

disorientation to the regular curriculums or the symptoms which characterize the potential dropout.

The personalized curriculum team concentrates on the need for increasing pupil motivation and self-direction, while working to improve pupil achievement in basic skills. Vocational and consumer education are integral features of this program.

One of the interesting sidelights of this particular program has been that students from the personalized curriculum are now offering their services in the tutorial program. This is sort of a spin off which we have had from some of these programs.

I would merely note that under system projects we, of course, have done what others have reported here, have added librarians, counselors, clerks, nurses—many other specialized personnel to all of these projects.

May I turn for just a minute to the scope and balance of program and indicate here, again, something by design. We have attempted to keep a balance between elementary and secondary. We have attempted to look across the entire spectrum of the curriculum at music, at mathematics, at guidance, at reading. There are two curriculum study projects in the Albuquerque area which we feel are fledgling at the time but we believe they have real promise for the future.

They are a project from grades 0 through 12 on the social studies for disadvantaged. We have another project in general mathematics. We have had consultants from around the country visit the program. We have had them critique the program. We have had people from the U.S. Office of Education look at it.

Frankly, they found that it was so easy for us as a school district to begin to move around certain content areas without really getting at the problem. Their critique was that we had to develop methodology that would make a difference in the teaching in the classroom.

This is what we have been addressing ourselves to during this past year in developing these particular projects.

Let me just indicate with regard to the question of the reinforcing of one program to another which we have felt is important, and it has been alluded to here by Dr. Holt and others.

In title I and title II, the title II effort in our district has really reinforced the title I school programs, the elementary libraries, in which we have been able to fuse together projects aiding particular schools with audio-visual material and specialized material.

We feel even in the outdoor educational program we have a title III project and we are using title I field trips, transportation trips, and again some of title I projects are making use of the title II project funds.

We have taken National Defense Education money and are using this to develop support for title I and title II projects. One high school that is not in the disadvantaged area has been moving in the direction of modular scheduling. What we are hoping to do is to use title II funds to support this particular program.

I would call your attention to the final point regarding evaluation, which we feel is an important aspect of our program, and one we have provided a number of exhibits on the back pages of the report.

I would like to close by reading this statement on program evaluation. In the summer of 1966 an Office of Program Evaluation was established and a research psychologist employed to implement scientific research techniques in the evaluation of these programs.