

# Partial Bibliography

**Single starred references (\*)** help you educate yourself to consider the background of “**popularly promoted but erroneous definitions about teaching and teaching results.**” **Double starred references (\*\*)** are “must” reading for any parent who home schools a supposed “non-learner” of any age, gender, or deficiency. A short description is included with each double-starred reference.

**\*\*\* God Almighty, *The Holy Bible.***

- Andersen, Susan R. “The Trouble with Testing.” *Young Children*, July 1998.
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- Bruce, Baron, and Christine Baron, and Bonnie MacDonald. *What Did You Learn in School Today?* New York: Warner Books, 1975.
- Coffman, William E. “A King over Egypt, Which Knew Not Joseph.” *Educational Measurements: Issues and Practice* 12, 2: 5-8, 23, 1993.
- \* Delisle, James R. “How Proficiency Tests Fall Short: Let Me Count the Ways.” *Education Week*, April 2, 1997.
- Eggleston, Edward. *The Hoosier Schoolmaster.* New York: Grosset & Dunlap, Out-of-Print, 1871.
- \*\* Feuerstein, Reuven. *Instrumental Enrichment.* Baltimore, MD.: University Park Press, 1979. (For any parent who has had a child diagnosed as retarded)
- \*\* Gould, Stephen Jay. *The Mismeasure of Man.* New York: W.W. Norton, 1981. (A thorough and scathing documentation of how we arrived at the idea that intelligence can be measured)

- **\*\* Granger, Bill and Lori. *The Magic Feather: The Truth About "Special Education."* New York: Dell Publishing, 1986. (For any parent who has had a child diagnosed and sentenced to special education)**
- Groff, Patrick. *Preventing Reading Failure.* U.S. Department of Education, San Diego State University, National Book Company, Out-of-Print, 1987.
- Herman, Joan L., and Shari Golan. "The Effects of Standardized Testing on Teaching and Schools." *Educational Measurement: Issues and Practice* 12, 4: 20-25, 41-42, 1993.
- **\* Iserbyt, Charlotte Thomson. *The Deliberate Dumbing Down of America.* Ravenna, OH.: Conscience Press, 1999.**
- **\*\* Kohn, Alfie. *The Case Against Standardized Testing: Raising the Scores, Ruining the Schools.* Portsmouth, N.H.: Heinemann, 2000. (A well-documented study of this subject)**
- Mencken, H. L.. *The American Language.* New York: Knopf, 1941.
- **\*\* Mc-Gill-Franzen, Anne, and Richard L. Allington. "Flunk 'em or Get Them Classified: The Contamination of Primary Grade Accountability Data." *Educational Researcher*, January-February 1993. (Primary children are especially targets of power hungry school officials who wish to impose their will on schools)**
- **Meier, Deborah. "Why Reading Tests Don't Test Reading." *Dissent*, Fall 1981.**
- **\* Mosse, Hilde L. *You Can Prevent or Correct Learning Disorders.* Beaverton, OR.: Riggs Institute Press, 1982.**
- Ohanian, Susan. *One Size Fits Few: The Folly of Educational Standards.* Portsmouth, N.H.: Heinemann, 1999.
- Orton, Samuel Torrey. *Reading, Writing, and Speech Problems in Children and Selected Papers.* Austin, TX.: Pro-Ed, 1989.

- Routman, Regie. *Literacy at the Crossroads: Crucial Talk About Reading, Writing, and Other Teaching Dilemmas*. Portsmouth, N.H.: Heinemann, 1996.
- **\*\* Szasz, Thomas S., M.D. *The Manufacture of Madness*. New York: Harper & Row, 1970. (*Time* magazine once described Dr. Szasz as “The ankle-biter at psychological conventions.” Any parent who finds himself caught up in the jargon and intimidation of school “psychoeducational evaluation” ought to read this book for another viewpoint on what is happening to him and his child.)**
- **\*\* Whimby, Arthur, and Linda Shaw Whimbey. *Intelligence Can Be Taught*. New York: E.P. Dutton, 1980. (An examination of the evidence behind the idea that what we call intelligence is actually a set of skills that can be taught in a systematic fashion, rather than something fixed at birth)**

[info@madsenmethod.com](mailto:info@madsenmethod.com)

800-640-3607

[www.madsenmethod.com](http://www.madsenmethod.com)