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 Gilliand 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

synthesis of information on the EVS and reading processes, the text is not pro-
ductive in suggesting further research in this area, but it is a valuable source to
educators interested in the theoretical aspects of reading.

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Anne Gere and Eugene Smith.
ATTITUDES, LANGUAGE AND CHANGE.
Urbana, Illinois: National Council Teachers of English, 1979.
108 pp., $4.75.

The authors have divided this book into three sections: attitudes toward
language, conflicts between attitudes, and attitudes toward language usage.
They do not define these terms clearly, but they do avow their purpose is "to
examine the nature of linguistic attitudes and the processes whereby they may
be changed." The authors link attitudes toward language with emotional feel-
ings toward specific languages such as "Black English." They cite research
studies which have concluded that people often establish complex relationships
among races, or decide character traits, on the basis of dialectal speech
characteristics. The conflicts appear when the same people are confronted with
the actual speech and the speakers. At that point, people may find that neither
the speech nor the speakers fit into any preconceived stereotype.

Yet attitudes toward language are only part of the larger framework, for
language allows people to relate to their environment. As the authors point out,
whether people rely upon the Sapir-Whorfian hypothesis that language shapes
thought by categorizing the world, or upon the Bruner theory that language
"predisposes" the mind to certain modes of thought — thus arranging subjective
reality within the linguistic community — people know that world and share
their meanings, all of which are formed from experiences rich in emotional con-
tent. These shared meanings take shape as myths, filled with personal and com-
munity feelings, beliefs, and values. According to Gere and Smith, it is the com-
bination of language and myth which determine behaviour and shape attitudes
within the linguistic community.

The authors cite some of the more popular language myths, such as that
children who grow up in urban ghettos are verbally deprived when they enter
school, or that people who speak a dialect use a version of English that is
degenerate. Another popular myth supports standard English as the best vehicle
for the expression of logical and abstract thought, a myth which remains in con-
flict with the myth that logic is not the property of language but of thought.

The authors maintain that these myths suggest a need for changes in at-