

Mr. PERLMAN. In this situation, sir, would there be a math teacher in the negro school?

Mr. CHRISTIE. We have got three—we are short three already.

Mr. PERLMAN. You would still be short, if you got a negro teaching in a negro school.

Mr. PATRICK. We were talking about that she was in an automobile wreck yesterday, Mr. Christie and I were talking about it, and the negro teacher was in an automobile wreck yesterday, and she will be out until about November. And, therefore, Mr. Daniel is frantic for a teacher, also.

Mr. PERLMAN. I thought we were just talking in the abstract.

Mr. PARKER. Can't we be frank about just one point and say we will do the best we can about it, and I think we can pretty well get some reasonableness about that, and go on to the next point.

Mr. RICH. Well, I think that is the only other point. But I do think that the Commissioner has set some sort of requirements. He certainly will listen to whatever recommendations, whatever the Board states is the further action that it will take. But as Mr. Patrick has pointed out, the school year is about to begin, and it is not likely that many more changes will occur, and as to the satisfying of the Commissioner's expectations and the over-all picture so far as this district is concerned, they have fallen short in both of the major phases and he is faced with a situation where it's expected that the situation will be resolved for the coming year. We are faced with a situation where it doesn't look like it is going to be, and so far as we know, I mean, the steps haven't been taken whereby the teachers have been assigned, and where they have been faced with a situation of teaching or not teaching.

G. W. PATRICK,

Superintendent, Griffin-Spalding County Schools.

Subscribed and sworn to before me this 7th day of December, 1966.

J. C. WEBB,

Notary Public.

My Commission Expires Mar. 6, 1970.

(The following excerpts are taken from the official records of the Meeting of the Griffin-Spalding County Board of Education on August 11, 1966, referred to on page 1 of Exhibit "A".)

EXHIBIT "I": BY-PASSING LOCAL SCHOOL OFFICIALS, ETC.

Mr. PERLMAN. My only purpose in coming into the community is to find out the reasons that negro students have chosen or not chosen to attend a white school. And I only think once did I have to make it clear to somebody that I was not there to suggest which school he was going to attend. I was only there for the purpose to see the particular reasons why the number of students who chose to attend the former—the number was not higher or lower—so we can make a suggestion to the Board when we met with it. Now, in this particular—well, I would not be the person who was in Griffin-Spalding—I have been in neighboring communities. But there were members of our team talking to members of the community, and the only purpose is to see if this is the type of community where this additional transfer period would be advisable in the community, the reasons why negro students have failed to choose a white school would make it such that this would not be the advisable recommendation. In this case where you have a community where negro students don't want to be the trail blazers, which is a perfectly human trait, we feel this type of plan, this amendment, is perfectly adapted to this type of situation.

Mr. PARKER. I pointed out briefly in my opening statement that I made, some of the things that we have done about talking to our white and negro leaders. We had this room full of negro leaders before this thing was ever started, telling them what we proposed to do, asking their suggestions and their help and support. And we have had it. And I pointed out, also, in this statement, we had not the first incident of any kind whatsoever when we put 60 some odd negro students in white schools for the first time. Not the first incident did we have. Now, I have had literally hundreds of negro and white people to come to my office and tell me about how the thing was handled in this county, and