

quote the words of the assistant superintendent—"learn to carry out in practice what they have heard about in theory." Thus the Corps becomes not merely remedial in service but an agent of improvement for the school system. This has been a year of "working out wrinkles," I was told, and that it would be "a shame if they could not continue with their wonderful plans for next year."

Many of our people have visited these programs around the country, and are enthusiastic with what they have heard and seen. We would say that we approve of the cooperative arrangements under which the Teacher Corps is working: the training program worked out between the local school system and the nearby university, approval of the program by the State department, and school administration approval of the Corps members. We note the recommendation of stipend on a graduate-student level and would hope that, like the student stipend, this payment would be tax-exempt; if not, that the amount would be adjusted accordingly. We hope very much that this unique and immensely valuable program will be extended and expanded, we would hope on the two-year contract level, with the full authorization requested.

PTA members have long been concerned for the sadly inadequate educational facilities for Indian children in many places. According to the New York Times of April 16, 1966, 8,000 Indian children between 8 and 16 were not in school at all for lack of facilities. Obviously the task of providing for these children is great and requires more than these measures. Nevertheless, school libraries are the core of any school, however poorly housed, and we earnestly support this assistance, the extension of title II to schools for Indian children and overseas dependents schools.

In the overseas dependents schools, libraries are generally more or less adequate in size, but have suffered in quality from the stringency of the limitation upon expenditures. As a National PTA representative, I have visited large schools whose librarians have been concerned by the paucity of books in certain important areas, such as science or literature. More than one school makes a practice of referring students to the adult base libraries; one high school near London sent its students to English libraries for some needs—a more useful practice for intercultural understanding than for everyday classwork.

Most schools are too isolated for such assistance, and the adult libraries are often poorly balanced in nontechnical areas. Thus the schools need other sources of help, which is very often the PTA. In one school I arrived as the librarian was unpacking \$800 worth of books for younger children purchased by the PTA—and very grateful she was. We feel, however, that if the PTA expends its energies in this manner, it may well slight such more important work as parent education, human relations, and closer cooperation between teachers and parents—all basic to the welfare of both children and schools.

We warmly support the extension of title II in both these areas.

Extension of title III to Schools for Indian children and overseas dependents schools:

In both these areas there are more programs and greater needs than there are funds to meet, under title III. In respect to Indian children we would suggest that exploration is very important to assure the kind