

proposal. Title III seemed to offer interesting possibilities since it encouraged the development of innovative and exemplary programs. A substantial advisory committee was assembled representing more than forty universities, schools, and cultural and civic organizations. From this advisory committee stemmed an executive committee charged with identifying and selecting program components. After several meetings the executive committee identified five interrelated projects which might form the basis of a proposal. These individual projects were:

1. A cooperative school planning effort involving the Boston Redevelopment Authority, Action for Boston Community Development, Incorporated, interested educational and cultural institutions in the area, as well as various community groups and outside consultants in the planning of approximately thirteen new elementary schools in Boston in the near future.

2. A cooperative multi-service complex involving the planning of new schools and model school programs, urban renewal, the social service facilities of the John F. Kennedy Family Service Center, Inc., the non-public schools and Boston College in the Charlestown area.

3. A cooperative model school planning effort involving the Boston schools, the non-public schools, and the Harvard Medical and Teaching Hospital Group in a proposed new hospital and housing center in the Fenway area.

4. A cooperative planning project involving the Tufts University Medical Center, the Boston schools, and community agencies in creating special programs and facilities for handicapped children in the South Cove area in connection with the replacement of the Quincy School.

5. A cooperative planning project involving Boston University and the Public Schools of the City of Boston for the development of the Horace Mann Center for Communicative Disorders.

Emphasis on the planning of new schools to meet a variety of educational needs seemed to bear a close relationship to the innovative educational planning already initiated within the subsystem. It is quite possible that the U.S. Office of Education appreciated the potential of this interrelationship for the Title III proposal was approved for funding in the spring of 1966 for a sum of \$203,000.

The five individual projects have now been initiated under the supervision of a Title III Coordinator working under the Director of the Office of Program Development. A curriculum design specialist who had been working at the high school level in the model subsystem program has been selected as educational specialist in the planning of the high school complex and the "fringe area" schools.

Some of the possibilities that will be further investigated during the course of this planning phase will be the utilization of other federal, state, and local statutes in the construction of facilities and the educational programming for the projected schools. For example, various federal statutes can provide special facilities for the physically handicapped, for the emotionally disturbed, and for the mentally retarded. Local urban redevelopment grants and the Demonstration Cities program seem to offer other operational possibilities. The Commonwealth of Massachusetts provides building funds for schools designed to relieve racial imbalance and for schools concentrating on vocational education. It will be the primary function of each of the Title III planning projects to explore and exploit funding possibilities of these kinds.

The Office of Program Development of the Boston Public Schools is also actively involved in the planning of a New England Regional Education Laboratory under Title IV of ESEA of 1965. The consulting director of OPD has been an active participant in this planning since its inception. Boston has proposed that its involvement take the form of establishing a developmental partnership with REL. It is expected that three types of school might comprise the total partnership arrangement—an urban school (Boston), a suburban school (Newton), and a rural school (to be selected).

Each of the participating school systems would agree to set aside certain schools to serve as development centers, pre-school through the high school and perhaps beyond. (In the case of Boston, these schools would be the model subsystem and its schools under Title I). REL would establish with these schools and their carefully selected and augmented staffs a close cooperative relationship.

School staff and REL staff would be thought of as complementary and often interchangeable. The various curriculum reforms would be thought out and