

In the former capacity my responsibility is to Mr. Harold Howe II, United States Commissioner of Education, through the offices of Dr. James A. Turman, Associate Commissioner of Field Services. In the latter capacity my responsibility is to Mr. Peter P. Muirhead, Associate Commissioner, Bureau of Higher Education, through the offices of Dr. Ward Stewart, Director of Field Services, Bureau of Higher Education. I have also a direct responsibility to Mr. Melville H. Hosch, Regional Director of Department of Health, Education, and Welfare.

As the Acting Regional Representative my duties are to administer the various units of the regional office in a cooperative and coordinated manner, and render whatever aid they may request, require and/or need. These units are School Assistance in Federally Affected Areas; Manpower Development; Adult, Vocational and Technical Education; Elementary and Secondary Education; Research; Student Financial Aids; and Higher Education Facilities.

As the Regional Representative for Higher Education my duties are to administer the activities of the higher education unit and aid those on the staff responsible for Higher Education Facilities and Student Financial Aids.

At this point, I must confess to a strong feeling of ambivalence when, as the individual in charge of higher education activities, I go to the person in charge of the Office, to make necessary requests whatever they may be. The ambivalence becomes overpowering when such requests are refused on occasion and more so at present due to the "freeze" on employment of personnel and most recently the curtailment of budget activities.

Before proceeding to the main thesis of the assigned subject, I wish to state in behalf of the Office of Education and particularly for those of us in the Regional Office that it is, indeed, an honor and privilege to have you with us. As "travelers" of a sort we are very cognizant of what your itineraries entail in terms of personal expenditure of time and effort. We are grateful also for the services of Messrs. Heartfield and Maney of your staff. They facilitated the setting up of the sessions and their advice and counsel has been appreciated. It has been a real pleasure to work with them. To Northwestern University and President Miller we are indebted for hosting these sessions. We thank Dr. Miller and his staff, particularly William Ihlanfeldt who was our liaison for the University.

It has been requested that my testimony dwell on the role and function of the Regional Office, specifically Region V, with offices in Chicago, Illinois. To do so adequately in the limited time available, I have taken the liberty of appending to each of the twenty copies of the testimony an article entitled *The Role and Function of the Regional Representative of the U.S. Office of Education* which appeared in a number of professional journals in 1963 and 1964. It presents in detail and at some length the activities of the Regional Office. It may be updated by adding several programs to those listed, namely, Higher Education Facilities, Elementary and Secondary Education, Higher Education, Research, and amendments to the National Defense Education Act, Vocational Education Act, and others.

In discussing any phase or activity related to education we must place it in proper perspective on the national and international scenes. This is not an ordinary period in American history. It is the first time in the history of civilization that one country has had the means, both in material wealth and social structure, to give to every child born an opportunity for education up to the height of his power. We are, also, at the beginning of what amounts to a cultural revolution made possible by science and education, moving in an incredibly short time from education and culture for the few, to universal education and a high level of mass culture for the total population.

The attitude of the nation towards education has changed noticeably in terms of its commonality. Everywhere there is a growing faith in education as the one road to an abundance of material wealth. But more than this education is the road to "cultural enlightenment, to intercultural communication, and to world-wide understanding. More important, education is the road to genuine freedom—the freedom and dignity of the individual."

Therefore today, education—more specifically higher education—is expected to provide the foundation of economic growth and national power, the training of technical and professional personnel, be the source of future citizens and leaders, be the cradle of philosophers, a patron of the arts, and a promoter of sports.