

fact that I am not detailing them in my particular report does not indicate that they do not exist here. I had this opportunity in testifying before your subcommittee.

I feel that this short time I have gives me a chance to indicate to you the very excellent programs that we are allowed to start in the Boston public schools that tend toward innovation. This does not mean we do not have the solid, hard-core, ongoing programs that the act also provides.

When the Education Act was approved by Congress in April 1965, the Boston public schools determined to exploit its resources as imaginatively as possible. We had already established an office of program development for the express purpose of coordinating educational experiments within the school system.

One of the functions of this office had been predetermined—the creation of a model demonstration subsystem to serve as an arena for educational innovation from preschool through high school. The Education Act offered the possibility of Federal funding for a fairly extensive experimental program of this type.

Although title I seemed designed mainly to support compensatory services of a rather traditional nature, nothing stated or even implicit in its wording discouraged imaginative approaches.

On the other hand, title III, which specifically encouraged innovation, seemed inadequately funded to support an operational program of substantial dimensions. Consequently, the Boston public schools requested authorization to initiate the subsystem idea under title I.

The philosophy behind the subsystem experiment was favorably received by the Massachusetts Department of Education and the program was funded. The subsystem operates at four educational levels—early childhood, elementary, junior high, and senior high. The first two components are housed in an elementary school; the latter two in a junior high school.

An educational specialist supervises each level. These specialists are the key staff members of the subsystem and have been carefully selected from Boston school personnel for qualities of imagination, flexibility, receptivity to innovation, and superior teaching ability. Curriculum design specialists with comparable professional attributes have also been selected to work in teams with the educational specialists concentrating on various subject areas.

The combined duties of these teams are to identify, select and use promising educational ideas, teaching procedures, and materials in actual school situations with full pupil participation. The schools are overstaffed to provide ample time for specialists to discuss, plan, improvise, and modify program elements.

One of the great strengths of the program lies in the opportunities for cooperative interdisciplinary planning in an atmosphere of mutual support and stimulation. A further strength of the program lies in the inclusion of a strong research component focusing upon the development of techniques for the researching and evaluation of new kinds of educational programs and instructional methods.