

the people who were responsible for us getting into the Chicago school situation and I think we were all in agreement that we are going to provide them with some kind of grant so they can do some planning and talk to the complainants and decide exactly what kind of planning they are going to then do to meet this problem.

So the report in effect is their visit down here with us to tell us what they would do if we would provide them with some funds and they would use some of their own.

Mr. STEIGER. Issue 24 called integrated education prompted all this. It quotes at some length and I think completely as I understand what they have here the complete report of your January 6, 1967, Office of Education analysis of the Chicago public schools.

Mr. LIBASSI. May I ask who puts out that publication? Unfortunately it came on Saturday.

Mr. STEIGER. It is published by Integrated Education Associates. The board of directors is a very distinguished group including Kenneth Clark, Charles Cogen, and G. W. Foster, Jr.

In the report that they quote in here, and I do not want to read all of this but in the third section regarding boundaries and student assignment policies it says:

In the basis of our analysis thus far, we share the conclusion reached by the Board's Advisory Panel on Integration of the Public Schools and other observers that by far the greatest part of the segregation in Chicago's public schools results from residential segregation combined with the board's neighborhood school policy.

"We recommend that the board engage competent specialists to assist them in preparing a plan appropriate to Chicago, drawing on the wide range of administrative remedies which have been adopted by other school districts to lessen segregated education and indeed, to reverse trends of increasing segregation here where possible.

As the board is aware number of different steps are being proposed to deal with this problem. But no particular action is alone sufficient for a metropolitan center. A combination of actions over time is needed; commitment in fact by school authorities to the goal of reducing segregation in education is fundamental.

The U.S. Office of Education will provide all possible assistance and support in this matter, but we reiterate our recommendation that specialist services are necessary to work on this problem.

This is where you are now in trying to provide grant money to the Chicago school system to hire specialists to prepare a plan.

Mr. LIBASSI. That is right.

Mr. STEIGER. If the problem results from residential segregation combined with the board's neighborhood school policy, what you are really saying is that you are trying to find a way to break the neighborhood school policy.

Is that appropriate?

Mr. LIBASSI. No, there was evidence that the research and part of the report to the Chicago school authorities noted that while to a substantial extent the segregation was due to residential housing conditions, the report discussed other action of the board which could not have been explained other than by the fact of race in the assignment of children to schools.

I don't know if that document quotes the full report but there was some rather strong language used in the report to indicate while residential housing was part of the problem it was not the total ex-