

dropoff in any way by those in the school before or has there been an improvement with the new additions?

Mr. LIBASSI. Where Negro students are introduced into predominantly white schools there is no measurable disadvantage to the white children in the school.

The studies also indicate where a minority of the children are white, they are not affected favorably by being in predominantly Negro schools. In essence what the studies are showing is that where you have a majority white school and you introduce a minority of Negro children in the school, the Negro children do better and there is no disadvantage to the white children.

On the other hand, when you have an all Negro school which has the stigma of inferior status in the community, Negro children do poorly and if you have some white children in that school they will do poorly also.

Mr. DELLENBACK. What is this?

Mr. LIBASSI. It is not clear. There are some authorities who would say that the experience of attending a school which the students know or feel is inferior, that the teachers believe is inferior, that the school administrators believe is inferior, and which the community looks upon as inferior, where everyone's expectation is that the performance will be poor, the teachers and students tend to measure down to the low achievement expected.

Mr. SCHIEUER. You might refer to that as a self-fulfilling prophecy.

Mr. LIBASSI. Yes.

Mr. BELL. We have a growing debate—if you have a Negro school and white school in which the quality of teachers and the size of the building and so on are the same, in many of the school districts we are dealing with that are giving us problems and where we are making some progress, we don't reach that kind of problem. Before I came on board to help the Government I worked as an attorney with one of the large civil rights organizations and tried to supervise roughly 200 school desegregation cases.

In the process I got to travel fairly widely. The kind of discussion we are having here is not the problem. To see the equipment, the kids piled on to the busses, the lack of adequate playground facilities, the general poor quality of the teachers was to know without making careful balancing and measuring that no really decent education could be obtained in these schools.

When we get to the other kind of thing that the Civil Rights Commission is weighing, it deals more with the kind of problem of what can we do with the northern schools. Can we do something with the ghetto schools? I think someone raised the question by input, Mr. Steiger said, or do we have to take the kids out?

That is another problem. In the South in the districts which we are dealing with in the main, that is not the problem.

Mr. DELLENBACK. In earlier testimony over the last several weeks—I think some of the questioning was by the chairman—I thought a sound point was made that at least caused me some concern.

Do we find ever in view of what is available under title I of "Education, Elementary and Secondary," where we are dealing with special aids to the educationally disadvantaged that when we push desegrega-