# Article information:

CheckRaiseMate's Blog • Why Chess Books Don't Work • lichess.org
[https://lichess.org/@/CheckRaiseMate/blog/why-chess-books-dont-work/0vsboTSX](https://lichess.org/%40/CheckRaiseMate/blog/why-chess-books-dont-work/0vsboTSX)

# Article summary:

1. The traditional method of learning chess through books may not be as effective as previously thought.

2. Books lack an explicit theory of learning and often rely on the assumption that knowledge can be absorbed simply by reading it.

3. Watching YouTube videos may be a more beneficial way to improve at chess, as it allows for dynamic learning and the ability to see a presenter's thoughts evolve in real time.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled "Why Chess Books Don't Work" on CheckRaiseMate's Blog discusses the effectiveness of chess books as a learning tool and suggests that they may not be as helpful as commonly believed. While the author acknowledges that books can be useful in moderation, they argue that relying too heavily on books can hinder improvement in chess.

One potential bias in the article is the author's personal preference for alternative learning methods, such as YouTube videos and Chessable. They suggest that watching YouTube videos may be a better way to improve at chess than reading books, without providing strong evidence to support this claim. The author also praises Chessable for its explicit theory of learning through spaced repetition, but fails to mention other platforms or methods that may have similar benefits.

The article presents a one-sided view by focusing solely on the limitations of books as a learning tool. It does not adequately explore the potential benefits of reading chess books, such as gaining a deeper understanding of strategic concepts or studying classic games played by top players. The author dismisses the value of books by comparing them to an unrealistic scenario of using only books to learn basketball, which weakens their argument.

The article lacks supporting evidence for many of its claims. For example, it states that quickly improving chess players often spend little time on books without providing any data or studies to support this assertion. The argument relies heavily on anecdotal observations and personal opinions rather than empirical evidence.

There are also missing points of consideration in the article. It does not address different learning styles and preferences, acknowledging that some individuals may find books more effective for their own learning process. Additionally, it does not discuss how different types of chess books (e.g., instructional manuals vs. annotated game collections) may have varying levels of usefulness.

The article includes promotional content by recommending specific YouTube channels and Chessable as alternatives to traditional chess books. While these recommendations may be valid, it would have been more balanced to provide a broader range of options and platforms for learning chess.

Overall, the article presents a biased and one-sided view of the effectiveness of chess books. It fails to provide sufficient evidence for its claims, overlooks important considerations, and promotes specific alternatives without exploring other potential options. A more balanced analysis would have considered the strengths and weaknesses of different learning methods and provided a more nuanced perspective on the role of books in chess improvement.

# Topics for further research:

* Benefits of reading chess books for improvement in chess
* Different types of chess books and their usefulness in learning
* Effectiveness of YouTube videos as a learning tool for chess
* Comparison of different online platforms for learning chess
* Research on the impact of reading chess books on skill development
* Understanding different learning styles and preferences in chess education

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