementary Supervision. The 125 participating teachers attending were reimbursed under Title I funds. The major areas covered included school organization, classroom procedures, and urban orientation.

Boston State College Summer Institute For Beginning Teachers in Title I Districts

New teachers must bring to their assignment a knowledge of the geographic, ethnic, and cultural background of the city. They should be familiar with the policies and organization of the school system. This institute, jointly conducted by the Boston Public Schools and Boston State College, was structured to provide new teachers with the necessary information.

Provision was made for observation and participation in classroom situations. Varied techniques were demonstrated by experienced teachers. The many opportunities offered in Title I schools were explored in detail. Community representatives gave the teachers background for a fuller understanding of the neighborhood and its people.

Personnel appointed since January, 1968, in Boston's Title I schools were eligible to attend. Each received a stipend and tuition costs were absorbed by the College. Participants were asked to complete a questionnaire on how helpful the institute had been.

Boston Public Schools — Harvard Graduate School of Education Summer Institute for Teachers of the Disadvantaged

Members of the Boston Public Schools and the faculty of the Harvard Graduate School of Education comprised the staff of this Institute. Experienced teachers from Boston and surrounding suburbs, acting as learning teachers, worked with children drawn principally from the John W. McCormack Middle School.

The major effort was to explore means for more effective speech for disadvantaged children. Teachers of varied backgrounds were encouraged to devise new and imaginative methods and materials which would build greater language competency and to use all available resources within the community and school.

Each of the four teams was composed of three faculty members, seven student teachers and sixty children. The faculty members included one language generalist trained in language arts, a subject specialist in a field other than language, and a third teacher as a resource person. The twenty-eight student teachers were granted eight credits from the Harvard Graduate School of Education.

Evaluation will be completed by an outside agency. It will include an analysis of techniques used in the McCormack School; a follow-up of practices developed during the Institute; and an examination of procedures used during the 1968-1969 school year by members of the McCormack staff who attended the Institute. Participants were asked to give a subjective evaluation of the Institute.

Boston Public Schools — Boston University Summer Workshop For Teachers of English as a Second Language

A Language Transition Program has functioned in twelve Title I schools since September, 1967. It is concerned with the problems of teaching English as a second language to approximately 520 pupils. There is a vital need for teachers skilled in this area and the purpose of this Workshop was to train individuals to become more proficient.

The one week workshop enabled participating teachers to prepare and evaluate materials under the guidance of experts. They had the opportunity to experiment with various types of audio-visual equipment.

Other ramifications of the problem were explored. The role of bilingual aides was investigated. Emphasis was placed on the importance of testing to determine pupil capabilities. Special non-verbal tests were developed. More effective teaching of children with this particular language barrier will facilitate their placement in regular school programs.

Workshop For Teachers Preparing To Participate In The Individual Progress Program

The Individual Progress Program requires a change in the role of the teacher. She must become a diagnostician, aware of the particular needs of each child. She must choose from many alternatives the particular materials suited to the child. This requires a reorientation of thinking among participating teachers.

SUMMER PROGRAMS, 1968

In this workshop, there was ample opportunity to prepare materials, to discuss and manipulate audio-visual materials, and to explore problems of implementing the non-graded program. Participants profited from the experiences of those that had already been in the program. A subjective evaluation was given by the participants at the conclusion of the workshop.

Summer Curriculum Workshop

Boston does not have a permanent organization devoted to the study and development of curriculum. Present courses of study have been developed by committees of teachers working on a voluntary basis. Such a procedure, although productive of many excellent curriculum guides, is impractical with the problems of urban education today.

Members worked for six weeks to construct specific curricula for use in inner city schools. Children attending Title I summer schools provided experimental laboratories in which ideas could be tested. The workshop concentrated in the following areas: cultural assimilation into beginning reading programs; elementary education, Kindergarten through Grade V; mathematics for Grades VII-VIII; geography for Grades VII and VIII; general science, biology, chemistry for Grades IX through XII. At the end of

the six weeks' work, each subject chairman submitted a tentative curriculum guide to the Associate Superintendent in charge of Curriculum Design and Educational Research.

Subsystem Elementary Workshop

During the month of July, the Office of Program Development conducted a workshop in elementary education centering on new programs, materials, teaching techniques and recent innovations in elementary schools. Participants searched for ideas and ways to improve the quality of teaching.

The Summer Creative Arts Program was held in conjunction with the Community Music Center of Boston. Children concentrated on creative activities more fully than they were able to do in the regular school year.

Orientation for Teachers New to Boston

A three day orientation for teachers new to Boston was directed by the Departments of Teacher Placement and Elementary Supervision. Those attending were given intensive training in classroom management and teaching techniques to prepare them for the opening of school in September.

The Department of Planning and Engineering has prepared for the Superintendent of Schools an extensive ten year program of construction. Boston has many antiquated buildings which are to be replaced. For many years, sufficient funds were not available to do the work properly. Recent legislative changes have provided the vehicle by which schools can be constructed more expeditiously.

The projects below have been approved by the Commonwealth of Massachusetts Department of Education, and constitute the first phase of the school construction program.

The John W. McCormack Middle School in Dorchester opened in September, 1967. This school accommodates pupils of Grades IV-VIII residing in the Columbia Point section of Dorchester.

An addition of fourteen classrooms on the second floor of the Charles H. Taylor School was completed. These rooms house children who formerly attended Grades I-V in the Frank V. Thompson School.

The William Monroe Trotter School in the Washington Park area of Roxbury is expected to be ready for occupancy in the next school year.

Sites have been selected and architects appointed to prepare plans for four elementary educational complexes. Specifications were drawn up by a task force from the Harvard Graduate School of Education. The new buildings will incorporate the latest in educational planning and design, with movable partitions between study areas clustered around a central learning area. Each school will have a complete set of facilities and its own educational specialty and will serve as a community center.

The replacement for the John Marshall School will be constructed on a 4.4 acre site in Dorchester. Plans call for an emphasis on science, with an observatory and weather station on the roof. In addition, there will be greenhouses, a darkroom, and a science library.

An elementary school on Olney Street, Dorchester, will accommodate 1,000 pupils. Emphasis is on physical education, with a gymnasium large enough for two basketball courts and bleachers for spectators. An Olympic-sized swimming pool will be used by the entire community year round.

A third complex will be constructed in the Franklin Field area. This school will emphasize the dramatic arts and will have a large theatre for student and community activities.

The fourth elementary school will be located on Heath Street, Roxbury, to replace the Jefferson and Charles Bulfinch Schools.

In addition to the above, many other schools are currently being planned cooperatively with community groups. These include an elementary school in the High Point Village area of West Roxbury; a re-

placement in the Hart-Gaston-Perry District in South Boston; a replacement for the William H. Kent School in Charlestown; and a new building to accommodate pupils of the George F. Hoar and Norcross Schools in South Boston.

Plans for a new Vocational Technical High School are being made with a site yet to be selected. An addition to the existing English High School in the Back Bay area is planned. Application has been made for Urban Renewal Planning Funds for early land acquisition for the site of the Campus High School in the Madison Park area of Roxbury. An architect has been selected to prepare plans for this new complex. Besides projects mentioned heretofore, the following work is part of the long range building program:

1 — Additions to the Grover Cleveland Junior High School, Dorchester;

2 — An elementary school to replace the Agassiz and Old Agassiz Schools, Jamaica Plain;

3 — An elementary school to replace the Margaret Fuller School and to accommodate the Ellis Mendell colony in the Theodore Roosevelt building;

4 — An addition to the Theodore Roosevelt School building to house the Lewis Junior High School;

5 — Two schools in the South End — an education park consisting of an elementary school and a middle school to accommodate pupils residing in the Hyde-Everett-Martin Districts;

6 — An elementary school to replace the Washington Allston School;

7 — An elementary school to replace the Quincy School;

8 — A new Horace Mann School for children with auditory problems;

9 — An elementary school to replace the Edward Southworth and the Benjamin Cushing Schools;

10 — An elementary school to replace the George Bancroft and the John J. Williams Schools;

11 — An elementary school to replace the Harvard and Bunker Hill Schools;

12 — An elementary school in the Patrick F. Lyndon District;

13 — An addition to the Mary E. Curley School, to house the Agassiz elementary colony.

With the implementation of the Capital Improvement Program, no pupil or teacher in the Boston school system will be housed in a building erected in the nineteenth century. Approximately forty schools built before 1900 and currently in use will be abandoned.

STATISTICAL SUMMARY YEAR ENDING AUGUST 31, 1968

DAY AND EVENING SCHOOLS

Registration

Boston Vocational Technical	108
Boston School of Business Education	671
Latin and Day High Schools	21,148
Junior High Grades VII-IX	16,543
Elementary Grades I-VI	45,107
Kindergartens	14,352
Continuation Classes	18
Special Schools	189
Day School for Immigrants	669
Evening Schools	6,728
Totals	105,533

Average Membership

All Regular Day Schools	91,475
Continuation Classes	7
Day School for Immigrants	447
Evening Schools	6,728
Totals	98,657

Permanent Teachers, Supervisors, Special Teachers, Directors

Boston School of Business Education	28
Latin and Day High Schools	886
Junior High	592
Elementary	1,812
Kindergartens	214
Trade	114
Special Schools	66
Special Teachers	650
Supervisors and Directors	103
Totals	4,465

Number of Pupils per Teacher

Latin and Day High Schools	20.0
Junior High Grades	26.5
Elementary Grades	23.9
Kindergartens	21.9
Special Classes	
Junior High	15.7
Elementary	14.7
Sub-Special	9.3

Evening Schools

	Registration	Average Membership
Boston Central Adult High School	2,392	1,697
Commercial High Schools	1,459	899
Elementary Schools	2,432	1,329
Trade Schools	445	326
Totals	6,728	4,251

EXTENDED USE OF PUBLIC SCHOOLS

School Centers

	Number of Sessions	Average Attendance
Brighton	50	178
Charlestown	50	365
Dorchester	50	264
East Boston	50	214
Grave Hill	50	244
Hyde Park	50	276
Jamaica Plain	50	333
Mattapan	50	362
North End	50	226
Roxbury	50	133
South Boston	50	281
South End	50	206
West Roxbury	50	434
Total Attendance	175,750	

Youth and Young Adult Organizations Using School

Gymnasiums	
Religious Groups	125
Community Organizations	39
YMCA Groups	25
Governmental Agencies	17
Total Attendance	280,080
Number of Gymnasiums Used	36
Number of Groups	206

Home and School Association

Organizations	103
Number of Meetings	408
Total Attendance	103,224
Average Attendance	253

Special Use of School Buildings

Number of Schools Used	124
Total Occupancies	3,821

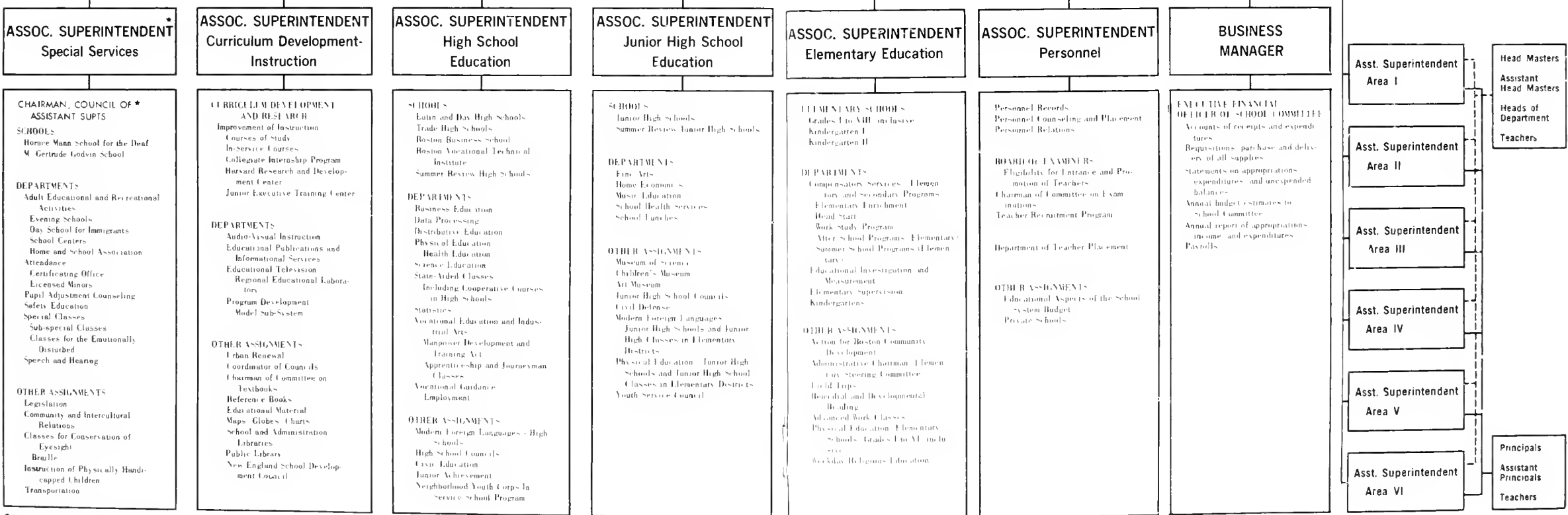
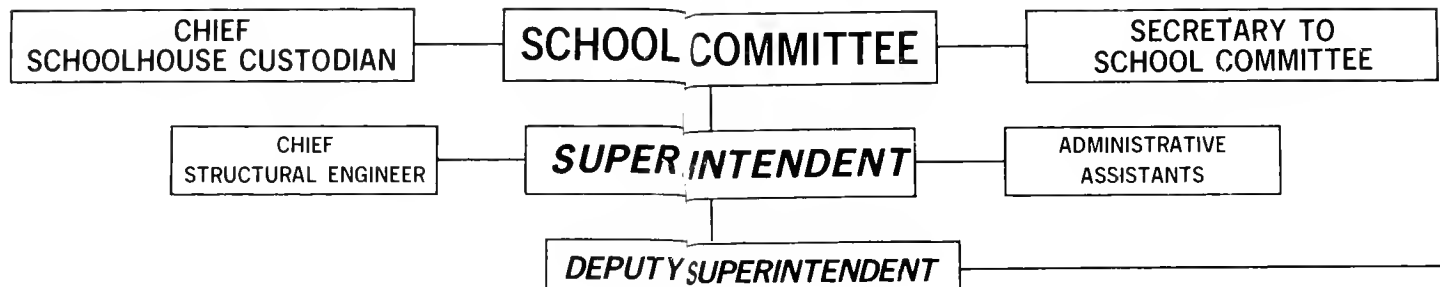
Special Services

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	6
Cerebral Palsy	1	12
Visian Resources Services	10	115
Hospital Instruction (20 Hospitals)	32	714
Home Instruction		475
Lip Reading (Individual Instruction)		65
Remedial Reading	56	2,534
Special Classes	145	2,249
Sub-Special Classes	30	355
Speech Improvement (118 Centers)	786	3,063
Advanced Work Classes	27	540
Emotionally Disturbed Children	6	33

Four summer review schools were conducted, two for high school pupils and two for junior high school pupils, with a total registration of 3,338 and an average membership of 3,095.

BOSTON PUBLIC SCHOOLS CHART OF ADMINISTRATIVE ORGANIZATION



*DEPUTY SUPERINTENDENT

BOSTON PUBLIC LIBRARY

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LEO J. BURKE
 Business Manager

Estimated
Income

73%	Property Tax Levy	\$47,549,153
25%	State Support	16,372,945
2%	Federal Support and Miscellaneous Revenue	1,047,500
<hr/>		
100%	Total Revenue	\$64,969,598

Estimated
Expenditures

78%	Instruction	\$50,682,772
9%	Operation of Plant	5,840,330
4%	Maintenance of Plant	2,418,000
2%	Attendance and Health	1,529,120
3%	Fixed Charges	1,692,716
3%	Administration	1,706,530
1%	Pupil Transportation, Community Services, Food Services	1,100,130
<hr/>		
100%	Total Expenditures	\$64,969,598

