

(The documents referred to appear on page 1616.)

Mr. STEIGER. You say the nature of the complaint; is this the complaint? Is it an abstract of the complaint done by your office?

Mr. LIBASSI. Where the complaining party has no objection, we give the school superintendent the complaint itself where they are willing to have their identity disclosed, or if they have made the fact of their complaint public to the newspaper, we then give the superintendent the full complaint.

We give them a very detailed summary of the complaint and all of the relevant issues that are raised in the complaint. It is not a generalized thing such as we know what the problems are here. We tell them of the general allegations. If it relates to the individual then we disclose the individual's name and the facts surrounding the individual complaint.

Mr. STEIGER. Since I have not read the guidelines would it be possible for you to supply a copy of the guidelines for my use so I could review them?

Chairman PERKINS. Without objection copies of the guidelines will be inserted in the record at this point.

Mr. STEIGER. Thank you, Mr. Chairman.

(The document referred to appears on page 1644.)

Mr. STEIGER. Would it be possible to provide a copy of Judge Wisdom's decision? I do not wish to insert it in the record, Mr. Chairman, it is too long.

Chairman PERKINS. Mr. Carey, do you have any questions of the administration witnesses on the guidelines?

Mr. CAREY. No, sir.

Chairman PERKINS. Mr. Meeds.

Mr. MEEDS. I have not had a chance to go through all of the testimony, Mr. Chairman, so I have no questions at this time.

Chairman PERKINS. Mr. Scherle.

Mr. SCHERLE. I am sorry I was not here on Saturday. This seems to be very interesting testimony to me.

May I ask what is the real cause the system of dual education has promoted all of this in Chicago?

Mr. LIBASSI. There are a variety of issues that have swept over the major urban cities in our country, both North and South and West.

We have first of all the major population movements of nonwhites into the urban centers themselves taking place, particularly after the First World War, but then a second wave of northern migration of Negroes during the Second World War so that we have, first of all, a major shift of the Negro population from the Southern 11 States to the Northern States.

The second is we had the general deterioration of housing in the urban areas and the movement of white families from the urban centers to the suburban areas which not only was there an influx of Negroes but there was an outward migration of whites from the urban areas.

So we had developing then a pattern of neighborhood transition which resulted in school transition. Then in addition, the school policies themselves in northern cities have tended to accentuate and increase the segregation. For instance, some northern cities have deliberately gerrymandered school districts in order to maintain a