

Mr. STEIGER. Do you have any idea then at all or can you provide for the committee the number of complaints that you have received?

Mr. LIBASSI. Yes, we could provide that for the committee. I am sorry we do not have it but we would be glad to supply the number of complaints we have.

Mr. STEIGER. Can you break it down on a State-by-State basis?

Mr. LIBASSI. Yes; we will be glad to do that.

Mr. SCHEUER. Would my colleague yield at this point for a question?

Mr. STEIGER. Yes; of course.

Mr. SCHEUER. Where there have been complaints, what number of cases have been ended by a decision of the school board to comply?

Mr. LIBASSI. When we initiate a review of school districts sometimes it is initiated on the basis of a complaint and more often it is based on the data that a school district provides us. Let me say we have initiated about 290 hearings and we only have 239 presently in the works which would indicate that at the hearing stage we have settled about 50 cases.

Now I do not have the number of districts that were found to have made inadequate progress but then took additional steps but I would say it is a sizable number, one to 150 school districts easily have the process of negotiation prior to the hearing taken additional steps to come into compliance.

Mr. SCHEUER. I think it would be extremely helpful if you would give this committee a picture of the positive accomplishment short of the court order process that you have provided through effective conciliation and the advisory process.

Apparently there are a number of hard core cases where after the conciliation and the advisory and the investigation process there is a formal statement of refusal to comply is made by the local school board.

It would be interesting to see of all of the school districts where there was a problem, at whatever stage it was raised, the number which could solve their own problem managed to find the leadership locally to solve their problem short of a flat refusal to comply.

Mr. LIBASSI. I would like to try to provide it. I confess we have been under such, since this committee does not rule on our appropriations I suppose it is all right if I cry a little bit about our appropriations without being improper. We only have 43 staff people working on school desegregation and they have been mostly in the field and we have not developed the kind of statistical reporting analysis that would demonstrate this process of change but I would be very glad to try to document the instances—first of all when a staff person gets out and says, look, this is just not enough progress and the superintendent will say what do you think I need to do and he will suggest additional transfer of faculty, rerunning, a second choice period, transferring a class over, closing a small school.

Now the superintendent will say I can do that and the staff person will say fine. Well that will dispose of the matter. Those cases are going on constantly.

In addition in Virginia for instance our staff person in Virginia has done an excellent job at that level before we ever get to even a formal letter.