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“Intensive Phonics vs. Gradual Phonics in Beginning Reading: A Review” which appeared in the April 1965 issue of *The Journal of Educational Research*? This review presents 22 comparisons between intensive phonics instruction and gradual phonics instruction. It differs from standard reviews in two respects. First, it restricts itself to comparisons meeting certain rigorous statistical criteria and gives specific reasons for excluding various less rigorous studies. Second, instead of quoting the conclusions of various investigators, it tabulates their findings in terms of significant differences. The reviewers found that 19 comparisons favored intensive phonics, three favored neither method, and none favored gradual phonics. They concluded that early and intensive phonics instruction tends to produce superior reading achievement.

Phonics for the Reading Teacher by Anna D. Cordts? This book, published by Holt, Rinehart and Winston in 1965, provides the teacher with a background in the science of phonetics as a crucial foundation for effective instruction in reading and the language arts. The author’s treatment of the problem of pronunciation in our country and the syllabication of words in the reading vocabulary are noteworthy. The history of phonetic instruction in the schools from the days of Noah Webster to the present is an interesting story, very well told. This book, a scholarly presentation of a technical subject, is readable and instructive.

Phonics and the Teaching of Reading? This book written by Dolores Durkin, Associate Professor of Education, Teachers College, was published by the Bureau of Publications of Columbia University in 1965. Its purpose is to give teachers at all grade levels more complete knowledge of our language and of phonics. Most readers will find the chapter entitled “Linguistics and Reading” of special interest.

Phonics in Proper Perspective? Here is another book on a much-discussed subject. This one is written by Arthur W. Heilman of Pennsylvania State University and is published by Charles E. Merrill Books, Inc. Concrete practices which may be followed in teaching the various “steps” in phonic analysis are given. What do you think of them?