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# Ten Second Reviews

*By Blanche O. Bush*

*Western Michigan University*

Austin, Mary C. (Director), Coleman Morrison (Assistant Director), Helen J. Kenney, Mildred B. Morrison, Ann R. Gutmann, J. William Nystrom, and Madeleine Fraggos (Assistant). Foreword by Dean Francis Keppel, *The Torch Lighters—Tomorrow's Teachers of Reading*, Harvard University Press, Cambridge, Massachusetts, 1961.

The purpose of the Harvard-Carnegie Reading Study was to learn how colleges and universities in the United States are now preparing tomorrow's teachers of reading and to suggest recommendations for improving that preparation. Teachers in southwest Michigan will be particularly interested in this study because Western Michigan University was one of the 74 schools participating in the field study. As many current articles on preparation of teachers of reading refer to the study, the reviewer feels that a summary of the recommendations made by the investigators may be of value to the readers. The recommendations are:

1. that all students be required to make formal application to teacher education programs at the end of the sophomore year—selection criteria to include degree of academic proficiency, mental and emotional maturity, indication of aptitude for teaching, and competency in the elementary grade skills.
2. that students be permitted, if not encouraged, to elect a field of concentration other than elementary education, provided basic requirements in the education program are met, including the equivalent of a three semester hour course in the teaching of reading, and one course in student teaching.
3. that those faculty members charged with the responsibility for training prospective teachers make every effort to inculcate in their students a sense of pride in their chosen profession.

4. that senior faculty members, prominent in the field of reading, play a more active role in the instruction of undergraduates and assume responsibility for teaching at least one undergraduate course.
5. that class time devoted to reading instruction, whether taught as a separate course or integrated with the language arts, be equivalent to at least three semester hours' credit.
6. that the basic reading instruction offered to prospective elementary teachers be broadened to include content and instructional techniques appropriate for the intermediate and upper grades.
7. that college instructors continue to emphasize that no one method of word recognition, such as phonetic analysis, be used to the exclusion of other word attack techniques, and, that students be exposed to a variety of opinions related to other significant issues of reading, such as grouping policies, pre-reading materials, techniques of beginning reading instruction, and teaching machines.
8. that college instructors take greater responsibility in making certain that their students have mastered the principles of phonetic and structural analysis.
9. that a course in basic reading instruction be required of all prospective secondary school teachers.
10. that colleges offer a course, or in-service training, in reading instruction specifically designed for principals, supervisors, and cooperating teachers.
11. that more use be made of the case study or problem centered approach so that students are given the opportunity to relate theory to a particular problem and ultimately to analyze, interpret, and solve the problem,  
and,  
that tape recordings and films of classroom activities be utilized to supplement course offerings,  
and,  
that students be provided with directed observational experiences in local schools concurrently with their course work in reading, or that they have the opportunity of observing classroom teaching on closed circuit television,

- and,  
that college administrators make every effort to coordinate reading instruction with the practice teaching program.
12. that all prospective teachers become acquainted with techniques, interpretation, and evaluation of current and past research,  
and,  
that all prospective teachers be introduced to professional reading journals.
13. that the staff responsible for teaching reading and/or language arts courses be sufficiently augmented to allow each instructor time in which to observe and confer with her students during the practice teaching experience and to consult with the cooperating teacher and administrative personnel.
14. that additional experimental research be initiated in the areas of critical reading, study skills, and grouping practices.
15. that the college recruit, train and certify cooperating teachers,  
that cooperating teachers, after training and college certification, serve in the capacity of associates to the college, that as associates to the college, cooperating teachers participate in the formulation of practice teaching programs, in relating seminars, and in the final evaluation of student performance,  
that as associates to the college, cooperating teachers receive financial remuneration commensurate with their role.
16. that colleges appoint a liaison person to work directly with the local school system to achieve closer cooperation between the schools and the college and to assist the public schools in up-grading reading and other academic instruction.
17. that colleges encourage students to remain in local cooperating schools for a full day during the practice teaching program so that their understanding of the continuity of the reading program may be strengthened.

18. that not more than two students be assigned to practice teach simultaneously in one cooperating classroom.
19. that where students are assigned to one classroom during practice teaching, provision be made for them to participate in directed observation programs at other grade levels.
20. that where the student is found to have specific weaknesses in understanding the total reading program, she be required to return to the college following practice teaching, for additional course work,  
and,  
that where a student is weak in the area of instructional techniques, her apprenticeship be prolonged until a pre-determined degree of competency is attained.
21. that colleges re-examine the criteria used to evaluate students during the practice teaching experience to ensure that a passing grade in practice teaching does in fact mean that the student has achieved the desired level of competency in teaching reading and other elementary grade skills.
22. that colleges establish a program to follow-up their graduates with a view toward determining to what extent their preparation has been adequate and what weaknesses, if any, exist in the students' training.

Allen, Marion, "Experimental Procedures and Future Trends in Middle-Grade Teaching." *Reading in a Changing Society*. J. Allen Figurel (ed.) 1959, IV:185-188.

The middle grade child must learn to read in keeping with his general development, as well as learn from reading and provision must be made for children with widely varying skills and abilities. This calls for a different kind of teacher training than was required when the view was held that children learned to read in Grade I and remained there until they did.

Austin, Mary C., "Implications of a Changing Society for Present Practice in Reading Instruction. In *Evaluation and Teacher Training*." *Reading in a Changing Society*. J. Allen Figurel (ed.) 1959, IV:32-36.

During the past decade the teacher has been recognized as a

key person and teacher education as an important ingredient in the ultimate success of the nation's youth. The training of teachers to provide quality instruction in reading has become one of the critical problems in education. Studies of professional backgrounds show that a large number of teachers have little or no preparation in the area of reading instruction. Although teachers may have had a course in reading methods, their present knowledge is inadequate for the demands placed upon readers in our complex society.

Dawson, Carrie B., "A Forecast Concerning Evaluation and Testing. Guidance in Reading and Teacher Training for Reading Instruction." *Reading in a Changing Society*. J. Allen Figurel (ed.) 1959, IV:128-136.

In a rapidly changing society the need for continuous in-service training is imperative. Much of the content and many of the methods of teaching used yesterday are inappropriate in meeting today's needs. The chief aim of in-service training, as expressed by the author, is to secure needed changes in reading instruction.

Gerrard, Margaret G., "Evaluating Present Practices in Testing and In-Service Training." *Reading in a Changing Society*, J. Allen Figurel, (ed.) 1959, IV:80-82.

If we are going to prepare our children for the society of tomorrow, it will be necessary for us to evaluate our present practices carefully in order to ascertain whether they are adequate. To assist teachers, the author suggested in-service training activities such as training classes, workshops, talks with individual teachers, classroom visits and committee work. He further emphasized that individual differences among teachers in their education and teacher training have not been adequately recognized and met.

Gray, William S., "In Evaluation and Teacher Training." *Reading in a Changing Society*, J. Allen Figurel (ed.) 1959, IV:134-136.

Dr. Gray believed that in a rapidly changing society the need for continuous in-service training of teachers is imperative. The

chief aim of in-service training is to secure needed changes in reading instruction and because many such changes affect all areas of the curriculum and every level of school progress, the entire staff should be involved. This approach is in sharp contrast to the one popular during the forties when improvement of instruction depended on the individual teacher.

Hall, C. Wayne, "Forgotten Factors in the Reading Program." *Reading in a Changing Society*, J. Allen Figurel (ed.) 1959, IV:101-105.

The training of good teachers of reading must begin with the "good teacher." Beginning with such a teacher, Mr. Hall stated, we should then try to develop a "good teacher of reading" by giving him a chance to experience reading in its best sense himself. No one who shuns reading, who sees little personal significance in reading and whose reading is word-perfect but superficial can be a good teacher of reading. Many teachers and students know how to read but they have not been trained successfully in why to read or in what to read.

Hunnicut, C. W. and William J. Iverson, (ed.), *Research in the Three R's*. Harper and Brothers, New York, 1959.

The book presents key studies which have influenced current instruction and in-service training especially in the area of reading. The authors believe that teachers have need for experimental evidence to improve their instruction and to substantiate their convictions when criticism and questioning about current practices arise.

Jones, J. E. A., "Reading and the Development of Taste." *Reading in a Changing Society*, J. Allen Figurel (ed.), 1959, IV:108-109.

How do we go about the teaching of reading so that our students are equipped to change the very nature of society? The author suggested that the place to begin is in the teacher's colleges. If the teacher cannot teach Johnny to read, it is more than likely no one has taught the teacher or taught the teacher adequately. The remedy seems to lie in employing in the teachers' colleges people who themselves know how to teach reading

and are capable of showing others how to do it. Mr. Jones stated that too often a teacher is called upon to learn for himself from bitter experience and through his colleagues, what should have been part of the basic equipment for teachers.

Neale, Gladys E., "All Past is Prologue." *Reading in a Changing Society*, J. Allen Figurel (ed.) 1959, IV:94-97.

The education of teachers in the field of reading must not end with formal teacher training. It must be continued throughout the teacher's career. Whether future practices in reading will be built well and truly on the best foundations of the past and present will depend on those of us concerned with the reading process today and tomorrow.

Noble, George A., "In Evaluation and Teacher Training." *Reading in a Changing Society*, J. Allen Figurel (ed.) 1959, IV:218-223.

Current thinking about teacher education in the specific field of reading includes the suggestion that basic instruction in reading should continue up to and including the point of initial teacher training. Mr. Neale recognized that in-service training is perhaps the greatest immediate aid to increased competence in the teaching of reading but many other forces will shape future trends in reading instruction. He reminded the readers that it is well to remember that in our little corners of the future, the one known, predictable factor is ourselves.