

"someone up there" is not only cognizant of our existence but is supporting us as we carry out our assignments in close cooperation with our colleagues in the Central Office. I do not mean to imply that support was not given in the past, but it was sporadic, uncoordinated in terms of all of our units. What we did receive was strong and meaningful. Washington has been referred to as the Mt. Sinai or the Mecca of the world (I am ecumenical on this point). Hopefully, in the near future we shall have 10 Mt. Sinais or Meccas—one large and nine small—whose efforts to work in concert with the educational community will be equally effective in relation and in proportion to the areas involved and work to be accomplished.

The word "difficult" has been used simply because Region V (Illinois, Indiana, Michigan, Ohio and Wisconsin) is the largest of nine regions. Based on statistics listed in Dr. Parker's Annual Survey of Higher Education Enrollment published in *School and Society*, in this region there are over 400 institutions of post high school vintage. Twenty-five of the fifty largest institutions in the United States reside in the region, including eight of the so-called Big Ten. Last year, of the total five and one-half million enrolled in higher education, some 22 percent attended institutions in this region. We have somewhere near 5,000 school districts enrolling approximately 9,000,000 youngsters. Four of the 10 largest cities—Chicago, Detroit, Cleveland, and Milwaukee—with all of their many and varied problems make for an active regional office. One should add that in these cities, particularly in Chicago, are the headquarters of many national organizations, publications, news services, and international activities. There must be provided, therefore, a varied and extensive information service about education in the United States and foreign countries, about Federal programs or proposals under consideration, about international or foreign service programs in education. Many requests are by telephone. Equally numerous are those by mail. The past two years has seen a great influx of requests made in person, bringing individuals to the regional office.

Attached to this testimony is a list of staff members and when they joined the Office. This item merits attention and is basic to our success for it has been difficult to get competent personnel to work with us. The professional staff should be singled out for high praise. In my opinion, they have few peers in the areas of competence, devotion to duty, and ability to get the job done on a co-operative basis. As to another abbreviated segment of the Office—the secretarial staff—too much cannot be said in their praise. In my some 25 years of service in education, I have never been so privileged to be associated with a group of ladies so devoted to carrying out their responsibilities and willing to assume additional duties. We of the professional staff are grateful to be able to work with them.

In my capacity as Acting Regional Representative for the Office of Education, I have one basic function to perform and that is *to facilitate the work of the program officers which takes precedence over all other activities of the Office*. The success of these officers in their relations with local and state officials depends on how well they carry out their responsibilities. A factor which sometimes impedes the success is the inordinate amount of paper work which we are attempting to solve. Another related factor has to do with regulatory and procedural matters. All of us are aware of these problems. 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 grass roots levels and give so much of their time and use of their facilities to implement the programs. 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. This often results in beneficial changes and at times brings about necessary amendments to the laws. In such matters, the regional offices are utilized to great advantage to carry such thinking to the Central Office. We are the antenna of the Office of Education. It is our responsibility to keep our constituency at the grass roots levels informed on all matters pertaining to the mandates given to us by Congress. Equally important and often more so is our responsibility to keep ourselves—the regional and central offices—informed as to the thinking of the grass roots constituency.

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