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From the Editor...

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FROM THE EDITOR...

I would like to thank Pete Sanders for the excellent job he has done for the past two years as editor of the Michigan Reading Journal. Not only has the quality of the journal continued to improve during his editorship, but he was also responsible for instituting many innovative changes like the guest editorial column and the thematic focus of each issue. In fact, the topic of this current issue, Reading Across Curricular Areas, is a continuation of that thrust. I hope that I can continue the level of excellence he has established. Once again thanks for a job well done.

The present issue, with its focus on Reading Across Curricular Areas, has brought together a number of interesting articles that discuss research related to text processing, the practical application of text related research to instructional strategies, and practical ideas that emanate from research in general.

The first several articles deal with the characteristics of text, the characteristics of readers, and the characteristics of good instruction. As these articles point out, it is the interaction among all three that results in maximized learning. Wayne Otto, Professor of Education at the University of Wisconsin, discusses a method for facilitating comprehension through the use of marginal notations. Tom Estes, Professor of Education at the University of Virginia, discusses how reader characteristics and the quality of text influence literacy in the content areas. Don Nix, a researcher with the IBM Watson Research Center, describes a technique he has developed for helping beginning readers tie text together in a more systematic manner. His system, LINKS, unlike many of the current approaches, teaches comprehension in a direct manner.

The next collection of articles addresses some instructional strategies that have either emanated from research or are predicted on a logical examination of the instructional process. Kay Camperell, an Assistant Professor at the University of Southern Mississippi, discusses some successful study strategies she has found to be useful with older readers. They are based on research related to memory and self-monitoring. Nancy Seminoff, an Assistant Professor at Northern Michigan University, offers some practical suggestions for sneaking reading into content classrooms while Rita Richey, a Professor at Wayne State University, continues her series on the nature of the research process. In this, her third article in the series, she discusses selecting a topic for research.

The final article in this journal is written by a classroom teacher, Juliette Reilly. In this article the author explains her view of content reading and its importance to her respective discipline.

C.W.P.