

One factor which sometimes impedes their success is the inordinate amount of paperwork which we are attempting to solve.

Another related factor has to do with something that we are not as yet responsible for, and is determined primarily in Washington with regulatory and procedural matters that ultimately end up in terms of guidelines, rules, regulations, questionnaires, and the like. Hopefully, they can be solved in the near future, which should cause great joy to all, but particularly to our State and local colleagues.

We are greatly indebted to the latter who work with the programs at the grassroots level, and give so much of their time and use of their facilities to implement the programs. But more important, they give us also their thinking about the adequacies and inadequacies of the rules and regulations given to them to carry out the provisions of the acts passed by Congress.

May I say that I have found out, for example, in the National Defense Education Act, this often results in beneficial changes and at times brings about necessary amendments to the law. In such matters, I think one of the most important reasons for the regional office is that services that are available are utilized to great advantage to carry such thinking to the central office because, in my own thinking, we are the antenna of the Office of Education. It is our responsibility to keep our constituency at the grassroots level informed on all matters of mandates given by Congress.

Often more so, it is our responsibility to keep ourselves, the regional and central offices, informed as to the thinking of the grassroots constituency, and attempt somehow to evaluate this by either mail, or by personal confrontation.

By implication and inference, and more in a philosophical vein than practical, I have attempted to illustrate what, to me, is the role of this regional office. This does not negate the importance of "practical" aspects of our day-to-day activities. But in the last analysis, we are really concerned about the basic problems of the human condition, and these are problems of spirit and value and attitude. We must carry out our "nuts and bolts" responsibilities, and this we are doing.

In addition, as individuals and as an agency of the Federal Government, responsible ultimately to the people, I conceive our task also as aiding the education community in the nurturing of whole persons of broad vision, humane sensibilities, and great hearts.

May I conclude that we do have a philosophy in our office, which is exemplified by a very brief story, if I may relate it. This concerns the sequence of a new minister in his congregation. While delivering his first sermon he had the misfortune to have his trousers fall. The congregation was embarrassed, there was a hushed silence, but he very calmly and nonchalantly pulled up his trousers and adjusted them and said, "Brethren, from where I came we have a saying which I hope you will accept and it is, 'The more we get to see of each other, the better we will understand each other.'"

I shall be very happy to answer questions which you may have.

Mr. BRADEMAs. Thank you very much, Mr. Hosch and Mr. Mousolite. I have two or three questions to start our conversation.

Here in the region that you gentlemen serve, you have a wide variety of educational institutions; you have four of the biggest cities in the