

Mr. STEIGER. This concerns me because I wonder if when we get into this question of how we try to achieve quality of education in a deprived area school, in what you call inferior type of situation, is it that we have to get the kids out of that school or do we need something more into the school?

Is this where we need the better teachers and more and more facilities in order to broaden their horizons? Are we going to solve our problem by taking them out of the school to get them to a more nearly equal situation or can you achieve quality education in a predominantly white school situation?

Mr. LIBASSI. I would not want to try to interpret the Commission's statistical research, but I believe they are noting the fact that Negro children in predominantly white schools, regardless of their home background, regardless of the educational achievement of their parents, when Negro children are in predominantly white schools their educational achievement increases noticeably and measurably.

The Commission report also found of the compensatory education programs thus far attempted, on the scale thus far attempted were not adequate over the long run to achieve a permanent improvement in the educational achievement of the children.

I do not believe they are suggesting that all remedial educational programs are inadequate nor are they suggesting that all Negro children would improve just by being in an integrated school so there is clearly a need to maintain efforts to improve the quality of education at the same time that we are attempting to increase the integrated or desegregated opportunities for children.

Mr. STEIGER. Let me ask you just one more question. You have indicated when you receive a complaint, let's say from a northern school system or from a northern big city, it is at that point that the Commission and the Department will go in for an investigation to determine the pattern of segregation.

What is the form of the complaint? Does the school board against whom the complaint is made know of the complaint and know what the complaint is?

How do you work this system?

Mr. LIBASSI. The complaints are—that are certainly receiving the most of our time and attention are usually from responsible organizations in the local community that document the pattern or extent to which children are segregated and indicate the extent to which decisions of the board may have influenced the segregation in the system.

When we receive these complaints a copy of the complaint is provided to the school board.

Mr. STEIGER. With the information as to the responsible group that made the complaint.

Mr. LIBASSI. Yes, to my knowledge when an organization files a complaint this is done. It is not the general rule to indicate the identity of the individuals as a general rule, and this is particularly in handling southern complaints because of the intimidation of complainants but we usually send the school districts a copy of the complaint in advance and ask them to advise us to the extent that they can by mail what they know about the complaint and the circumstances surrounding it.