

SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

Our Working World focuses on the family in the first grade. In step with the expanding world of the child, the program moves into the neighborhood in the second grade, and studies the metropolitan area in the third grade.

ALBERT WHITMAN & CO., CHICAGO, ILL.

What Mary Jo Shared, Janice May Udry. (An understanding story of a little girl whose family happens to be Negro is illustrated with warmth and realism. The other children, white and Negro, are as happily pictured.)

TEMPO BOOKS, GROSSET & DUNLAP, NEW YORK, N.Y.

Roosevelt Grady, Louisa R. Shotwell. (Like all 9 year-olds, Roosevelt wants a real home and permanent friendships, instead he must move on when his migrant family follows the harvest seasons.)

Mr. BURTON. Mrs. Lumley, Congressman Hawkins asked me to express his greatest possible admiration for your husband. He was with this subcommittee on a recent investigation on a trip overseas. He asked me to express my regrets that he could not be here.

Mrs. LUMLEY. Thank you. I wanted to tell you I flunked statistics, so I won't give you any impressive figures or percentages. If you are interested in discussing the philosophy we use in choosing books and putting them on the approved textbook lists to make the books available in the schools, I will certainly be happy to answer any questions.

I would like to begin, before we get into my statement, by thanking the chairman and members of the Committee on Education for the terrific job you did in making Federal legislation for education a reality.

I am speaking for myself and, believe me, I am willing to be harassed a great deal to do what we are doing for the kids in public schools in the District of Columbia.

Thank you.

I will be happy to answer any questions if you have anything specific. If you want me to take any particular point, I will be happy to do that.

Mr. DANIELS. Will you briefly outline for the committee what the District of Columbia school system has done with respect to the treatment of minority groups in the reading material in the school system in the District of Columbia?

Mrs. LUMLEY. You probably noted part of this lengthy thing as a bibliography. It is just a list of books dealing with all minority cultures and is available for teachers and principals and our own reading clinic use. The District of Columbia public schools choose books by means of committees. The Deputy Superintendent appoints a chairman for each of the subject areas and each of the teachers and principals and other officers study the new books on the market for approximately 3 months each year.

Every committee is charged with and is given the responsibility to look for books dealing with all cultures. I am sure you are aware in the District of Columbia public schools we have a large majority of Negro children, Puerto Ricans, and children from the embassies. We are always looking for books, not just the so-called good books, but paperbacks, too.

I know "good" refers normally to content, but I am talking of books in quantity that reflect the culture, the contribution from the Eskimos,