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## Teaching or "Just Teaching"

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## Editorial Comment

### TEACHING OR "JUST TEACHING"

Some theorists in education proclaim that disabilities in reading are only "a phase in the child's development" and that teachers of reading should accept children as they are and live with them. This sentiment has some merit but is, nevertheless, misleading. The role of the teacher like that of the physician and psychologist is active, not passive. The teacher does something, not only with children, but to them. He is more than a benevolent nurse or baby-sitter. He is a benefactor.

Effective teachers of reading have in mind instructional *aims* and *objectives* which they share with, but do not impose upon, their students. They have plans, designed with the help of their pupils, to accomplish specific goals. They seek to bring about changes in attitudes and growth in reading achievement. They know the needs of their children and strive to help their boys and girls fulfill them. They are more than companions. They are leaders.

The successful teacher selects materials to accomplish specific objectives. His children do more than just read, work with machines, and do exercises. What is done is done for a purpose. "Busy work" is not a part of his program. Instead children and teachers write, design and construct their own materials. Many books are utilized and all materials have for teacher and child a definite purpose. They are an effective means to an end.

Capable teachers, with the cooperation of their students, follow procedures to utilize materials in their pursuit of their objectives. They employ many approaches, many methods and many techniques, for they know there is no one way to teach reading. They have procedures which are designed to help their students. They are in control of the learning situation at all times and they do more than "*just teach.*" They *stimulate, inform, and guide.*

Homer L. J. Carter

Editor