

very, very frankly because for a number of years as acting regional representative and also working on the financial aid programs, I was the only officer in higher education in the field here. More important, and this is the problem of the spirit, we feel that "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 our units, what we did receive was strong and meaningful.

Now Washington has been referred to, as I go out in the field, as the Mount Sinai or the Mecca of the world, and I am ecumenical on this point. Hopefully in the near future we shall have 10 Mount 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 the work to be accomplished.

The word "difficult" has been used simply because region V with its five States is the largest of nine regions based on statistics which appear in "School and Society," Dr. Parker's survey. In this region there are over 400 institutions of post high school vintage. Twenty-five of the 50 largest institutions in the United States reside in this region, including eight of the so-called "Big 10."

Last year of the total 5.5 million enrolled in higher education, some 22 percent attended institutions in this region. We have somewhere near 5,000 school districts enrolling approximately 9 million youngsters. Four of the 10 largest cities—Chicago, Detroit, Cleveland, Milwaukee—with all of their many and varied problems, make up an active regional office.

In these cities, particularly in Chicago, are the headquarters of many national organizations, publications, news services and international activities. So there must be provided a varied and extensive information service about education in the United States and foreign countries about Federal programs, about international or foreign service programs in education. Many requests are made by telephone. Equally numerous are those made by mail. In the past 2 years there has been a great influx of requests made in person bringing individuals to the regional office.

I do want to say that I have this list of staff members, both professional and secretarial, which is appended to the testimony which may be of interest as to their positions, as to their function, and when they joined the Office. I say this because this is very, very important. We have had difficulty in getting competent, dedicated professional staff as well as secretarial staff. What we have I am extremely proud of, and in my estimation they have no peers. They are abbreviated in many respects, primarily in number.

Now in conclusion, in my capacity as the acting regional representative, I have one basic function, and this is important in thinking in the relationship between the regional office and the people in Washington, and that is to facilitate the work of the program officers, which takes precedence over all activities of the Office, at least at this particular time.

The success of these officers in their relations with local and State officials depends on how well they carry out their responsibilities.