

approach," involving the hospital commander and other medical personnel, guidance counselors, school administrators, chaplains, PTA and other community leaders, and also the Ambassador, TUSLOG commander, USIS, AID, and two Turkish physicians. Later the collaborators visited other locations in Turkey to develop the same cooperation between medical and school people, supported by the same community approach.

I might interpolate I happened to be in Adana on the occasion and shared in one of these meetings.

To carry out the plan, however, certain professional personnel are essential, who are not now available, nor can be available within existing funds. It is proposed specifically that there be in Ankara, under the joint guidance of the Chief of Psychiatric Services and the Assistant Superintendent for Pupil Personnel Services, a team consisting of psychiatrist, psychologist, and social worker, to serve the Ankara schools and community, and also three other teams of social worker and psychologist in three other locations, working under the Ankara group. The latter three teams would serve all other present locations in the Middle East, and all would be school-oriented, trained with children and families.

The plan is enthusiastically supported by all who have been involved, by the Ambassador, by the military commander in Turkey, and by the area director of the dependents schools. The problem is one of funds. We would hope that title III funds could be used to develop this important, innovative program, which would serve not only to assist the children and families of our military installations in Turkey, but also as an exemplary program to train personnel for our other military areas.

On these first three titles I would like to make one urgent request, that the Committee consider very seriously the recommendation of extension this year rather than waiting for 1968.

I need not repeat the testimony you have heard previously today about the importance to local school planning, but I assure you that it is very great.

In the amendments to title V of the Education Act, we are glad to see the trust territories included, for many of our members are concerned that the quality of education there be commensurate with that which we wish to provide for American children, and we would hope that the funds authorized would be proportionately increased to cover this addition.

We would specifically approve the revision of the apportionment formula in section 502(a), and the addition of part B for comprehensive educational planning and evaluation. We should prefer, and would urge, however, that studies of urban educational problems be conducted cooperatively under state authority, rather than separately. We should further prefer and urge that metropolitan planning in education in areas covering more than one state be carried out cooperatively between states, with the assistance rather than the authorization of the U.S. Commissioner of Education.

Amendments to title VI of the Education Act, and to the Vocational Education Act of 1963: We very warmly support the proposed amendments to title VI of the Education Act, for the assistance of handi-