

Then dealing with this broad scale question of minorities, while the heavy emphasis both in the public eye and in your actual operations deals with Negroes, that we do have some situations where we are dealing with Indians or Mexican-American mixtures. Do we have any in the big city of New York where we are dealing with the Puerto Ricans where there is such a heavy concentration of Puerto Ricans that there is a school which is predominantly Puerto Rican?

Mr. LIBASSI. I am sure there are schools which are predominantly Negro and Puerto Rican—Mr. Scheuer probably could comment on this better than I—where there is a question on that but let me assure you we are as concerned about other national and racial minorities in the administration of the program as we are about Negroes.

It is just the sheer size of the Negro minority and the extent of the problem.

Mr. DELLENBACK. Are there any others, to round out my education, other than these we have touched on?

Mr. SCHEUER. How about Japanese-Americans in San Francisco and Denver?

Mr. LIBASSIE. I would be glad to check as to the extent of predominantly oriental schools and I would be very glad to submit that to the committee. I will check on that. I don't really know.

Mr. DELLENBACK. I am talking like a far westerner now who does not know about this but are there any areas in this Nation where we still have what might be called an ethnic problem such as with German-Americans or Scandinavian-Americans in such places as Wisconsin?

Do we have any other pure white problem where you have a heavy ethnic concentration that ought to be involved?

Mr. LIBASSI. This tends to be a diminishing issue. We have some of these groups in larger cities and you will find a dominant Polish, Italian ancestry to most of the families living there—Irish, we do have some of these concentrations remaining but these are not issues that seem to come up in the administration of the school systems themselves and do not seem to be items which affect equal educational opportunities.

Mr. DELLENBACK. When we deal with race, color, or national origin, we are not really dealing much with national origin?

Mr. LIBASSI. That is right.

Chairman PERKINS. Let me thank all of you witnesses.

(The document referred to follows:)

STATEMENT OF F. PETER LIBASSI, SPECIAL ASSISTANT TO THE SECRETARY FOR CIVIL RIGHTS, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman and Members of the Committee: I appreciate this opportunity to appear before this Committee to discuss the Department's administration of Title VI of the Civil Rights Act of 1964 and to answer any questions you may have. As this Committee knows, the school desegregation policies of the Office of Education have also been reviewed by the House Committees on Rules and on the Judiciary.

The two provisions of the school desegregation policies that are most critical to effectuating desegregation are the requirement that freedom of choice plans operate fairly and effectively to achieve desegregation and that faculties be assigned without regard to race.

On both of these issues, the Department has been advised by its General Counsel and by the Department of Justice that the policies of the Office of Education