

Mr. BURTON. If I may just conclude this colloquy with an observation that I am sure both my colleague and I recognize, that we are attempting to deal with one of the very important aspects of being poor in this country in a very selective and partial manner. I am sure my colleague and I would prefer that we find some solution for income maintenance for the poor generally so we would not be subject to dealing with one of the symptoms of poverty in this particular manner, although all too often we have to deal with it in the particular because you can't find, national general solution to the problem of personal or family poverty.

I would prefer we come to grips with this matter across the board. I suspect it will be years before we can do this in any meaningful way so we are probably stuck with the fact that we will have to look for some piece-by-piece solutions to the problems that poor people are confronted within this particular one field of education.

Mr. CAREY. I would like the witness to make any final statements at this time.

Mr. LIBASSI. I would just want to add there is very substantial evidence now that when Negro children are assigned to schools in which they are in the minority, whether it is a private school or a public school, that their educational achievement improves immeasurably and that it is a significant contributing factor to equal educational opportunity and also, as Mrs. Martin keeps reminding me, white children do not suffer educationally when a minority of Negro children are moved into the district.

There is no measurable or appreciable diminution of their educational achievement when they are in the majority and here there is a minority of Negro students in the school.

Mr. CAREY. I wish the distinguished witnesses here this morning would be just as expeditious as possible in rendering to the committee the statement of facts and the statistics that we requested, which I think are most important to us in our deliberations on this bill and on the economic education.

The Economic Opportunity Act when it comes up for discussion, because I think it is more important in all our discussions on the deliberations, that we look at the significance it is going to have in the field of equal educational opportunities and that we do nothing to impair the very modest progress we have been able to make and again make ever greater progress in this regard.

You can help us a great deal if you can get for us the matters we have addressed to you so we can enter them at the appropriate place in the record and we can use them in dealing with this legislation.

Mr. BURTON. Do I take it that the Chair and I are in agreement because Headstart under the war on poverty is providing us with one mechanism—the additional mechanism just how we might better improve educational quality for all of the Nation's youngsters and it would be premature to eliminate this mechanism from the variety of tools that we are seeking to the end that the educational quality of our youngsters is improved.

That to transfer Headstart over directly to an Office of Education function through State agencies and with all of the alterations that might or might not entail might be quite ill advised at this time.