

Chairman PERKINS. I am going to call on Congressman Hathaway.
Mr. HATHAWAY. Thank you, Mr. Chairman.

Mr. Chairman, it gives me a great deal of pleasure to introduce to the chairman and the rest of the members of the committee a man whom I have known for the last 30 years.

I attended the Boston High School and I had the distinction of being a member of the track team that this gentleman coached.

Since that time he has distinguished himself in the field of education and now holds one of the most responsible positions in this country, that of superintendent of the Boston schools.

Without further ado, I present to you Bill Ohrenberger of Boston.

Mr. OHRENBURGER. Thank you, Mr. Chairman.

Mr. Chairman and members, it is an honor and privilege to present to you at this particular time some thoughts concerning the programs at the Boston public schools under the act of 1965.

I have prepared, however, a complete interrelation document on the activities of the Boston public schools under the ESEA which I would submit to you but not as part of my prepared statement.

Chairman PERKINS. Without objection, it will be included in the record.

(The document referred to follows:)

THE INTERRELATION OF ACTIVITIES OF THE BOSTON PUBLIC SCHOOLS UNDER ESEA OF 1965 AND OTHER PUBLIC LAWS AFFECTING EDUCATION

The Superintendent of Boston Public Schools and the Boston School Committee created the Office of Program Development on March 11, 1965 for the express purpose of coordinating educational experimentation within the Boston School System. The Office was originally funded by an Office of Economic Opportunity grant through Action for Boston Community Development, Incorporated. Following passage of the Elementary and Secondary Education Act of 1965, the office was mainly supported by Title I funding.

The main functions of the Office were considered to be:

The coordination of educational research and development activities of the colleges and universities of the area and the school system as a whole.

General program development responsibility in conjunction with Action for Boston Community Development for the planning of any school programs funded through the Office of Economic Opportunity.

The creation within the school system of a model demonstration subsystem in the Roxbury-North Dorchester area to serve as an arena for educational innovation from pre-school through high school.

The planning and design of the educational program and building specifications for the new central 5,000 pupil high school to serve eventually as the secondary part of the model subsystem.

Overall supervision of the planning of specific innovative school buildings in conjunction with consultants and a broad range of representatives of the community, under Title III of the Elementary and Secondary Education Act of 1965.

The overall planning and preparation of proposals for submission under Titles I and III of the Elementary and Secondary Education Act.

The eventual development of long-range plans for the improvement of the school system as a whole, indeed, plans for making the Boston schools a model for urban education all across the country.

The original staff of the office consisted of a consulting director, a program analyst-coordinator, and an administrative officer. These three staff members shared the responsibility for the preparation of the educational proposals for submission under the various titles of ESEA of 1965.

Prior to any request for federal grants, the Office of Program Development had launched an experimental program, a segment of a project model demonstration subsystem, in one elementary school in Roxbury. Inadequate funding limited