

We have called your attention to specific sections of the law, which we feel, very strongly feel, are being violated consistently by these policies, guidelines, and directives from Washington.

Secondly, we complain of the evasive, conflicting, and confusing meaning given to certain key words and expressions which are being used daily by HEW officials, State officials, and local officials, because of the necessity that they must be used, such words as integration, desegregation, imbalances, freedom of choice, dual school systems.

In my personal conversations with certain of our HEW officials, as well as contact with these many pieces of documented evidence which I have, some of which I make available to you, we find abundant evidence of the fact that there is no common agreement on the meaning or the proper usage of the meaning of these terms to which I refer.

And then we of course would hasten to follow by calling your attention to the fact that we are astounded, as a matter of fact, at the contradiction by HEW representatives of their own guidelines, memorandums, and directives, as they proceed to visit school system after school system.

This, we feel, is evidence of their being unqualified and/or inefficient in the administration of even their own guidelines and policies.

Our next complaint, of course, pinpoints that to which I referred. That is the use of personnel by the Office of Education in administering these very comprehensive and very delicate and very meaningful laws, if they are properly administered, the use of personnel who are not qualified by training, experience, or temperament.

Further, we complain that the administrative practices and tactics these people use are unprofessional, ineffective, and detrimental.

I trust that we have provided you with documented evidence which will substantiate this complaint.

We complain specifically as to the practice of HEW people of issuing memorandums. These memorandums are included in the brief.

Upon being requested to issue these memorandums on official letterhead from the duly constituted office, many of our school people have failed to get a response to this.

We have many copies of these memorandums issued in longhand on pads or other paper, which is very unbecoming such important and far-reaching documents as they suggest these to be.

Mrs. GREEN. May I interrupt you?

Are those included here in this brief?

Mr. ACREE. Yes, ma'am. They are. And I shall call your attention to the exact location, if I may.

I believe you will find, in exhibits N, O, and P, an exact replica, 46, 47, and 48.

I have other copies that I can make available to you in addition to the three copies included herein.

Mrs. GREEN. May I interrupt you here?

I have seen some of these memorandums before.

What is your reaction to the fact that in the regional office at Atlanta there is one Negro employee?

Mr. ACREE. One Negro employee in the office?

Mrs. GREEN. At a GS-1 level.

Mr. ACREE. Again, my reaction would be, immediately: This is further evidence of the inconsistency of the application of even their