

of education that will meet the special needs of these children to become self-supporting and self-respecting in the land of which they are citizens, without losing their own cultural heritage.

In respect to the overseas dependents schools we should like to describe a program which we regard as of very great importance, for which there are no present funds but for which funds from this title III seem most appropriate.

National PTA sends representatives every year to its overseas branch, the European Congress of American Parents and Teachers, who are given opportunities to visit the schools and military communities. Twice I have had this privilege, visiting schools in Germany, Oslo, and London in October 1964, and several locations in Turkey in November 1966. One of our concerns has been for the small assistance available for children with mental health problems, a concern which is amply shared by the Director of the European area schools and many school personnel. Psychiatrists and others who have studied the problem concur that 10 percent is a conservative estimate for those children who have various mental health problems, and this means, with about 100,000 in that area, we are talking about 10,000 in the European area. This is the same proportion as would occur in any American community, with the difference that in the overseas military communities there are almost no resources for help.

As I am sure the committee is aware, a multiplicity of factors are involved, including family pressures brought about by military exigencies or inability to live satisfactorily in a strange country. If the problem is severe enough, and causes a sufficient disturbance in the military community, the family is sent home—with the consequences to military career and family relations which you may imagine. If not, in most places child, family, and classroom get along as best they can for the balance of the duty tour, during which time small problems can easily become serious.

The critical need is not so much for clinical services, for these are quickly overwhelmed, but for professional assistance to teachers in understanding how to help their problem children, as well as to cope with their own sometimes considerable difficulties, to parents in understanding their children and the building of family relationships, to children in understanding themselves and in building confidence. These services, so common in the States, scarcely exist overseas.

Small cooperative projects are under way in several locations between school people and the few military psychiatrists who happen to have had experience with children or training with children. We would bring to your attention, however, a most promising project in Turkey, developed by the chief of psychiatric services of TUSLOG and the assistant superintendent for pupil personnel services for the school district.

With the help of the chief of pediatrics in Ankara, a careful survey was made to determine the number of children needing psychiatric assistance, which also showed the inadequacy of available personnel to provide the needed services. Small special classes were established for emotionally disturbed and brain-damaged children, with a combination of professional and volunteer personnel. The collaborators then turned to what is commonly known as the "community mental health