

We are able to add the teachers to our clinic staff and with the orientation we give they do a fine job. There is a point of no return. We can't keep adding remedial teacher on top of remedial teacher. There are others working with the classroom teacher. This is preventive work so the children coming up now in elementary schools never have reading problems.

Mr. DANIELS. What percent of your school population do you consider lacking or deficient in reading habits?

Mrs. LUMLEY. That depends on the way we interpret the statistics. We have actually said that we consider 20 percent of our population have a reading deficiency. That would not include those severely retarded in reading, only those having some difficulty.

Mr. DANIELS. Mr. Burton?

Mr. BURTON. Would you bring the microphone a little closer, I am having trouble hearing all you have to say.

I want to ask an opinion of which has relevance to the District and perhaps many major cities in the country with respect to de facto segregation. How feasible is it to eliminate de facto segregation in a setting of de facto, if not de jure residential segregation?

Mrs. LUMLEY. Well, I think that is something I can't answer, if you are referring to some of the recent things, the reporting done in the newspapers about our attempt to so-called equalized integration in our schools.

Mr. BURTON. I don't have reference to any specific effort to improve the picture of integration.

Mrs. LUMLEY. The freedom of choice?

Mr. BURTON. No; mine is more generally how optimistic can we be about cities having meaningful integration in practice, with the lack of legal tools to eliminate residential segregation?

Mrs. LUMLEY. That is really a hard question. I think there again it is only going to be overcome when professional staff members take the same view that some of the parents take who are interested in children being children.

In the District of Columbia, where the school remains all one ethnic group, do you make someone feel at home if you bring them in or do you do them a disservice in the classroom if it is done by the accompanying fanfare and parents standing outside making comments. I don't know how you can overcome that in education. I am a firm believer that we are all in the world together and, if we try, it will work out but I have no pat answer as to how to integrate a certain section of town that up until that time has been just one group of people.

Mr. BURTON. Let me particularize. The school age population in the cities is becoming more and more heavily nonwhite. Given a school setting with a private school alternative that costs money, almost by definition to the parents, I am quite troubled as to how we are ever going to meaningfully eliminate de facto segregation, more particularly at the grammar school level.

I assume at the junior high school or high school level this might be easier to deal with. I must say I am quite pessimistic about the long-term outlook, talking in terms of the next 10 or 15 years. I am not convinced there is any set of tools we can provide that will do more than mitigate the de facto segregation in the hard core cities.