

Dynamic Model". The use of this model which melds psychological and sociological approaches in a longitudinal context is justified by the author in that it promotes "teasing out casual patterns not in detecting successive differences with greater power" (p. 41). The detailed reporting of findings and conclusions reflect the author's conviction that reading performance depends more on social characteristics than linguistic development.

The controversy over the interdependencies of written and oral language acquisition is examined by Paula Menyuk. She reviews extensively the literature addressed to the description of phonological acquisition in relation to reading. She further draws some tentative conclusions concerning the relations between acquisition of phonology and reading against a background of literature describing characteristics of good and poor readers.

Much has been written about the parallels between oral and written language of adults. Menyuk's contribution lies in the fact that she focuses her attention on the beginning reader. It is at this level that a careful analysis of oral and written communication is the most likely to produce innovation in instructional strategies. In fact, Menyuk cautions about the limited implications that can be drawn from current research and suggests that evaluations prior to formal reading instruction might be informative.

In keeping with the overall theme of the volume, Satz *et al* report in detail a longitudinal study relative to predictive antecedents of reading disability. While the study is based on the predictive validity of a developmental neuropsychological test battery, the implications drawn extend far beyond the simplistic notion of developing "working systems" to identify high-risk children. The whole thrust of the study is underpinned by the belief that there exists an "interaction between the child's readiness and the type of instruction" (p. 134) and that faulty instruction intensifies rather than causes problems of the high risk child.

Satz's study has strength in the fact that is longitudinal in design. Logically, only such a design can eventually produce a valid technique for identifying problems and provide currently unknown answers to the maturational lag theory.

Kinsbourne's analysis of strategies used in beginning reading complements Satz's synthesis of predictive antecedents. While, by the author's own admission, his research is not specific model-based, he reports research which aims at model building—the model comprised of visual, auditory and associative components. Contrary to Satz's stance, Kinsbourne's view is that the composition of a readiness battery should constitute components of beginning reading rather than "subsets of reading — related tasks that best predict a long-term outcome" (p. 155). The reader expecting to find detailed discussion relevant to psycholinguistic and information processing models or reading may be startled by the discussion on "relative contributions of the cerebral hemispheres". However, the theme certainly makes its contribution to what in total, is intended to convey an interdisciplinary message.

Samuel's article on "Hierarchical Subskills in Reading Acquisition" constitutes a logical sequence to the foregoing papers. The author presents a clear overview of the subskill hierarchical vs. holistic reading controversy as a background to a discussion on the role of subskills in learning per se. Both experimental and non-experimental task examples, from both cognitive and psycho-motor domains, present a rather forceful argument for the subskill thesis. The author raises a series of most pertinent questions relevant to careful examination of the subskill theory. These include the need to make a distinction between subskill sequence, teaching-learning sequence and performance sequence. Implications raised for reading instruction should be useful both to practitioner and researcher.

The succeeding paper exemplifies at least one application of an approach underpinned by a subskill theory of reading acquisition. Resnick and Beck describe a program designed which in their estimation at least, illustrates "the role of information — processing task analysis in linking psychological theory to instructional practice" (p. 181). To achieve this goal detailed flow charts are designed to 'map' both the synthetic decoding process and the comprehension process. While the paper purports to show how models of decoding and comprehension have been developed to guide the design of a reading program, it is tempting to suspect that perhaps the reading program was designed first and then the authors scrounged for models to justify the program. The approach, however, does warrant further study.

William's commentary provides an excellent synthesis of the papers. It is clear from her comments that her bias is that of an educationist, but an educationist who is prepared to heed the findings of research in support areas.

In total, the collection constitutes an excellent sampling of the major concerns and emphases in reading research and practice. For both researcher and practitioner, the book should attest to the "fruitfulness of multidisciplinary discussions of common problems" (p. 217).

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