

insight into either Stanley or the issues with which he grappled. On balance, scholars and intelligent laypersons alike will find Jones' book a readable and informative guide to most of the key educational issues in late Victorian England.

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**Frank R. Vellutino.**  
**DYSLEXIA: THEORY AND RESEARCH.**  
Cambridge, MA., MIT Press, 1979.  
427 pp. \$21.00.

This is a book that theorists will spend several years arguing about: the selection of articles used for review; the particular criteria set down for defining a good selection of subjects; the choice of theories used as ways of managing the data; and so on. If you are looking for a means of getting a handle on the topic of dyslexia, you could do little better than to read this book. Vellutino is a competent collector and reviewer of much of the careful work that has been done in the past years on trying to define dyslexia. You will note that even in this book dyslexia is still defined by exclusion — what it is not — rather than by what it is.

Vellutino presents his book in three major sections: definitions of dyslexia; four theories of the source of dyslexia; and an integrative summary with suggestions for further research.

It is interesting to note that in spite of the years of talk about individual differences, the search for a single cause or syndrome continues. The major difficulty, for those of us who view our major task as teaching children, is that such attempts lack environmental validity — the findings of such controlled studies always seem to get lost in the mass and mess of uncontrolled variables of the real world. Clearly extrinsic factors, which are carefully excluded from the controlled studies, probably have more impact on a child's behaviour than do most of the assumed intrinsic factors. This is the old problem of statistical versus practical significance come to the surface again.

Which brings us to what I see as the most interesting part of the whole book: the last five pages. Vellutino speculates on recommendations for remediation and ends up with a plea for direct, precision teaching of reading in a full language setting. Teach phonics, but do it in a linguistic setting — syllables and words; *and* teach language enrichment, but do it in relation to word forms, pronunciation, grammar, and usage. Note well that this is not a book on the teaching of reading. There are several recent books on the teaching of reading that expand and detail the same message as Vellutino's and which would be of more interest to most elementary or remedial reading teachers. But that this

book, published as a research contribution, could end on such a set of teaching speculations is of great comfort to some of us.

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**Harry Levin, Ann Buckler Addis.**  
**THE EYE-VOICE SPAN.**  
**Cambridge, Massachusetts: The MIT Press, 1979.**

Although the purpose of this book is not explicitly stated, it can be easily inferred that Levin wishes to show how interest in the subject has changed over the years — from the earlier times when “researchers were interested in the EVS itself,” to more recent times when “they have used the EVS as one of several indicators as to the nature of the reading process.” (p. 3)

The other chapters in this book all supposedly lead to Chapter 8. It is in this chapter that Levin and Addis hope to show that the eye-voice span can reveal important information about syntactic and semantic processing occurring during reading. However, although the authors maintain that in Chapter 8 they “present the evidence most crucial to (their) interpretation of the EVS,” it seems that Chapters 7 and 8 must be considered together. The information in these two chapters should have been more integrated, because information on grammatical constraints cannot be validly considered without a consideration of semantics. As the authors state in Chapter 8, “. . . though language may be analysed formally into its syntactic and semantic components, it is more often than not difficult to find a functional separation between these two levels of analysis.”

In general, the book is well written and easy to read. There is some redundancy in that the same research studies are discussed under different headings, (e.g., research on active and passive sentences is discussed in the sections Nature of Text, Eye Movements and Oral and Silent Reading, and Chapter 8 — Types of Sentences). However, this puts less strain on the reader. At some points one may question the rationale for some of the conclusions. For example, the authors review a study by Pintner and Gilliland which compared oral and silent reading on the basis of ideas recalled per second. However, the authors of the text draw conclusions on differences of oral and silent reading only in terms of speed. These minor weaknesses however, become subservient to the overall purpose of the text.

The text should provide an excellent source for students interested in the history of reading factors (here the EVS) and would be a valuable reference for a college course with such a purpose. Although by the nature of its comprehensive