From the Editor

1960 was quite a year. In February, a group of African Americans sat at lunch counters in Greensboro, NC. Five months later, the city desegregated their restaurants. In New Orleans, two all white schools enrolled African American students. Xerox introduced the first paper copier machine, the first felt tip pen was introduced, and 2,000 computers were delivered in the United States. Aluminum cans were first used for soda, Chubby Checker sang *The Twist* at the Peppermint Lounge in New York City, and a young man named Elvis Presley was discharged from the army. Movie-goers met Norman Bates and his hotel, Fred Flintstone and Barney Rubble made prime-time television, and Howdy Doody said farewell. Children chanted *One Fish, Two Fish, Red Fish, Blue Fish* while eating *Green Eggs and Ham* and we learned about a cricket who lived in Times Square. Scout told us about her father, Atticus, and Elie Wiesel wrote of the horrors of the Holocaust. And at Western Michigan University in Kalamazoo, MI, a newsletter titled *Reading Horizons* was published.

In the past 50 years, *Reading Horizons* has grown from a newsletter to the international journal of literacy research and practice that it is today. We have published countless articles covering every conceivable topic in literacy much of which has been read and cited in papers, theses, dissertations, and other scholarly work. *Reading Horizons* has surely broadened the horizons of many teachers, administrators, and researchers at every level of education.

Issue 50.1 adds to that ever-growing body of research. Dr. Bette Bergeron and Melody Bradbury-Wolff devised the Strategy Perception Interview to see what kinds of reading strategies fifth graders actually used when reading independently. Engaging these young students in metacognition allowed the researchers to gain an understanding of what they did which ultimately informed the researchers' literacy instruction.

Dr. Denise Johnson studied the self-efficacy of pre-service teachers for teaching literacy to their future students. Having learned that these pre-service teachers experienced a disconnect between what they learned about literacy practice in their university courses and what they experienced in their field placements, she devised a Teacher Swap which helped these students form better connections between what they were taught and what they experienced. As a result, Dr. Johnson found that these pre-service teachers' self-efficacy for literacy instruction increased. Dr. Robin Griffith reports a case study of a fourth grade teacher who, as a writer herself, wanted to engage her students in meaningful writing and ultimately to read like writers. The case study describes an

educator who teaches the craft of writing by using models of good writing from literature, asking her students what they notice in well-crafted writing and then applying it to their own. Terrell Young and Barbara Ward introduce us to the many joys of reading companion and series books as they take us from Tolkien's The Lord of the Rings to The Hunger Games trilogy by Suzanne Collins. Once again, Young and Ward remind us of the joy of reading and encourage us to investigate new and interesting titles.

It is this kind of research that, even after 50 years, keeps *Reading Horizons* current and relevant. So strap on your saddle shoes, put *The Twist* on your iPod, sit back, and expand your reading horizons.

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There is no more crucial or basic skill in all of education than reading.