

Mrs. LUMLEY. Unfortunately, yes.

Mr. DANIELS. Do they receive special reading instructions?

Mrs. LUMLEY. To the limit of the availability of staff they do. Since the new Federal legislation we have been able to more than double the staff of reading specialists. In addition to having a staff of reading specialists we also, beginning next month, will have on the streets mobile units which will go out to the students to give our diagnostic reading test to determine what is causing the reading deficiency.

Up until this time a child needed to bring a parent in for the reading test. It took some time for a parent and student to get over to take the test. We have gotten some Falcon wagons with the necessary testing equipment and materials. There is room for the teacher and three students to come in and it is done on an individual basis for this kind of testing.

A hundred or one hundred and fifty books are taken into the school the unit is serving that day and they can be put in the wagon. They, in turn, can return the 100 or 150 they were using before. We are planning to have enough people, or at least one administrative unit in order to have a person available to go out and work with teachers and principals where it is not possible to sit down and give remedial instruction.

The greatest need we see is to improve the teachers in the District of Columbia schools.

Mr. DANIELS. How far behind are these children when they need special instruction?

Mrs. LUMLEY. From 2 to 5 years. When we say behind we are using an arbitrary grade level.

Mr. DANIELS. Are you referring to children in the elementary schools?

Mrs. LUMLEY. I am referring to both. After they are in secondary school we use a different scale. We try to get some subject areas and see if we can help in that way by developing their vocabulary, teaching them to fill out application forms, using the kind of books published to help students help themselves; in other words, how to be a good service station operator, that kind of thing.

After they reach a certain point of deficiency, we don't say they are in ninth grade—maybe we do to each other—but we think more in terms of where they are functioning and how can we bring them to be independent readers to function by themselves.

We are very far behind in being able to meet the needs, I am convinced the only way is to make more opportunities available to teachers so teachers in classrooms can help the cases that have to come to classes for special attention.

Mr. DANIELS. What did you mean "far behind," is it a matter of finances?

Mrs. LUMLEY. We have more students needing help than we are prepared to give.

Mr. DANIELS. You need more qualified teachers?

Mrs. LUMLEY. Yes, more professional staff. We are fortunate in the District that many teachers have a wonderful background in reading. You might ask why aren't the children reading well, but I am talking of the number of people prepared to do special reading instruction such as in larger cities.