rev. 3/01

Jeanne S. Chall

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Education:

B.B.A. (cum laude)	The City College of New York, 1941.
A.M.	The Ohio State University, 1947.
Ph.D.	The Ohio State University, 1952.
A.M. (Hon.)	Harvard University, 1965.
L.H.D. (Hon.)	Lesley College, 1972.

Career Summary:

Assistant, Institute of Educational Research, Teachers College, Columbia University, 1943-1945.

Research Assistant to Research Associate and Instructor, bureau of Educational Research, The Ohio State University, 1945-1949.

Instructor to Professor, The City college of the City University of New York, 1950-1965.

Lecturer and Reading Consultant, State University, New Paltz, New York, Summers, 1954, 1955, 1956.

Visiting Lecturer, Teachers College, Columbia University, Summers, 1958, 1960, Fall, 1960, and Spring, 1961.

Visiting Associate Professor of Education, Harvard University, 1963.

Professor of Education and Director, Reading Laboratory, Graduate School of Education, Harvard University, 1965-1991.

Professor Emerita, Harvard University, 1991- 1999

Professional Associations:

Fellow, American Psychological Association.

Fellow, National Conference on Research in English (Secretary-Treasurer, 1963; President, 1965-1966).

Member, Eastern Psychological Association.

Member, American Educational Research Association.

Member, Orton Dyslexia Society (Council of Advisors, 1988-present).

International Reading Association (Board of Directors, 1962-1965).

National Society for the Study of Education (Board of Directors, 1972-1977, 1978-1981).

Massachusetts Association for College and University Reading Educators (MACURE) (President, 1975-1977).

Reading Hall of Fame (President, 1982-1983).

Advisory Committees:

Steering Committee, Project Literacy, U.S. Office of Education, 1964-70.

National Advisory Committee on Dyslexia and Related Reading Disorders, U.S. Department of Health, Education and Welfare, 1968-70.

Advisory Council for Title III, ESEA, Commonwealth of Massachusetts, 1968-72.

National Reading Council, A Commission Appointed by the President and the Secretary of HEW, 1970-73.

Committee on Reading, National Academy of Education, 1972.

Advisory Board and Consultant, Children's Television Workshop, 1968-present.

Panel on Testing and Basic Skills, National Academy of Education, 1978.

National Advisory Panel on Reading Effectiveness Measures and Standards, State Department, Albany, NY, 1977-80.

National Advisory Committee, Scholastic, 1979-83.

Commission on Reading, National Academy of Education, 1984-85; for the book Becoming a Nation of Readers, 1985.

Secretary of Education's Elementary Education Study Group, 1985-86.

Member of Office of Educational Research and Improvement Committee to Select the Center for the Study of Reading, Washington, DC, 1986.

Chair, Subcommittee on Reading of the Study Group on the National Assessment of Student Achievement of the National Academy of Education, 1986.

Chair, Task Force on the Reading Disabilities, International Reading Association, 1986-87.

NAEP Technical Review Panel, Center for Education Statistics, U.S. Department of Education, 1987-88.

Chair, Board of Advisors, Harvard Adult Literacy Initiative, Harvard University, 1987-90.

Consultant to various government agencies, e.g., Right-to Read, Office of Education, National Institute of Education, 1970-90s.

Editorial Boards:

Journal of Educational Psychology
Journal of Research and Development in Education
The Reading Journal
Reading Research Quarterly
The Harvard Education Letter

Honors:

Distinguished Alumna Award at the Centennial Celebration of Ohio State University, 1970.
Distinguished Alumna Award at the 125th Celebration of the City College of the City University of New York, 1973.
The National Reading Conference Annual Publication Award for an outstanding contribution to the field of reading education, 1975.
Honored by Friends and Students at CCNY, March, 1978.
Citation of Merit, International Reading Association, 1979.
Reading Hall of Fame, 1979.
Distinguished Alumna Award from Ed Lums (Educated Alumni, Ohio State University), 1979.
The 1979 Andre Favat Award for distinguished service and contributions to the English language arts from the Massachusetts Council of Teachers of English.
National Academy of Education, 1979.
Townsed Harris Medal from Alumni Association, The City College of New York, 1982.
American Educational Research Association Award for Distinguished Contributions to Research in Education, 1982.
American Psychological Association Edward L. Thorndike Award for Distinguished Psychological Contributions to Education, 1982.
Medal for Distinguished Service in Education, Teachers College, Columbia University, 1985.
American Education Research Association (Division B) Award for Distinguished Contributions to Curriculum Studies, 1986.
Distinguished Research Award, National Conference on Research in English, 1993.
Ohio State University Hall of Fame, 1994.
Samuel T. Orton Award, 1996, Orton Dyslexia Society.

Books

Readability: An Appraisal of Research and Application. Columbus, OH: The Ohio State University Press, 1958. Reprinted (1974) by Bowker Publishing Company, Ltd., Epping, Essex, England.

Folktales of Other Lands. (8 volumes). New York: Bobbs Merrill, 1963, 1964. (Consulting Editor).

Toward a Literate Society. New York: McGraw-Hill, 1975. (Editor with John B. Carroll).

An Analysis of Textbooks in Relation to Declining SAT Scores. Prepared for the Advisory Panel on the Scholastic Aptitude Test Score Decline, jointly sponsored by the College Board and Educational Testing Service. June 1977. (with Sue S. Conard and Susan H. Harris).

Education and the Brain. (Seventy-seventh Yearbook of the National Society for the Study of Education, Part II). Chicago: University of Chicago Press, 1978. (Editor with Allan F. Mirsky).

The Chall-Popp Reading Books. Elizabethtown, PA: Continental Press, 1986. (with Helen M. Popp).

The Reading Crisis: Why Poor Children Fall Behind. Cambridge, MA: Harvard University Press, 1990. (with Vicki A. Jacobs and Luke E. Baldwin).

Chall-Popp Phonics. Elizabethtown, PA: Continental Press, 1990-1991. and 1996. (with Helen M. Popp).

Should Textbooks Challenge Students? The Case for Easier or Harder Books. New York: Teachers College Press, 1991. (with Sue S. Conard).

Creating Successful Readers: A Practical Guide to Testing and Teaching at All Levels. Chicago: Riverside Publishing Company, 1994. (with Florence Roswell).

Classic American Readers. (A series of 6 volumes). Kansas City: Andrews and McMeel, 1994.

Readability Revisited and the New Dale-Chall Readability Formula. Cambridge, MA: Brookline Books, 1995. (with Edgar Dale).

Qualitative Assessment of Text Difficulty: A Practical Guide for Teachers and Writers. Cambridge: Brookline Books, 1996. (with Glenda Bissex, Sue Conard, and Susan Harris-Sharples).

Learning to Read: The Great Debate. New York: McGraw-Hill 1967, 1983. Fort Worth, TX: Harcourt Brace, Third Edition 1996.

Stages of Reading Development. New York: McGraw-Hill 1983. Fort Worth, TX: Harcourt Brace, Second Edition 1996.

Teaching and Assessing Phonics: Why, What, When, How; A Guide for the Reading Teacher. Cambridge: Educators Publishing Service, Inc. 1996. (with Helen M. Popp).

Teaching Children to Read: A Step by Step Guide for Volunteer Tutors Elizabethtown, PA: Continental Press, 1998. (with Florence G. Roswell, Mary Beth Fletcher, and Deborah Richmond).

From Reading Research to Practice: A Series for Teachers. Cambridge, MA: Brookline Books, 1998. (Jeanne Chall, Series Editor, with John Onofrey, Editor).

Reading Difficulties: Effective Methods for Successful Teaching. Elizabethtown, PA: Continental Press, 1999. (with Florence G. Roswell).

The Academic Achievement Challenge: What Really Works in the Classroom. (2000) New York: Guildford Press.

Research Reports

A Formula for Predicting Readability. Columbus, OH: Ohio State University Press, 1948. (with Edgar Dale).

A Study in Depth of First Grade Reading: An Analysis of the Interactions of Proposed Methods, Teacher Implementation and Child Background. Cooperative Research Project No. 2728, U.S. Office of Education, 1966. (134 pages). (with Shirley C. Feldmann).

An Analysis of Textbooks in Relation to Declining S.A.T. Scores. Prepared for the Advisory Panel on the Scholastic Aptitude Test Score Decline, jointly sponsored by the College Board and Educational Testing Service, June 1977. Princeton, NJ: College Entrance Examination Board, 1977. (with Sue Conard and Susan Harris).

Characteristics of The Electric Company Related to Learning to Decode by Poor Readers, A Final Report. The Electric Company Lowest Decile Study, Children's Television Workshop, December 1977. (with Helen M. Popp et al.).

Families and Literacy: The Contribution of Out-of-School Experiences to Children's Acquisition of Literacy. A Final Report to the National Institude of Education, December 22, 1982. ERIC Document No. ED 234 345. (with Catherine Snow et al.).

Textbooks and Challenge: An Inquiry into Textbook Difficulty, Reading Achievement, and Knowledge Acquisition. A Final Report to the Spencer Foundation, September, 1983. (with Sue Conard and Susan Harris-Sharples).

A Report on Adult Literacy in Cambridge/Boston. Unpublished report to the President of Harvard University, May 1986. (with Elizabeth Heron and Ann Hilferty).

Reading and Development. Newark, DE: International Reading Association, 1976.

Reading 1967-1977: A Decade of Change and Promise. Bloomington, IN: Phi Delta Kappa, 1977.

Tests

Roswell-Chall Diagnostic Reading Test of Word Analysis Skills Cambridge, MA: Educators Publishing Company, 1997. (New York: Essay Press, 1956, 1959 Revised Edition: La Jolla, CA: Essay Press, 1978)

Roswell-Chall Auditory Blending Test Cambridge, MA: Educators Publishing Company, 1997. (New York: Essay Press, 1962)

Diagnostic Assessments of Reading and Trial Teaching Strategies. (DARTTS) Chicago: Riverside Publishing Company, 1992. (with Florence Roswell).

Adult Reading Assessment Tests (in press) with Florence Roswell, Mary Beth Curtis and John Strucker.

Selected Articles and Book Chapters

This Business of Readability. Educational Research Bulletin, 26, 1-13, January 1947. Reprinted in Education Digest, 12, 9-11, May 1947, and Correct English, 48, 11-16, November 1947.

The Influence of Previous Knowledge on Reading Ability. Educational Research Bulletin, 26, 225-230, December 1947.

A Formula for Predicting Readability, and Instructions. Educational Research Bulletin, 27, 11-20, 37-54, January and February, 1948. (with Edgar Dale). Also in C. W. Hunnicutt and W.J. Iverson (Eds.), Research in the Three R's. (pp. 194-213). New York: Harper and Row, 1958.

Predicting Listener Understanding and Interest in Newscasts. Educational Research Bulletin, 27, 141-153, September 1948. (with Harold Dial).

The Concept of Readability. Elementary English, 26, 19-26, January 1949. (with Edgar Dale).

Techniques for Selecting and Writing Readable Materials. Elementary English, 26 250-258, May 1949. (with Edgar Dale).

How to Clear Lines of Communication. Educational Trend, January 1950. (with Edger Dale).

How Reading and Other Aids to Learning May be Coordinated to Promote Growth in and Through Reading in Grades 4 to 6. In W.S. Gray (Ed.), Keeping Reading Programs Abreast of the Times, Supplementary Educational Monograph No. 72, (pp. 49-54), October 1950.

Familiarity of Selected Health Terms. Educational Research Bulletin, 29, 197-206, November 1950. (with Edgar Dale).

Psychotherapeutic Principals as Applied to Remedial Reading. Elementary School Journal, 53, 211-217, December 1952. (with C. Dahlberg and F. Roswell). Reprinted in O.S. Causey (Ed.), The Reading Teacher's Reader. (pp. 280-285) New York: The Ronald Press, 1958. Also in G. Natchez (Ed.), Children with Reading Problems. New York: Basic Books, 1968.

An Analysis of the Reading Problem in Two Fifth-Grade Classes in Districts 12, 13 & 14, Part 1. Mimeo. 41 pages. New York: The City College Educational Clinic, June 1953. (with Florence Roswell).

The Application of Readability. American Psychologist, 8, 331, August, 1953.

Ask Him to Try on the Book for Fit. The Reading Teacher, 7, 83-88, December 1953. Reprinted in G. Natchez (Ed.), Children with Reading Problems. (pp. 324-330). New York: Basic Books, 1968.

Implementing the Findings of District Project I -- A Reading Program for a Sixth Grade. part II. Mimeo. 32 pages. New York: The City College Educational Clinic, June 1954. (with Florence Roswell).

The Measurement of Readability. Report of the Tenth Annual Conference on Reading. (pp. 26-37). Pittsburgh: University of Pittsburgh Press, 1954. Reprinted in Educational Digest, 21, 44-46, November 1955.

Improving the Readability of Health Materials. Report of the Tenth Annual Conference on Reading. (pp. 49-55). Pittsburg: University of Pittsburgh Press, 1955.

Developing Readable Materials. Adult Reading (Fifty-fifth Yearbook of the National Society for the Study of Education, Part II). (pp. 218-250). Chicago: University of Chicago Press, 1956. (with Edgar Dale).

This Business of Readability: A Second Look. Educational Research Bulletin, 35, 89-99, 111-112, April 1956.

A Survey of Users of the Dale-Chall Formula. Educational Research Bulletin, 35, 197-212, November 1956.

Reply to Dawkins' Reconsideration of the Dale-Chall Formula. Elementary English, 33, 520-522, December 1956. (with Edgar Dale).

Providing Reading Materials Appropriate to Interests and Maturity Levels. In W.S. Gray and N. Larrick (Eds.), Better Readers for Our Times (pp.87-88). New York: Scholastic Magazine Press, 1956.

Helping Poor Readers with Word Recognition Skills. The Reading Teacher, 10, 200-204, April 1957. (with Florence Roswell). Reprinted in G. Natchez (Ed.), Children with Reading Problems, (pp. 341-347). New York: Basic Books, 1960.

Locating, Introducing and Using Easy-to-Read, High Interest Reading Matter. Reading in Action (International Reading Association Conference Proceedings, Vol. 2). (pp. 54-57). New York: Scholastic Magazine Press, 1957.

The Roswell-Chall Diagnostic Reading Test: Evidence of Reliability and Validity. The Reading Teacher, 3, 179-183, February 1958.

Selected Materials for Children with Reading Disabilities. New York: The City College, 1958. (with Florence Roswell, assisted by S. Hahn and M. Tauber).

The History of Controlled Vocabulary. In J.A. Figurel (Ed.), Reading for Effective Living (International Reading Association Conference Proceedings). (pp. 177-180). New York: Scholastic Magazine Press, 1958.

Arithmetic Project: Survey of Current Literature on Diagnosis and Treatment of Learning Difficulties in Arithmetic. Preliminary Report. Mimeo. 18 pages. New York: The City College Educational Clinic, June 1958.

Interpretation of the Results of Standardized Reading Tests. In H.M. Robinson (Ed.), Evaluation of Reading (Proceedings of the Annual Conference on Reading). (pp. 133-138). Chicago: Chicago University Press, 1958.

The Encyclopedia as an Educational Tool. Teachers College Record, 62, 415-419, February, 1961.

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Estimating the Size of Vocabularies of Children and Adults: An Analysis of Methodological Issues. The Journal of Experimental Education, 32, 147-157, Winter 1963. (with Irving Lorge.)

Reading Disability and the Role of the Teacher. Elementary English, 279-298, May 1958. Reprinted in A.J. Harris (Ed.), Readings on Reading Instruction. (pp. 440-442). New York: David McKay Co., 1963.

Different Approaches to Beginning Reading. In J.A. Figurel (Ed.), Reading as an Intellectual Activity. (pp. 250-255). International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazine Press, 1963.

Auditory Blending: A Factor in Success in Beginning Reading. The Reading Teacher, 16, 113-118, November 1963. (with Florence Roswell and Susan Hahn Blumenthal).

How They Learn and Why They Fail. In J.A. Figurel (Ed.), Improvement of Reading Through Classroom Practices. (pp. 147-148). International Reading Association Conference Proceedings, Vol. 9. New York: Scholastic Magazine Press, 1964.

What Research Says About Beginning Reading. In C. Morrison (Ed.), Children Can Learn to Read... But How?. (pp. 17-25). Island College Reading Conference Proceedings. Providence, RI: Oxford Press, 1964.

Language, Visual Auditory and Visual Motor Factors in Beginning Reading: A Preliminary Analysis. Paper presented at the Annual Conference of the American Educational Research Association, February 1965.

Innovations in Beginning Reading. Instructor Magazine, 67, 91-96, March 1965. Reprinted in A.J. Harris and E.R. Sipay (Eds.), Readings on Reading Instruction (Second Edition), (pp. 102-109). New York: David McKay Co., 1972.

Attitudes of Children from a Deprived Environment Toward Achievement-Related Concepts. The Journal of Educational Research, 59, 57-62, October 1965. (with Judith W. Greenberg, Joan M. Gerver and Helen H. Davidson).

The City College-Carnegie Reading Study. In A.J. Mazurkiewicz (Ed.), The Wide World of Reading Instruction, (pp. 23-25). Proceedings of the Fourteenth and Fifteenth Annual Reading Conference at Lehigh University, Vol. 5, 1966.

First Grade Reading: An Analysis of the Interactions of Professed Methods, Teacher Implementation and Child Background. The Reading Teacher, 19, 569-575, May 1966. (with Shirley Feldmann).

Combining Research Results and Good Practice Useful to the Reading Specialist: Clinical Studies. Paper presented at the Eleventh Annual Convention of the International Reading Association, Dallas, TX, May 1966. Published in Proceedings, 2(2), 83-89.

Approaches to Beginning Reading: What is New in America? In M.D. Jenkinson (Ed.), Reading Instruction: An International Forum (pp. 155-166). Newark, DE: International Reading Association, 1967. (Proceedings of the First World Congress on Reading held at UNESCO, Paris, France, August 8-9, 1966).

Interview: Jeanne Chall. The Reading Newsreport, 2(3), 5-9, January 1968.

Learning-to-Read Debate. Instructor, 77(7), 91-96, March 1968.

Learning to Read. Harvard Today, Spring 1968, 24-26.

A Reply. In A.T. Burrows (Ed.), Report on Reading Conference: Code Emphasis in Reading Instruction. New York:; New York University, Center for Field Research and Social Services, May 1968.

Beginning Reading: Where Do We Go From Here? In C.J. Versacci and N. Larrick (Eds.), Reading: Isn't It Really the Teacher? (pp. 5-20). Interstate Printers and Publishers Inc., 1968. Shortened version in Today's Education: Journal of the National Educational Association, 58(2), 36-40, February 1969.

Research in Linguistics and Reading Instruction: Implications for Further Research and Practice. In A. Figurel (Ed.), Reading and Realism. (pp. 560-571). Newark, DE: International Reading Association, 1969. (Proceedings of the Thirteenth Annual Convention).

Learning and Not Learning to Read: Current Issues and Trends. In F. Young and D.B. Lindsley (Eds.), Early Experiences and Visual Information Processing in Perceptual and Reading Disorders. (pp. 14-32). Washington, DC: National Academy of Sciences, 1970.

Illiteracy in America: A Symposium. Harvard Educational Review, 40(2), 264-276, May 1970. (with David Harmon, Ephraim Isaac, Dorothy Jones, Frank Laubach, Robert Laubach, and Wayne O'Neil).

The Meaning of Literacy in the 1970s. Visiting Scholar Paper presented at the University of Virginia, November 1970.

The Teaching of Reading: Science, Art and Ideology. Visiting Scholar Paper presented at the University of Virginia, November 1970.

School Age Programs: Modifications of Teaching Methods and Materials for Total Population Groups. In E.O. Calkins (Ed.), Reading Forum, Monograph #11. (pp. 187-200). Bethesda, MD: National Institute of Neurological Diseases and Stroke, 1971.

Reading in the Electronic Age. In I.K. Tyler and C.M. Williams (Eds.), Educational Communication in a Revolutionary Age. Worthington, OH: Charles A. Jones Publishing Company, 1973.

Learning to Read. In G.A. Miller (Ed.), Communication, Language and Meaning: Psychological Perspectives, New York: Basic Books, 1973.

Reading Seems to be Improving. Instructor, 83(6), February 1974.

Reading Research for the Teacher: How Much is Enough? (Review of Mildred C. Robeck and John A. Wilson, Psychology of Reading). Contemporary Psychology, 20(3), 242-243, 1975.

Reading Achievement: The Role of the Student and the Environment. In N. Thomas and T. Kilty (Eds.), Major Addresses from The Reading Institute, Kalamazoo, MI: Western Michigan University, 1975.

Personnel for the Teaching of Reading and Its Improvement: Preparation and Availability. In J.B. Carroll and J.S. Chall (Eds.) Toward A Literate Society. New York: McGraw-Hill, 1975.

Restoring Dignity and Self-Worth to the Teacher. Phi Delta Kappan, 57(3), 170-174, November 1975.

The Reluctant Reader: Suggestions from Research and Practice. Catholic Library World, 47(7), 274-275, February 1976. (with Emily W. Marston).

The Teaching of Reading -- 1976. Wilson Library Bulletin, 50(9), 706-711, May 1976.

Reading Achievement: The Role of the Student and the Environment. The New Englang Reading Association Journal, 11(2), 1976.

Implications of the Neurosciences for Education. In K.H. Hansen (Ed.), Beyond the School: What Else Educates?, A Report of the Chief State School Officers 1977 Summer Institute, USOE. (pp. 55-65). Bellaire, MI. 1977.

Review of B.S. Bloom's Human Characteristics and School Learning and K.P. Cross' Accent of Learning. Harvard Educational Review, 47, 447-451, 1977.

A Decade of Research on Reading and Learning Disabilities. In S.J.Samuels (Ed.), What Research Has to Say About Reading Instruction. Newark, DE: International Reading Association, 1978.

Introduction. In S. Pflaum-Conner (Ed.), Aspects of Reading Education. (pp. 1-9). Berkeley, CA: McCutchan Publishing Corporation, 1978.

The Implications for Education. In J.S. Chall and A.F. Mirsky (Eds.), Education and the Brain. (Seventy-seventh Yearbook of the National Society for the Study of Education, Part II). Chicago, IL: University of Chicago Press, 1978.

Minimum Competency Testing. Harvard Graduate School of Education Bulletin, 22(2), 9-11, Summer 1978.

Minimum Competency in Reading: An Informal Survey of the States. Phi Delta Kappan, 60(6), 351-352, January 1979.

Blacks in the World of Children's Books. The Reading Teacher, 32(5), 527-533, February 1979. (with Eugene Radwin, Valerie W. French, and Cynthia R. Hall). Reprinted in D. MacCann and G. Woodward, (Eds.), The Black American in Books for Children: Readings in Racism (Second Edition). Metuchen, NJ: The Scarecrow Press, 1985.

Reading Research -- For Whom? Curriculum Inquiry, 9(1), 37-43, 1979.

On Reading: Some Thoughts on the Old and the New. Bulletin of the Orton Society, 29, 6-16, 1979.

Readability: In Search of Improvement. Publishers Weekly, 216(18), 40-41, October 29, 1979.

Reflections -- The Child Learning to Read. Language Arts, 56(8), 876-877, November/December 1979.

The Great Debate: Ten Years Later, with a Modest Proposal for Reading Stages. In L.B. Resnick and P.A. Weaver (Eds.), Theory and Practice of Early Reading. (pp.29-55). Hillsdale, NJ: Lawrence Erlbaum Associates, 1979.

Statement of Dr. Jeanne S. Chall. Basics Skills, 1979: Hearings Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources (U.S. Senate, 96th Congress). (pp. 366-377). Washington, DC: Government Printing Office, 1979.

Preface to Language, Thought and Reading. Harvard Educational Review Reprint Series, #14, (pp. vii-xiv), 1980.

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Review of Frank Smith's Reading Without Nonsense. The Reading Teacher, 33(7), 870-872, April 1980.

Readings that Make a Difference: The Right Book for the Right Time. Journal of Reading, 23(8), 682-683, May 1980.

Should We Teach the Basics or the Humanities in Reading? The Reading Instruction Journal, 23(3), 57-58, Spring/Summer 1980.

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Rich and Sharp Memories of Reading. Change, 14(7), 39-40. October 1982.

Minimum Competency Testing of Reading: An Analysis of Eight Tests Designed for Grade 11. In G. Madaus (Ed.), The Courts, Validity, and Minimum Competency Testing. (pp. 197-208). Boston, MA: Kluwer-Nijhoff, 1982. (with Anne Freeman and Benjamin Levy).

Reading. In H. Mitzel (Ed.), Encyclopedia of Educational Research (Vol. 3, Fifth Edition). (pp. 1535-1559). New York: The Free Press, 1982. (with Steven A. Stahl).

Foreword. In Miriam Balmuth's, The Roots of Phonics: A Historical Introduction. New York: McGraw-Hill, 1982.

Reading. In Funk and Wagnall's Encyclopedia, 133-137, 1983. (with Steven A. Stahl).

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An Interview with Jeanne S. Chall. The Harvard Education Letter, 1(3), June 1985.

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Review of L.W. Anderson (Ed.), Perspectives on School Learning: Selected Writings of John B. Carroll, The Review of Education, 12(4), 297-298, Fall 1986.

Reading, Schools and the National Assessments: Are We Winning or Losing? Paper presented at the Conference on Literacy and Schooling, Center for Research in Learning and Schooling, University of Michigan School of Education, October 24, 1986.

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