

It is into such an environment that the U.S. Office of Education has been projected as an *active partner-participant* with the education community in the attainment of those responsibilities given to education.

Several years ago *The Carnegie Study of Federal Government and Higher Education* posed this question: "Will representatives of educational institutions find effective ways to sit down with informed and concerned representatives from Government to evolve wise policies, and then even more important, to get them to understand in Congress and in the country at large?"

A year or so later, Dr. David Henry, President, University of Illinois, speaking in behalf of the American Council on Education proposed two thought-provoking theses: "Higher education must increase the effectiveness of its liaison with the Federal Government" and "Legislative proposals must be interpreted across the land as well as in Washington."

Dr. Douglas Knight, President of Duke University, concerned that perhaps government officials were inclined to be submerged in the management, supervision, and technique aspects of their programs thereby losing the necessary sensitivity to their substance, stated: "Although physical support does imply intellectual and moral support I am of the firm belief that the most important question we can ask about any Federal program is not what construction or expansion does it make possible but what ideas does it encourage?"

Dr. John W. Gardner, Secretary of the Department of Health, Education, and Welfare, expressing his strong conviction that Federal programs are important only as they affect the lives of citizens, spoke on a similar theme in his remarks to the Foreign Service Association, Department of State, June 30, 1966. He stressed the phrase "Creative Federalism" which President Johnson emphasized in a speech made at the University of Michigan in 1964.

What all this suggests quite strongly is that our citizenry, lay and professional, must work cooperatively at all levels of government in order to understand the basic issues confronting education and determine to solve them. We cannot obtain success otherwise. Under our democratic system, no level of government—local, state, or Federal—can succeed in securing necessary action programs or funds to carry them out unless our citizens understand, actively endorse, and indeed participate in the steps that need to be taken.

"Cooperation," "partnership," "dialog," or "Creative Federalism," whatever terms we use, strike a responsive chord in the hearts and minds of individuals but problems exist. One is the apprehension of Federal control. The Committee may wish to explore this further at the conclusion of the testimony.

My credo in such matters is based on the words of Thomas Jefferson: "I know of no safe depository of the ultimate powers of society but the people themselves, or if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

Having stated this, I must add that we should want our government to be capable of great leadership in the arena of national and world affairs. History provides that dictatorships do not grow out of strong and successful governments, but out of weak and helpless ones. If by democratic methods the people get a government strong enough to protect them from fear and starvation, their democracy succeeds; but if they do not, they grow impatient. Therefore, the only sure bulwark of continuing liberty is a government strong enough to protect the interests of the people, and a people strong enough and well informed enough to maintain its sovereign control over its government.

The administration of the regional office has been easy and yet difficult. In the almost six years of inhabiting the Chicago Office following two years in Washington and some 20 years of teaching and administration in large and small public and private institutions of higher education, namely, the Universities of Iowa and Minnesota and Macalester College in St. Paul, Minnesota, I feel we are recovering from a "siege of famine." It should be added hastily that we are not in a "state of feasting"—far from it—but our "meals" are becoming somewhat more balanced. The word "easy" has been utilized because we have always had the strong support of our extremely able, highly competent, and very sympathetic Regional Director, Mr. Melville H. Hosch, who has been a tower of strength in the implementation of our role and function.

The past year has given additional support. Dr. James A. Turman, Associate Commissioner for Field Services, and his staff have been instrumental in working with the Bureau Chiefs so that we now have additional staff members to accomplish what was an almost impossible task. More important, we feel that