

Mr. LIBASSI. That is right.

Chairman PERKINS. Mr. Dellenback.

Mr. DELLENBACK. I apologize for not having been here for your full testimony. I read your statement, Mr. Libassi. I am sorry I missed the other additions that went on in my absence but there are a couple of areas that I would like to have some further information on.

As I read your statement, I see that your title deals with special assistants for civil rights, the question arises in my mind, how do you attempt to measure at all, the effect on education of the moves you take in the direction of desegregation?

Your statistics that you cited at the end are statistics relative to what? What measure do you have of the effect of these moves on education?

Your comment is really running to a thing that any of us who have worked in education in either our State or any other basis are concerned about school district consolidation are well aware of. We know where there is no problem of segregation at all that you do have the separate educational problem of consolidation and certainly advantages flow.

We are aware of this. But let's talk about meshing in the improvement of education with the enforcement of policies of integration. You give us a statistic in the tail end of your presentation. It deals with the number of Negro students attending desegregated schools has increased markedly and you give the percentages.

This deals with segregation and integration. What is the effect of this action on the educational quality of the school aside from the consolidation problems? Take a small school as an example.

Mr. LIBASSI. The only studies we have—and I must admit this is an area of growing research but the equal opportunities study of the Office of Education and the recently released report of the Civil Rights Commission—both of these studies verify the finding that the educational achievement of Negro children increases measurably and permanently when they are integrated in schools which are predominantly white.

Mr. DELLENBACK. Who made this particular study?

Mr. LIBASSI. The equal opportunity study was made by the Office of Education.

Mr. SCHEUER. That is the so-called Coleman report?

Mr. LIBASSI. That is right. And in addition the U.S. Commission on Civil Rights recently released a report on racial isolation in public schools and their study also verified the fact that in terms of verbal skills the Negro children did far better when they moved to an integrated school.

Also the studies show that the longer a child attends an integrated school the better are his grades and better is his educational achievement record, so that the evidence does indicate that when a child moves into an integrated school which is predominantly white his achievement increases.

The earlier he starts in an integrated school, the greater will be his achievement and the longer he stays in an integrated school.

Mr. DELLENBACK. Perhaps I should ask this question with my left eye cocked toward my colleague from New York. Has there been a