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Keeping Abreast

Dorothy J. McGinnis

Western Michigan University

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Editorial Comment

KEEPING ABREAST

Reading Horizons is completing its eleventh year of publication. Since its inception many changes have occurred in reading instruction such as the development of programmed materials, the use of instructional technology, the application of linguistic theory, and the renewed interest in providing reading instruction at the secondary and college levels. Changes have also occurred in the way schools are organized for reading. Many school systems have turned away from the traditional three reading groups within the self-contained classroom to other forms such as multiple grade grouping, individualized reading, a nongraded plan, or the open classroom.

During these years we have seen school systems establish central reading clinics and increase the number of reading consultants, reading clinicians, reading therapists, and paraprofessionals on their staffs. Many reading projects have been financed by federal and state funds, and accountability has become a reality to be reckoned with. It has been a time that required effort to keep abreast of the demands and innovations in the field of reading.

Many changes are now taking place and will continue to occur in the future. As responsible members of an important profession, we must keep abreast of these changes and seek sound solutions to our problems. Reading Horizons has functioned as a vital organ to keep its readers informed of new theories and changing practices in the past. It is our purpose to continue to do so in the years ahead.

Dorothy J. McGinnis
Editor