

Mr. OHRENBERGER. The Boston public schools have also initiated a broad planning program under title III. There are three major schools of medicine in the Boston area and we attempt under title III to cooperate with them. Four projects are in well-advanced planning stages. They are:

Facility planning and educational programing at Boston's Horace Mann School for the Deaf in cooperation with Boston University.

Medical services for the total community, inservice pediatric training, and educational and facility planning for normal children, physically handicapped children, and emotionally disturbed children in a new Quincy school in cooperation with Tufts-N.E. Medical Center.

Extended family and health services, educational TV, and educational programing for public and nonpublic schools in cooperation with the Kennedy Family Service Center of Charlestown.

Curriculum development and facility planning for a new campus-type high school and for three "fringe area" schools to be located with the objective of achieving racial balance.

Emphasis upon general health needs of pupils and parents in one project and upon the specific health and educational needs of physically handicapped and emotionally disturbed children in two other projects should indicate our deep concern and interest in the implementation of title VI of the Education Act.

Title VI would seem to offer opportunities for operational activities in these areas of need and the Boston public schools eagerly look forward to the full utilization of this title.

Finally, I and members of my staff have been deeply involved in title IV planning since immediately after the Education Act was passed. When a consortium of New England educators was assembled to gather data and prepare a proposal, the Boston public schools were represented.

We have maintained a continuing and effective association with this group and have actively participated in planning. A proposal has now been submitted in which the Boston public schools assume a significant role. Our involvement, an urban school pilot program, will be closely related to our current innovative planning in the sub-system experiment.

The Education Act has done a great deal for the Boston public schools. We, in turn, feel that we have done a great deal for the Education Act. We have not been satisfied with the usual solutions to educational problems. We are seeking imaginative solutions and, in a measure, we feel we are succeeding. We intend to continue in these directions.

I thank you for this opportunity to testify.

Chairman PERKINS. Go ahead, Dr. Donovan.

Mr. DONOVAN. The remaining three superintendents have very brief statements to make, Mr. Chairman, and then we will be finished.

I would like to introduce the superintendent of Milwaukee, Dr. Harold Vincent, who also is president of this Research Council of the Great Cities.

Mr. VINCENT. Thank you.

Mr. Chairman, I am here this morning as a representative of a large city school system embracing 100 square miles of territory and enroll-