

ents to send their children to other schools because freedom of choice is available so the family says the only quality nearby is one of the nondenominational private schools or parochial schools.

Again with limited tuition and available space use, what true freedom of choice does a family have unless you give it the means to attend school?

Mr. LIBASSI. I have a freedom of choice to attend my schools. Most Negro families do have that choice.

Mr. CAREY. You cannot mobilize the community to improve the quality of the schools.

Mr. LIBASSI. I could not agree with you more. I think the Federal Government should be able to provide financial assistance to schools or others to help disadvantaged children receive a quality education. The reason for my optimism there are school districts and school superintendents that are planning for the expanding of the opportunity of Negro children and providing the transportation to do it and are using Federal funds.

Mr. CAREY. Isn't it true historically as our funds have grown up educational opportunities have followed the pocketbook to a great degree and in effect we do have subsidized private education for all but the disadvantaged children?

By that I mean in the secretary's book, excellence, or self-renewal, one of his volumes, both of which I think are highly important writings in this whole problem of quality education and he makes a reference to the Scarsdale, N.Y., school system which is theoretically an open enrollment public school system, but as a matter of actuality as a matter of practical consideration if you don't have the money to pay the high school tax and the high cost of property in the Scarsdale area you cannot attend that school system.

Yet the economic barrier is there and yet it receives just as much money for support as the disadvantaged school district in central Harlem so the Scarsdale children have all this and heaven too.

They have very clear demarcation of barriers through property tax and control of the school system which prevents disadvantaged families from moving into those schools.

This is the so-called anomaly in educational systems. If a non-denominational private school offering quality education would open up in the middle of Harlem and I know six schools that are not eligible for \$1, isn't it a paradox, and the other one is starting and the one is completely supported and the other is not.

Mr. LIBASSI. I think the denial of education by geography, the income of your parents, the ability or capacity to move into a particular neighborhood is hardly one we should be proud of. I don't think our educational system is fulfilling its function of affording all children a full life.

When we restrict Negro families to particular neighborhoods or cities and deny them the opportunity to move into the suburbs, we have very unequal educational opportunity in the country.

Mr. CAREY. Isn't it also true the appalling and frightening aspect of this is that not only this pattern develops but also the prospect is not