
PREFACE

My first interests in the eye-voice span began far from my home university, Cornell. In London I talked with Professor Frieda Goldman Eisler about pauses in oral reading as extensions of the excellent work she had done on pauses in speech, which had influenced some of my earlier research. Then, in Jerusalem I met Professor Itzhac Schlesinger who had just finished his thesis on grammar and reading in which he had used the eye-voice span. I was intrigued by the procedure and fretted during the rest of my trip abroad, because I wanted to try out this method as a way of studying the relationships between the grammatical structure of the text and reading. This was part of a larger program concerning the reading process. Initially, this research was funded by the National Institute of Mental Health (NIMH) and the National Science Foundation (NSF) and, ultimately, through the U.S. Office of Education's Project Literacy.

The listing of one's many coworkers seems trite until one

has the experience of doing research in a program that involves students and colleagues. Simply stated, the research could not be done without them. I hope I provided an opportunity for them to learn something about psychological research; I know I learned a great deal from them, and their many contributions are described in this book. I especially want to thank Ann Buckler Addis whose help in the preparation of the volume was invaluable and is acknowledged by her place on the title page. Other colleagues and students who made important contributions to the research program are Mary Beckwith, Andrew Biemiller, Elizabeth Turner Carswell, Julie Cohn, Boyce Ford, Jean Grossman, Dalton Jones, Eleanor Kaplan, Stanley Wanat, Rose-Marie Weber, and Raymond Wang. I thank all of them and often look back fondly to our partnership in research on reading.

The preparation of this report was delayed for a number of years. The duties of being a dean left little time for professional writing. I am grateful to my wife and children who treated my deanship with amused indulgence and did not let me forget that in their scheme of values, and my own, the primary job of the professor is to teach, to do research, and to write. I hope they are pleased that I have found my way back to the main road of their expectations. I certainly am.

I thank Roger Brown and Jeanne Chall for arranging a setting at Harvard University that made it easy for me to finish this book and to start a new program of research.

Finally, I am honored to dedicate this volume to James and Eleanor Gibson. They are good people, good friends, and models of the highest standards of our calling to their colleagues and to many generations of students.

Harry Levin