

worked out and tested in these developmental centers with the complete range of children normally attending.

The REL staff would consist of a carefully selected, cross-disciplinary school curriculum study group drawn from existing curriculum development projects, such as those at ESI, Harvard, etc., as well as from other colleges, universities and especially school systems. An attempt would be made to create a balance between academic people and people with experience in the schools. Thus the SCSG* would include teachers, curriculum experts, some subject matter specialists, psychologists and technical support people (such as the ESI Design Lab). The basic job of developing the inclusive reforms would be handled by the combined forces of the SCSG and the staffs of the cooperating developmental schools.

DISSEMINATION

The job of spreading the desired curriculum reforms would fall into two interconnected categories. The first would be the job of spreading the reforms to other schools within the selected school systems, including the creation of revised and more appropriate administrative arrangements which might assist the spread. The second job would be the spreading of the reforms to other school systems.

In both cases, a wide variety of methods and devices would have to be used. A materials display center would be most useful, but this would have to be coordinated with demonstration or example films, on-the-spot visits to the development centers (to the extent that the centers could stand such traffic), visits of SCSG and school staff to other school systems and close cooperation with teacher training institutions. Much of this might be accomplished by closed circuit television and computerized communication systems. There are many interesting possibilities that could be explored here.

The projected Demonstration Cities Program, still in the development stage, is also of great interest to the Office of Program Development of the Boston Public Schools. It is not clear at the moment just how the school system might participate, but close liaison is being maintained with the Boston Redevelopment Authority through the Title III planning proposal. The Boston Public Schools stand ready to cooperate and participate in any projected planning or operational activities.

RELATIONSHIP WITH COMMUNITY ACTION AGENCIES

The Boston Public Schools have cooperated very closely with the local community action agency, Action for Boston Community Development, Incorporated, from the time the latter agency was first incorporated. The Superintendent of Boston Public Schools has been a member of the Board of Directors of ABCD from its first beginnings. Boston Public School personnel have been assigned to ABCD on loan to develop experimental programs funded cooperatively by the school system, the Ford Foundation and HEW. Several of these experimental programs are still in operation. Another, the Work-Study Program has been entirely taken over by the Boston Public Schools under Title I of ESEA.

In the case of other programs, e.g., the educational component of Head Start, the extension of the Educational Enrichment Program, and the summer operation of the educational portion of the Neighborhood Youth Corps, the Boston Public Schools have in the past reserved funds under Title I to support these programs.

At present the Boston Public Schools and Action for Boston Community Development, Incorporated have established a Joint Educational Committee to maintain a continuing dialogue on the appropriateness of new programs and to avoid duplication of effort.

Mr. OHRENBERGER. I am grateful to this committee for allowing me to testify before the committee which visited New England in the past year.

I also would attempt to indicate here that many of the problems that the other superintendents have expressed are found in Boston. The

*School Curriculum Study Group.