

country: Chicago, Cleveland, Detroit, Milwaukee. In your relationships in carrying out these programs and administering these several aid-to-education programs, what are the areas where you have the most trouble and what are the areas where you have the least?

For instance, when I use the word "area" I think of your relationship to the State departments of education, the colleges and universities, both public and private, with local school systems. Are there administrative troubles that you identify with given kinds of institutions, or is that a fair question?

Mr. HOSCH. As a more impartial observer since I don't go into the day-to-day professional decisionmaking, on allocation of time may I just simply say from my observation we have something like 360 people on the regional office so I don't get a chance to see Peter every hour, or his staff.

One of the major problems, and I think this was brought out fairly clearly in the August hearings that your committee had, is the speed with which new programs have to be started and the limited amount of time that both State departments of education and higher education institutions have had to mount programs which in many respects contain new ideas, new directions, require innovations and imagination. Sometimes it is a little difficult to get instant response. It takes a little time to talk through the capacities of State departments of education. To offer advisory and consultive services to local districts, as you know, is rather weak in some places, so that I think the time element, the number of deadlines which have been necessary the last 2 or 3 years, has created a problem of getting around to seeing all of the people that should be seen, so that there can be a larger degree of understanding of what the programs are supposed to serve and how they should be organized.

I think Dr. Mousolite could answer your question a good bit more specifically than I can.

Dr. MOUSOLITE. Thank you, Bill.

As I said, I have been in the Office for 6 years here, 2 in Washington in addition. When I came out to the region, I discovered that one of the things that we had to do was to meet people, discuss our programs, work in our program reviews of the financial aids. That was one excellent way that we could show our professionalism, not only in terms of abilities to know this area but other areas of the institutions as well. The nine of us in the regional offices were all either deans or assistant presidents or presidents. We had no difficulty as an entree. So therefore in a few years, and I think I can say this very frankly, I think we have certainly cemented some very excellent relationships.

Now this was done simply because we went out 3 or 4 weeks out of the month, and kept visiting and going out. We were not able to visit all the institutions, we had our conferences, we talked; that is, we were there and were of help.

I have often said in my reports that I think we have the same situation now occurring with regard to our relationships in elementary and secondary education. We have had some good relations with the assistance to the impacted areas, some good relations in the vocational and technical areas. Now we are entering for the first time in a