

19 landmark educational bills had been written into law. These bills are aimed at providing education in our country and wider educational opportunities at every level of education, and while they represent the great strides forward they nonetheless impose great burdens on the Federal Government in getting these programs into effective operation.

Much of the money that has been authorized and appropriated by Congress in the field of education in these last 3 years is being administered by the U.S. Office of Education.

As I recall the amount of money being administered by the Office of Education in fiscal 1964 came to some \$700 million and in a period of about 3 years that figure had increased fourfold to a figure of \$3.3 billion.

This subcommittee, under Mrs. Green's leadership, has begun its work by undertaking a study of the operation of the Office of Education in Washington, D.C., discussing with officials of the Office of Education not only their organization but the development of the guidelines that are used in connection with these several programs and discussing as well the relations between OE in Washington and the field offices in the country.

In addition our subcommittee and its staff have been engaged in discussing with members of the educational community at every level their points of view with respect to the relationships that they have had with the Office of Education. As you are aware, many of you have been asked for your comment on these questions by means of a questionnaire. I think many of you will have received another questionnaire which you will be asked to complete by the time of the end of this study which is the 31st of December of this year. Members of our subcommittee felt that it was not enough only to talk with Office of Education officials in Washington or to rely on questionnaires but that it was essential that we should talk with the user population; that is to say, with those persons who actually must make effective the Federal education programs here in the field. That is why Congressman Quie and I are here in Evanston in the Midwest with you today.

We would like to discuss with you how these Federal education programs are indeed operating at the local level. We would like to get your judgments on how the administration of these programs can be improved at the local level. We would like to get any suggestions you may have for the elimination of bottlenecks.

We are sure that Congress itself is probably as responsible as any other institution in this picture for some of the bottlenecks.

I might say in conclusion before I invite Congressman Quie to make any comments he may wish to make, that because we are operating on limited time we shall ask those of you who have been kind enough to come to speak as quickly as you can and to the point. We will begin in a moment with officials of the regional office of HEW and OE, and then we shall ask people from the universities to join them. Read your statements and then we shall engage in a colloquy in a panel form.

Mr. Quie, have you any comment you would like to make?

Mr. QUIE. Well, just very briefly. I am glad to be here in Evanston and to hear from people from the regional office and from educa-