

HIGHER EDUCATION AMENDMENTS OF 1967

FRIDAY, APRIL 28, 1967

HOUSE OF REPRESENTATIVES,
SPECIAL SUBCOMMITTEE OF EDUCATION OF THE
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met at 10:15 a.m., pursuant to call, in room 2261, Rayburn House Office Building, Hon. Sam M. Gibbons, presiding.

Present: Representatives Gibbons, Quie, Erlenborn, and Esch.

Also present: William F. Gaul, associate council to the committee.

Mr. GIBBONS. The subcommittee will come to order and we will ask the first witness to come forward.

Our first witness is Dr. Marckwardt, president of the National Council of Teachers of English.

STATEMENT OF DR. ALBERT H. MARCKWARDT, PRESIDENT OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Dr. MARCKWARDT. For purpose of identification I am Albert H. Marckwardt, professor of English and president of the National Council of Teachers of English.

In addition to some 40 years of university teaching I have held office in a number of professional and scholarly organizations, including the Linguistic Society of America, the Learned Council of Educational Societies, and I speak also from 8 years of service on local and county school boards and I have been a member of the board of directors of a State board of schools.

The association on whose behalf I am speaking—I have a prepared statement, but in the interest of time I will try to summarize this more briefly.

(The document referred to follows:)

STATEMENT SUBMITTED BY THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

The National Council of Teachers of English, with more than 122,000 members and subscribers, is the world's largest independent organization of teachers from a single discipline, drawing its membership from all levels of education, primary through graduate school. Its size is a measure not only of the vigor of the profession but of the scope of the subject as well. There are now nearly a million teachers in the nation's elementary schools; virtually all of them teach English. Approximately one hundred thousand secondary school teachers are also involved in the teaching of English. Studies reported by the National Education Association and the U.S. Office of Education indicate that of the entire educational effort, kindergarten through twelfth grade, about one quarter of the time and energy of the personnel is committed to the teaching of English. In the primary grades this figure ranges from 40 to 60 percent.

Yet it is not on behalf of our membership that we speak today, nor on behalf of the tens of thousands of unaffiliated teachers of English. Rather, it is for the