

A little bit of background might suffice to set the stage. Most of us know the district has about a 300,000 population with 76,000 students in the public schools; 9,750 enrolled in the nonpublic schools. The number eligible under title I specifically is approximately 7,400. In the grade span of 1 through 12, there are 101 schools in Albuquerque, with 106 in 1967-68.

Again, something of a passing nature, there is the fact that Albuquerque has a tricultural, multilingual background, one foot in the past and one foot in the future, with its historical background in the Rio Grande Valley, and all of the scientific advancement that has occurred as a result of the Sandia Corporation, Los Alamos, and the other Federal programs in the area.

Public Law 89-10 has been a tremendous program for the Albuquerque district. I am sure that I speak for many of the programs in the States. I would like to suggest perhaps certain characteristics to change this about a little bit.

We have found these applicable to our program from the very beginning. First of all, there has been a continued involvement and cooperative relationship developed in the community with regard to title I and title III, title II being pretty much the public school program.

I would like to suggest that we have attempted to move on the basis of recognizing individual school projects and at the same time developing projects that are of a systems approach or systemwide approach.

I would like to suggest a third characteristic which is essentially that, as we have developed the program, we have attempted to look at a range of services. I would like to comment on this in just a few minutes.

Then, fourth, a characteristic that we hope is evident in the report, that there has been a reinforcement from one program to another. I am talking about title I, title II, title III, and even the National Defense Education Act.

And, finally, the fact that we have been for the last year searching for an evaluation design that we hope would get at some of the real merit of our title I, II, and III program.

Nicholas Bentley said learning history is easy, but learning the lessons of history is another matter.

We feel that the evaluation design or program that will come from our Federal projects will give us the opportunity to learn the lessons of history rather than just merely implementing programs.

I would like to indicate that the planning that started for the Elementary and Secondary Education Act in Albuquerque began the day after the bill was signed by President Johnson, and that they—we began with a project planning committee and the appointment of a coordinator for Federal programs. Very soon after that, we entered into a series of meetings both on a regional and statewide basis that enabled the Albuquerque district, we feel, to sort of get a headstart on the planning phase of the program.

We feel also that the cooperative relationships that have developed with the program have been particularly strong. There was the shake-down period.

There obviously was the period of adjustment. But we would like to indicate very strongly that the leadership offered by the State de-