

very close relationship, or at least attempting to, with the elementary and secondary education people. How we will succeed will depend I think basically on who we have in the offices going out having a personal confrontation with the people at the State and local levels throughout the entire regions—how they deal with them, how the coordination exists with the people in Washington, what their concept of a regional office is, and what they ought to do.

This I say has been a very difficult problem with regard to how we function, so it was fortunate that some of us had Washington experience as well as regional experience.

I know what the problems are that exist at the present time and I have heard the complaints as well as some of the praises, of what is happening in the Office of Education, and how it is implementing its program.

Very little educational legislation was passed in the last 2 years except this one very important International Education Act which was chaired by Mr. Brademas, and I hope it will have an impact.

Again I have no doubt that if these things will exist we certainly will be on the same level in terms of our relationships with elementary and secondary as we are in higher education.

Mr. BRADEMAs. This is very helpful. I don't think I put my question quite sharply enough. We are very hard-hitting politicians, Mr. Quie and I, and we are accustomed to coming very much to the point. Now would it be a fair summary of what you two gentlemen just said that you get along a lot better with colleges and universities in respect to administering these programs because they have been in the Federal education business a lot longer than you do with the secondary and elementary, and that you are just really finding your way in the latter areas?

Dr. MOUSOLITE. This is what I meant.

Mr. BRADEMAs. Let me ask another question. I have been impressed by the efforts you have made to insure a degree of consultation with the various institutions with which you do business. Is any effort being made on a systematic basis to develop some kind of network of consultation and discussion? For instance, with the guidelines coming out, with many colleges and universities and elementary and secondary school officials wondering just what is available in the several programs—this is a question that I find when I go home all the time—are you making enough information available? Is anything being done on a systematic basis to insure that we hear from the consumer population, as we are doing this morning, and that we get not only their complaints but provide them with information as to what is available? I know you have given me these examples. My question is, do you operate systematically? If you don't, do you think it would be a good idea systematically to carry out such an undertaking?

Mr. HOSCH. I think this would be an excellent idea. I am not sure quite how we have done because of the variety of programs and the different groups.

Mr. BRADEMAs. That is just the point.

Mr. HOSCH. Yes, but if you had a system that included all these, I think you would wind up with an unmanageably large group of people to bring together at any given time. Mostly we find in educa-