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From the Editor...

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FROM THE EDITOR

The primary focus of this issue is on teacher training programs in reading. Since school districts in Michigan, like those in many other states, have rapidly maturing teaching staffs, more thought needs to be given to how educators can deliver meaningful training to teachers who are at or near the top of the salary scale. Obviously, the solution is not the traditional "one shot" inservice session that does not focus on changing teachers' attitudes and behaviors. Unfortunately, this superficial approach has been one of the major reasons why most teachers have developed a negative attitude toward inservice training. Hopefully, the articles presented in this issue will provide you with some practical suggestions for developing, implementing, conducting, and evaluating future staff development sessions.

The first article is by Lawrence Erickson, a professor of education at the University of West Virginia. In this article he describes the stages teachers and principals must go through during staff development in order to change attitudes and behaviors. The next two articles describe two inservice models that have been empirically validated. While they share some similarities, they differ mainly in how and where the training is conducted. Judythe Patberg, Mary Jo Henning, and Peter Dewitz, all professors at the University of Toledo, describe the research project, its instructional component, and the proposed sequence for instruction. In the next article Eunice Askov and Mary Dupuis, both from Pennsylvania State University, describe their model and the guidelines for implementing it.

The fourth article, written by Judith White, a curriculum director for the Ypsilanti Public Schools, and Charles W. Peters, a secondary reading consultant for Oakland Schools, Pontiac, Michigan, describes an inservice program that has been ongoing for the last four years at Ypsilanti High School. Its success is largely based on the comprehensive approach it utilizes to integrate various aspects of the reading process: content, remedial, and developmental.

Karen Wixson, a professor at the University of Michigan, addresses a different aspect of teacher training, how teacher training programs at the university level must reflect the current trends in text processing research if they are to be consistent with what research says about how reading should be taught. In other words, the models we use to train students should be similar to those we use in teacher training.

The last two articles, written by Jane Romatowski and Mary Trepanier both from the University of Michigan—Dearborn and Dixie Lee Spiegel from the University of North Carolina at Chapel Hill, deal with two different dimensions of the reading process, the influence of family on the reading behavior of young children and how a classroom teacher can make a reading lab work.

As you may have noticed, this issue is dedicated to Muriel and Ryan Peters. During its preparation a series of events both happy and tragic occurred in my life. My son, Ryan, was born. This joyous occasion was shortly followed by the unexpected death of my mother. In the midst of this unfortunate event Ryan became seriously ill and had to be hospitalized.

I know if it had not been for the sacrifices my mother made and the dedication she had to lifelong learning, I would not be where I am today. As for Ryan, he has had to undergo many hardships during the first two months of his life, and I only hope that his life will be more enjoyable from this point on. As one life ended, another began; and it is for these two very special people that I dedicate this issue.

CWP