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From the Editor

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From the Editor

With this issue we begin a new volume and with it we have one major change, which we hope is only temporary, and one minor change. The major change involves the elimination of one of the three issues in this current volume (Number 16). The Michigan Reading Association is confronted with the same financial problems most institutions and organizations face, a shrinking budget. As a result, the Board of Directors decided that costs had to be reduced. This means temporarily reducing the number of journals we publish from three to two, so much for the bad news. The one minor change is stylistic. Those interested in submitting manuscripts should consult the style sheet on the back page.

Continuing our policy of devoting each issue to a specific topic, this one focuses on elementary reading. The articles deal with such topics as motivating reluctant readers, describing the instructional role of the principal, and presenting creative methods for handling spelling and recreational reading. The first article written by Michael Kahn presents thirty-seven ideas for implementing a creative spelling program. In the second article JoAnn Taylor discusses some of the problems related to teaching children who speak different dialects. The next three articles deal with how to motivate students by making reading more fun and exciting. Jerry Mallett presents a brief description of a number of books that teachers can use to make reading more interesting and exciting. Barb Singleton describes creative responses to recreational reading while Nicholas Criscuolo provides some specific strategies for motivating reluctant readers. The final two articles deal with two very different topics: how a teacher combines the part to whole theory and the whole to part theory in teaching students how to read and the principal's role in reading instruction.

In addition to these articles, this issue also contains two position statements adopted by MRA's Board of Directors. One deals with Early Childhood Reading and the other with Secondary Reading. The Michigan Reading Association hopes that each of its members will read these statements carefully and where appropriate help us disseminate them to all interested educators.

CWP