

to resolve mutually important problems at the local and state levels, keeps all staff in "high-activity" status throughout each and every day.

The regional representatives of the Office of Education, as well as regional representatives of many other bureaus—such as Children's Bureau, Bureau of Family Services, Public Health Service, etc.—work under the general administrative supervision of the regional director for the Department of Health, Education, and Welfare, who is responsible to the secretary for the coordination and effective performance of all department programs in the region.

INCREASED DEMANDS

Demands for the services of the regional representative have increased and expanded during the past few years. Some of these have been for reviews involving the federal loan program; evaluation of NDEA guidance and counseling and foreign-language institutes; conferences with graduate deans and directors of NDEA graduate fellowship programs; requests for aid in organizing conferences, workshops, and meetings at a local, state, or regional level devoted to a variety of subjects involving faculty, research coordinators, vice-presidents in charge of campus development, financial aids officers, controllers, counselors, curriculum supervisors, principals, superintendents, school boards—the list could be continued ad infinitum.

Specific examples of internal regional office cooperation of agencies include requests by the surplus property regional representative to give an "opinion" on the feasibility, from an education point of view, of an application by a college or university for surplus property available; conferences with welfare representatives devoted to aiding a Cuban refugee family whose children may wish to attend college and need financial aid; conferences with public health representatives on matters pertaining to nurses programs in colleges and universities; conferences of representatives of all agencies held at the request of the regional director to discuss ways and means of facilitating the progress of urban renewal and public housing developments; a request by the regional director to visit the Office of the Superintendent of Public Instruction for the purpose of informing him and his staff of a forthcoming Concerted Services Workshop to be held in the chief state school officer's state.

Specific services performed in the region including the following examples.

A college president invited the regional representative to visit his institution and meet with various members of the faculty and administration to discuss trends and problems of the small college as observed over the nation as a whole, and possible roles for the small college in international education with specific emphasis on foreign-student programs, area studies, language laboratories, the status of summer school programs, student personnel services, guidance services, etc.

The president of a large university requested the services of the regional representative to discuss a cooperative program whereby the university would aid the small private colleges in the state in areas of administration, curriculum, and research.

A chief state school officer invited the regional representative to meet with his staff to aid in cooperative efforts to coordinate and unify activities in the state pertaining to Titles III, V(A), and V(B) of the NDEA; to discuss recent developments under Title X; and to present a review of the area of research and progress to date pertaining to fields of subject matter and grade levels.

A school superintendent of a large city has requested the regional representative to appear before the board of education of that city on the occasion of a visit of an official of a school boards association to present some of the "new directions in American education," to discuss the role of the board members in the school system with specific emphasis on relations with teachers, and to consider how the school system can enter on more varied and extensive relations with the U.S. Office of Education and its programs.

The director of guidance of the public school system in one of the largest cities in the nation has invited the regional representative to meet with the counselors of the schools to present some of the latest developments in the field of guidance, particularly those relating to underprivileged areas where large minority groups reside. The principals of the schools of this city have requested the regional representative to meet with them to discuss a program of FLES (foreign languages in elementary schools) and its implication for the city and the school system.