

rize it for the committee, and then we will have a question-and-answer period.

(The statement referred to follows:)

STATEMENT BY MRS. KAY W. LUMLEY, SUPERVISING DIRECTOR, THE READING CLINIC,
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Chairman Powell and members of the subcommittee, thank you for this opportunity to appear before you.

The treatment of minority groups in texts and library books is a matter of great concern to the staff of the District of Columbia Schools, and is especially important to the staff of the Reading Clinic.

The Reading Clinic, a department of the D.C. Public Schools, provides three major services to the students from kindergarten through grade 12 and works with the Urban Service Corps Tutorial Reading Program.

1. Diagnosis to determine reasons for reading problems—both individual and group diagnosis.

2. Remedial teaching for students with severe reading disabilities.

3. Reading Improvement Program—reading specialists work with principals and teachers to improve reading instruction in the classrooms.

The volunteer Tutorial Program consists of 150 Urban Service Corps Volunteer Reading Tutors. Under the direction of the Reading Clinic they work on a one to one basis with elementary pupils to increase their interest in reading. The staff of the Reading Clinic is responsible for conducting workshops and demonstrations for the tutors.

For your information may I briefly review some statistics about the Reading Clinic and its activities during the past year?

The name "clinic" is misleading since diagnosis is only one facet of our work.

Students receive remedial reading instruction at 66 Reading Centers located in the elementary and secondary schools. These reading centers are staffed by 38 reading teacher specialists. A specialist often works in two reading centers, teaching three days in one center and two in the other. Students from several schools come to a center. This is done because there are not enough reading specialists to staff all the schools, and, many of the schools do not have room for a center.

Diagnostic centers are located geographically throughout the city with 6 staff members as full time diagnosticians. Beginning this fall the Reading Clinic will take this service to the students with Mobile Units designed to meet the needs of our D.C. students and make it possible for them to be diagnosed without spending any money for bus fares. These units are small and can be parked on a normal parking space in a crowded city. They are completely self contained. An adaptor makes it possible to use the telebinocular and audiometer, and operate fluorescent lights in the unit. The mobile clinic can be operated with a regular driver's license.

The Reading Improvement Program (RIP) is staffed by 12 specialists who work with teachers and principals to provide improved reading instruction in the classrooms. This program includes screenings (partial testing), giving demonstrations, conducting workshops and grade level meetings, speaking at faculty meetings, working with subject area teachers to develop a functional vocabulary list for students, and serving as reading consultants to answer specific requests.

Last year 56 reading specialists provided service to 145 schools. This service included 2,797 students given remedial reading instruction, 2,191 students diagnosed, 10,419 students screened for class instruction, and 2,695 teachers given some part of the Reading Improvement Program.

Students reading gains ranged from one-half to 3½ years with 18 children showing no progress and 2 pupils showing a gain of 5 years. The most important result of special reading instruction is a change in attitude about reading and the opportunity to have a successful learning experience.

Books for use by the schools in the District of Columbia are selected by committees. These committees, appointed by the Deputy Superintendent of Schools, include teachers, principals and subject area department heads. The books chosen by the committees are compiled into an Approved Textbook List (an elementary and a secondary list is prepared), from which the books are selected for use by the schools. Every effort is made to find books which favorably reflect the culture of minority groups and all committees are charged with responsibility for selecting such books. The Department of History of the D.C. Public Schools de-