

veloped a curriculum resource bulletin for secondary schools "The Negro In American History." This bulletin is used as basic text material to supplement the classroom textbooks. Other school districts are also using this resource bulletin.

During the past two years most major publishing companies have been publishing some multiethnic books. In my opinion there are comparatively few outstanding books of this kind to date but the responsibility for that fact can not be placed on the publishers.

When enough educators insist upon books which reflect the contribution of minority groups to the culture of our nation then the publishers will produce them. Many of the books seem to be a "pat on the head" rather than an honest portrayal of the cultures. Culturally disadvantaged, whatever that is, seems to be equated with minority groups. In my estimation books of this kind are worse than no books at all.

We have prepared a bibliography of Multiethnic Books for our Reading Clinic use. There is a copy attached to this statement. We did not list them as recommended, only as available.

A few such books which we have found useful include: Holt Rinehart and Winston's new elementary social studies series, (William, Andy and Ramon); Readers' Digest Skillbuilders and Scholastic Publishing Company's wide selection of paperbacks.

The "paperback" may be the vehicle to speed up the production of multiethnic books since they are inexpensive and could be purchased by districts who are not financially able to replace their current texts which are usually chosen in cycles of 3 to 5 years.

The recent Federal legislation for education has been a real blessing for the District of Columbia Public Schools. Textbooks and library books have been purchased in quantities never possible before the enactment of Public Law 89-10; and our inclusion in Public Law 874. NDEA while not a "textbook bill" has added dimension in the critical subject areas by providing books for reference and enrichment. Our mobile units were purchased through title I of Public Law 89-10.

It would be impossible to mention Federal funds without taking this opportunity to express sincere thanks and deep gratitude to the chairman and members of the Committee on Education and Labor, House of Representatives, for your tireless efforts, which made these laws a reality. You have given a vital transfusion to our program and to the entire program for the students of the District of Columbia Public Schools. We all thank you.

Some promising practices in reading instruction now in the experimental stage in our schools are:

*Words in Color.*—Words in Color is a beginning reading program intended to make the English language more phonetic through the use of color and the position of the letters on charts. Colorblind children can profit from this method by identifying sounds from the position clue on the charts. Words in Color is in use in two first grades with matching control groups established.

*ITA.*—Initial teaching alphabet consisting of 44 characters to eliminate the inconsistent character to symbol relationship in present spelling. This method facilitates transition to the regular traditional alphabet once reading and language fluency is achieved.

ITA is currently being used by 90 children in 3 first grades with matching control groups established.

*Unifon.*—Unifon is a consistent phonetic alphabet where each symbol has one sound only. It is logical and orderly. It helps make learning to read an enjoyable and successful experience. At the present time 90 children in 3 first grades are using Unifon with matching control groups.

Holt, Rinehart and Winston prepared a "speaking your way to reading" approach which was used experimentally in two classes in our schools as part of the publisher's pilot program to test the effectiveness of this approach. It was considered very successful. The materials of instruction are now available for purchase. We consider this one of the best. It is versatile and effective and provides ample opportunity for realistic minority group stories. Systems For Education: A beginning reading program incorporating Dr. Delacato's neurological approach to reading. It is too early in our experimental program to draw any conclusions.

Next month we will begin classes with Sullivan's Programmed Reading, the linguistic readers of Science Research Associates, and the Merrill Publishing Company's Linguistic Readers. All of these programs will be constantly evaluated to determine their effectiveness with our students.