

possibilities of getting their children in this school or that school, and finding out what could be done about transportation, which has been a very difficult problem.

Part of our difficulty the following year was that we believed the U.S. Office of Education's statements that they meant to enforce their rules, and as we read the rules, I still believe that if the rules they had laid down had been observed carefully, there would have been no difficulty.

Mrs. GREEN. How much success did you have in 1965 with the first and eighth graders? Did you send everyone a notice that had children in the first and eighth grades?

Mr. GREEN. No. In most cases this meant a door-by-door attempt, attending church meetings, going from door to door, in this little Negro community, trying to find out who had such children. We did not have any master list from which we could work.

In 1966, we simply did not do this. We thought all we would do was watch the national Office of Education enforce the guidelines.

This was a terrible mistake, which we regretted very much.

However, in the fall of 1965, nearly 250 pupils transferred. It only went up to 400, or thereabouts—I don't claim I know the exact figure—in the following year, when all grades went up. I am sure that we could have done much better.

Mrs. GREEN. You have said one thing. What else do you think the Office of Education ought to do?

Mr. GREEN. They have a paragraph in their guidelines saying they will not tolerate the existence of small, isolated, inadequate schools. There is at least one school of roughly 120 pupils in De Kalb County, an all-Negro high school. That is five grades, now, we are talking about. That is being maintained, which we think is in direct contradiction to the provisions of the guidelines.

Yet it is a good provision, and we don't believe that that high school should be maintained.

There is also an elementary school on the spot, and we are not suggesting that that spot should be eliminated.

We believe that in the immediate action, the U.S. Office of Education should investigate at the very least the actions of the school system with regard to its bus transportation.

Some buses that were desegregated last year are segregated again this year.

Unfortunately, I could not get some people of the council here who know in precise detail about this particular point, but there is one story of the Negro community in Tucker, which is a small community or city or town in De Kalb County. It is a very small Negro community, and four buses go around through that little Negro community.

Many of the children go to a nearby white elementary school. As I understand it, and this is hearsay on my part, now; I have not investigated this personally—the bus to that school, to that white elementary school, with the Tucker Negro children, used to go down the street, where they lived. It was an integrated bus.

They discovered that a bridge over which that bus had to go was defective, and the white children on that bus were taken off the bus and put on other buses, and the Negro children continued to ride that particular bus, which now is segregated going to school.