

There has been blatant opposition to compliance with this and with the guidelines of the U.S. Office of Education in many States, especially those in the southern region. The skillful tactics of some officials, over the years since the 1954 Court decision to desegregate the public schools, point up clearly a need for Federal control of administration of funds for these programs.

Examples of these tactics include the mushrooming of private schools whose pupils receive grants for tuition from the States in some cases and the general attitude of many persons that what has been traditionally in education—the dual system—is a “way of life” and each person must be given the freedom of choice about the school he will attend.

In other words, unless there is Federal control of these programs there is, in the largest measure, the possibility that a large segment of our Nation's population—specifically, the Negro—will not be able to share proportionately in these programs which are so necessary to alleviate their present status as disadvantaged citizens.

The late Adlai Stevenson summed up the importance of education in this way:

The American dream begins in the classroom . . .

The question that looms large today is: How do we give all Americans an opportunity to share in the dream that begins with education?

Thank you, Mr. Chairman.

Chairman PERKINS. That is a fine statement, Dr. Torrence, and I appreciate your putting in an appearance this morning.

Our next witness is Mr. J. W. Edgar, commissioner of education, Austin, Tex. It is my understanding that he is not here, but he is represented by Dr. J. Warren Hitt, deputy commissioner. You may proceed, Dr. Hitt.

**STATEMENT OF J. W. EDGAR, COMMISSIONER OF EDUCATION,
AUSTIN, TEX., REPRESENTED BY J. WARREN HITT, DEPUTY
COMMISSIONER OF EDUCATION**

Mr. HITT. We are sorry that Dr. Edgar was unable to be here. He was previously committed to an educational planning meeting in Denver.

I am Warren Hitt, of Austin, Tex., deputy commissioner of education for Texas, here to discuss titles III and V of the Elementary and Secondary Education Act, as these programs operate in Texas.

I am including title V, because these two programs as they operate in our State are closely interwoven.

In preparing for the implementation of title III, the Texas Education Agency utilized the resources available to it under title V of the Elementary and Secondary Education Act to establish the office of planning to administer the State's responsibility for title III.

Approximately one-third of the Texas allocation under title V was devoted to this effort. The office of planning under the direction of the associate commissioner also has the responsibility for coordinating the planning activities of all agency programs related to instruction—academic, vocational, compensatory, special, and adult.