

partment of education in our State has been very fine. It has been a partnership effort that we have appreciated in the Albuquerque district. We feel that many of the projects under title II and under title I have involved community leaders.

I would cite the report indicating under title III the outdoor education project involving 130 acres of recreational lands in the Albuquerque area, and the fact that the outdoor education project stemmed from long-expressed needs in the community and that for the first time under title III we were able to implement such a program. It involved community recreation leaders, businessmen, and professional men, of many walks of life.

Secondly, the youth symphony project under title III, which had been a longstanding interest, and which was finally expanded under title III. And many others of the same type can be cited from the report.

I would like to indicate just two for purposes of illustration regarding the matter of cooperative relationships that I think speak to a larger issue here. That is the Albuquerque pictorial project on page 4 of the report. This program was a volunteer program at the beginning. At that same time, a group of college students, working with principals of elementary schools serving disadvantaged youth established a schedule.

In the fall of 1965 application for funding to provide for expansion of the project was made to the Albuquerque Economic Opportunities Board by the public school system. Then 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 400 pupils in five elementary and two junior high schools of the project area are provided regular tutoring reading and arithmetic by some 400 volunteer tutors.

Mr. Chairman, I attended a meeting last week in which this program is still growing, a joint meeting of the Economic Opportunity Board and the Albuquerque public schools. Four meetings a year are now held, formal meetings between the two boards, in which the projects are discussed. Last week we brought before the board a program which has been endorsed in full by the public schools for early childhood centers, which we hope will mesh with Albuquerque public schools and Headstart.

This will be for 4-year-olds and 3-year-olds. Here, again, there is a meshing, an interrelationship between the program. I cannot speak enough about the cooperative relationship that has developed between the EOB in Albuquerque in the past year and the Albuquerque public schools with the joint planning that has occurred.

Let me turn for just a minute to the question of individual school projects and system projects in the Albuquerque area. This was a decision by design early in the game. There are illustrations cited in the report of individual school projects. For example, the project of a personalized curriculum at one of the high schools in the Albuquerque area called the personalized curriculum.

At a high school in this project area, a team of four teachers and a counselor work closely together with approximately 80 disadvantaged students. A student is recommended for this program if he exhibits