

Mr. CARROLL. Definitely. That is one reason we want to express anew and to a greater degree this concept of international education. Let folks know more about the world in general.

Mr. DANIELS. These new textbooks dealing with minority and ethnic groups, are they being incorporated in the recommended reading material?

Mr. CARROLL. Yes, and, as I indicate, on the grounds they are good books, not just because they are multiethnic or intercultural.

Mr. DANIELS. I think our educator, Dr. Matthews, would like to ask some questions and then we will carry on with the next witness.

Dr. MATTHEW. Dr. Carroll, I do appreciate the testimony you presented this morning. It has been lengthy and certainly revealing.

I had a couple of questions but I think in view of the time I won't raise them, except for one thing that concerns me greatly. That is the question of harassment in the investigations and the freedom of choice. I had occasion to talk to some of the people going into the field to investigate the compliance with title VI and a rather interesting picture is emerging. It appears that school districts have sent in forms indicating that they are complying with title VI. After investigators have gone out, they have found that these forms really indicate that the schools intended to comply only when they got ready to. Freedom of choice, I guess you would call this.

The fact remains that many school districts are just as they always have been. It is for this reason that suggestions are being made as to how school districts can begin to comply in fact. I think the evidence reveals that freedom of choice doesn't seem to work well. Where a Negro may want to send his children to school in a district, he may be discouraged because he may lose his job.

He has made his choice but he can't go through with it. You may say "harassment," but it is clear that freedom of choice and independent action are a bit slow.

Mr. CARROLL. As indicated a moment ago our boards of education, county and city, will accord to each child the choice made by the child's parent with regard to the school he shall attend.

The difficulty arises at this point that one of our boards of education will send word to the Office of Education here in Washington to the effect that 4 percent of the pupils are to be integrated next year. Within 24 hours someone is on the telephone saying 4 percent is not enough.

If 4 percent represents the number that is expressed in a choice, I say let it be 4. If it is 44 percent, I say let it be that way. That is what I mean. I don't think it is proper to force something like that. Let it evolve, it will take care of itself in due season. I can see that.

Mr. DANIELS. That concludes our testimony with you, and thank you very much.

The next witness is Mrs. Kay W. Lumley, director of the reading clinics, District of Columbia public schools.

STATEMENT OF MRS. KAY W. LUMLEY, DIRECTOR OF THE READING CLINICS, DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Mr. DANIELS. I know you have a large statement and I suggest we incorporate your statement in full in the record and that you summa-