GUY THOMAS BUSWELL, *Fundamental Reading Habits; A Study of Their Development*; Supplementary Educational Monograph No. 21, Chicago, Department of Education, The University of Chicago, 1922, pp. 14+150. \$1.50.

The purpose of this study is to detect the fundamental reading habits of children and to compare them with the mature reading habits of adults. The assumption of the author is that by knowing what the child's early reading habits are to begin with, and what the mature habits of good readers are as an end product, we shall be better able to direct the child toward the desired goal of efficient reading. By knowing the route and the individual difficulties to be met the teacher is enabled to adapt the plan to the need.

Since all satisfactory methods of studying reading habits must rest on either a direct or an indirect measurement of some aspect of the reading process, the author has selected photographic reproductions of eye movements as the most objective in character, and the least subjective in judgment. The apparatus used was an improved type of that used by Dr. C. T. Gray in his studies in 1917. Dictaphone records were taken alongside the photographic reproductions of eye movements and thus a most thorough comparison of the two sets of data is made possible.

The study analyzes the reading of 187 different subjects ranging from children in grade I-B of the elementary school to adult college students. Frequent tables and charts show the relative stages of development for many of the characteristic reading habits. Probably the most striking feature of the data shown is the clearly demonstrated importance of the first four years of reading upon the development of mature reading habits. Another marked change in reading habits occurs in the early years in High School. The growth curves are very much alike for both oral and silent reading, though silent reading develops maturity in reading habits slightly faster than oral reading.

Dr. Buswell devotes about one third of his monograph to a detailed analysis of first grade reading. The children studied came from two different groups each of which had been taught by a radically different method. The analysis brings out the fundamental weaknesses of each method. The data is presented in exceptionally complete form and includes charts showing the number and extent of eye movements, the time of each fixation, the dictaphone reproductions of the reading, and the rhythmic expression of the subject while reading. This part of the monograph should prove especially valuable to teachers in that it will enable them to make a better analysis of the fundamentals of the methods they are employing, and should assist them greatly in placing a truer evaluation upon their own work. The latter third of the book is concerned with individual variations in reading habits and with the results of specific training. Characteristic cases from the 2nd, 3rd, 4th and 5th grades, and from High School and College are described and analyzed.

It is not assumed that a study of eye movements alone will make possible a complete diagnosis of all reading difficulties, but the author insists that such study must be a part of every complete study of reading defects. It reveals many specific difficulties which demand specific treatment. Dr. Buswell is not in agreement with those who insist that no artificial devices shall be allowed a place

with remedial teaching because they may lack social values, or permanent purpose outside the schoolroom. He urges the use of any kind of artificial device which by its temporary use will remedy the child's reading defect or bring him back to normal more rapidly than by some less direct method. For training the child in correct habits of eye movement an exposure apparatus to be used in conjunction with the stereopticon is described. How successful this device may be is neither demonstrated nor forecasted; but, being neither too intricate in structure nor over expensive in manufacture, it should find a place in any laboratory devoted to experimental work in reading.

Ohio University

C. H. Growdon.

WILLIAM SCOTT GRAY, *Remedial Cases in Reading: Their Diagnosis and Treatment*—University of Chicago, 1922, Pp.vii-208. \$1.75.

The content of this monograph is well described by its title. It promises to be a very suggestive and helpful volume for superintendents, principals, supervisors, and teachers—whether regular or special. In these days of fequent measurements of all kinds there is sometimes a tendency to make hasty diagnosis. This monograph shows the need for very careful and definite study of each case before final diagnosis is made; it gives detailed information as to existing defects in each case, and describes the procedure which was followed in the attempt to remedy each defect.

The author holds that diagnosis of one's reading defects is insufficient evidence upon which to base treatment. The causes must be determined. Among the more common fundamental causes of defective reading are listed: inferior intelligence, congenital word blindness, poor auditory memory, defective vision, narrow span of recognition, ineffective eye movements, inadequate training in phonetics, inadequate attention to content, inadequate speaking and meaning vocabularies, speech defects, lack of interest, guessing, and timidity.

Five chapters of the book (150 pages) are devoted to a detailed report of 26 cases which came under the observation of the author or his immediate assistants. These cases are grouped into five typical classes as follows: (a) pupils who had made little or no progress in reading, (b) pupils who had encountered serious difficulties in interpretation, (c) pupils who encountered difficulties primarily in the mechanics of reading, (d) pupils who encountered difficulties in the rate of silent reading, and (e) pupils who had made progress in reading but were weak in practically all phases of reading. The latter chapter of the work deals with the organization of diagnostic work in the city of Toledo, Ohio.

The book neither attempts to cover all types of reading defects nor does it dogmatize on the remedial treatments to be applied. It is merely a plain statement of a considerable number of typical cases with a description of the remedial measures attempted, and with an attempt to evaluate the efficiency of the methods used. As a source of helpful suggestions for those who must handle reading defects it is worthy of a careful reading. We believe that the stimulus it will give toward the organization of groups interested in the study and treatment of reading defects, and the encouragement it gives to teachers who daily face reading difficulties make its appearance especially timely.

Ohio University

C. H. Growdon.