

Congressman Erlenborn is a relatively young Member of the House of Representatives. He is a man who, in a relatively short period of service, has demonstrated outstanding ability and capability.

As a rather junior Member of Congress, we often see him as the minority floor manager of important legislation. He is particularly interested in the subject of education legislation.

And I would like to publicly recognize him as a colleague in whom we have confidence, and whom we admire and respect.

I think that we in Georgia, where this meeting is being held, and that we in the Southeast, are indeed fortunate to have had Members of Congress of the character, integrity, and ability of these two members of this fine subcommittee who are here today.

Mrs. GREEN. Thank you very much, Congressman Flynt, for your very generous comments.

And all of you who are here can see that if they do not persuade us with arguments, at times, they always persuade us with their southern charm.

Mr. FLYNT. Madam Chairman, could I trespass on your time very briefly to point out one thing, which I know Mr. Acree had hoped to have a memorandum on at the time he made his presentation?

Without imposing on his prerogative to present this, I would like to call to your attention and to the attention of the subcommittee an incident which took place during a visit of a "compliance team" to the Griffin-Spaulding County School Board, which is not only within the district which I represent, but also my hometown.

I am not saying whether this statement that I am about to refer to was made during a recess of that meeting, or whether it was made after instructing the court reporter who was reporting the proceedings to go off the record, but when the question arose about mandatory assignments to create a racial balance in the faculties of different schools, the superintendent of schools of this Griffin-Spaulding County system told Mr. Rich and Mr. Pearlman and the other two members of the compliance team that if he followed their verbal instructions and directives, he would be confronted with either singular or mass resignations from members of the faculty, which was already understaffed, and he said that he could not, 2 weeks before school opened, take a position and issue transfer orders which would deplete an already understaffed faculty.

My recollection is that at that point Mr. Pearlman either asked—and he was a member of the compliance team—either asked to go off the record, or, during a recess, in an outer office from the one in which the meeting was being held, Mr. Pearlman seriously suggested using economic pressure by making investigations and inquiries to find out which members of the faculty of that school system were either in debt or so economically situated that they could not resist a transfer order, even though they would not like to comply with it.

Mr. Patrick and I were both shocked when we heard this suggestion, and Mr. Patrick asked him if he understood him properly, and if he did, would he elaborate on it.

He said:

Yes. What I mean is this: It is for you to find a schoolteacher, preferably a lady schoolteacher, who has an elderly or invalid parent dependent upon her for support, so that she cannot resign her job if she is transferred to a school that she does not want to teach in.