

tion we find two forces which work against each other, that there might be in a school some special help that is coming under title I, "Elementary and Secondary," to improve the educational procedures perhaps in an all Negro school and you integrate some of these children in an all white school which does not have these special programs and in effect they lose in part although they perhaps by what you just said may be gaining in part?

Have any studies been made of these cross-effects?

Mr. LIBASSI. Not to my knowledge. However, the Office of Education is making it clear to the school districts that where a child moves from a segregated school to a desegregated school that the title I program and projects would be available to assist that child in the desegregated school.

I am not too familiar with this. This is not my area of specialty but let me say some districts felt the only place they could provide the title I program was in the all-Negro segregated school which tended to retard the desegregation of the school.

The Office of Education has now made it clear that the title I project may follow the child when he moves into a desegregated school and I would be happy to submit for the record the memorandum of the Commissioner of Education on this matter. I am not suggesting that desegregation is the single only objective of Federal educational policy, it is not. It is clear that the Federal policy is one of improving the quality of education for every child as we increase the desegregation experience for as many children as possible at the same time.

Mr. DELLENBACK. Personally, Mr. Chairman, I would welcome for the record this memorandum.

Chairman PERKINS. Without objection it is so ordered.

(The documents referred to appears on p. 1621.)

Mr. DELLENBACK. In addition to that I can see certain problems that would arise as a practical matter if you move a 10th of a school out into another area.

If you then try to move title I moneys along with them, you either compound the segregation in the new school because you are now going to take this new group and put them aside and give them special treatment which means they are not really desegregated or else you take one-tenth of the moneys that are necessary and spread them too thinly across everybody's new schools some of which do not need it and it just does not do the job or you have some of this type of mechanical problem or you multiply the money by 10 so everybody gets the special program and there is not that much money so I see problems along that line.

Mr. LIBASSI. There are and I did not mean to imply with a flip answer that there was. An effort is being made not to discontinue programs which children need as part of the desegregation. But I must say that the experiences of the children in desegregated schools, the children I have spoken to, their experience in desegregated schools is such a positive opportunity for expanding educational opportunity that it is most impressive to see that both desegregation and improving the qualities of education through funds can improve equal educational opportunities for children.