

III projects. Even critics of the program, such as I. T. Johnson, concede that certain benefits have accrued from Title III.¹⁰

Teachers participating in NDEA institutes, school workshops, and similar in-service training programs are frequently introduced to the latest audiovisual equipment and to helpful techniques in its use. Teachers of English, for example, may be shown the usefulness of an overhead projector in discussing the writing problems of their students, or given instruction in the use of the tape recorder for assisting students with language problems. Teachers returning from such programs can then properly use existing equipment in their schools, or intelligently develop projects which qualify under Title III. While it is generally conceded that in education the "software" has not kept pace with the "hardware," the recent mergers of publishing houses with large business or industrial firms promise to make available to the schools an abundance of educational material that can do much to extend learning experience. Under the present categorical provisions of NDEA, this program of aid to schools has coincided neatly with the institute provisions for teacher education.

It is supremely ironic that the contemplated amendment to reduce matching funds for the purchase of audiovisual and other materials comes at a time when there is increased national attention to the use and effect of mass media in our society. In the teaching of English, considerable attention is being currently directed to the study of the film as an art form and to its use in connection with the study of literature. In the last few years, thousands of recordings, tapes, and films have been produced which can profitably be used by the teacher of English. Films can bring the excitement and drama of a Shakespearean play into the most geographically isolated class; recordings can enable students to hear major poets reading from their own works; tapes can provide students with an opportunity to listen and compare their dialect with other forms of American speech. A recent *Study of High School English Programs* (Cooperative Research Project No. 1994) suggests that the potentialities of the media have scarcely been tapped by teachers of English.

Too often in the past the English classroom has been barren, a place devoid of its most basic necessity—books. In *High School Departments of English: Their Organization, Administration, and Supervision* (Cooperative Research Project No. F 047), it was recommended that "Room libraries of approximately 500 selected books, many of them paperbacks, should be provided for every English classroom." Such supplementary books, purchasable under Title III, can do much to provide varied reading experiences for students. In addition, the report stipulated that an overhead projector, phonograph, film and slide projector should be considered as *basic* equipment for classroom use. English programs that employ such equipment and materials can be expected to provide far richer and more exciting experiences for students than those that operate with only one or two textbooks and a blackboard. Title III has provided for the extension of important learning experiences in the classroom and the use of techniques which have been demonstrated to teachers in NDEA institutes. To reduce funds for the continuation of such programs discounts almost entirely their potentialities for the education of the nation's youth.

The institute program

It is understandable that Congress and the President see various forms of aid to education as instruments for attacking and remedying an accumulation of social ills. Equally understandable are revisions in organization necessary to accommodate changes in the scope and intensity of the program. It is apparent that "Higher Education Amendments of 1967" intends not only to introduce more aid but also to provide flexibility for meeting varying needs at the state levels.

Certainly we all favor optimum freedom to attack those areas where needs are most apparent. We feel it equally important to conserve whatever has been learned from the experience of NDEA institutes in specific subject fields. As far as English is concerned, this has been a great deal. We have witnessed a changing conception of the task of teaching English, as the college people and the secondary teachers have come together in the institutes to carry on what frequently amounted to a useful form of mutual instruction. NDEA institutes in English, in reading, in the teaching of English as a second language, and in the teaching

¹⁰ I. T. Johnson, *The Impact in California of NDEA Titles III, V, and VIII* (Sacramento: California Office of State Printing).