

There are advantages in this, in that every teacher is in the same situation, and they can all say, "Well, I didn't get picked on, I am in the same boat everybody else is in". But the Commissioner in line with what we were discussing before about allowing things to take place more gradually, has simply asked that the general requirement be that there be at least one full time class room teacher in each school. There is some flexibility in this, and perhaps we can work out something at this time that would accomplish the same purpose in a slightly different fashion.

Mr. PARKER. You haven't stated a definite recommendation.

Mr. RICH. Well, the general recommendation would be that there be a full time faculty member in each of the schools of the opposite race from the majority of the faculty members in that school. But there is another possibility,—let me ask you, you have how many schools in the district?

Mr. PATRICK. 17.

Mr. RICH. 17? Now, if you had, let's say—

Mr. PARKER. $8\frac{1}{2}$? How are you going to get the half?

Mr. RICH. No, sir, if you had 17 full time classroom teachers teaching where races are in a minority on the faculty, you can say, only 13 of the schools, so that there would be 2 or maybe 3 teachers in some of the schools. Then this would be acceptable. This would accomplish most of the purpose that the Commissioner is looking for, and perhaps in some way, as I have pointed out before, we are not talking about total desegregation where every teacher is in the same boat, still, there are advantages in gaining assurances of teachers that they will, either voluntarily, or after a time, teach in a school where there are races of the minority. There would be two or maybe three teachers who would be in the minority racially in that particular school.

Mr. PARKER. Assign them against their will?

Mr. RICH. Well, sir, first of all, let me ask—the contracts of the teachers are with the Board of Education, are they not?

Mr. PARKER. Yes, sir.

Mr. RICH. They are not with a particular school, they are with the Board?

Mr. PATRICK. They have my agreement. But teachers became wise this Spring, and they have from the Superintendent his promise that he will place them as of September in a given school. I have lost about 14 teachers—short at the present time. I have missed getting several fine prospective teachers, white teachers, because I tried to assign them to negro schools as they came in. Two young gentlemen that the Board authorized me to double their local supplements to teach shop at the negro school, which would have given them almost double salary, and they saw that salary and they said, "Yes, sir, we will do it". And the next day they came in and handed me their contracts and said, "Now, we will either stay where we are, or you can have these". And we have two weeks notice in our contract. I have lost teachers, we have tried to assign teachers. We have tried to find teachers to go over voluntarily, and the attitude of the teachers is, "We don't have to have this job". But the boys and girls in Spalding County need teachers.

Mr. RICH. We would certainly agree with that, sir, and we would not want to have the school system faced with a shortage of teachers.

Mr. PATRICK. My shortage is with negro teachers, also. And if I am unable to place my white teachers in negro schools, is it fair to leave the little negro children without a teacher and put that teacher over in a white school?

Mr. PARKER. We are talking about the practicability of this thing, now, and if we do some faculty desegregation more than what we have done, it has got to be related to the practical matters of finding the school teachers. Go on to your next recommendation.

Mr. RICH. Yes, sir. Well, going along with this, we would ask that the Board which always does have the responsibility of making assignments regardless of whether it makes it to the school where the teacher has been teaching before, or to a new school, as an example,—and I might point out that,—let's start with your freedom of choice plan that you had 1,000 students choosing schools that they had not formerly attended, say, they were negro students choosing formerly white schools, they might be white students who decided they would like to go to school on the other end of town. Then you would have had to transfer a significant number of teachers from their usual positions to some other position, to a school that they hadn't taught at formerly, and we can liken this in this situation. Now, so far as the practicalities are concerned, we