

teachers and parents and the welfare of children. I think our role has been supportive in nature rather than offering innovations as an organization.

Mr. STEIGER. What kind of a reaction do you have either personally or within your organization to the teacher assistance program?

Mrs. RYAN. We have tried to offer this assistance for the last several years, quite a few years, and this is one innovation we have urged. We have in various instances helped school people choose, screen, train PTA members for this purpose. A great many PTA members are filling this role, many more in the last year or two than, say, 10 years ago when we were first introducing or at least talking about the idea.

Mr. STEIGER. You do feel, don't you, that this would be of assistance to try and individualize more the capability of the teacher?

Mrs. RYAN. Oh, yes; it is a very important assistance. I would say now that it is generally accepted as part of the conventional wisdom but not for very long, maybe 2 years.

Mr. STEIGER. Thank you.

Chairman PERKINS. Mr. Ford?

Mr. FORD. Thank you, Mr. Chairman.

I am very happy to see this constituent of mine. You have been helpful to the committee and members of the committee on several occasions in the past. As you well know, the interest that your organization had in the overseas schools when others didn't know they existed played a large part in leading this committee 2 successive years to visit every part of the world in which these schools are located.

Mrs. RYAN. We have been most grateful for your help.

Mr. FORD. We now have a combined report of two groups that went out last year that will be ready very shortly. One of the points in that report this year was the fact that we did discover the problem that you have pinpointed with regard to children with special education problems.

We were disappointed, but not necessarily surprised, to discover that there is no uniformity among the three military services and their treatment of dependents that have every kind of variation of special problems. The Air Force has a rather firm policy with regard to the additional assignment overseas of parents with children having recognizable educational problems. The other two services tend to disregard it entirely. All three services do nothing after the child gets overseas, mainly because they are hard pressed to do a job with the ordinary programs.

The support you have drawn concerning the inadequacy of the libraries and textbooks themselves has been very helpful. Mr. Vance issued an executive order last year that by fiscal 1968 textbooks will be up to date. We discovered this year that that order has already had very remarkable results, but the one thing that is uniform throughout the three services is that the libraries are uniformly poor.

We are hopeful that with the addition of the overseas schools to title II this year, we can see a change take place, and when we go back on our next investigation that we will see the effects of your efforts and the efforts of this committee.

Thank you very much for staying around and missing your plane.