

that larger inputs of money will have to be made available to correct and restore equality of education.

The prospect at this time is it is going to get worse. As those who can afford to move out, and as the percentage of Negro children increases in a given school district, the quality denominator moves down because the association of the children with greater learning opportunities is lost, the children who are in there are faced with a more oblique prospect that the ghettoization is going to continue and the sense of achievement and hope for progress in their lives is very badly mitigated and in a sense the school becomes worse and worse and each day despite the installation of money to try to do more, with new buildings, new books, audiovisual materials, what we can really only do by the completed education experience.

Isn't it true these schools are going to get worse in the cities and the exodus is going to grow more rapidly and more drastically? Isn't this the true picture?

Mr. LIBASSI. There is a growing body of evidence that supports the proposition that merely improving the physical environment of the school does not improve the quality of education, that the key factors which affect education are the socioeconomic and educational status of the child himself and of his classmates and they are segregated schools regardless of their size, the physical environment, the equipment, the money that is being poured into it will not provide and do not make up for the disadvantage of being in a socioeconomically segregated school.

Of course race then adds to it. While the money is essential we cannot ignore the fact that the money cannot overcome segregation.

Mr. BURTON. I would like to ask the Chair a question if I may because I find this discussion very enlightening. Would the elimination of financing in this tend to negatively or favorably affect what I fear is the trend in terms of the urban ghetto schools?

Is it a valid concern that motivated parents when they are no longer confronted with the financial obstacle are going to take their children out of the public schools, leaving more of the children of the unmotivated families?

Will that accelerate what may well be virtually an irreversible trend in terms of the ghetto schools? I am not sure what the response to that is. As I understand that which has been discussed is that some parents and kids should not be disadvantaged merely because they come from an economic setting that does not permit them all the options which we think are important in a democratic society.

Viewing society as a whole, what happens to those kids in the families where they don't have a parent or parents that have sufficient motivation to exercise these options or ideas, and what if everybody does, what happens to the public school system?

Mr. CAREY. If we can have a colloquy here I am pleased to respond in that regard. What happens to General Motors when Chrysler puts out a new model?

What happens to Cadillac when the Mustangs started to steal the automobile sales? The answer is competition improves the product for both sides. That has been the American theory and the American practice throughout our history.