

Operating with an attendance zone plan followed by freedom of choice—now, what exactly this means is one of the things we have been unable to discover, but this is the description of the system.

Mr. Howe's letter to Mr. Cherry on May 16, 1966, this is the description of it as given, that we have attempted to find out what this really means, but we are told that basically it is a geographic plan, with attendance zones, and children assigned by zone.

Mrs. GREEN. Do you know of any instance in De Kalb County where a student presented himself at any school and said, "I would like to enroll in this school," and he was denied the opportunity to attend?

Mr. GREEN. Not in direct fashion; no. We know of some instances in which there were some discouraging steps taken, but, no, I would have to say that any child who made a direct, clear, clean-cut request to be assigned to that school—we could not say anybody had been rejected for race in that school.

Mrs. GREEN. What do you think the Office of Education ought to have done that they did not do?

Mr. GREEN. We think they ought to have asked that De Kalb County toe the line on guidelines.

Mrs. GREEN. What, specifically? What guidelines? And what do you mean by "toeing the line"?

Mr. GREEN. Using the 1966 guidelines, we believe that perhaps the most important thing that should happen, that has not happened, is that every single parent and child in the county receive notice of his zone, of the attendance zone in which he lives.

There are still many children, particularly Negro children and parents, in De Kalb County, who don't really know. They know their children go to that Negro school, a number of miles away. They don't know whether they live in that zone, or they live in that white school zone, or that Negro school zone.

Now, I don't deny that those who care about it strongly enough to take the initiative, to go down and visit each school in turn, can, by looking at the map on the wall, find out whether they live in the zone at that school, and after making the rounds at several schools, they can probably find out in just which attendance zone they live.

Then they could, presumably, next year apply to transfer to that school, and my guess is that that request would be granted. There would not be any basic difficulty.

But we think that the burden of this kind of thing should not be put upon the transferring of Negro children.

Mrs. GREEN. Then you say, one, you think that the Office of Education should see that a notice is given to everyone in the county?

Mr. GREEN. That is correct.

Mrs. GREEN. Now, what about the Human Research Council? Have they taken leadership, sent out notices, done an educational job in the county?

Mr. GREEN. Yes, and no. In fact, in many respects this is one of the things that had us so very angry, at first. In 1965 we did just exactly that. We spent our time in notifying parents.

In 1965, first and eighth graders only were allowed to transfer. We spent a great deal of time and effort finding families that had rising eighth graders and entering first graders, and notifying them of the