

Mrs. LLOYD. Yes. This is a beginning. We did it on a pilot basis last year. We are expanding this year. To each of these schools, we had with the cooperation of Mr. Johnson of the NAACP, delivered last year one of these calendars for display. We had portfolios of pictures showing Negroes in various activities for display. We have asked that the NAACP continue to work with us and the Puerto Rican groups to see that materials are put into our schools.

A second part of that answer is that when we have reviewed textbook lists, approximately 25 percent of the materials, especially in the area of social studies, is not being relisted. Why? Because of things just like that black lamb.

Mr. BURTON. May I ask you one final question? What arrangements do you have for the private and parochial schools in terms of making this material available to them?

Mrs. LLOYD. We worked closely last year with private and parochial schools handling the distribution of all library materials. That moved on schedule and materials were provided in relation to law.

Mr. BURTON. Are these books, "The Puerto Rican Profiles," and "Call Them Heroes," and "The Negro in American History" provided in private schools?

Mrs. LLOYD. In two ways: First, we have an exchange system with the schools automatically; second, we meet with our private and parochial people in several groups, such as teacher-training representatives and campus groups, and at that time present all levels of new publications. It is a very close working unit.

Mr. BURTON. I might raise this question—it is a question; it is not an editorial comment or intended to be. I see on page 60 of your "Puerto Rican Profiles" a listing of Puerto Ricans, Negroes, and others on public assistance. I am not quite sure what the point is there and, apart from that, I have noted the lamentable habit of reporting welfare figures out of the myriad of assistance programs.

They report the welfare family, not the disabled or aged in family programs. That really has a dramatic effect in distorting the actual percentage on various public assistance caseloads in terms of the background of the clients. That is just a footnote.

Mrs. LLOYD. I would have to agree with you. I will take that back because I think it is well noted.

Mr. BURTON. Thank you very much.
Dr. Schick?

STATEMENT OF DR. FRANK SCHICK, DIVISION OF STATISTICAL ANALYSIS, U.S. OFFICE OF EDUCATION

Mr. BURTON. We are pleased to welcome you, Dr. Schick.

Doctor, you have prepared for us a series of tables that are most useful. Would you summarize for us and at this point in the record we will make appropriate reference to this and perhaps ink in full all you have said if that is the judgment of the staff.

Would you like to give us the highlights, if you could do that, from this rather impressive document?

Dr. SCHICK. I will be glad to give it a try.