7-1-1966

An Increasing Need for College-Adult Reading Courses

Homer L. J. Carter
Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons

Part of the Education Commons

Recommended Citation

This Editor's Note is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons by an authorized editor of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.
AN INCREASING NEED FOR COLLEGE-ADULT READING COURSES

In our world in which junior colleges are trying to become four-year institutions and four-year institutions are trying to become universities, there is an increasing need for instruction in reading which will show students how to make more effective use of their textbooks and reference materials. Junior colleges are increasing in our land and teachers of Adult Reading will be required in large numbers. In a recent publication of the *Michigan Association of Colleges and Universities*, it is stated that "in the next ten years higher education may have to assume responsibility for educating large numbers of students from the lower 25 per cent of the high school graduating population or even students who did not complete the high school program." What courses in Adult Reading can we recommend for these students? Where can well prepared teachers of reading be found?

In the socialization of education and the politicalization of educators, colleges and universities are required to assist state and federal government in many roles unrelated to teaching and research. In the many governmental projects, skill and aptitude in reading instruction at adult levels is much in demand. Resource people in reading are being sought in the by-ways and highways of our nation. Teachers of reading are recruited from every available source.

In the educational world of today, we need reading consultants, reading clinicians, and reading tutors in addition to classroom teachers of reading. It is obvious to many that tomorrow the need will increase many fold. Will the schools of education stand idly by and fail, as they have in the past, to recognize this need? The time to act cannot come too quickly.

Homer L. J. Carter
Editor