

Many new items of audio-visual and reproducing equipment used in the development of teacher-made learning materials are circulated from the centers. The opportunity to tailor teaching materials to the needs of individual students has been enhanced greatly by the development of the learning centers. The learning centers coordinators have organized teacher in-service sessions ranging from the use of new educational equipment to the teaching of reading to bi-lingual children. The learning materials centers appear to have provided a valuable and immediate benefit to teachers and pupils.

*F. Classroom Instruction Improvement Project in Cooperation with the University of New Mexico.*—This project activity addresses itself to the matter of modifying classroom instruction to include the newest teaching methods and materials. The major objective of the project is the reduction of the normal lag between the development of promising innovations and the adaptation of those innovations to classroom practice. The project involves twenty teachers, each of whom is assigned a student teacher. With tuition funded under Title I, the teachers are enrolled in a university course designed to acquaint them with recent research relating to improvement of classroom instruction and the development of teaching methods correlated with the research. The student teachers take a course in general methods and student teaching. Consultants are used in the project to present recent methodology pertaining to teaching disadvantaged youth in the areas of reading, study skills, social studies, and communications skills.

*G. Albuquerque Tutorial Project.*—The Albuquerque Public School tutorial program was begun on a volunteer basis in the fall of 1964. At that time a small group of college students, working with the principals of several elementary schools serving disadvantaged youth, established a schedule wherein they furnished regular tutoring to school youth several times weekly. In the fall of 1965, application for funding to provide for expansion of the project was made through the Albuquerque Economic Opportunity Board by the public school system. A grant from the Office of Economic Opportunity financed the project from December 1965 to December 1966, at which time funding was brought under Title I. At the present time approximately four hundred pupils in five elementary and two junior high schools in the project area are provided regular tutoring in reading and arithmetic by some four hundred volunteer tutors. Tutors are drawn from the city high schools, the local colleges, and various adult groups sponsored by churches and service organizations. Title I funding provides for coordination of the project, remuneration of project aides recruited from the neighborhoods served, and transportation costs.

*H. Special Services.*—In the area of special services, Title I funding has made possible the following expansion:

- (a) The assignment of eleven nurses to serve the public and private schools in the project area.
- (b) The establishment of nine special education classes for educable retarded children and one class for trainable children in cooperation with the local community association for retarded children.
- (c) The employment of four professional speech therapists to serve public and private schools in the project area.
- (d) The funding of in-service programs utilizing local and national leaders in the fields of counseling and special services.

*I. Reading Programs.*—Recognizing that a firm foundation in reading skill is vital to education, a concerted effort has been made to strengthen reading programs in the project area.

Several reading teachers have been employed to serve schools exhibiting a high incidence of reading problems. These teachers provide assistance in reading programs to all the staff members of the schools to which they are assigned and work with individual students on a referral basis. Projects focusing upon the reading needs of bi-lingual and Indian Children have been implemented.

An elementary reading consultant employed through Title I funding serves the elementary public and private schools in the project area through teacher in-service programming, demonstration lessons, and consultation with individual teachers. Elementary specialists in art and music integrate their talents into the reading and language arts programs, serving public and private schools in the project area through in-service programs and consultancy.

The assignment of additional teachers to elementary classrooms has provided reduction of class sizes in the project area to allow for greater individual atten-