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NDEA Now Includes English and Reading.
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In this article pertaining to the significance of the 1964 amendments to Titles 3 and 11 of the National Defense Education Act, special attention is paid to the funds allocated for reading and English instruction. After a brief explanation of the eligibility requirements, application details, and funding for the reading and English teacher institutes supported by Title 11, there is a more extensive section describing provisions and eligibility criteria for the purchase of materials and equipment as well as information on improvement of supervision. (AF)
OCTOBER 1 and 2, 1964, were historic days for teachers and students of English. On those days, the House and Senate of the 88th Congress, shortly before adjournment, extended and amended the National Defense Education Act of 1958 to provide financial assistance to strengthen instruction in reading, English, and other subjects in elementary and secondary schools. The Bill now provides for the purchase of special materials and equipment; for improved supervision in English, reading, and other subjects; and for the support of institutes for advanced study at institutions of higher education. Amendments to Title III and Title VI (a new title XI replaces and extends part B of the old Title VI) are of particular significance to present and future teachers and supervisors of reading and elementary and secondary school English, to teachers of disadvantaged youth, and to college professors and administrators wanting to hold institutes in these areas.

Teacher Institutes Under Title XI
The new Title XI of the NDEA authorizes the U.S. Commissioner of Education to arrange, through grants or contracts, with selected institutions of higher education for the operation by them of English and reading institutes for advanced study during the regular academic year or the summer months. One purpose of the institutes according to the Act, “will be to improve the qualifications of individuals who are engaged in or preparing to engage in the teaching, or supervising or training of teachers, of history, geography, modern foreign languages, reading, or English in elementary or secondary schools. . . .”
Institutes are also authorized for persons who are preparing for positions or are working as: (1) library personnel or supervisors of such personnel; (2) educational media specialists; and (3) teachers of disadvantaged youth. Institutes approved for teachers of disadvantaged youth are required by the Act to offer “a specialized program of instruction designed to assist such teachers in coping with the unique and peculiar problems involved in the teaching of such youth.”
Institutes which are supported under the provisions of Title XI will be planned and conducted so that they upgrade the academic and professional qualifications of teachers by providing instruction which fills critical gaps in their educational background. Institutes might provide work in areas such as written composition, language (including modern linguistics), speech, literary criticism, literature for young adults, modern literature, period or “types” literature, methods of using or adapting new materials, methods of teaching reading and English, and the instructional implications of basic and applied research in speech, reading, language, literature, and composition. Institutes for teachers of the culturally disadvantaged might emphasize, among other things, the use of tape recorders or language laboratory equipment in teach-
ing good enunciation, pronunciation and usage through the aural-oral approach being used successfully by teachers of modern foreign languages. Of course, thorough instruction in basic reading, writing, spelling, and other fundamental skills would usually be a part of the program. However, each institution will be responsible for planning and conducting its own type of program and for selecting its own staff members.

Individuals who wish to attend an NDEA institute should apply only to a college or university which has contracted with the U.S. Office of Education to hold such an institute. Announcement of colleges and universities which will conduct NDEA institutes in English, reading, and other areas will be made in forthcoming issues of the English Journal, in other professional journals, and by releases from the Office of Education. Persons interested in attending these institutes should not apply to the Office of Education, since selection of applicants is to be the responsibility of the institution holding the institute.

In addition to institutes in history, geography, and modern foreign languages, the present budget passed by Congress will permit the funding in 1965 of approximately two hundred or more summer institutes for elementary and secondary school teachers of English and reading, for teachers of the culturally disadvantaged, for library personnel, and for educational media specialists. As many as one half or more of the institutes may be for advanced study by prospective or present teachers of elementary and secondary school English. However, the number of institutes authorized will depend on the quality of the proposals submitted and the extent to which instructional needs are being met within the total available budget for institutes.

Each individual who attends an institute operated under the provisions of Title XI will be eligible for a stipend of $75 per week during his period of attendance at the institute, plus an additional stipend of $15 a week for each dependent. Also, participants in an institute will be exempt from all tuition and regularly required fees. Expenses for travel and books must be paid by participants. Under Title XI of the bill, teachers in private as well as public elementary and secondary schools are eligible for stipends to attend institutes.

Provisions for Materials, Equipment and Supervision in Title III

The amendment to Title III, which formerly applied only to science, mathematics and modern foreign language instruction, now provides for the purchase, when approved by the State educational agency, of certain types of laboratory and special equipment, audiovisual materials, and printed and published materials (other than textbooks) which are suitable for use in improving instruction in English, reading, history, civics, geography, science, mathematics, and modern foreign languages. In brief, Title III of the Act authorizes matching grants of Federal money to the States to help equip and remodel public school classrooms, to purchase certain instructional materials, and to assist the States in hiring specialists in English and reading to help supervise and administer the program in the State's public elementary and secondary schools. Loans to non-public schools for the purchase of appropriate equipment under the Act are also authorized by Title III.

Each State desiring to participate in the Title III program must submit a State plan through its educational agency to the U.S. Commissioner of Education. A local school district which wishes to take part in the program should request a project application form from the Title III coordinator in its State educational agency. When completed by the local authorities, the application form will
normally show the scope and content of
the on-going and the proposed local pro-
gram in English or reading; the goals of
the present and proposed program;
equipment and materials being used and
needed; ways in which the new equip-
ment and materials would strengthen in-
struction; the qualifications of teachers
involved; predicted student enrollments;
and available matching funds.

When needed to strengthen and im-
prove a local instructional program in
English and reading (plus other subjects
cited above), the following types of in-
structional materials are among those
which may be eligible for purchase under
the provisions of Title III: books not
used as basic texts, dictionaries, encyclo-
pedias, charts, flat pictures, literary maps,
pamphlets for supplementary use, and
programed books which are not basic
texts. Among the materials for use by the
teacher which may be eligible for pur-
chase are professional books, journals,
films on methods and materials, research
reports, curriculum bulletins, laboratory
handbooks, teaching guides, and other
teacher's materials for use in instruction.
Textbooks are excluded from the Act.

A. textbook is a book used as the principal
source of study material
for a given class
or course, a copy of
which is expected to
be available for the individual use of each
pupil.

Many types of laboratory, audio-visual,
and other special equipment for instruc-
tion and the preparation of instructional
materials come within the scope of Title
III. Among them are motion pictures,
filmstrips, microfilms, slides, recordings,
record players, transparencies, tapes, re-
cording equipment, television receivers,
overhead projectors, microprojectors,
language laboratory units, 8 mm and 16
mm projectors, projection screens, equip-
ment to grade tests, and specialized equip-
ment for audio-visual libraries serving
the schools. The Act states that "...such
equipment may, if there exists a critical
need therefor in the judgment of local
school authorities, be used when available
and suitable in providing education in
other subject matter."

To be eligible for purchase, however,
the above materials and equipment must
satisfy certain criteria. For instance, the
equipment must (1) conform with the
State equipment standards, (2) be suitable
for attainment of instructional objectives
which will improve learning, (3) be ex-
pected to last for more than a year, and
(4) be of a type which is not normally
provided in furnishing a classroom. Bas-
ically, it is the use to be made of the equip-
ment and its direct relationship to im-
proved instruction in English and reading
which determine its eligibility for pur-
chase under a project approved by the
State educational agency. Wherever
equipment is purchased under Title III,
maximum utilization should be made of it
within the purposes of the Act.

Another part of Title III includes pro-
visions for strengthening supervision in
English and reading in State educational
agencies in much the same way that State
supervision has been greatly improved in
modern foreign languages, mathematics,
and science. Any State which elects to do
so may now apply to the U. S. Commis-
sioner of Education for funds on a match-
ing basis to expand or improve its super-
visory or related services in public ele-
mentary and secondary schools in English
and reading, as well as for the administra-
tion of the State plan. Since only about
15 States now have special supervisors of
English and even fewer have full-time
supervisors of reading, Title III provides
an excellent opportunity to State educa-
tional agencies which wish to expand or
improve their leadership and supervision
services in these areas.

State supervisors of English and read-
ing would be able to accelerate the pace
of improvement in curriculum and in-
struction by stimulating local leadership,
by promoting the development and dis-
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... dissemination of new units and teaching guides, by demonstrating effective teaching techniques and the utilization of new equipment and materials, by encouraging experimental programs in selected schools, and by organizing workshops and other types of inservice training needed by teachers within the State. In any case, under Title III the State supervisor would be expected to utilize the resources available in the State and to use his time as effectively as possible for the improvement of instruction. Supervisors would also be expected to maintain liaison and collaborate with professional organizations, college and university staff members in their subject area, and with others engaged in teacher preparation.

Obviously, teachers, supervisors, professors, and school administrators who wish to take advantage of the provisions of Titles III and XI as they now pertain to reading, English, and instruction of the culturally disadvantaged can attack basic problems in areas which have tremendous import for bolstering the education of elementary and secondary pupils in all areas. Members of the N.C.T.E., the Modern Language Association, the Commission on English, the American Library Association, the International Reading Association, the National Association of Secondary-School Principals, the National Education Association, the American Council on Education, and many other professional organizations have vigorously led the movement thus far. However, a much wider concern for higher academic and professional teacher preparation must be manifested throughout the United States, especially among poorly prepared and inadequately qualified persons trying to teach reading and English. The extensions and amendments to the NDEA are a new challenge to all educators.

EDITOR'S NOTE: In recognition of the part played by the National Council of Teachers of English in the passage of this legislation extending the provisions of NDEA, Dr. Albert Kitzhaber, President of NCTE, and Dr. James R. Squire, Executive Secretary, were invited to Washington to witness the signing of the bill by the President of the United States. As further developments regarding this extension of NDEA become known, they will be publicized in the English Journal.

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