

board cannot abdicate its responsibility by assigning teachers to schools by saying what we can do.

I believe they have a responsibility to work it out and let them suggest to the school board the kind of incentives or encouragements that teachers would have to have in order to go into a different kind of teaching situation.

Mr. STEIGER. While it is true that the school board cannot abdicate its responsibility, neither can the teachers union abdicate its responsibility.

You have a two-way street here.

Mrs. MARTIN. They have to work together and a part of the planning grant that Chicago wants to get going is for the personnel people from the school district to sit down with the union people to try to work out some ideas and plans for encouraging good teachers, the experienced teachers to go into the ghetto-type school.

Mr. LIBASSI. I might add, if I may, the heart of the problem is how do we communicate to the teachers that these schools are desirable status schools where if they had the feeling with higher educational standards, if they had the feeling that it was going to be major educational effort made in the school then they would become desirable experiences.

But as long as they are overcrowded, the inadequate educational program, disciplinary problems, shortage of remedial aids for the children, lack of equipment, you are really asking a teacher to take on a situation where it is going to be almost impossible for a good teacher to work creatively, so I think we both have to develop incentives but we also have to get at the school itself and inviting educational challenge for the teacher rather than a nightmare of discipline.

Mr. STEIGER. May I touch on the—on what the gentleman from New York, Mr. Scheuer, mentioned to you and encourage you to provide for the committee what you are doing in the quiet persuasion process.

I think this is very important. He mentioned what the New York human relations group is doing. In Wisconsin we have our governors on human rights operating on this same kind of a basis.

I think this would be beneficial and useful from our standpoint as well as from yours, to have this kind of information. Also I asked on Saturday whether or not you had any indication as to the number of complaints that you have received. Do you have that information this morning?

Mr. LIBASSI. No, I am sorry I do not have the number of complaints we received but I did find out that we do visit all school superintendents in all cases of the nature of the complaints that have been filed against them and we do contact them first when we go into a community so that they are aware of the nature of the complaints that have been filed both North and South.

You pressed the point that you felt it important that we communicate with them and that is the policy and that is being followed by the staff. I don't have the number of complaints by State today but we will get that up and we will have it, I would hope, by tomorrow or the—for the record.

Chairman PERKINS. Without objection the data will be inserted in the record.