

Unfortunately, the country can't afford poor instruction in science in the State of New Jersey, or poor instruction in English in the school system in Alabama. Our educational needs are national rather than local.

As an organization we applaud the intentions of the Congress and the President to improve all education. We consider particularly the achievements of the 88th Congress in the field of education as a momentous one, but we believe that many of the declared aims of the President and the Congress can best be achieved by the retention of the categorical aid, a retention based upon the very reasons for which it was adopted, namely, that community pressures often stood in the way of the national purpose.

The record of the immediate past achieved toward this kind of aid has been impressive. We feel it is too early to abandon the principle without serious consequences.

The national council and the executive committee of the national council and its affiliated organization, the Conference on College Composition and Communications, have both unanimously endorsed the principle of retention of categorical aid and, in light of this action, I would like, on behalf of the National Council of Teachers of English to make the following recommendations and urge their consideration. This is the only part of my prepared statement I am going to read.

(1) We hope 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 discipline 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.

Thank you.

Mr. GAUL. Thank you, Doctor. I would like to ask a few questions.

If I recall correctly, you expressed concern over the reduction of funds for the title III program.

Dr. MARCKWARDT. That is right.

Mr. GAUL. I wonder if you see anything in the legislation before this subcommittee which reduces the funding or are you speaking solely to appropriations and the 40-percent reduction?

Dr. MARCKWARDT. I believe the legislation itself rather narrows the field in which matching aid can be given.

Mr. GAUL. Is there any specific provision of the legislation which you believe does this?

Dr. MARCKWARDT. I am sorry, I can't say right at this point.