

what we term "subsystem," which would provide the arena for the type of experimentation we feel would have a decided impact on what our enrichment program would be a number of years from now.

So we did not exclude this. As Dr. Donovan has indicated, this is not the only arena in which we do have innovative practices. I think the title III program, particularly the planning proposal that we have in Boston where we have involved the three major schools of medicine to provide in specific spots where we will be building a new facility for physically handicapped children to be studying and be treated simultaneously with kids that are normal, is particularly important to me because I am the father of a disadvantaged child who many, many years ago was considered to be a cripple.

This is a stigma just like many other stigmas that we see in minority groups. Hopefully, in this particular project, we will set up a system whereby the physically handicapped child, the emotionally disturbed child, is working in a situation with normal children, and both sides of the coin will appreciate what the other has.

In addition to this, in our Horace Mann proposal under title III we have a school that we feel is an excellent school. As far as they go, it isolates kids with this type of infirmity. It is our hope in this proposal to have not only a K-to-8 situation in another part of the city in concert with the Boston University School of Medicine, where we will have a school situation that will give the skills, that will help the hard of hearing, for example, but immediately allow them to assume a position in a normal school.

This is one of the things that we hope our title III proposal will show. We also have a health component in there through the Kennedy Foundation. This is with Harvard Medical School.

So these are areas in title III where we have innovation in the specific area for physically handicapped, emotionally disturbed, people with infirmities. Then again there is the subsystem which hopefully generates experimentation, some of which may be good and some which perhaps will fall by the wayside.

But here, again, the problem that we find is that if we discover such an excellent innovative procedure which will help them in the future, we then are confronted with the expansion of the inner district. To complement this, we have, which everyone here has, a division of compensatory services.

We feel this particular vehicle might help. To illustrate a further point, the experience we had with Headstart has caused us to establish citywide, effective last September, not only kindergarten in every district but prekindergarten and in Boston we have a prekindergarten situation and a kindergarten situation in every school district of the city.

Mrs. GREEN (presiding). Mr. Steiger.

Mr. STEIGER. Thank you, Madam Chairman.

An underlying basis of the Teachers Corps is, I would judge, based on both what you have said and what the administration has said in its presentation, that the greatest need for the disadvantaged child is teachers, skilled professionals, to try and develop in them on a more individual basis some of the problems and some of their potential.

My question is: Is the greatest need teachers in the deprived disadvantaged child area, or it is for professional assistance to free the