

a speeded up application, would be the testing or adjudicating of the information—evidently to determine its worth.

Professor Manzo is undoubtedly aware of the pitfalls and dangers in such a procedure. Any individual or group that takes on the responsibility for judging the merits of any invention, creation or innovation places themselves in a perilous position. First, there is the danger that others in the community will not recognize the tribunal as competent, objective, or capable of doing what it presumes to do. Probably nothing is sadder than the pretensions of those who would lead when no one follows, or of he who counsels when no one listens. Academic and professional circles always have been characterized by variability and diversity. Hopefully, they will remain so because commonality usually leads to stagnatism. Any group of authorities tends to project its own beliefs and interests into its rationalizations. It is difficult to think that any new tributional would do otherwise. Rather than relieving the frustrations Professor Manzo is aware of an additional group of so-called expert judges might in the long run only add to the lag he strives to alleviate.

One can sympathize with the dilemma portrayed by Manzo. It is true that reading education needs better liaison between research and practice. Journals, professional organizations, regional and local conventions, federal and state departments of education and public and private grants have not adequately dealt with the problems of assuring that all children learn to read. It also is likely that all of above mentioned agencies have to some degree served to increase faddishness, espoused concepts that were of little value, and ignored or slighted ideas that might be of immense value. It is unlikely, however, that the proposed tribunal system would do much to compensate for the shortcomings of the present system. Rather than a special tribunal or group of "courts and juries," what is needed is to examine the sociology of reading. This writer disagrees with Manzo that reading education is a sophisticated social science. In our opinion, it is neither sophisticated nor a social science. Classroom teaching whether in reading or writing or arithmetic or any other subject area has limited scientific content. Teachers and reading specialists need to become sophisticated consumers of research findings. Many do not read critically because they lack a proper background in research design or scientific methodology. Manzo is right in recognizing that many of our techniques and methods are not founded on good expirical evidence. What is needed, rather than a court, is a general improvement among professionals in critical judgments concerning reading methods and materials. It should be recognized parenthetically that the most influential reading educators generally are those who have professional and personal ties with those corporations devoted to developing and vending materials for use in the classroom. As such they "live in glass houses" and may become limited in their ability or porpensaty to be critical scholars. Perhaps what is needed in reading education is a larger group of outspoken critics of their own and other's work. We also need more journals and professional organizations willing to provide forums for critical scholarly analyses of experimental and theoretical concepts. In the long run, the unclogging of existing channels of communication rather than the attempt to add still another agency, in my opinion, would be more productive.

REACTION: AN INFORMATION PROCESSING TRIBUNAL (IPT)

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Professor Manzo seemingly is disturbed by the apparent lack of orderliness and direction in the field of reading education. His major thesis seems to be that there is an urgent need to process knowledge or information so as to cut the lag time between the generation of new truths and their ready availability to the classrooms and schools as users of the findings. One implied feature of the "tribunal" as a mechanism for promoting