

Mrs. LLOYD. We have several ways of keeping in touch with action programs. One is the Great Cities Organization. This is a group brought together consisting of 11 of the largest cities. We share. We bring speakers, and we have set up programs federally funded through our joint effort.

Mr. BURTON. Is San Francisco one of those cities?

Mrs. LLOYD. Right, San Francisco, Chicago, Pittsburgh, Cleveland, Philadelphia.

Mr. BURTON. What is the headquarters?

Mrs. LLOYD. The superintendents of schools serves as the representatives on the major committees. The superintendents meet, then there are subcommittees.

Mr. BURTON. Do you have executives?

Mrs. LLOYD. Yes, and I can send you the address of the headquarters, that has been Chicago because the superintendent of Chicago schools, Dr. Willis, up until last year served as president.

The group functioned as an independent organization. In fact the group set up an executive group in order to operate independently of the Chicago school system. We all felt this was how we wanted to handle this.

Another area of sharing that all cities have established is sending automatically to each other all curriculum publications in a definitely established exchange.

Mr. BURTON. Well, I would like to thank you very much for your presentation and even more importantly, for all the work that went into these most valuable reports that you have made available to us.

Mrs. LLOYD. We were very pleased, Mr. Chairman, to have been invited.

Dr. MATTHEW. Superintendent Lloyd, I would like to make a comment that refers to what will show in the record. Early in the hearings we had two parents from the Harlem area who talked at length about what they would like to see happen in terms of providing materials for children in that area. One member of this committee called their attention to the kit of materials that had come from your office. The reply of the parents was that there tends to be a sort of inverse ratio between the number of pounds of material describing policy and the actual practice.

I am referring, as I say, to what came out in these hearings and the record will show it. To be specific these parents were concerned about the fact that in the schools in the Harlem area, the schools to which their children go, there was a book in which there was material which they thought was not appropriate for any child to read in this day and age.

It was the story about a black lamb and how surprised people were that he should win a prize despite the fact he was black.

What I am asking really is to what extent can we say these policies that have been promulgated will be put into practice in the ghetto areas of New York City. Why is there a discrepancy in what the parents say and the report you made this morning?

Mrs. LLOYD. We are making every effort to see that the information I noted this morning is implemented. For example, one way we are doing this is by holding a school experiment to implement the teaching of Negro and Puerto Rican heritage in the American culture.

Dr. MATTHEW. In 41 schools?