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Getting It Together

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GETTING IT TOGETHER

If there is a ground swell of enthusiasm for teaching reading and writing together (and we don't see how they could ever have become separated), this great movement deserves all the enthusiastic support we can give it. When several articles in recent months have pointed out the excellent results obtained by having students write reflections and reactions as they were stimulated by their reading experiences, the authors were demonstrating the common sense of an approach that should have prevailed from the start.

There is no denial intended here that socializing experiences and audio-visual aids and activities enhance the growing up processes, but we assert that teaching reading has for too long been held as second to oral participation in use of academic time. Writing has too often run a poor third, scarcely emphasized at all.

Now that writing and reading have been recognized as a necessary team in learning communication skills, we would recommend that the next step be taken in a natural sequence of events; that content, reading, and writing be fused in every curricular area. It is not only logical, but it is *essential* that each student be guided in helping authors create the textbooks in the various fields of endeavor. With parts of pages in the lessons on social roles, for example, literally inviting the written contribution by the student, reading and writing can occupy a central place in learning again. Teachers don't need to become reading specialists to teach reading if content, reading, and writing are regarded as one.

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Editor