

tives in developing additional educational services to meet the special needs of students who come from low-income families.

Students in this category have such limited cultural backgrounds and great deprivation that only through massive effort can educators hope to remedy some of these shortcomings. Federal funds have enabled the Seattle schools to accelerate their efforts in this direction.

We have reduced class size, provided teacher aids, counselors, nurses, and social workers, purchased special materials and equipment, developed new teaching materials, revitalized classroom procedures and arranged for intensive inservice training for teachers. Along with this, we have utilized the services of 1,700 community volunteers who provide special tutoring for our students.

A notable example of our special title I effort was the 1966 summer school program for 3,000 disadvantaged students. Title I funds provided improvement classes in mathematics and reading, enrichment classes, and outdoor education. We had a ratio of one adult to every five students and provided a wide range of field trip experiences.

In cooperation with three institutions of higher learning, teachers spent the afternoons developing new teaching materials and procedures for disadvantaged students. An important part of this entire procedure was the emergence of a better understanding of these pupils and their special needs by the entire teaching staff.

Through this summer program, students not only were given a vital educational experience but also were removed, in many cases, from an aimless summer of wandering the streets.

A number of our schools that meet the requirements for title I funds are overcrowded de facto schools in the central area of the city. To help alleviate this overcrowdedness and to provide a better educational environment, Federal funds are being used to transport many of these students to other schools in the district where space is available and facilities are now overcrowded.

Another outstanding example of the value of Federal funds is the title III program developed by the Seattle public schools in cooperation with school districts in four adjoining counties. The program known as the "Puget Sound Arts and Sciences Center Project" is located at the Seattle Center on the former World's Fair Century 21 grounds. This project housed in outstanding facilities provided by the city of Seattle could easily serve as a prototype for comparable programs across the Nation.

The basic objective of the project, as developed in cooperation with a citizens' advisory committee, is to use the Seattle Center as a focal point for mobilizing all available community talents in the arts and sciences that can supplement and give new directions to the existing educational programs in Seattle area schools. A conscientious effort is being made to include students from all socioeconomic groups and racial backgrounds.

Performances within individual school districts or in the unique facilities of the Seattle Center include professional repertory theater,