

pattern of segregation where Negro children would be in one school and white children would be in another.

Mr. SCHERLE. Is this more prevalent in the South?

Mr. LIBASSI. The children were segregated more easily by saying Negro children would go to certain schools and whites would go to certain schools.

In the North most of the northern laws were repealed but we had the pattern of the school boards drawing attendance lines in such a way that the racial composition remained fairly constant.

Mr. SCHERLE. In my home State of Iowa we have a migration of people coming in and going all the time. This has not affected the quality or the caliber or the curriculum.

Why would this make any difference? This problem does not exist in Des Moines or other cities in Iowa. Why would there be in effect an obsession in some cases, particularly where they are talking about the equalization of the transportation of pupils?

Mr. LIBASSI. Part of it is the size. There are half a million school-children in Chicago so just the volume of the children and the number of schools and the number of teachers creates this problem which is quite different.

Mr. SCHERLE. I agree numbers are important but by the same token it is just as bad for 10 as it would be for 100, would it not?

Mr. LIBASSI. In the smaller communities anything less than a million, and that is not a very small community, the cities in the middle-size categories have been made to maintain a higher quality of school.

They have maintained more integration in the schools. Even though the Negroes have moved into the communities they attend the same schools and they are not there in the numbers which convert a school from a predominantly white school to a predominantly Negro school.

When that happens you get all of the factors. When the school becomes a predominantly Negro school you get a transition that results at that point which results in many of the problems.

Mr. SCHERLE. You do or you think you do?

Mr. LIBASSI. The recent reports of the Civil Rights Commission and the other research that is being done in the field seems to indicate that when a school becomes known in the community as the Negro school, that certain factors then take place.

The quality of the teaching does deteriorate and the quality of the learning deteriorates. Whether it happens at any magical number I am not prepared to say.

Mr. SCHERLE. What magic would there be involved in the transportation of pupils from one neighborhood passing half a dozen schools and taking them to another?

Why do you think this will enhance the school curriculum or the caliber of teachers?

Mr. LIBASSI. In our policy we do not advocate that children should be transported.

Let me say that the evidence indicates though that where Negro children are attending schools which are predominantly white, they do have a much more improved educational experience. If you take Negro children and transport them to a white school where they are in the minority, the evidence clearly indicates that their educational experience improves.