

National Council of Teachers of English to make the following recommendations and urge their thoughtful consideration:

1. That whatever form the legislation finally takes, both the statement of the law and the report of legislative intent specify clearly that aid to schools and state agencies, and that preservice and inservice programs for teachers be provided in proportion to national need.

2. That the present organizational "fit" among schools, colleges, the professions themselves, and state and federal agencies be preserved by insuring that teachers of school subjects and scholars in the subject-matter disciplines find their counterparts in state and federal educational agencies.

3. That the principles which govern aid to schools match in some measure those which govern support for education of teachers, to insure that the training received in institutes and through fellowships is followed by corresponding opportunities to strengthen subject-matter instruction in the schools.

4. That the principle of opening to teachers in colleges, particularly junior colleges, inservice and preservice educational opportunities hitherto open only to teachers in schools be established.

Dr. MARCKWARDT. The association on whose behalf I am speaking has some 122,000 members and subscribers. It is the largest professional subject-matter organization in the country and, we believe, in the world.

All together we believe there are about a million teachers in our school systems who are associated with the teaching of English in one way or another.

I would like to think I speak on their behalf as well, and for the children in our school systems since English underlies so completely the educational program.

It is the one subject they take for some 11 or 12 years so that in a sense we are talking about one-fifth of the Nation in our classes.

With respect to teachers, English teachers, I should like to point out that in many parts of the field of English, further development and further training of the teachers for the development of teaching procedures and materials is urgently needed.

This is true in connection with English for the disadvantaged and educational clientele that has been supported particularly by recent legislation from the Congress. It is true also for English for the speakers of other languages, which means a rather large sector of the people in our urban centers and it is true also for the teachers of English in the 2-year colleges about whom I shall have something to say a bit later on.

We are particularly concerned over three features of the proposed House bill 6232: The first of these is the proposed abolition of title II of NDEA which, in the past, has supported institutes in English, in reading and teaching of the disadvantaged, among others. It has given categorical aid supporting institutes that focus on the subject matter.

We are concerned also over the proposed amendment to title III of NDEA in such a way that it would reduce still further matching aid to schools for the purpose of materials and equipment to strengthen instructions in critical fields.

Our final concern is over also a proposed amendment of title III of NDEA which would eliminate matching funds for strengthening supervisory services at the State level in critical fields.

In short, we should like to make as strong a case as we possibly can for the retention of the principle of categorical aid, understand-