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From the Editor

Harold Karbal

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From the Editor...

Dr. Harold Karbal

It gets bigger and better every year. It's the MRA Conference to which I am referring. I have been attending the conference for many years, and each year I vow is the best. The lean years were those when the Pantlind closed, and we were less together after the sessions. Now the corridors are filled again and the happy sounds of participants are everywhere. The meeting halls are not large enough and listeners spill over into the halls, but few care. They have come to listen and learn, and they do.

This brings me to the point I wish to make. Although there were many participants - I heard 4000, there are still many of our members unable to attend, who may even see the program with its *Sail Away with MRA* theme and wish they had been able to hear the fine talks and be involved in the comradery. The latter we cannot furnish in quite the same way in this journal. The talks, however, are another thing.

This is an open invitation to any of the speakers to put their talks into print and share them with the editor so that a written record can be had for all. Remember what we say to students: writing is just talk put on paper. This year as last, most of the speakers received a

cassette tape of their presentation. That makes it easier to replicate for the would be author. Of course, readers will not get the handouts nor hear the questions asked and the responses given. The rest can be available, however. In this manner the talk will become part of the official MRA record as the journals are saved and the writer will have the additional satisfaction of having the talk in print.

While this issue was going to be devoted to *Reading and the Gifted* solely, so many other articles came along at the same time that we have decided to do both. It is interesting to get a variety and we hope to be able to do that frequently.

There are so many issues in teaching reading and the related language arts that need attention. Some that come to mind include reading and the content fields, phonics and whole word approach, using the basal effectively, evaluating reading lessons, the role of the principal in the process, parental commitment and inclusion, thematic units as an approach, writing and its relationship to reading, trade books and their place in the curriculum scope and sequence, and on and on. Sure we have read articles about many of these subjects, but have they been resolved? Has there been closure on any of them? Our last issue was filled with articles on reading and the computer. Is this now a closed subject for us? Rhetorical questions I know but important to pose from time to time as I keep getting asked about possible subjects. Mostly we want to know what works.

We tell children that it is important to write and given them myriad reasons for so stating. The real way to prove it to your students is to show them that you write and



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even get published. So may I hear from you soon?

Let's talk about what you would like to read in our journal. Although this is not a formal needs assessment, why not take a minute and drop me a note about what we should be doing. We do not have to leave it to chance. Pretend that you are the editor. What would you advocate?

Because I have this forum, I wish to congratulate Helen Johncock and her committee members on the superb job of putting together the 1985 conference. It was informative, well conceived and smoothly run.

MANUAL AVAILABLE FOR SECONDARY AND ADULT EDUCATORS

Dr. Martha E. Irwin, Professor, Department of Teacher Education, and Dr. Ruby L. Meis, Professor, Department of Human, Environmental and Consumer Resources (HECR), Eastern Michigan University are coauthors of a manual entitled **Reading Strategies for Improving Comprehension in Consumer and Economic Content Areas.**

The manual is designed to be used by secondary and adult educators. It provides ways to apply reading comprehension strategies using current classroom materials. The manual also provides suggestions and resource materials for in-service presentations as well as specific objectives for workshop leaders to use in developing workshops.

The selected strategies and sample lessons presented in the manual provide techniques that illustrate how teachers can:

1. promote vocabulary development using strategies such as list/group/label, feature matrices, cloze procedures, and crossword puzzles;
2. work with students in making cognitive maps and structured overviews of topics and related printed materials;
3. teach students to predict, confirm and

evaluate as they read and interact with an author, using a directed reading-thinking activity (DRTA); and

4. guide students to understand, and apply consistently, a study technique that works for them, such as SQPRRR.

In addition to the strategies and sample lessons, the manual reviews differences and problems in reading achievement and suggests sources of help for content teachers.

The manual is one of the projects developed as a result of the recent sabbatical leave granted to Dr. Meis by Eastern Michigan University and the participation of Dr. Irwin in the National Consumer Economics Institute sponsored by the Joint Council on Economic Education.

Partial printing costs and the development of a workshop for the use of the manual with teachers were supported by a grant to the Michigan Consumer Education Center, Eastern Michigan University, by The National Bank of Detroit and the Joint Council on Economic Education.

The manual is available for the printing and handling cost of \$4.00 from the Michigan Consumer Education Center, Eastern Michigan University, Ypsilanti, Michigan 48197.