

age children living in monolithic ghettos, is the prospect bright or dim that the best efforts at the State, Federal, or local level will merely reduce the rate of segregation in the schools?

Mr. LIBASSI. I guess I have to say I come down on a pessimistic note. My staff advises me my optimism is without foundation and I am surrounded by pessimists, but I do feel despite the fact that there is increasing Negro population in the cities that if we wanted to we could establish and improve the educational systems of our cities which to a level where white families would be willing to remain in cities, where white families would be attracted to cities and schools in which city and suburban school districts would cooperate in operating and maintaining educational facilities which would provide high quality.

Now I must say that this takes a depth of understanding of the problem and it takes a willingness to face the racial issue in our country and it takes effort and the pessimists on the staff to say it is not likely too that America is going to mobilize that kind of commitment to equal educational opportunity.

I would still like to think that the country does want to solve this problem.

Mr. CAREY. Would my colleague yield?

Mr. BURTON. I yield.

Mr. CAREY. I thank you for yielding so I can pursue this point. Then Lawrence Crimmins, the distinguished historian in education at Columbia stated that in the large city schools the parents of the fortunate, those who have the means to do so were displaying or demonstrating a time-honored right of American people who were dissatisfied with anything. They were indulging in withdrawal as a form of protest from the major public school systems of the city of New York and other cities.

We all read that the city of New York now joins those cities with more than 50 percent nonwhite enrollment in its public schools. This is far more serious than it appears because we say we have reached the millenium we have one white child and one nonwhite child going together to school.

This is not so. It appears so on the surface. In some school districts we have gone to 80 to 90 percent nonwhite in some there is 90 percent all white, and there has been a continued exodus from the city so the percentage now drops to 50-50.

Your optimism is laudable and it is wonderful we have you thinking that way. I am interested in this from the viewpoint of our experience and I think the experience that has been characteristic of the South would be the experience that would be characteristic of the North in this regard.

For instance since the Civil Rights Act of 1964, your statement at page — you indicate that the number of Negro students attending desegregated schools has increased markedly.

In 1961, it was 2.25 percent; in 1965, 6 percent; and in September 1966, 12 percent. These would be impressive figures if we knew one thing. How does the overall school attendance in these areas of white students compare with the number of white births and how does the number of Negro students compare with Negro births 6 years prior to these times?