

know that HEW officials are aware of the difficulties created by adverse mass media and hostile officials. We would like to know whether there are school districts where HEW has undertaken to inform the public directly about the goals and the specific requirements of the Equal Educational Opportunities Program and whether such an effort has made a difference.

2. *What has been the impact on the total program of the exclusion of school districts under court order from HEW's compliance machinery?* How does HEW ascertain whether these court orders are actually being implemented? In how many school districts has HEW determined that court orders are not being complied with and what has HEW done in these cases? During 1966 how many school districts were in litigation and in negotiation with HEW at the same time. What special problems were created by this situation? Our experience this year leads us to affirm even more strongly the recommendation which we made to HEW a year ago that court-ordered districts should not be excluded from the compliance machinery.

3. *Has the closing of small, inferior segregated schools contributed significantly to the elimination of dual school systems?* How does HEW learn of the existence of such schools? What does HEW do when it finds out about these schools? How does HEW define a small, inadequate school? For example, there are many 12-grade Negro schools with unaccredited high school departments which have fewer than 100 pupils in grades 9-12. By educational standards these schools would be rated as unable to provide an adequate program. Would HEW require the closing of such high schools even though the plant facilities might not be substandard? Are school officials required to report what happened to the Negro pupils and teachers when small schools are closed? How does HEW insure that the students are not consolidated into other Negro schools, thus creating larger units of segregation? How many small, inferior schools were reported in 1966? How many were closed? What happens to Negro schools which become small when large numbers of their pupils choose to attend desegregated schools? Why has HEW not required the closing of certain obviously inferior schools which were reported by concerned Negro citizens?

4. *What do your data reveal about the adequacy of freedom of choice plans to effectuate Title VI?* In how many school districts have freedom of choice plans resulted in the elimination of dual school systems since 1964? Where, and under what conditions? In 1966 how many school districts came up to the percentages suggested in the Guidelines? In how many districts and by what criteria was the performance under freedom of choice plans determined inadequate by HEW? How many districts were required to improve their performance? What kinds of suggestions for additional steps were made to them, what did they actually do, and what were the results? Where a second transfer period was held, were the results significantly increased? What has HEW done where additional efforts to implement freedom of choice plans have been ineffective? Where freedom of choice plans have not worked, how have HEW and/or local school officials determined what would work?

What has HEW learned this year about the actual operation of freedom of choice procedures? Do your data corroborate our staff experience that there continue to be considerable violations of the procedures required by the Guidelines, such as inadequate notice to parents, abbreviated transfer periods, etc.? How many districts have been cited for noncompliance for these violations? The Guidelines require that pupils who did not make a choice during the spring registration period should be assigned during the first week of school to the nearest school regardless of race. What happened to these students? In how many districts did this result in an increase in nonracial enrollment?

Where formerly all-white schools have become overcrowded as the result of the exercise of free choice, what has happened? How has HEW determined whether the criteria for overcrowding were uniform throughout the district? What has HEW done when Negro students have been sent back to Negro schools because of the overcrowding of desegregated schools? What has happened to white pupils where desegregated schools have become overcrowded? In how many cases, and where, has overcrowding resulted in the enrollment of white pupils in formerly all-Negro schools, either through assignment, school pairing or some other action by school officials?

In how many school districts desegregating fewer than 12 grades did Negro pupils request transfer under the provisions enumerated in 181.71 of the Guide-