

Since its inception the subsystem program has encouraged broad cooperative participation in the development of the program from colleges, universities, neighboring school systems, educational planning organization, and civic and community-oriented groups. Teachers, school administrators, research specialists, psychologists, and both experts and interns in various fields have freely visited the developmental schools and have participated in planning and teaching activities, experimental programs, conferences, and summer workshops. The doors of the schools will continue to remain open to all who wish to and can make an effective contribution to the program.

Mr. QUIE. May I ask why you would call it a subsystem idea?

Mr. OHRENBERGER. It is a part of the entire large group school system that encompasses the four areas of education in which we are providing special innovative programs. This does not mean that we aren't doing innovation elsewhere. This is a special part of my system dedicated to this one purpose.

I have indicated we have extra staffing, we have all the things that the other superintendents here would like, but can't afford citywide.

Mr. QUIE. So that is what subsystem refers to?

Mr. OHRENBERGER. That is correct.

Another title I program that we consider extremely successful and novel is our work study program. This program focuses upon the needs of potential dropouts at the junior high and high school levels. It is, in effect, a rescue operation. Currently, boys from age 15 to 17 not achieving up to their estimated potential are placed under the guidance of a sympathetic and highly skillful teacher for basic subjects during a morning program.

A job coordinator places each pupil in an unskilled or semiskilled position for 3 to 4 hours a day. Both job coordinator and teacher maintain close contact with employers and students to promote meaningful life and work adjustment. The program presently serves five classes of boys. It is our intention to extend this program to include eight additional classes of boys and one of girls during the next school year.

Mr. GREEN. On what basis do you limit the work study to boys?

Mr. OHRENBERGER. It wasn't our idea to limit it to boys, but originally the program started under our own auspices with our own funds and we called this Opportunity Second Chance where we attempted to attract young men who had at least 2 years lost in school either by repetition or by not being in a school system.

It was perhaps the restriction of our budget that prevented us from operating with the girls.

Mrs. GREEN. Are you using Federal funds for it now?

Mr. OHRENBERGER. On this particular program, yes. We started in September of this year.

Mrs. GREEN. I would think this would be a clear violation of the law on the basis of segregation. I am not being facetious about it. At least 50 percent of the dropouts are girls. I can't understand your