

planation for the racial concentration in the Chicago schools and while there was not a proven, deliberate segregation by the school officials, there was reasonable question on it.

The object here is to afford the school officials as much assistance as is possible in redesigning the attendance areas. This may result in simply enlarging attendance areas and not necessarily in the abolition of the neighborhood school but enlarging the neighborhood served by particular schools.

The problem of feeder patterns may change. Children instead of traveling 15 minutes to a junior high school may travel 20 minutes to a different junior high school and, therefore, decrease the segregation of the school system, so the abolition of the neighborhood school is not the single means by which you can reduce racial concentrations.

In some cases it is necessary to do that but in others it is not.

Mr. STREIGER. One of the other points that is touched on in the report is the question of faculty assignments patterns.

In here there are quoted four principles—four principal actions which the Office of Education felt were needed to modify the faculty assignment pattern.

They make the point obviously that there is a very real problem here in terms of the concentration of Negro teaching in Negro schools and whites in white schools without much interchange.

One of the sections here indicates that the board should—

1. Assume much greater responsibility regarding teacher assignment.

2. Increase the proportion of experienced teachers in disadvantaged schools. This could include limiting, more than is done under current board policy, the transfer of experienced teachers to those schools already having a high proportion of experienced teachers.

I wonder if you want to just develop this a little bit. The point here is again made, of course, that really it is the teacher policy or the education association policy perhaps which says that a more experienced teacher has the ability to transfer to a more desirable school.

When you get into this area you are really striking at what the teacher can and cannot do a little bit. What I would really like to know is what kind of work your office has done and the Office of Education in working with either the Chicago Federation of Teachers or the Chicago Education Association in attempting to try to reverse its transfer policy or urging them to not transfer out of the less desirable schools into the more desirable schools.

Have you spent time with the teachers organizations on this problem?

Mr. LIBASSI. I am not too familiar with that respect.

Mrs. MARTIN. One of the items in the planning grant was funds to arrange for the Chicago school personnel people to sit down with the Chicago teachers union to discuss their ideas, the teachers union ideas about how they could help to encourage new teachers, experienced teachers to go into the ghetto schools and how their suggestions as to how the school system encouraged experienced teachers to move from the better schools into the ghetto type schools.

I think a substantial amount of time and money will be spent in this grant which is forthcoming with just meeting and discussing this