

the extent of the program. From March, 1965 through January, 1966 the elementary subsystem program and other experimental programs were conducted through voluntary commitments from university people and Boston School personnel.

When the Elementary and Secondary Education Act was approved by Congress in April, 1965, it seemed to offer the possibility of federal funding for a fairly extensive experimental program. Although Title I seemed designed to support compensatory services of a rather traditional nature, nothing stated or even implicit in its wording discouraged imaginative, innovative approaches. On the other hand, Title III, which specifically encouraged innovation, seemed inadequately funded to provide financial support for an operational program of substantial dimensions.

The Office of Program Development, because of the foregoing considerations, submitted a proposal for the use of Title I funds concentrating on two major areas of emphasis: (1) a broad program of compensatory services for the majority of elementary schools in the target areas; and, (2) an innovative, model-demonstration-subsystem at four educational levels; early childhood, elementary, junior high, and high school. Roughly, three-fourths of the funds requested were to be spent in the broad compensatory program; the remaining one-fourth was to be spent on the experimental subsystem program. This ratio has been maintained. Boston's original entitlement under Title I was estimated to be \$3.6 million. Final accounting revealed that \$3.1 million was actually awarded to the schools.

The Massachusetts Department of Education approved the experimental subsystem program without reservation. It approved the compensatory program in principle but requested several revisions. A sum in excess of \$600,000 was authorized for implementation of the subsystem.

Recruitment of staff was initiated immediately upon receipt of funds in January, 1966. The educational specialists at the four program levels were the first staff members selected since these were felt to be the key personnel of the subsystem. Desirable qualities looked for in these candidates were; imagination, flexibility, receptivity to innovation, superior teaching ability, and skill in coordination. The duties of the educational specialists were: (1) to identify, explore, and select promising educational ideas and materials; (2) to supervise and participate in the development of program design and the preparation of program reports; (3) to supervise the activities of curriculum design specialists, the selection of materials, and the establishment of classroom procedures.

To obtain persons qualified to assume this role, a superintendent's circular was distributed throughout the school system requesting voluntary applications from interested personnel. Letters of application were carefully evaluated, interviews were scheduled for applicants, and, on the basis of these interviews and the considered judgment of cooperating administrators, four educational specialists were selected, one at each educational level.

Educational specialists, in turn, were delegated the responsibility of selecting curriculum design specialists in specified subject areas from the same list of voluntary applicants. The same qualities of teaching competence, flexibility, and imagination were also felt desirable for these positions. The responsibility of curriculum design specialists were: (1) to plan under the guidance of the educational specialist the curriculum in their own specialized subject areas; (2) to conduct classes in the model demonstration schools utilizing new materials and procedures; and, (3) to evaluate the merit of innovating procedures and materials in cooperation with the research section of the OPD.

The immediate task of these curriculum planning personnel was to prepare and organize a summer school program for each educational level. Personnel from the Harvard Graduate School of Education actively participated in the planning and implementation of this program. A substantial corps of "visiting teachers" from other school systems were also active in the program.

The model demonstration program has now been phased into the regular school situation. Educational specialists and curriculum design specialists have assumed the continuing responsibility for educational programming in the subsystem schools. At present the program extends from the preschool level through the ninth grade. Next year the program will include the tenth grade, and an additional grade level will be added each year until the full pre-school through grade 12 educational span has been realized.

At the same time that the Office of Program Development was preparing a proposal for submission under Title I of ESEA of 1965 exploratory sessions were being conducted with various groups looking toward the initiation of a Title III