HLA SELECTIVE LIST OF MATERIALS FOR USE BY TEACHERS OF MODERN FOREIGN LANGUAGES IN ELEMENTARY AND SECONDARY SCHOOLS.
BY: OLLMANN, MARY J., ED.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.75 HC-$6.80 168P.

DESCRIPTORS—SECONDARY SCHOOLS, LANGUAGE TEACHERS, ANNOTATED BIBLIOGRAPHIES, MODERN LANGUAGES, INSTRUCTIONAL MATERIALS, FLES, TEXTBOOK EVALUATION, INFORMATION SOURCES, LANGUAGE LEARNING LEVELS, ROMANCE LANGUAGES, EVALUATION CRITERIA.

MATERIALS GROUPED ACCORDING TO LANGUAGE (FRENCH, GERMAN, ITALIAN, MODERN HEBREW, NORWEGIAN, POLISH, PORTUGUESE, RUSSIAN, SPANISH, SWEDISH) AND SUBJECT MATTER ARE FOUND IN THIS ANNOTATED SELECTIVE LIST. FOR ITEMS IN EACH SECTION, INFORMATION INCLUDES LIST PRICES, GRADE LEVELS, LANGUAGE PROFICIENCY LEVELS, AND CRITICAL EVALUATIONS. APPENDIXES INCLUDE SELECTIVE AND ANNOTATED BIBLIOGRAPHIES FOR SIX CULTURES (FRENCH, GERMAN, HISPANIC, ITALIAN, LUSO-BRAZILIAN, AND RUSSIAN), CRITERIA FOR THE EVALUATION OF MATERIALS, AND SOURCES OF MATERIALS. (AF)
MLA selective list of materials

FOR USE BY TEACHERS OF MODERN FOREIGN LANGUAGES IN ELEMENTARY AND SECONDARY SCHOOLS
MLA selective list of materials

for use by

TEACHERS OF MODERN FOREIGN LANGUAGES IN ELEMENTARY AND SECONDARY SCHOOLS

EDITED BY Mary J. Ollmann

Prepared and Published by The Modern Language Association of America Pursuant to a Contract with the U.S. Office of Education, Department of Health, Education, and Welfare 1962
This Selective List of Materials
supersedes the Materials List published
by the Modern Language Association in 1959
CONTENTS

INTRODUCTION .......................... v

ALL LANGUAGES ......................... 1

FRENCH ................................. 7

GERMAN ................................. 27

ITALIAN ................................. 43

MODERN HEBREW ......................... 56

NORWEGIAN ............................. 62

POLISH ................................. 68

PORTUGUESE ........................... 70

RUSSIAN ................................. 74

SPANISH ................................. 83

SWEDISH ................................. 116

APPENDICES

1. SIX CULTURES ......................... 123

2. CRITERIA ............................. 143

3. SOURCES OF MATERIALS .............. 154
INTRODUCTION

When the National Defense Education Act was passed in 1958, its Title III provided federal aid, on a matching-fund basis, for school systems that wished to purchase teaching materials in mathematics, science, and modern foreign languages. No comprehensive list of foreign-language materials then existed, so the Modern Language Association contracted with the U.S. Office of Education in mid-June 1959 to provide such a list by mid-September 1959. Many foreign-language teachers were pressed into service and they gave generously of their time and experience in providing data on items. Douglas Alden of Princeton agreed to act as compiler and the Materials List for Use by Teachers of Modern Foreign Languages miraculously appeared in time for use in the academic year 1959-60. It was of great help to the profession, despite the shortcomings inherent in a bibliography produced in such haste.

The Materials List had scarcely appeared in print when the MLA began to plan for a revised and enlarged edition. After some negotiations, we received permission from the U.S. Office of Education to set up, under an existing contract, a conference in October 1960 to establish criteria for a new evaluation of all teaching materials (including textbooks, which were not evaluated in the first edition). The criteria were accepted in principle by the Office of Education in January 1961 and they appear here, in slightly revised form, as Appendix 2. In February 1961 we submitted a proposal for a revised Materials List. It was accepted in March 1961. We enlisted the cooperation of the five AATs (Amer. Assn. of Teachers of French, of German, of Italian, of Slavic and East European Languages, and of Spanish and Portuguese), who appointed Chairmen and committee members. We extended the coverage to five other languages being taught in U.S. high schools (Modern Hebrew, Norwegian, Polish, Portuguese, and Swedish) and we made direct appointments of Chairmen and committee members.

Membership in the ten committees totals 184 teachers and they evaluated nearly 2400 items. Each item was normally judged by three evaluators, who rated it excellent, acceptable, or unacceptable in from two to fifteen aspects. If the item was deemed generally unacceptable, it does not appear in the present list. Each of the 1850 items that do appear here was rated at least minimally acceptable.

The items are grouped by language and type of material. Users of the list are urged to read the evaluations of all the items in the languages they are interested in and also to read the All Languages section. Cross-references have been avoided. Sets of materials that include films or filmstrips, recordings, and printed matter are listed under Integrated Programs. Recordings with accompanying texts and textbooks with accompanying recordings are listed under the heading for the part of the set which seemed of prime importance. Materials which could be listed under each of several subdivisions were listed only once under the heading which seemed most appropriate.

Sources for items have been given as code names in capital letters. In most cases the source is the original publisher or producer or the authorized distributor. When the item was produced abroad, we have often added the names of one or more domestic distributors to indicate price in dollars. Items can usually be obtained through other distributors and importers.

The prices quoted are list prices, without discounts, and may change. We can assume no responsibility for the correctness of prices or the availability of the materials here listed, although a copy of each entry has been sent to its producer or distributor for verification. The dates given are those of the copyright or first publication of a work or its revision.

In the left margins, the Arabic and Roman numerals indicate grade levels and language proficiency levels, as explained at the beginning of each language list. Both levels are indicated, since we need to know the social and intellectual level of the item as well as its linguistic level. Level I may represent one year's accomplishment in senior high school, two years in grades 7 and 8, or three or four years in the lower grades. Level II may therefore be attained anywhere from grade 7 to 12.

As the full title states, the present list, like its first version, is intended for use by school and not college teachers. The latter will nevertheless find the list quite useful in most categories. For them, it will be weakest in Basic Texts, where there is (and should be) a clear divergence between the book written for a secondary-school freshman and a college freshman, and in Literary Texts, where for the college student, the level of literary sophistication can be higher and the amount of pedagogical aid lower than for the secondary-school student.

Items here listed may or may not be eligible for purchase under Title III of the NDEA, depending on the individual state plans. But in no state may materials be purchased under Title III for distribution to each student in a class.

The annotated bibliographies of Six Cultures, which appear as Appendix 1, were prepared under the general direction of Laurence Wylie of Harvard as part of another MLA contract with the U.S. Office of Education, to make surveys and studies of benefit to language teachers. These bibliographies complement the sections on culture and civilization in six of the ten languages here represented.

As part of our present contract with the U.S. Office of Education we are making free distribution of the Selective List of Materials to the National Association of Secondary School Principals, the American Association of School Administrators, the Chief State School Officers, the Department of Audio-Visual Instruction of the NEA, teachers of modern foreign languages in
junior and senior high schools, the state foreign language supervisors, the U.S. Office of Education, the evaluators, and miscellaneous individuals and agencies. The total free distribution is 53,000 copies.

The MLA has made an independent printing of the List and copies are for sale at the MLA FLP Research Center, 70 Fifth Ave., New York 11, at $1.00 each.

We here express our gratitude to the innumerable people whose wisdom, devotion, and zeal made this edition possible: to the 184 evaluators and especially to the ten Committee Chairmen, Elvira Adorno, Alrik Gustafson, Jacques Hardré, Einar Haugen, Abraham Katsh, Edmund Ordon, Karl-Heinz Planitz, Raymond Sayers, Lurline V. Simpson, and Leon Twarog; to the Research Center staff, who checked catalogues, called publishers, and typed all the evaluations: Barbara Bell, Sylvia Boger, Helen Candel, John Harmon, Nancy Lian, Harry Margulis, Jean Martin, Marguerite Simonson, James Simms, Hannelore Tierney, and Frank White; to Jeannette Chao, for her effective management of all the financial details; and finally, to Mary J. Ollmann, the editor, whose patient persistence brought order out of chaos and tracked down, by a mountain of international correspondence, nearly all the missing bibliographical data.

Like all other compilers, we are sure that our list will prove to have errors of commission and of omission. Some excellent materials were published too late to be included; others were omitted because they are not generally available; a few others were left out through ignorance or neglect, despite the diligence of most evaluators. We will be grateful for your criticisms of the list as a whole and for titles and publishers of materials that you believe should be in the next edition, though they failed to appear in this one.

DONALD D. WALSH
Director, FL Program
ALL LANGUAGES

Since what is everybody's business is nobody's business, materials relating to all languages were less systematically evaluated by committee members than materials in a single language. Descriptions and evaluations without appended initials were made by Mary Ollmann and Donald D. Walsh in an attempt to complete this section of the list. Teachers should make use of the services of local libraries and museums and audio-visual centers of local or state universities.

BIBLIOGRAPHIES & RESOURCE LISTS


Exhaustive and scholarly. International in scope. Includes books and articles in English, French, German, Italian, Spanish, Portuguese, Slavic, Scandinavian, and Dutch in the field of modern languages and literatures.


Books, articles, and dissertation abstracts. The first such list generally available.


1E, 2A, 3E, 4E N.D., E.E., A.P.

Concise, compact listing for pre-service and in-service teachers. Not very selective.


Practical, thorough, and helpful.


1E, 2A, 3E, 4E R.G., L.V.S., T.S.

Very good though not inclusive. Some entries of doubtful value. No impartial rating attempted. Statements in summary of content are at times misleading in regard to value of the material. Grade allocation not always correct. Despite shortcomings, an excellent resource list and a must for all school systems.


Offprints, reports, and brochures on all aspects of FL teaching.


1E, 2E, 3E, 4E E.A., L.D.C., L.V.S., T.S.

Useful as a guide for purchase of currently recommended equipment.


1E, 2E, 3E, 4E L.V.S., T.S.

Written to bring original Purchase Guide up-to-date without rewriting previous descriptions. Does not replace 1959 edition.


Bibliographical details and evaluations.


1E, 2E, 3E, 4E H.K., L.V.S., T.S.

A catalogue of catalogues, periodicals, professional organizations, selected bibliography. Descriptive annotations. Alphabetical index. Though many other subjects are included, it is invaluable for foreign-language teachers.

BOOKS ON METHODOLOGY


Workpapers on all phases of modern-language teaching prepared for an international seminar organized by UNESCO in Ceylon in August 1953.


1A, 2A, 3A, 4A M.Y.B., T.S., L.V.S.

One of the better state department of education bulletins on FL within the state. Like the majority of these, this bulletin is largely descriptive of the status quo, makes few strong recommendations for development.


A very informative report: linguistics and anthropology; cultural behavior; area studies, stylistics.


1A, 2A, 3E, 4A E.G.E., N.S.

Discussion of language teaching with special reference to language laboratory. Gives sensible answers to many of the problems encountered in lab work.


1A, 2AEE, 3AEE, 4AEE E.G.E., A.P., E.R., N.S., L.V.S.

Presentation of laboratory procedures and principal uses of various audio-visual materials.

____. How to Teach Foreign Languages Effectively. NYU, 1959. 195 pp. $3.50.

1A, 2AEE, 3AEE, 4AEE E.G.E., E.K., L.V.S., T.S.

Pedagogically conservative. Helpful advice for the novice teacher. Useful bibliographies.


Aims at helping language teachers solve problems by recommending a number of techniques and the proper application of these techniques. A series of daily lessons for presenting French to an elementary class.


Criteria for valid tests. Helpful within its field.


Invaluable statements of new trends in methodology.


Essential for every teacher. Presents theory of aural-oral foundation in language teaching, and proceeds to practical instruction in the techniques to be used. Transition period to reading is not fully treated here, but all that precedes this point is thoroughly and imaginatively covered.


Aims at helping language teachers solve problems by recommending a number of techniques and the proper application of these techniques. A series of daily lessons for presenting French to an elementary class.

Principles and Methods of Teaching a Second Language. Produced by the MLA Center for Applied Linguistics in cooperation with Teaching Film Custodians, Supervisor, Theodore B. Karp, Consultant, Charles A. Ferguson. Filmed in U.S. 1960-61. TFC. Five 3-reel 16 mm. b&w films. 1. The Nature of Language. 2. The Sounds of Language. 3. The Organization of Language. 4. Words and their Meanings. 5. Modern Techniques in Language Teaching. Purchase $170.00 each. Rental $6.00 each. Teaching guides.

FORums which lend films arranged by state and city. Annotations include the number of film titles in the library, the nature of the films, and special restrictions, if any, on distribution and use of the films.


Television lectures by a very able speaker and an authority in this field.

FILMSTRIPS & SLIDES

M benton's Travels Around the World. Filmed in many countries. MESTON, 35 mm. Color. Each slide $0.35 or $1.00 a set of 4. Catalog $0.35.

Photographic slides of more than 100 countries.


Taken at four of the 1959 NDEA Summer Institutes (Colorado, Louisiana, Michigan, Texas). Excellent examples of new teaching techniques.

Wolfe Worldwide Slides. Filmed in many countries. WOLFE, 35 mm. Color. $0.35 each. Catalog $0.25. Excellent slides. English captions on mounts. No script. Teacher must be able to supply commentary. An outstanding aid to culture. Can be used at any level.

Slides may also be obtained from the following companies:

1. American Library Color Slide Co., 222 West 23rd St., New York 11, N.Y. World art. $0.65 to $1.75 a slide according to mounting. Free list.

2. Herbert E. Budek Co., 324 Union St., Hackensack, N.J. Art, architecture, geography, filmstrips or slides. Color or b&w. $3.50 to $20.00 a set. Average for glass-mounted color slides $0.50. Free lists.

3. European Art Color Slide Co., 120 West 7th St., New York 23, N.Y. Art, architecture. 2x2 and 4x5 transparencies and filmstrips. 2x2 originals $2.50 each, duplicates $1.75. Free catalog.

4. Films and Slides, P.O. Box 437, North Hollywood, Calif. Art and architecture. Color and b&w. $0.25 to $0.95 a slide according to mounting. Free lists.


6. Lambert Foundation, 98 South St., Northampton, Mass. Documents of daily life, art, architecture, history, geography, theatre, authors. Details on request.

7. Life Filmstrips, 9 Rockefeller Plaza, New York 20, N.Y. History, geography, documentary. Color $0.50 each strip. B&w $2.50 each ($5.00 and $2.00 for 4 or more). Most have lecture guides or notes. Free lists.

8. Dr. Konrad Prothmann, 2378 Soper Ave., Baldwin, N.Y.
ALL LANGUAGES: Language Lab

SLIDES, FILMSTRIPS, SLIDESTrips AND PRINTs. COLOR AND B&W. ART AND ARCHITECTURE. PURCHASE OR RENTAL. FREE LISTS. ILLUSTRATED CATALOG FOR LOAN OR PURCHASE.


2. Walt Sterling Color Slides, 224 Haddon Rd., Woodmere, N.Y. Color scenes, map slides. $0.30 to $0.50 a slide according to quantity.

Teachers should also inquire at local museums for slides, prints, and lectures for sale or loan.

FLES


A pioneering study by an outstanding authority in the field.

California State Dept. of Ed. Looking Ahead in Foreign Languages. CALIF. SDE, 1961. 75 pp. $0.00.

1E, 2E, 3E, 4E. L. DeC., V. M., O. R., E. E., L. DeC., V. M., O. R.

The importance of understanding the nature of language learning, the purposes of FLES, when to begin, criteria for selecting the language to be taught. Good survey of views on major FLES problems.


Describes and illustrates, in Spanish and French, techniques to be used in the classroom. A very useful handbook of devices for the teacher. Translates now familiar theory into actual practice.


E. 2E, 3E, 4E. E. E., R. Th.

Professional materials, language journals, instructional materials, addresses of publishers and importers.


Calls attention to such issues as which pupils should study language, at what age, what sort of teacher is needed, what kind of program is best. A good summary of viewpoints, without militancy.


1E, 2E, 3E, 4E. L. V., T. S., L. V.

Essential for professional competence. Excellent for all levels.


1A, 2A, 3A, 4A. M. B., L. V., T. S., T. S.

Opinions of urologists and psychiatrists, collected in response to Dr. Wilder Penfield’s assertion that the capacity for language learning declines sharply with the appearance of capacity for reason and abstract thinking. Though there is not complete agreement, the majority support Penfield. An appendix recommends ages 4-8 as the optimum age for beginning the continuous study of a modern foreign language.


M. V., L. V., T. S.

Issue includes 7 articles on FLES. Articles 1 and 2 are rated unacceptable, on the score of content. The other 5 articles are acceptable, treat A-V aids in teaching FLs (Babcock and Kwapi), FLES by TV (Olson), administering a FLES program (Hamalainen), extended-day FLES (Branu and Doak), and integration of Spanish-speaking newcomers into the school (Cohn). Useful to the elementary-school teacher as a sample of the views principals are acquainted with through their professional organization.

LANGUAGE LAB


Very authoritative and carefully planned.


1E, 2E, 3E, 4E. M. B., L. V., T. S.

Describes and illustrates (in English) numerous types of lab exercises: listening comprehension, mimicky-memorization, (guided) creative practice, and self-evaluation practice. Prepared by experienced material makers, this booklet is an excellent guide for the teacher who must make his own tapes. Very similar in content to Mathieu’s 1959 “Have Language Laboratory: What Now?”


Advice on planning for the lab, on equipment, on operating the lab. The author is an authority and this volume is an indispensable primer.


1A, 2A, 3A, 4A. N. D., E. E., A. P., N. R. S.

Practical suggestions to administrators and classroom teachers on setting up and integrating a laboratory with the over-all program. Examples of several types of suitable drills. Realistic discussions and suggested solutions to secondary-school problems, including homework in lab, scheduling, grading, rules of thumb for supplies.


Excellent study based on returns from a questionnaire. Lists of school and college labs. Discusses organization, administration, equipment, and materials.


Reprints of many articles, on equipment for and use...
of the lab, by +h authorities as Brooks, Gaarler, Borglum, and Hoc...ng.


Very useful a+d practical advice.


1E, 2E, 3E, 4E. I.V.S., T.S.

An extremely practical and serviceable summary of knowledge on the aJECT. Annotated bibliography.

Mallery, David. The New Dimension in Foreign Language Teaching. A Message to the School Head . . . about the Language Laboratory. No. 3 of a series of studies made by the Committee on Educational Practices of the National Council of Independent Schools. NCIS, 1961. 33 pp. Paper $0.50.

The case for the laboratory persuasively and cogently stated.


1E, 2E, 3E, 4E. E.G.E., M.3., N.R.S.

Detailed study of the teaching of French based upon the spoken language. A section on the technical aspects of the language lab. Useful to teachers of all languages.


1A, 2E, 3A, 4A. M.3. L.V.S., T.S.

The author answers a number of frequently-asked questions about the whys and hows of labs, and outlines 4 basic types of lab exercises: "audio-passive, audio-active, audio-creative, and audio-evaluatory."


Papers read at an extremely important conference by suc+ outstanding figures as Hutchinson, Hocking, Locke, Ca.rder, Delattre, O'Connor, Morton, Borglum, and Skinner. A document, of prime importance.


Capsule advice intended for administrators; the outcome of two MLA conferences on the subject.


An able report by an expert in the field, especially interested in the use of the lab as an aid to the study of literature.


1A, 2A, 3A, 4A. E.G.E., H.K., N.R.S.

Good explanation of role and need for language lab.

Examples of drills often unnatural. One of best guides for the classroom teacher.


LINGUISTICS & LANGUAGE LEARNING


1E, 2E, 3E, 4E. E.B., M.B., A.M., L.V.S., S.S.

Part I: A general introduction to linguistics by the Editor. Specific applications by Albert Valdman (French), Samuel Brown (German), Robert A. Hall, Jr. (Italian), Michael Zarchman (Russian), and Israel Silva-Fuenzalida (Spanish). Part II: Reprints of articles from 9 language journals. A very informative summary. 1st edition prepared for use at 1960 NDEA Institutes.

Boothe, Frederick. Loom of Language. Ed. Lancetl Hogben. NORTON, 1944. 692 pp. $3.75.

1E, 2E, 3E, 4E. E.H.


Very good on the philosophy and methodology of modern foreign language teaching. Ideas on theory better than those on practice. Valuable for the language lab. An excellent appendix.


An able summary of research on the subject. Exhaustive bibliography.


1A, 2E, 3E, 4E. 5E. E.A., L.6.E., A.P.II., O.R.

Based upon experiments in language teaching involving methods, techniques, teaching materials, culture, teacher preparation. A good reference book.


Informative and exciting reports on a variety of annual topics.


The most readable of the scholarly books on the subject.


1E, 2A, 3E, 4E. 5E. M.B., L.V.S., T.S.

A leading American anthropologist analyzes the many ways in which people communicate without words. An excellent introduction to the culture concept. Fascinating reading.


1E, 2E, 3E, 4E. 4E.

Simple, clear presentation of linguistics, intended for the layman, excellent and painless introduction to linguistics for the teacher of foreign language. Five chapters on "Learning Another Language." Should give teacher insight into using what linguists have learned about learning language. A revision of Leave Your Language Alone.


1A, 2E, 3E, 4A. M.B., L.V.S., T.S.

A well-known linguist speaks in not-too-technical language of what linguistics can offer the classroom teacher in the way of help. One example, worked out in some detail, is how to identify a good textbook.
1E, 2E, 5E, 4E C.B., M.B., E.G.E., C.R., N.R.S.
A valuable contribution to the area between linguistics and anthropology, written in a lucid style. After explaining the necessity for considering the learner's language and culture as well as the language and culture he wishes to learn, the author tells how to compare the two languages and two cultures.

Moulton, William G. *Applied Linguistics in the Classroom.* PMLA (May 1961) Vol. LXXVI, No. 211. MLA wishes to learn, the author tells how to compare the language and culture as well as the language and culture he

A paper read at the MLA 1960 Annual Meeting. A very able statement on the subject.

**PERIODICALS**

Audiovisual Instruction. Ed. Anna L. Hyer. NEA AV. 10 times a year. Illus. $4.00 a year; $6.50 a copy. Good articles on educational A.V. including language laboratories. Notice of new materials and equipment.

Communicate. A Newsletter of Language and Speech. 6 times a year. ETL. 6-20 pp. Free.
Valuable notes and advice on equipping and running a language laboratory.

Educational Screen and Audiovisual Guide. Ed. Paul C. Reed. EDUC SCR. Monthly. About 40 pp. $4.00 a year; $6.50 for 2 years; $8.00 for 5 years. 1E, 2E, 3E, 4E, 5E H.K., L.V.S., T.S.
Indispensable for a school system. Material covered is general, not only for language learning. Reviews of films, filmstrips, and audio. Annual Blue Book of Audiovisual Materials (August issue) lists year's productions and sources.

Film News. Ed. Rohama Lee. 6 times a year. FILM NEWS. Illus. About 30 pp. $4.00 a year.
Articles and reviews of filmstrips, and some records.

The best periodical covering information on practical applications of linguistics in the classroom teacher.

Articles and news notes on linguistics and language learning, including English.

MLAabstracts. Ed. Gustave Mathieu. MLAB. 3 times a year. About 20 pp. Paper $3.00 (libraries $3.50) for 4 issues. Authoritative and very brief abstracts, made by the authors of current articles and books on FL teaching. An excellent way to keep abreast of new materials.

An excellent publication. The pedagogical, linguistic, and other articles of general interest make it valuable for all language teachers. Weak in book reviews.

Overseas: The Magazine of Educational Exchange. IIE. 9 issues a year. About 50 pp. Paper $2.00 a year; $0.35 a copy.
A variety of articles by authorities on international education.

PMLA. Ed. Geo. Winchester Stone, Jr. MLA. 5 issues a year and supplements. About 400 pp. $1.00 a year; $0.50 for graduate students.
The outstanding scholarly journal in its field. Annual bibliography of scholarly books and articles in all the common languages.

**UNGPOER MATERIALS**

UNESCO Courier. Ed. Sandy Koffler. UNESCO. 11 issues a year. Illus. About 34 pp. $5.00 a year; $0.50 a copy. Published in English, French, Spanish, Russian, German, Arabic, American, and Japanese editions. Many excellent photographs. Articles on culture and science.

**PICTURES**

Reproductions of paintings, pictures of sculpture and buildings, and other prints and photographs may be obtained from the following companies as well as from many book importers, museums, and cultural services of foreign governments.

4. Dr. Konrad Prothmann, 2387 Soper Ave., Baldwin, N.Y. Distributions color reproductions from domestic and foreign sources. Illustrated catalogues on loan for 10 days.
5. Skira Art Books, 381 4th Ave., New York 16, N.Y. Books and portfolio. Some with French or German text.

5. University Prints, 15 Brattle St., Cambridge 38, Mass. 3900 fine arts subjects as sides or prints. Slides, b&w, 2 x 2 or 3½ x 4 in. $1.00 each. Prints 5½ x 8 in. color $0.05, b&w $0.02½ each. Free brochures. Complete catalog $0.50. Special sets also available, including history, literature, costumes.

Consult also:
A selection of the best reproductions based on fidelity of reproduction, importance of the artist, and significance of the original. The catalogue of earlier paintings contains 740 entries. the later paintings, 1290 entries.

**SUPPLEMENTARY MATERIALS**

H.K., L.V.S., T.S.
The test assumes the knowledge of basic linguistic concepts which only study of a language would give the student. Consequently it tests knowledge and verbal proficiency more than aptitude. If, however, the teacher favors the use of such tests, this one is acceptable. The short form (pencil and paper) lasts 90 minutes. The long form includes a test of auditory alertness and lasts an hour.

Childers, J. Wesley, Donald D. Walsh, and G. Winchester Stone, Jr., eds. Reports of Surveys and Studies in the Teaching of Modern Foreign Languages. MLA FLP. 1961. 290 pp. 12 x 12 in. Paper $4.00. As separate offprints, $0.50 each report.
The 21 surveys and studies here reported were made in 1959-61 under an NDEA contract. Statistical surveys: FLES, public high schools, independent schools, junior colleges, senior colleges, degrees and majors, faculties, teacher education, neglected languages, commercial language schools, television, municipal employees, FL teachers in Connecticut. Other reports: FLES practices, good H.S. practices, readings in six cultures, histories of the teaching of German and Spanish.


A list of useful words and phrases in English, French, German, Italian, Portuguese, and Spanish. Fascinating
for teacher or student linguistically inclined or about to travel.

1A, 2A, 3A, 4A E.G.E.

Extremely useful handbook of universities in 50 foreign countries with requirements, courses for foreigners, fees, living accommodations, etc. Lists U.S. colleges with programs for study abroad. Much information given by embassies and cultural services.


A well-written, objective study of the merits and defects of the officially and semi-officially sponsored groups of students abroad. One conclusion is that until students have a better command of the FL, they cannot possibly compete on equal terms with European students.

1E, 2AAAU, 3E, 4E A.D., E.G.E., A.P.I., C.R., N.S.

Discusses polyglot America, monolingual U.S. compared to multilingual foreign communities, needs of multilingual world, historic panorama of world languages, a consulting of resources for foreign language study. More valuable for the layman (P.T.A., superintendent, civic clubs) than for the teacher.


Information on foreign graduate and undergraduate programs, study tours, summer work camps, seminars, U.S. regulations on travel abroad, and organizations that provide services for Americans who go abroad.


Tells why one should study an FL, who should study one, when to begin and how long to continue, which FLs to study, how to build language skills. Information on vocational opportunities and college FL entrance and degree requirements. An invaluable compendium of sound information.

Paper $1.00 a set for $0.25 a pamphlet.
1A, 2E, 3E, 4A M.V.B., L.V.S., T.S.

Eight pamphlets designed for use by civic and cultural organizations in informal discussions. Topics are: I. The Importance of Increased and Improved FL Teaching as Evidenced by the NDEA, 19-68 (Walsh) II. Individual Development and the Second Language Experience (Freeman) III. The Case for Earlier B-Inginnings in FL Teaching, and its Usefulness for all Children (Grew) IV. The Need for 1-8er Sequences in FL Teaching (Monson) V. The Need for Learning All the Language Skills (Brooks) VI. New Instructional Materials and Sources of Financial Aid in Purchasing Them (Johnstone) VII. Career Opportunities for Those Proficient in FLs (Marchwda) VIII. MLA Policy Statements on Qualifications for Secondary School Teachers of Modern FLs and for State FL Supervisors.

FL Program Policy. PMLA (Sept. 1960), LXVI, No. 4, Part 2. 12 pp. Paper $0.25.
1E, 2E, 3E, 4E L.V.S., T.S.

Statements by the FLP Steering Committee on the values of FL study, FL teaching, FLs and international understanding, the problem of time, the unusual languages, the FL Program and the classical languages, and college FL requirements. Essential information for all FL teachers.

Prepared by the Steering Committee of the FL Program and endorsed by the executive boards or councils of 18 FL associations. Its statements on the three degrees of proficiency guided the MLA Proficiency Tests, the MLA Classroom Tests, and the four categories of NDEA Institutes.

1A, 2E, 3E, 4A M.V.B., L.V.S., T.S.

Well thought-out and clearly written answer to the eternal question "How Should I Study?" The author speaks the language of the student and offers many helpful suggestions.

1A, 2E, 3E, 4AE M.V.B., L.V.S., T.S.

Devote considerable space to justifying a stronger high-school FL program. Part I. "An Effective Approach to Modern Language Study," outlines the methodology recommended by the MLA. Qualifications for teachers, appropriate goals, and a list of ways in which the principal can implement these recommendations concluded the report. Drawn up by the Association's Committee on Curriculum Planning and Development, this report was officially approved by the NASSP in 1959.

1E, 2E, 3E, 4E M.V.B.

Originated as a work paper for UNESCO Citizen Consultations. A broad view of language teaching in the U.S., with discussion of some methodological as well as numerous practical questions faced by communities and the nation. Includes a brief history of language study in the U.S. and an assessment of national needs, with implications as to how they can be met. The most authoritative survey of FL activity in the U.S.

Starr, Wilmeth H., May P. Thompson, and Donald D. Walsh, eds. Modern Foreign Languages and the Academically Talented Student. MLA FLP, 1960. 89 pp. Paper $0.50.
1E, 2E, 3E, 4E M.V.B.

An especially important document, the first in this field to be produced by the NEA and the MLA jointly. Proposes expansion of language offerings with 4 years as a minimum and 10 years as an ideal maximum. Stresses the importance of acquiring knowledge of other cultures as well as languages. Considers teacher qualifications and administrative problems. Despite the title, the document should be of interest to the teachers of a2 FL students.


International handbook of fellowships, scholarships, and educational exchange. In 1960-61 there were 100,000 awards listed. The most authoritative book on the subject.

Teacher Exchange Opportunities. Annual. GPO. Lists opportunities for elementary, secondary, and college teachers to teach abroad. Most of the openings are for an American to exchange teaching posts with a teacher in a foreign country, but there are some one-way assignments.


A handbook with information on 1500 educational and cultural vacation activities in over 75 countries open to students and teachers.
In the left margin, arabic numerals indicate grade or class levels (7-9 for junior high school). The first line of numerals indicates the preferred level, although the material might be used at other levels given. Roman numerals indicate language proficiency levels (I for beginners). "T" indicates materials for the teacher.

The name or initials in capital letters in each entry is the code name for the producer or distributor, whose full name and address is listed in Appendix 3.

In the notation "E, A, 3A, 4A, 5A," etc., the numbers refer to the criteria for this category of material (Appendix 2). The letters are the ratings given by the evaluators: E-Excellent, A-Acceptable, U-Unacceptable. If all evaluators agree on a rating, its letter appears only once.

The committee of evaluators:

C.B. Christine Berenger, Spartanburg (S.C.) City Schools
C.R.B. Mrs. Christiane R. Buchanan, Harris HS, Spruce Pine, N.C.
J.C. Mrs. Josephine Cotton, Bedford (N.Y.) Central District No. 4
V.O.C. Verlin O. Coffey, Appalachian HS, Boone, N.C.
E.G.E. Mrs. Elizabeth G. Epiting, Hanna HS, Anderson, S.C., Sub Chairman
G.G. Gwendolyn Glenn-Jennings, Scarsdale (N.Y.) HS
J.J. Jacques Hafré, U of North Carolina, Chairman
R.L.H. Randall L. Holden, Scarsdale (N.Y.) HS
N.K. Mrs. Nell Kahdy, Needham Broughton HS, Raleigh, N.C.
G.L. Mrs. C. Lipton, Bd. of Educ., N.Y. City
P.L. Pierre Lairez, Fox Lane HS, Bedford, N.Y., Sub Chairman
T.T.L. Mrs. Tora T. Ludu, State Dept. of Public Instruction, Raleigh, N.C., Sub Chairman
A.H.M. Althea H. Mantz, Scarsdale (N.Y.) HS
E.M. Estelle Mitchell, Senior HS Greensboro, N.C.
J.T.M. Mrs. June T. Mitchell, Curry Demonstration School, Greensboro, N.C., Sub Chairman
K.M. Kirby Masterson, Honace Greeley HS, Chappaqua, N.Y., Sub Chairman
T.V.M. Theodore V. Mace, Eastchester (N.Y.) Public Schools
M.P. Martha Patrick, Durham (N.C.) HS
G.R. Mme C. Renard, Emery U
L.W.S. L. W. Shores, Scarsdale (N.Y.) HS
N.S. Nancy Shirley, Hanna HS, Anderson, S.C.
C.T. Mrs. Cleo Tarlton, Needham Broughton HS, Raleigh, N.C.
E.V. Evelyn Vandiver, State Dept. of Public Instruction, Charlotte, N.C.
M.W. Mrs. Marian Walter, Indians U, Sub Chairman

BASIC TEXTS

7-9 Brunswick, Yves, and Jaul Ginestier. Vers la France.


A picture grammar to be used with the direct method. Much provision for oral work. Somewhat confusing layout and system of explanations, but attractive.


1A, 2A, 3A, 4A, 5A, 6A, 7A, 8U, 10UUA, 11A, 12A, 13A C.R.B., V.O.C., J.T.M.

 Might well be used in the elementary school. Written primarily for British children by a Frenchman. Designed for purely oral teaching or a combination of oral and written work.


(Tapes) 1A, 2A, 3A, 4A, 5A, 6A, 7U, 8A, 10A C.R.B., V.O.C., J.T.M.

The cultural essays are in English, with many cultural references to the French. Attractive and interesting. 14 songs at the end.


The cultural essays are in English, with many cultural references to the French. Interesting. Attractive and interesting. 14 songs at the end.

10-12 —. Cours élémentaire de français. 2nd ed. HEATH, 1956. Illus. 560 pp. $4.48.


(Tapes) 1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 10A C.R.B., V.O.C., J.T.M.

The cultural essays are in English, with many cultural references to the French. Attractive and interesting. 14 songs at the end.
Can be adapted to modern teaching methods. Stress on culturr materials and reading. Not enough emphasis on oral work.

10-12 - Ketcham, Rodney K., and Joan Collignon. Patterns of French. 2nd ed. HARCOURT, 1961. Illus. 277 pp. plus four 7 in. 35% rpm. discs $7.50. Readings are recorded by native speakers. Drills and readings on seventeen 7 in. tape reels. 


The dialogue method. Composed with all new principles of teaching in mind. The vocabulary lists are too long. Recommended only for rapid classes. Covers two years.

4-7 - Mauger, G., and G. Gougenheim. Le français élémentaire. 2 vols. HACHETTE, 1955. 122 pp. each. Many illustrations. Three 10 in. 35 rpm. discs for each book. EMYC. SON. Distr. BIEBER, books $1.25 each, discs $15.00 for three. ROSENBERG, books $1.00 each, discs $5.95 each, $15.00 for three.


4-6 - (Discs) 1A, 2A, 3A, 4EA, 5A, 6A, 7EA, 8A, 9A, 10A, 11EA, 12EA, 13EA C.R.B., V.O.C., J.T.M. A well-planned course, following the written text, with appealing voices. The outstanding fault is the lack of small increment and partial utterance. The pupil is expected to learn more than possible, and to repeat long and complicated utterances.


4-6 - (Discs) 1A, 2A, 3A, 4EA, 5A, 6A, 7EA, 8A, 9EA, 10EA, 11EA, 12EA, 13A C.R.B., V.O.C., J.T.M. A very well-organized, attractive book that is easily adaptable to modern teaching methods. Readings lack French.
FRENCH: Books of Culture & Civilization

flavor. Varied and numerous exercises. Good explanations to teacher; allows freedom to teacher.

10-12 ———. New Second-Year French. GINN, 1958. Color and blw illus. 458 pp. $4.92. Key to Test $0.92. Tests (Brooks) $0.56. Key to Tests, and Dictation Tests $1.00. Forty 5 in. 5½ ips. full-track tape reels (Brattner) with Teacher's Guide and recorded text $125.00. 1A, 2A, 3AAE, 4EAA, 5EAE, 6A, 7A, 8AAE, 9EAA, 10EAA, 11EAA, 12EAA, 13A C.R.B., V.O.C., J.T.M.

Too little emphasis on French life. Easily adaptable to modern audio-lingual teaching methods. Makes much provision for oral work. Stresses work with verbs.


4-6 ———. Elementary French Series: 4 Je lis avec joie. ALLYN, 1960. Illus. Students' ed. 96 pp. Teacher's ed. 170 pp. $1.00 each. Four 12 in. 33⅓ rpm. discs $16.72 or three 7 in. 5½ ips. two-track tape reels $30.00. 1AEE, 2UEA, 3AAE, 4UEE, 5UEA, 6UAE, 7UAE, 8UAE, 9UAE, 10A, 11A, 12EAA, 13A C.R.B., V.O.C., J.T.M.

Good direct-method texts for young children. Books 1 & 2 only have pictures to which the teacher is to add the oral French. Reading is presented in Books 3 & 4. The teachers' editions provide drills, word lists, etc. Throughout the series, great stress is placed on the oral language. Recordings have some noise and echo in pauses.

4-6 Spink, Josephine, and Violet Millis. French Storybook Grammar. GINN, 1956. Illus. 384 pp. $1.56. 1EAA, 2EAA, 3AAE, 4EAA, 5EEU, 6EAA, 7EAA, 8EAA, 9EAA, 10EAA, 11EEA, 12EAA, 13A C.R.B., V.O.C., J.T.M.

Too many stories in English about France, but contents are well suited to young children and grammar is kept at a minimum. Interestingly presented, with many games and songs included.


Intended primarily for college. Somewhat forbidding. More readings and illustrations would help. Not very well organized.


An up-to-date audio-lingual approach based on latest teaching methods. Provides much oral practice. Little French culture. Units begin with "speech patterns" and vocabulary, but not sentences. Illustrations are poor.


A workbook for the most simple approach possible for very young children. Most of the contents are pictures.

(Teacher's Guide) 1A, 2U, 3A, 4U, 5A, 6E, 7E E.G.E., C.R., N.S.

Many good ideas for presenting various situations, most of which are FL-centered, not American. Good ideas for game-type teaching activities.


Based on the "Army method" of World War II. Would suit college program better than high school. Each lesson begins with vocabulary followed by a conversation—usually in dialogue form.

7-12 U.S. Dept. of State. Foreign Service Institute. French Basic Course. GPO, 1958. 176 pp. 2 vol. vol. $4.00. 8½ in. 5½ ips. tape reels $199.00 (Units 1-12, 39 reels, $99.00. Units 13-24, 46 reels, $116.00). Available through ETI. Manuals from GPO. 1AUA, 2AAU, 3AAU, 4A, 5A, 6AAU, 7AAU, 8AAU, 9AAU, 10U, 11AAU, 12U, 13AAU C.R.B., V.O.C., J.T.M.

Based on newest methods of teaching. Guided imitation. Spoken French is stressed; actually, the work is a supplement for oral French teaching. Little attention paid to reading and writing. Main objection: no instructions or explanations.

BIBLIOGRAPHIES & RESOURCE LISTS

American Association of Teachers of French, National Information Bureau. Armand Bégé, Dir. Pierre Capretz, Assoc. Dir. AATF-NIB. Selects and distributes pedagogical items and audio-visual aids as a service to members of the AATF. Free catalogue of books, discs, maps, filmstrips, pictures, and periodicals.


A catalogue of reproductions of French paintings available in U.S.


A bibliography of anthologies, critical works, and general works; periodicals, recorded texts, useful addresses, etc. Most useful for teachers and librarians.


1EAA, 2A, 3A, 4AAE E.G.E., C.R., N.S.

A bibliography that lists available editions of prominent works of French literature, classic and contemporary: 7,000 to 10,000 items. Includes littérature moderne et contemporaine, littérature du Moyen Age, anthologies, histoire de la littérature française, philologie, ouvrages scolaires, dictionnaires, bibliographies, périodiques.

BOOKS OF CULTURE & CIVILIZATION

[See also French Culture in Appendix 1.]
A concise account of the history of France, its position in Europe and beyond, yesterday and today. Chapters on the history of French literature and art. A good review outline at the end of each chapter, and a questionnaire.


(Text) 1E, 2E, 3E, 4E, 5E, 6E, 7E N.K., T.T.L., E.V. An attractively illustrated reader that would have strong appeal for the high-school student. The simple story carries two Americans from Paris through the south of France and presents an excellent picture of French life.

(Tapes) 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 10E, 11E N.K., T.T.L., E.V. The entire text read by actors from the Comédie Française, questions with pauses for answers by student and then correct answer given with pause for repetition, and comprehension tests. Multigraphed copies of comprehension tests are available to teachers.

10-12 Bellé, René, and André Fénélon Haas. Promenades en France. Rev. HOLT, 1957. Illus. 202 + xiv pp. $3.95. Eleven 7 in. 3½ ips. single track tapes, or eleven 7-in. 7½ ips. two-track tapes, read by the authors. 10½ hours, each set $75.75, or on loan for duplication.

(Text) 1E, 2E, 3E, 4E, 5E, 6E, 7E N.K., T.T.L., E.V. Through the readings and beautiful photography the student will get an excellent view of French culture. Geography, history, literature. Simplified selections from French authors.

(Tapes) 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 10E, 11E N.K., T.T.L., E.V. Readings by phrases with pauses for student repetition; questionnaire with pauses for answers; correct answers with pauses for repetition. Recorded at natural speed.

T Blancpain, M., P. Ciarac, and others. La France d'aujourd'hui: Son visage; Sa civilisation. Rev. HATIER, 1959. Many illus. $19.50. Essential reading for those who have already acquired some knowledge of it.

III-VI 1E, 2EE, 2EA, 5E, 6EA E.E., C.R., N.S. Articles dealing with present-day France: Paris, the provincial life, political and social institutions, commerce, scientific life, philosophy, theatre, radio and television. Excellent for teachers.


1EAA, 2EEA, 3EEA, 4EA, 5EA E.E., C.R., N.S. Each volume has a score of extracts from contemporary writers on various aspects of France, Good suggestions for exercises. Particularly useful for the teacher of advanced classes.

T Boisdeffre, Pierre. Une Histoire vivante de la littérature française. 1E, 2E, 3E, 4E, 5E, 6E, 7EAA E.E., C.R., N.S. A study of contemporary French literature, for those who have already acquired some knowledge of it.


1E, 2E, 3E, 4E, 5E, 6E, 72 N.K., T.T.L., C.T. Representative aspects of the French way of life, especially in present-day France. Excellent photographs, list of realia, audio-visual aids, supplementary readings, and questions for conversation.


10-12 64 pp. Collection Tout par l'Image. 3.75 NF.


T Castex, P., and P. Surer. Manuel des études littéraires.

10-12 françaises: I. Moyen Age: XII° siècle III: XVII° IV-VI siècle IV: XVIII° siècle V: XIX° siècle VI: XX° siècle. HACHETTE, 1953. Illus. 1 Vol., 1550 pp., 22 NF. 2 Vols.: 12 & 18 NF. 6 Vols. paper: I: 2.20 NF; II: 2.00 NF; III: 4.60 NF; IV: 3.10 NF; V: 5.50 NF; VI: 3.50 NF.

1AAE, 2E, 3E, 4E, 5A, 6AA, 7E E.E., C.R., N.S. An outline of French literature, especially useful for advanced classes and teachers. Well-organized. Stresses important authors and movements. Each chapter has a selected passage, with comments, and suggested subjects for compositions.


10-12 RGSENBERG. 474 pp. $2.50.


T Chamberlain, Samuel. Bouquet de France. GOURMET.


1E, 2E, 3E, 4E, 5A, 6A, 7A N.K., T.T.L., C.T. Well written and organized, rich in factual content, this book interestingly interprets France for advanced students. Numerous maps and illustrations. Emphasizes geography, history, politics, literature, arts and sciences, education, French life, and Paris. It can well be used as a class reader, a reference book, a source of reports to be given in French, or as a complement to another literary text.


1E, 2E, 4E, 6A E.E., C.R., N.S. A very detailed reference work. Maps, charts, diagrams, and photographs. Lists of suggested readings very helpful.


1A, 2A, 3A, 4A, 5A, 6A, 7A N.K., T.T.L., C.T. Selections from magazines, newspapers, and various literary sources which give a picture of contemporary French society and culture.

T Gaxotte, Pierre. Histoire des Français. FLAMMARION.

10-12 1951. 2 vols. 408 pp. each. 29.00 NF each. Paper 19.75 NF.

III-VI each. 1 vol. 75.00 NF.

1E, 2E, 4E, 5A, 6A E.E., C.R., N.S. A history of the French people and their institutions. Very good through the 18th century, but rather sketchy
FRENCH: Books of Songs

from then to the present. Useful as reference material. Very readable. No bibliography or index.

T
Granger, E. Histoire de France. HACHETTE, 1956. 10-12
Many illus. 64 pp. Collection Encyclopédie par l’Image. Illus-VI
3,75 NF.
1A, 2EEA, 5E, 4E, 6EEA E.G.E., C.R., N.S.
The illustrations are very good, but the text is far too brief.

T
Guérard, Albert. France. MICHIGAN, 1959. 8 maps.
10-12
563 + 55 pp. $3.75.
1E, 2E, 5E, 6EEA C.R., E.G.E., C.R.
An excellent reference book, especially for the American
teacher. No illustrations, but the documentation is quite good. Good lists of suggested readings.

7-12
180 pp. $2.50.
1E, 2E, 5E, 6E, 7E N.K., T.T.L., C.T.
Reader on present-day Paris, written predominantly in
dialogue form. Excellent exercises provide systematic
reviews of grammatical points as well as word and
idiom study.

7-12
174 pp. $2.25.
1A, 2A, 3A, 4A, 5A, 6A, 7A N.K., T.T.L., C.T.
An American student describes his experiences as he travels through France learning the language. Can be used after the student has become familiar with the present tense and a small basic vocabulary.

7-12
174 pp. $2.25.
1A, 2A, 3A, 4A, 5A, 6A, 7A N.K., T.T.L., C.T.
A student keeps a diary concerning his experiences,
progressing daily in French. Grammatical elements are introduced in each chapter.

T
Lanson, G., and P. Tuffrau. Manuel illustré d’histoire
10-12
10-12
44 pp. 16 NF. Paper 14 NF.
1E, 2E, 5E, 4A, 5A, 6A E.G.E., C.R., N.S.
A basic outline of French literature. Very clear presenta-
tion includes biographical data and brief analyses of
major works. Very useful for reference up to 1950.

10-12
Ledesert, R. P. L., Margaret Ledesert, and Muriel Hol-
1E, 2E, 5A, 4E, 5A, 6A N.K., T.T.L., E.V.
A general survey of the geography and economics of
France, her history, institutions, arts and sciences, and
her colonies. Very good maps, charts, and chronologi-
cal tables.

T
Maurois, André. A History of France. Tr. H. L. Binse
10-12
10-12
1A, 2AAE, 5E, 6A E.G.E., C.R., N.S.
Though at times somewhat superficial, recommended for its overall excellence in presenting the eternal French
traits. Excellent index.

T
Park, Julian, ed. The Culture of France in Our Time.
10-12
1A, 2AAE, 5E, 4E, 5A, 6A E.G.E., C.R., N.S.
10 essays aimed at the general reader. Bibliographies.

T
Piquot, Roger. La Société de 1960 et l’avenir politique
de la France. GALLIMARD, 1960. 196 pp. 8.50 NF.
1EAE, 2AEE, 3AEE, 5AEE, 6A E.G.E., C.R., N.S.
An at times stimulating study of the social and polit-
ical structure of 1960 France.

T
Wylie, Laurence, and Armand Bégué. Village en Vau-
disc. HOUGHTON, 1911. Illus. 222 pp. $3.25.
10-12
7-9
1E, 2E, 3E, 4AEE, 5EAA, 6E, 7A E.G.E., C.R., N.S.
An excellent presentation of French provincial life,
adapted from original English and brought up-to-date
by a chapter, “Peyrane en 1959.” Notes & ques.
tions. Very useful for teachers also.

BOOKS OF SONGS

K-3
Bouchard, Maurice, and Julien Tiersot. Cinquante chants
populaires pour les écoles. Hachette. Distr. ROSEN-
BERG. 78 pp. $0.50.
1A, 2A, E.M., M.P., M.W.
50 songs. Good cultural material. Subject index by
region, métier, and sentiment.

K-3
10-12
9-12
1EULD. Melody alone. Illus. 36 pp. $1.50.
1A, 2A J.T.M., M.P., M.W.
10 songs, most of them familiar. Beautifully illustrated.

K-3
9 × 12 in. Paper $1.00.
1A, 2A, 3A, 4A, 5A, 6A E.M., M.P., M.W.
15 familiar nursery rhymes and children’s rounds.

K-3
with melody and piano; later (n.d.) ed. (31 pp.) har-
monized for 2 or 3 voices unaccompanied. $0.80 each.
1A, 2A E.M., M.P., M.W.
Highly recommended for cultural material. Vol. I
for elem. grades, vol. II for all grades.

K-3
Paper $1.00. 10 or more. $0.50 each.
1A, 2E M.P., M.W.
Dialogues, songs, and games. An outgrowth of the study of a committee of the MLA working on a course
of study for teaching conversational French in the ele-
mentary school. Excellent.

K-3
Paper $1.00. 10 or more. $0.50 each.
1A, 2E M.P., M.W.
Dialogues, songs, and games. An outgrowth of the study of a committee of the MLA working on a course
of study for teaching conversational French in the ele-
mentary school. Excellent.

K-3
Hommerté, Joseph. Recueil de chansons pour Pécole et
RICORDI. $2.00, ROSENBERG $1.90.
1E, 2E E.M., M.P., M.W.
Excellent collection of 134 songs of all types, for all ages and occasions. For most songs the melody alone is
given. No illustrations; paper is poor. Notes terse but
scholarly.

K-3
24 pp. 52 NF.
1EA, 2EA E.M., M.P., M.W.
Songs for the very young. Effective illustrations.

K-6
Krone, Beatrice and Max. Chants en français. 2 vols.
7-9
KJOS, 1961. 1: student’s book, 40 pp. $1.50; teacher’s,
44 pp. $2.50. Two 12 in. 334 rpm. discs (Serial No.
FC7719-20) $1.90. II: student’s book, 40 pp. $1.50;
teacher’s, 44 pp. $2.50. Two 12 in. 334 rpm. discs
(Serial No. FC7722-23) $1.90.
1E, 2E E.M., M.P., M.W.
77 songs. The teacher’s book gives melody and ac-
companiment, with translation and notes for teaching.
FRENCH: Books on Methodology

Especially adapted for teaching in U.S. Highly recommended.

A good selection of songs with records. Clever and beautiful illustrations.

16 songs, composed for little-known poems. Illustrated; good for children.

K-6 Premières Chansons. BIAS, 1953. Color illus. 22 pp. 1.09 NF.
1A, 2A, E.M., M.P., M.W.
1 song with full-page illustrations. Caution: Child should not have book until he has learned to read. Liaison not indicated.

57 songs, 3 danses, and 5 divertissements to accompany games. Melodies in two parts.

Over 400 songs of many countries and periods, for all ages. Incorporates correct teaching of music and the French system of music. From animal chants and infantile game songs to operatic and symphonic classics; beautifully arranged. Includes lexicque, instructions for use, and index. Best of all examined.

BOOKS ON METHODOLOGY

An introduction to explication de textes. 21 texts are interpreted, ranging from La Fontaine to Camus.

CONVERSATION BOOKS

1E, 2E, 4E, 5E, 6E, 8E N.K., T.T.L., E.V.
English is used only in the grammatical explanations and in a short list of idiomatic expressions. Following the dialogue in each lesson is an excellent sentence-building table in which substitution of word-groups of similar structure gives the student a great deal of practice on every grammatical point.

7-12 Kany, Charles E., and Mathurin Dondo. Elementary French Conversation. HEATH, 1941. 62 pp. f. 1.10, paper $0.75. 1A, 2E, 4E, 5E, 6E, 7E, 8E N.K., T.T.L., C.T.
The material is simple, with the present indicative predominating. The subjunctive is avoided. There is constant repetition, which aids retention. Topics are of everyday interest in conversing.

10-12 Intermediate French Conversation. HEATH, II 1941. 64 pp. f. 1.15, paper $0.75. 1A, 2E, 4E, 5E, 6E, 7E N.K., T.T.L., C.T.
Introduces a larger vocabulary and increased usage of verbs and idioms. Dialogues are longer, more of them providing for more than two speakers. Constant repetition and memorizing are still the fundamental factors in acquiring fluency.

10-12 Advanced French Conversation. HEATH, 1942. III-IV 80 pp. f. 1.50, paper $0.85. 1A, 2E, 4E, 5E, 6E, 7E N.K., T.T.L., C.T.
The word and idiom range is here naturally much greater. While the 3 manuals are graded in difficulty, no attempt is made to adapt the vocabulary to the frequency lists of basic words and idioms. Common everyday topics still appear in dialogue form.

10-12 Spoken French for Students and Travelers. HEATH, 1946. 230 pp. f. 2.20. To be revised in 1962. 1E, 2A, 4E, 5A, 6E, 7E N.K., T.T.L., C.T.
A practical supplementary conversation book. The dialogues deal with situations ordinarily encountered by travelers. French phonetic transcriptions are given for the dialogue of Part 1 (about half the book).

10-12 Mercier, Germaine, and Alexander Y. Kroff. Id la France. HARPFR, 1953. 190 pp. f. 2.50. 1E, 2E, 4E, 5E, 6E, 7E, 8A N.K., T.T.L., E.V.
The material is excellent, though quite advanced for high school. In the fourth year it might well be used by classes having a good foundation in conversation. This book is designed to follow Mercier and Luzenska's Caussons s'il vous plait.

10-12 and Kunda Luzenska. Caussons s'il vous plait. III-IV HARPFR, 1949. 221 pp. f. 2.75. 1E, 2E, 4E, 5E, 6E, 7E, 8A N.K., T.T.L., E.V.
Entirely in French except the end-vocabulary. There are ample questions, exercises and supplementary vocabularies for excellent practice in using French directly, without translation.

10-12 Pattou, E. E. Nouvelles causseries en France. HEATH, III-IV 1937. 206 pp. f. 2.20. 1E, 2E, 3A, 4E, 5E, 6E, 7A, 8A N.K., T.T.L., E.V.
A practical book of conversations on a wide variety of life situations with a very up-to-date vocabulary. English and French texts facing.

May be used at almost any point in levels I or II after a few weeks of basic work. Dialogues deal with situations common to students, difficult points of grammar that need practice, and situations likely to be encountered by the traveler in France.

10-12 Shelton, Whitford H. Basic French Dialogues. HEATH, III-IV 1941. 166 pp. f. 3.40. 1A, 2A, 3E, 4E, 5E, 6A, 7A, 8A N.K., T.T.L., E.V.
This book, meant for beginners or as a refresher course, is best suited to second year in high school for conversation and grammar review. Exercises.

10-12 Shields, William S. Paroles françaises. HOUGHTON, 1947. III-IV Illus. 208 pp. f. 3.00. 1E, 2E, 3E, 4E, 5A, 6E, 7E N.K., T.T.L., C.T.
### Dictionaries

<table>
<thead>
<tr>
<th>Author</th>
<th>Dictionnaire des synonymes</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailly, R.</td>
<td>Dictionnaire des synonymes</td>
<td>11th ed.</td>
<td>Larousse</td>
<td>255</td>
<td>949980359X</td>
</tr>
</tbody>
</table>

**Note:**
- The vocabulary, content, and general interest are profitable for more advanced students. The 30 lessons are concerned with some of the most likely activities of everyday life of a student or traveler in France.

<table>
<thead>
<tr>
<th>Author</th>
<th>Dictionnaire des synonymes</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berger, Lina</td>
<td>Mon premier dictionnaire</td>
<td></td>
<td>Casterman</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- A compilation of synonyms, useful for teachers and advanced students. Gives distinctions in usage.

<table>
<thead>
<tr>
<th>Author</th>
<th>Dictionnaire des synonymes</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bénac, Henri</td>
<td>Dictionnaire des synonymes</td>
<td>10-12</td>
<td>HACHETTE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author</th>
<th>Dictionnaire des synonymes</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailly, R.</td>
<td>Dictionnaire des synonymes</td>
<td>10-12</td>
<td>Larousse</td>
<td>255</td>
<td>949980359X</td>
</tr>
</tbody>
</table>

**Note:**
- A reference work, useful especially for teachers and advanced students. Gives clear distinctions between words.

<table>
<thead>
<tr>
<th>Author</th>
<th>Dictionnaire des synonymes</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berger, Lina</td>
<td>Mon premier dictionnaire</td>
<td></td>
<td>Casterman</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- A fairly complete and accurate dictionary.

<table>
<thead>
<tr>
<th>Author</th>
<th>Dictionnaire des synonymes</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
</table>

**Note:**
- A highly usable dictionary, especially for the teacher.

<table>
<thead>
<tr>
<th>Author</th>
<th>Dictionnaire des synonymes</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daurat, Albert</td>
<td>Dictionnaire éymologique</td>
<td>1938</td>
<td>Larousse</td>
<td>864</td>
<td>0300008819</td>
</tr>
</tbody>
</table>

**Note:**
- A compiiation of proverbs and maxims. Highly recommended for libraries. The best in its field to date.

<table>
<thead>
<tr>
<th>Author</th>
<th>Dictionnaire des synonymes</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dauphin, 1957</td>
<td>284 pp.</td>
<td>12.00 NF</td>
<td>ADLER</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- For general reference. Complete. Illustrative phrases use many proverbs and sayings. Good for beginning and advanced students. Many equivalents are in British English.

<table>
<thead>
<tr>
<th>Author</th>
<th>Dictionnaire des synonymes</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mansion, J. E.</td>
<td>Concise French and English Dictionary</td>
<td>10-12</td>
<td>HEALTH</td>
<td>350</td>
<td>0408202946</td>
</tr>
</tbody>
</table>

**Note:**
- A compiiation of proverbs and maxims. Highly recommended for libraries. The best in its field to date.

<table>
<thead>
<tr>
<th>Author</th>
<th>Dictionnaire des synonymes</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mansion, J. E.</td>
<td>Concise French and English Dictionary</td>
<td>10-12</td>
<td>HEALTH</td>
<td>350</td>
<td>0408202946</td>
</tr>
</tbody>
</table>

**Note:**
- A compiiation of proverbs and maxims. Highly recommended for libraries. The best in its field to date.

<table>
<thead>
<tr>
<th>Author</th>
<th>Dictionnaire des synonymes</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mansion, J. E.</td>
<td>Concise French and English Dictionary</td>
<td>10-12</td>
<td>HEALTH</td>
<td>350</td>
<td>0408202946</td>
</tr>
</tbody>
</table>

**Note:**
- Handly and concise. Inadequate for advanced work.
FRENCH: Discs & Tapes: Cultural

1A, 2E, 3E, 4E, 5E, 8E, 9E C.R.B., V.O.C., J.T.M.
An excellent picture dictionary for young children.

1A, 2E, 3E, 4E, 5E, 8E, 9E C.R.B., V.O.C., J.T.M.

III-VI $5.25.
A dictionary-encyclopedia valuable for teachers and students, giving the meanings of words in the 17th and 18th centuries. Monolingual. Handy size. Well illustrated with pictures, maps, charts, art reproductions in color and black and white.


PETIT, Charles. Dictionnaire des locutions francaises. La-

ROUSSY, André and Louis Jourdan. Recorded in U.S. FOLKWAYS, 1960. Two 12-in. 33½ rpm. discs (Serial No. GMS-D 7001) $3.95 with text. Additional texts $3.25 each. II: One 12-in. 33½ rpm. disc (Serial No. GMS-D 7015) $7.95 with text and pocket-size dictionary. Additional texts in hardcover, 164 pp., illus. $2.95 each. Additional dictionaries $0.35 each. Also for vol. II if one 4-in. 3¾ ips. dual-track tape reel (Serial No. GMS-T 7015) $10.95 with text and dictionary.

1A, 2A, 4E, 5A, 6E, 8E, 9A G.L.
Good listening practice for advanced levels. Content is interesting, since this is intended for advanced students, there is no need for the English translation in the text booklet.

DISCS & TAPES: LITERARY

9-12 Mueller, Theodore. La Structure de la langue francaise.
1A, 2A, 3A, 4A, 5A, 6A, 7A, 8E, 9E, 10A, 11E, 12E, 13E, 14E, 15A C.R.B., V.O.C., J.T.M.
A very useful set of oral drills: Each lesson deals with a single grammatical pattern of spoken French. Valuable especially for laboratories. Can be adapted to any text.

DISCS & TAPES: LITERARY

10-12 Baudelaire, Charles. Les Fleurs du mal. Read by Eva Reed. 1A, 2E, 3E, 4E, 5E, 6E, 7L.

DIDIUS, Jean. Dictionnaire de Poesie moderne. 6th ed. DAUPHIN, 1957. 397 pp. 4 409 N.
1E, 2A, 2A, 4A, 8E, 9A E.G.E., N.S.

1A, 2A, 3A, 4A, 5A, 9A C.R.B., V.O.C.
Representative poems and passages from 17th to 19th centuries. Performers are native French and offer a generally "good" presentation.

4-6 Walpole, E., and Aimé Gabillon. Mon Grand Dictionnaire, NOBLE, 1944. Color illus. 98 pp. 10 x 15 in.
I $3.32.
1AAU, 2A, 3AA, 5EEA, 5EAA, 9EAA C.R.B., V.O.C., J.T.M.
Attractive, colorful, and accurate. A picture dictionary especially appealing to young students. The last section—pages devoted to "ma premiere grammaire"—are of special interest. Entries are in alphabetical order with extra page of "actions" to teach verbs.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8E, 9E, 10A, 11E, 12E, 13E, 14E, 15A C.R.B., V.O.C., J.T.M.
A very useful set of oral drills: Each lesson deals with a single grammatical pattern of spoken French. Valuable especially for laboratories. Can be adapted to any text.

DISCS & TAPES: LITERARY

1E, 2E, 3E, 4A, 5A, 6E, 7L.
The language is excellent, the voices clear, but there are no titles to the poems. Printed text has many errors.

1A, 2A, 3A, 4A, 5A, 6A C.R.B., V.O.C.
Representative poems and passages from 17th to 19th centuries. Performers are native French and offer a generally "good" presentation.

1E, 2E, 3E, 4E, 5E, 6E, 7L.
Good selection, excellently read. Could be used at highest levels to teach proper pronunciation and stress for such passages. Comparative study of the English and French could be fruitful for advanced students.

10-12 Camus, Albert. La Peste, La Chute, L'Étranger. Read by the author. Recorded in U.S. CAEDMON, 1960. One 12 in. 33½ rpm. disc (Serial No. TC 1138) $5.95.
FRENCH: Discs & Tapes: Songs

1E, 2E, 3A, 4E, 5U, 6E P.L.
Language, voice, and characteristics excellent. The printed text with translation is very good.

7–12 Colette, Sidonie Gabrielle Claudine. Selections from II–VI.


1A, 2A, 3A, 4E, 5E, 6E P.L.


Material to be used for listening practice with advanced students. Clear, articulate readings; some with musical accompaniment.


1E, 2A, 3A, 4A, 5E, 6E G.L.

Beautifully recorded story and music.

10–12 Hugo, Victor, and others. The Golden Treasury of French Prose. Translated by Lucienne Le Marchand and Georges Riquier. Recorded in France. SPOKEN ARTS. One 12 in. 33⅓ rpm disc (Serial No. SA 797) $5.95.

1E, 2E, 3E, 4E, 5A, 6E P.L.

An excellent selection of poems by Hugo, Mérimée, Sand, Flaubert, Zola, Daudet, France, and Maupassant. The text is in very fine type.


1A, 2A, 3A, 4A, 5E, 6A G.L.

Language spoken is on an advanced level at a fast pace, although subject matter, while familiar, is elementary. This would be suitable for listening on an advanced level.


1E, 2E, 3E, 4E, 5E, 6E K.M.

Could be used profitably for listening and appreciating the beauty of these French poems. Excellent interpretation, diction, but no spaces are left between poems for easy reference.


1E, 2E, 3A, 4E, 5EA, 6EA, 7A P.L., L.W.S.

An experimental anthology. The musical background will please some listeners, disturb others. The choice of poems by 33 French writers is excellent. The narrator's rather monotonous voice becomes a bit wearing. For an advanced class a listening will prove interesting and perhaps of some value.


1E, 2E, 3E, 4E, 5E, 6E P.L.

Language for listening excellent, clear voices, excellent audio characteristics, excellent content.

10–12 ——., Guy de Maupassant, and Paul-Louis Courier.

1E, 2E, 3E, 4E, 5A, 6E R.L.H., P.L.

Three short stories, less well known than many, offer a refreshing change from some of the more standard fare. They are excellently read, though the speed may seem a bit slow. They could be used for various purposes: pure aural comprehension, proper intonation, short story analysis.

DISCS & TAPES: SONGS


2A, 6A G.L.

Songs are clear and well done, to be used primarily for listening practice. The accompanying text analyzes the songs as to vocabulary and expressions.

4–6 Chantons en français. Folksongs sung by Alan Mills and Helene Baillargeon, with guitar. Recorded in Canada.

FC 77192; Vol. r, FC 77212). Each set has two 12-in. 33⅓ rpm discs $11.90 a set. Each record available singly (Serial Nos. FC 7710, FC 7720, FC 7741, FC 7742) $2.95 each.

2A, 6E A.H.M.

Diction is excellent. Accent is definitely Canadian (note pronunciation of certain vowels and the rolled “r”) and, therefore, of limited use as a teaching tool in U.S. schools.

4–6 Children’s Songs from France. Sung by Gisele MacKenzie, with orchestra. CAPITOL. One 12-in. 33⅓ rpm disc $3.98.

2E, 6U G.L.

The song; are very good. Text, but no musical notation.

4–6 Let’s Sing Songs in French. Produced by Marcel Vigneras.

**FRENCH: Elementary Readers**

1E, 2E, 3A, 4A, 6E G.L.

Popular folksongs. There are no spaces for repeating, although pupils are asked to repeat with the record. Otherwise the recordings are delightfully done, and should prove helpful in teaching French songs.

---

**0-12**

Noël en France (Sing Along Series), sung by Jacques Brison. Organ accompaniment. GOLDSMITH, n.d. Two 12 in. 33 1/3 rpm discs (Serial No. GMS-D 7019/20) $5.95 each with text. Text $6.60. Songs are beautifully done, but in the accompanying text, there is no verbatim melody. One disc (7019) with same songs played through by organ only, to be used as an accompaniment for the singing class.

---

**4-6**

Pearly's Proverbs and Folk Tunes (Sing Along Series). Sung by Jacques Brison. Piano accompaniment. GOLDSMITH, n.d. One 12 in. 33 1/3 rpm disc (Serial No. GMS 7007) $5.95 with text. Additional texts $0.25 each. 2A, 6U. G.P.

Interesting content, but there is a mixture of French and English in the proverbs songs. The text does not have musical notation.

---

**7-9**

Rondes et chansons de France. Performed by Lucienne Vernay and others. Accompanied by a small group of instruments. Diquesta Phillips. Dist. GOLDSMITH. Ten 7 in. 45 rpm. discs (Serial ?). if 9 $2.95 each. Text. 2E, 6E. G.L.

Songs for listening accompaniment, a colorful booklet with the text and music. The words are clear, the pace is normal.

---

**10-12**

Yves Montand and his Songs of Paris. Sung by Yves Montand, with orchestra. Recorded in Paris. MONITOR. One 12-in. 33 1/3 rpm disc (Serial No. MP 535) $4.95. 2A, 6A. P.L.

Excellent for listening, since it gives not only a native voice but the popular expression of Paris. Though not good for teaching, it is good to accustom the student to listening to regional folksongs.

**ELEMENTARY READERS**

---

**7-9**

Aduddell, Helen. La Vie Series. UPSHAW, 1933. I. Les Premiers pas en France. 226 pp. $2.60. 2A, 6A. G.P.

The life of a famous aviator. Interesting to the high-school student. It shows Mermoz making the first successful flights over the South Atlantic, as the first pilot of an air-mail route to Africa, and as one of the chief pilots of Air-France.

---

**10-12**

Flower, Kelsey. Trois Saints. UPSHAW, 1939. 85 pp. Paper $0.75.

Three plays on Saint Martin, Saint Denis, and Sainte Genevieve. Plays and introduction include valuable and interesting material on French history and customs.

---

**7-9**

Ceppi, Marc. Les Emplois de Pierre Quiroule. HEALTH, 1938. 86 pp. Limp $1.35.

I 1A, 2A, 3A, 4A, 5A N.K., T.T.L., C.T.

An amusing account of the various jobs held by Pierre "qui roule." Its somewhat impossible and exaggerated situations appeal to the younger reader especially, less so to the senior-high-school student.

---

**10-12**


Interesting content, but there is not too juvenile but is good for early reading. There is a good progression of vocabulary and idiom study. Exercise material is excellent and plentiful.

---

**10-12**


1E, 2E, 3E, 4E, 5E N.K., T.T.L., C.T.

Simplified literary masterpieces that bring within the reach of elementary students names such as Harpagon and Tartarin. Good exercise material for conversation and dramatization.

---

**7-9**


Interesting material on French history and customs.

---

**10-12**

Simplified literary masterpieces that bring within the reach of elementary students names such as Harpagon and Tartarin. Good exercise material for conversation and dramatization.

---

**10-12**


1E, 2E, 3E, 4E, 5E N.K., T.T.L., C.T.

With its very short chapter divisions, the book lends itself well to early study. There is a list of vocabulary and expressions at the beginning of each chapter and exercises are plentiful.

---

**10-12**

Quatre Contes choisis. Ed. Frank W. Roberts.


Book I, 2E, 3E, 4E, 5E N.K., T.T.L., C.T.

With its very short chapter divisions, the book lends itself well to early study. There is a list of vocabulary and expressions at the beginning of each chapter and exercises are plentiful.

---

**10-12**


I, II, III-IV

Simplified literary masterpieces that bring within the reach of elementary students names such as Harpagon and Tartarin. Good exercise material for conversation and dramatization.

---

**10-12**


I, II, III-IV

Simplified literary masterpieces that bring within the reach of elementary students names such as Harpagon and Tartarin. Good exercise material for conversation and dramatization.

---

**10-12**

L'Homme qui dormit cent ans. 86 pp. $0.90. Premiere Etape, Alternate, including combined vocabulary (Bks. 1-5 in 1 vol.) Illus. 230 pp. Cloth $3.00, paper $2.25.

1E, 2E, 3E, 4E, 5A N.K., T.T.L., C.T.

Book I, an episode from Le Conte de Montre Cristo, is of more interest to the high-school student than book 1 of the first elementary series. In general these are at the same level as the first series, of general interest to students, with excellent vocabulary progression. Books 4 & 5 of this series are especially popular with senior-high-school students.
FRENCH: Filmstrips

1A, 2A, 3A, 4A, 5A N.K., T.T.L., C.T.
12 stories simplified for early reading. A variety of exercises on each story.

1E, 2E, 3E, N.K., T.T.L., C.T.
A very picturesque book that could be used effectively and appealingly in grades 4-6. The French and English appear together.

1E, 2E, 3E, 4E, 5A E.M., M.P., M.W.
A good reader in geography; good exercises. Recommended for school after FILES.

1E, 2A, 3A, 4A, 5E, 6A, 7A, 8A, 9E, 10A K.M., T.V.M.
A beautiful city depicted visually with insight: market day, a visit to the famous Bruges lace makers, beautiful scenes of the medieval city. Language fairly simple. No script.

1A, 2E, 3A, 4E, 5A K.M., T.T.L., C.T.
A good picture of contemporary French life from an American viewpoint. Exercises are fair.

1A, 2A, 3A, 4E, 5A, 6E, 7E, 8E, 9E, 10A K.M., T.V.M.
A very picturesque book that could be used effectively and appealingly in grades 4-6. The French and English appear together.

1EA, 2E, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10U K.M., T.V.M.
Activities in day-to-day life of family living in Bliss: breakfast, classroom, housecleaning, factory work, lunch hour, playing after school, shopping, dinner, evening activities. Believable, appealing. Authentically French. But in non-narrative parts, lips say one thing, sound track another.

1A, 2A, 3A, 4A, 5A, 7A, 8U, 9A, 10A, 11A K.M.
A useful film for FLES classes. Colorful and amusing. An end résumé of vocabulary items for repetition is a good feature.

1A, 2A, 3A, 4E, 5A, 6A, 7A, 8A, 9A, 10A, 11A K.M.
A useful film for FLES classes. Colorful and amusing. An end résumé of vocabulary items for repetition is a good feature.

French for Elementary Schools. Consultant Vera Villegas. MCGRAW, 1960. 2 sets of 6 filmstrips. 10-in. 33 1/4 rpm. discs with scripts. $57.50, with discs $100.00. Script.
Filmstrips are attractive and interesting, but might get monotonous after continued use because the figures are dolls. The discs are well presented and should be worthwhile for children. However, from time to time English is given on the recordings before French. Since this occurs very infrequently, this set might be considered for supplementary use. The woman's voice is excellent.

French for Elementary Schools. Consultant Vera Villegas. MCGRAW, 1960. 2 sets of 6 filmstrips. 10-in. 33 1/4 rpm. discs with scripts. $75.50, with discs and Teacher's Guide.
1A, 2A G.L.
Filmstrips are attractive and interesting, but might get monotonous after continued use because the figures are dolls. The discs are well presented and should be worthwhile for children. However, from time to time English is given on the recordings before French. Since this occurs very infrequently, this set might be considered for supplementary use. The woman's voice is excellent.

FILMS: DOCUMENTARY

10-12 Bruges, A Belgian Town. (French Version). Filmed in Belgium. KLEINBERG, n.d. 15 mm. 11 min. Color purchase $100.60.
1EA, 2E, 3A, 4E, 5EA, 6A, 7A, 8A, 9EA, 10U K.M., T.V.M.
A colorfilm documentary of life on Belgian farm, showing thoughtful unity of conception and execution. Follows farmer Klinge through a day of harvest. Interestingly narrated. Excellent sound effects. Not for beginners. No script.

Belgian Farm (French Version). Filmed in Belgium. KLEINBERG, n.d. 15 mm. 11 min. Color purchase $100.60.
1EA, 2E, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10U K.M., T.V.M.
A colorful documentary of life on Belgian farm, showing thoughtful unity of conception and execution. Follows farmer Klinge through a day of harvest. Interestingly narrated. Excellent sound effects. Not for beginners. No script.

A beautiful city depicted visually with insight: market day, a visit to the famous Bruges lace makers, beautiful scenes of the medieval city. Language fairly simple. No script.
INTEGRATED PROGRAMS

4-6 Pathescope-Berlitz Audio-Visual French Language Series.


I Head teacher Anne Slack. HEATH-DE-ROCH. 1961. 60 films. Av. 15 min. each. 16 or 8 mm. Filmed in U.S. and France. 8 teacher-preparation films. Each film: color $137.50 (16 mm.), $95.00 (8 mm.); b/w, $90.00 (16 mm.), $76.00 (8 mm.). Footy 7 in. 35/4 ips. discs (in 8 albums) for pupils. Each album (5 discs) $2.00. Set of 8 albums $12.50.

Teacher preparation discs also. Tape, information on request. Teacher's guides with verbatim script.

Pupil activity books. Full course: color, 16 mm. $7500; b/w, 16 mm. $5500; 8 mm. $4500.

K-M. $3.00. Listening Comprehension Tests. PATHESCOPE. Dialogues, by native speakers, each set: three 10 in. 331/4 45 frames each. Filmed in France. Recordings of dialogues, with native speakers. Two 7 in. 33 1/2 ips. plastic two-track tape reels. Teacher's guide and scripts. 1;81.12 a set.


Highly effective program when used by a trained teacher, for developing audio-lingual facility in average students. Interesting and well-planned units and the recordings of French voices are excellent. The booklets are valuable cultural supplements. Keeping track of the correct usage of vocabulary and patterns, although some frames do not clearly point to the dialogue.


First year of series now available. Successive years will follow, possibly through Grade 12. Interesting series of films. English used sparingly and diminishingly for clarification.

10-12 Pathescope-Berlitz Audio-Visual French Language Series.

10-12 Integrated Programs

7-9 Pathescope-Berlitz Audio-Visual French Language Series.

II Basic course. Graded for a 2 or 3 year sequence, PATHESCOPE, 1959. Each set: 5 filmstrips. 35 mm. Color. Ave. 45 frames each. Filmed in France. Recordings of dialogues, by native speakers, each set: three 10 in. 33 1/2 rpm. discs or three 5 in. 33 1/4 ips. plastic two-track tape reels. Teacher's guide and scripts. $81.12 a set (5 lessons). 4 sets $281.28. 8 sets $567.12. Extra scripts, 100 for $3.00. Listening Comprehension Tests. PATHESCOPE. 1951. One for each lesson and 4 review tests. Recorded by native speakers. Two 7 in. 33 1/2 ips. plastic two-track tape reels. About 1 1/2 hr. each. $18.75 a reel. Printed tests and answer key. Extra tests 100 for $3.00.

Filmstrips. IA 1E, 2A G.L. K.M. Attractive and colorful, showing aspects of French life and interesting to students. Useful in presenting new vocabulary and patterns, although some frames do not clearly point to the dialogue.

Recordings. IA 1A, 2A, 3A, 4E, 5A, 6A, 7A, 8A, 9A, 10A, 12A.

A good edition of the well-known novel.

8A, 9EEA, 16A, 11A, 12A, 13A.

Especially recommended for the teaching of oral French. Clearly and intelligently presented. The result of prolonged research by the French Ministry of Education and UNESCO into methods of teaching spoken French to foreigners. Invaluable for teachers.

10-12 Roseclrt, LaVelle. Je parle français. EB. 1961. Illus. 3-year program. 120 film lessons and 120 5 in. 3 1/2 ips. tapes (40 each year). Color $750.00, b/w $5200.00.

Student manuals $1.55 for 3 years. Teacher's manuals 2 vols. for 3 years $7.50.

1A, 2E, 3A, 4E, 5E, 6A, 7E, 8A, 9A, 10A, 11A, 12E, 13A.

Excellent materials for use as supplement to a basic course. Developed by the Centre de recherche et d'étude pour la diffusion du français at the École normale supérieure de Saint-Cloud.

10-12 Beaumarchais, Pierre Augustin Caron de. Le Barbier de
1A, 2A, 3A, 4A N.K., T.T.L., C.T.
A brief introduction in English, notes and vocabulary, no exercises.

10-12 Bond, Otto F. Graded French Readers, Intermediate.

II-IV Five vols. HEATH, 1942. 6. L’Évasion du Duc de Beaufort. 61 pp. $0.95. 7. T. Bernard, L’anglais tel qu’on le parle. 62 pp. $0.95. 8. Contes. 62 pp. $0.95. 9. Labiche, La Grammaire. 60 pp. $0.95. 10. La Ronde de la vie. 142 pp. $1.50. Deuxième Etape, Basic French Reading, incl. vocab, drill book and combined vocab. (Bks. 6-10 in 1 vol.) Illus. 408 pp. $3.10, paper $2.85. 1E, 2E, 3E, 4A N.K., T.T.L., C.T.

There is a gradual progression of vocabulary. Books 7 & 9 are amusing comedies. Book 8 has stories by Mendès, Pouvillon, Coppée, Erckmann-Chatrian. Book 10, pocus and very brief prose selections from well-known writers, arranged by the four seasons, serves as a brief introduction to the study of literature.

10-12 ———, Graded French Readers, Intermediate Alternate.


Book 8 has several short humorous stories appreciated especially by fairly advanced students. Book 9 is a short anthology of writings on French history. Book 10 is an anthology of French literature of the 19th century, poetry and prose. A good introduction to the study of literature.

The excellent notes and variety of exercises make the book very good for teaching real comprehension of text without translation.


III-IV HEATH, 1931. 122 pp. $2.25, paper $1.95. 1E, 2E, 3E, 4E N.K., T.T.L., C.T.

Simplified, shortened, and arranged in very short comprehensive units with idiom lists and exercises. New words in footnotes.

10-12 De Rames, François. Contes et récits. HOLT, 1947. 291 + 111 pp. $3.50. 1E, 2E, 3A, 4A N.K., T.T.L., C.T.

Complete stories and extracts of authors from Rabelais to Mauriac and Aragon. A good bridge between simplified and original texts.


Flaubert and Zola are well represented through two of their better stories, "Un coeur simple" and "L'Attaque du Moulin." Other authors are Maupassant and Daudet.

10-12 Dumas, Alexandre. Episodes de Monte-Cristo. Le Château d'If. Ed. 1. H. B. Spiers. HEATH, 1900. 204 pp. $2.35. 1E, 2E, 3E, 4E N.K., T.T.L., C.T.
The early part of Le Comte de Monte-Cristo, condensed for class use. About one twentieth of the whole story, it is an episode complete in itself. Questions but no other exercises.


An excellent edition of Dumas' popular novel. Résumés of sections are provided so the student an adequate idea of the whole. Very good word and idiom study and comprehension exercises.


15 excellent stories, few of which have been included before in anthologies. All stories (except one by Balzac) are in the original form. Such writers as Julien Green, André Maurois, and Albert Camus are represented along with Daudet and Maupassant. Ample explanatory notes and questionnaires.

10-12 ——— and Charles Regis Michaud, eds. Lectures classiques et modernes. ODYSSEY. 344 pp. $2.50. 1E, 2E, 3E, 4E N.K., T.T.L., C.T.

Selections from great French writers from the Middle Ages to the present: informative prose, essays, drama, poetry, grouped chronologically, with a brief introduction for each category. Difficult words and idioms are explained in footnotes.


IV-VI HEATH, 1950. 392 pp. $3.75. 1E, 2A, 3E, 4A N.K., T.T.L., E.V.

An excellent selection of stories by 19th-century writers for advanced reading in high school. No questionnaires or exercises.


II-IV HEATH, 1927. 324 pp. $3.95; paper, $2.25. 1E, 2E, 3E, 4E N.K., T.T.L., C.T.

One of the more interesting classics for high-school students. Very good exercises and notes.

10-12 Humbert, André. Contes variés. ODYSSEY, 1953. Illus. III-VI 238 pp. $2.60. 1A, 2E, 3E, 4A N.K., T.T.L., C.T.

Short stories and cultural articles. Excellent exercises and vocabulary-idiom treatment. Class text for level III and supplementary reading on levels IV to VI.

10-12 La Brède, Jean de. Aimer quand même, roman policier.

III-IV Ed. C. F. Zeeck. HEATH, 1930. 244 pp. $2.50, paper $2.15. 1E, 2E, 3E, 4E N.K., T.T.L., C.T.

An interesting detective novel in good, easy, contemporary French. Notes and exercises.

10-12 Lapp, John C., ed. Contes divers de trois siècles.

IV-VI HOUGHTON, 1930. 284 pp. $3.25. 1E, 2A, 3E, 4E N.K., T.T.L., C.T.

A fresh selection of stories by well-known writers. Well annotated, with questions.


This prize-winning novel should make a good class or supplementary reader. The title is somewhat misleading. Many of the interesting situations (supposedly described by a nine-year-old boy) take place while a schoolmaster, his schoolteacher wife, and the sea. At times the writing is reminiscent of Maupassant, Daudet, and France. Parts of the story would be genuinely funny to readers of any age who have traveled in France and are acquainted with the life and customs of the average "petit bourgeois" of the provinces.

10-12 Mairêt, Jeanne. La Tâche du petit Pierre. Ed. O. B.


Excellent direct-method text. Notes and examples adequate. Appeals to high-school students.
1E, 2E, 3E, 4E N.K., T.T.L., C.T.
The visible vocabulary (on pages facing the text) makes Maupassant enjoyable and readable without excessive effort and with very little need to simplify the text.

1E, 2E, 3E, 4E N.K., T.T.L., C.T.
An amusing and charming story. Delightful illustrations add to its enjoyment. The style is easy and the language simple.

1E, 2E, 3E, 4A N.K., T.T.L., E.V.
Although this is an excellent edition with ample notes and exercises, the stories are not likely to appeal to high school students.

10-12 Miller, Minnie M., ed. First Readings in French Literature. APPLETON, 1940. 182 pp. $1.75.
1E, 2E, 3E, 4A N.K., T.T.L., C.T.
Representative selections from leading writers that show something of the development of French literature through the centuries.

1E, 2E, 3E, 4A N.K., T.T.L., E.V.
Excellent for advanced work in high school. The introduction on Molière and his work is particularly good.

1E, 2E, 3E, 4E N.K., T.T.L., C.T.
Good notes but no exercises. An excellent introduction in English on Molière's life and work, comedy before Molière, and on the play itself.

1E, 2E, 3E, 4A N.K., T.T.L., E.V.
Excellent for advanced work in high school. The introduction on Molière and his work is particularly good.

1E, 2E, 3E, 4E N.K., T.T.L., C.T.
Stories by Daudet, Maupassant, and contemporary authors. Questions, exercises, vocabulary and idiom notes, reading aids, and an idiom list.

1E, 2E, 3E, 4E N.K., T.T.L., C.T.
A play in idiomatic Parisian French that appeals particularly to the more imaginative and sophisticated student.

III-V Illus. 218 pp. $2.95, paper $2.35.
1E, 2E, 3E, 4E N.K., T.T.L., E.V.
An excellent collection of very short stories by contemporary writers. Only two are slightly abridged. Because of their humor and unexpected endings the stories will appeal to high-school students. The book is very attractively illustrated and contains a great variety of exercises.

1A, 2E, 3E, 4E N.K., T.T.L., E.V.
An entertaining detective story that would appeal to high-school students at the intermediate level. It does not have great literary merit, but it is written in good contemporary French.

1E, 2E, 3E, 4E N.K., T.T.L., C.T.
Suitable for any level above elementary, but advanced students would have more genuine appreciation for this delightful story.

1E, 2E, 3A, 4E N.K., T.T.L., E.V.
Selections from the biographical materials in works of St. Exupéry, such as Terre des hommes and Pilote de guerre, give a good picture of the life and career of this writer and aviator.

1E, 2A, 3A, 4A N.K., T.T.L., C.T.
Content more suitable than most of Sartre's work for high-school students. Good introduction on Sartre as writer and philosopher.

1A, 2A, 3A, 4A N.K., T.T.L., C.T.
For those who like detective stories, Simenon is an excellent choice.

10-12 ———. Tournants dangereux. Ed. Otis E. Fellows. AP-
IV-VI PLETON, 1953. 220 pp. $2.25.
1A, 2A, 3A, 4A N.K., T.T.L., C.T.
Four stories with enough exercises to give practice in answering questions, using many idiomatic expressions, and writing simple compositions. Though the stories are not too difficult for advanced high-school students, for some of them the interest may be limited.

10-12 Smith, Maxwell A., ed. Short Stories by French Artists. IV-VI TICHTSHE, 1929. 300 pp. $2.35.
1E, 2E, 3E, 4E N.K., T.T.L., C.T.
A good representation of writers and a good introduction to literature of this period.

10-12 Verne, Jules. Vingt Mille Lieues sous les mers. Ed. Har-
1E, 2E, 3E, 4E N.K., T.T.L., E.V.
An attractive edition of the old classic which appeals to high-school students. Excellent exercise material.

1A, 2A, 3A, 4A N.K., T.T.L., C.T.
Definitely a book for advanced high-school levels. Vocabulary but no notes or exercises.

10-12 Voltaire, François Marie Arouet. Zadig and Other Sto-
1E, 2E, 3E, 4E N.K., T.T.L., C.T.
Excellent for mature students. Good introduction.
sections mounted together. 82 x 60 in. (Serial No. BR62a). Wood rods and loop for hanging $28.00. Heavy spring roller and oak board, fabricord cover $46.00. Heavy spring roller, octagon steel case with hangers $49.00. Dissected to fold with dustproof covers, eylet for hanging $34.25. Mounted on hard composition board with dustproof covering of fine non-gloss plastic lacquer on both map and frame. Blond or dark wood frame $85.00 (Serial No. BR62a). Text in French. Illustrates on both map and frame. Blond or dark wood frame $49.00. Dissected to fold with dustproof covers, eyelets spring roller and oak board, fabrikord cover $46.00. Sections mounted.

10-12 Carte géographique et commerciale de la France. 7-9 CRAM (No. CCL9). Text in French. Colored. Political. 40 x 50 in. #ZA, $9.50; #ZB, roller to fit old case $12.00. #ZC, portable folding on cloth, in cover $14.00. #ZE, portable backboard, oilcloth, pull reinforcement, dustproof cover $14.00. 1EAE, 2EAE, 3E, 4E J.T.M., M.P., M.W.


6-12 Desk Outline Maps. DENOYER. France. (7024). Europe with boundaries. (7002, 8002). Canada. (7011, 8011). One to 49 copies, any assortment, each: 11 x 8½ in. (7000 series) $0.03; 16 x 11 in. (8000 series) $0.03. Second order (8000 series) $0.02. Envelope of 50, one order number: 11 x 8½ in. $0.75; 16 x 11 in. $1.50. Package of 500, one order number: 11 x 8½ in. $5.00; 16 x 11 in. $9.25.

M.W.

Excellent for notation or testing in regional, historical or literary study, or geographical vocabulary.


A wall map showing the provinces of France. Recommended for advanced classes.


A wall map; products and industries clearly shown by colors. Excellent key.


M.W.


M.W.


M.W.

Useful for teaching geography in the foreign language in grades after FLES.


M.W.


M.W.


A wall map of France, showing elevations; good paper; good color.

7-12 France, Political and Historical. DENOYER. Text in French. Colored. Provinces of 1789. Departments shown by dotted lines. Globe insert shows colonization. 50 x 40 in. (Serial No. F24). Plain wood rods $9.50. Spring roller, steel board $15.00. Spring roller, steel case $17.75. M.W.

Best map for all teaching purposes. Clear, beautiful colors, clear labeling. Durable. Shows neighboring countries well enough to be very useful in historical and literary studies. Main physical features also indicated.


M.W.

10-12 France Politique. Hatier. Color. Cloth mounting, spring roller and steel board. Distri. NYSTROM (Map number
1199), $13.50; and DENOYER (Map number HF20), $13.50.
1E, 2E, 3E, 4E. E.M., M.W.
An excellent wall map with departmental boundaries clearly shown, as well as the rivers. Good clarity and contrast of colors.


Excellent for teaching social studies in French after FLES. Contour layer colored, cities by symbols according to population. Railroads and seas routes indicated.

6-9 Geographical Terms Chart. DENOYER. Text in French.
10-12 Contour layer colored. 44 x 58 in. (Serial No. JF100n). Wood rods $11.00. Spring roller, steel board $14.75. Spring roller, steel case $17.25. M.W.

Beautiful composite geographic landscape sufficiently realistic and in perspective to be clear to children, but using conventional relief coloration. Ideal for teaching vocabulary of geographical terms to children who have had FLES. Suitable for upper grades.


A globe mounted on solid stand; vivid colors; lines well drawn; up-to-date political boundaries.


10-12 Régions naturelles de France et la France dans le monde. ROSSIGNOL. 26 maps. Text in French. Colored. Relief-like, political and economic. 29 x 35 in. Paper 124 NF.
1E, 2E, 3A, 4EEA. E.M., M.P., M.W.


PERIODICALS


Highly recommended. Reliable source of information on all subjects.

4-6 Bonjour. Ed. Mary Glasgow. MG&B. 9 issues a year.
1 Many illus. 8 pp. $1.00 a year; 2 or more subscriptions, $0.75 each. 1E, 2E, 3EAA, 4EAA, 5EAA. E.M., M.P., M.W.

Highly recommended. Well-illustrated, pedagogically perfect.

1A, 2E, 3EAA. J.T.M., M.P., M.W.

A very good periodical dealing with wide field of interests, all related to France and overseas possessions.

10-12 Carrousel. GRANT. 6 issues a schoolyear (long term). 1V 5 issues a school year (short term). Illus. 8 pp. $1.75 each for 1-5 long-term subscriptions, $1.50 each for 1-5 short-term subscriptions. $1.25 each for 6 or more long-term subscriptions, $1.10 each for 6 or more short-term subscriptions. American subscribers add $0.05 a subscription for handling.
1E, 2E, 3E, 4E, 5E. E.M., M.P., M.W.

Excellent for the advanced students. Presents plays, poems, puzzles, etc. Well illustrated.

7-9 Ça Va. GRANT. 7 or 9 issues a school year. Illus. 8 pp. $0.90 for 7 issues, $1.25 for 9 issues. $0.70 for 6 or more subscriptions of 7 issues; $0.90 for 6 or more subscriptions of 9 issues. American subscribers add $0.05 a subscription for handling.
1E, 2E, 3A, 4A, 5A. E.M., M.P., M.W.

A periodical for students; progressive difficulty through the year. Stories, comics, puzzles.

7-9 Chex Nous. Ed. Mary Glasgow. MG&B. 9 issues a year.
10-12 Many illus. $1.00 a year; two or more subscriptions II-III $0.75 each.
1EEA, 2EEA, 3EEA, 4EEA, 5EEA. E.M., M.P., M.W.

An excellent periodical, especially designed for students; games, skits, crossword puzzles, etc.

T La Documentation française illustrée. DOCUMENTATION. 10 issues a year. About 32 pp. Many illus. 6 NF a year. 0.70 NF an issue.
1A, 2E, 3A, 4A, 5A. J.T.M., M.P., M.W.

A different topic covered in each issue: institutions, economy, social questions, art, education.

1A, 2AEE, 3AEE, 4AEE. E.M., M.P., M.W.

Each issue is a folder with color plates and explanations. Excellent pictures and texts.

T La Documentation photographique. Secrétariat Général du Gouvernement. DOCUMENTATION. 10 issues a year. About 90 b&w, 50 color illus. 9 x 12 in. About 40 columns, 62 NF a year. 7 NF an issue.
1E, 2E, 3E, 4E. J.T.M., M.P., M.W.

Published in collaboration with the Ministère de
FRENCH: Pictures & Wall Charts

L'Education Nationale. Contains very good geographic, historic, and scientific information and superb photographs (unbound). Highly recommended.

T

1. 2E, 3E, 4E, 5A. J.T.M., M.P., M.W.

Detailed and up-to-date news on the educational system on all levels. Photographs, charts.

7-12


A very good magazine dealing with women's life in France. Beautifully illustrated.

T


Sponsored by the French Government for teachers of French outside France. Cultural and literary sections are excellent. Useful for linguistic and pedagogical questions. Well printed and illustrated.

T
France-Amérique. Ed. Jacques Habert. TRICOLOR. Weekly. Many illus. 22 pp. $7.00 a year. For teachers and students: 1 year, $5.00; 10 months $4.50; 9 months $4.00; 6 months $3.00.

1. 2A, 3E, 4E, E.M., M.P., M.W.

A French newspaper, published in the U.S., containing a complete coverage of news affecting the French-speaking world, short stories, and other features.

T

1 E. 2E, 3E, 5E. E.M., M.P., M.W.

Highly recommended review of art, literature, theatre, politics, and culture. Beautifully presented; excellent quality.

10-12
La Revue des jeunes. GRAI.T. 6 issues a school-year.

7-9 (long term). 5 issues a school year (short term). Illus. II. 18 pp. $1.75 each for 1-5 long-term subscriptions, $1.50 each for 1-5 short-term subscriptions. $1.25 each for 6 or more long-term subscriptions, $1.10 each for 6 or more short-term subscriptions. American subscribers add $0.60 a subscription for handling.

1. 2E, 3A, 5E, E.M., M.P., M.W.

An excellent periodical; interesting stories, songs, plays about France.

10-12


Each issue has 6 soft plastic records and 12 pages of text: music (popular and classical), current events, some illustrations. Good quality. Useful for cultural interest.

10-12
La Vie. Ed. Huguette Bayle. UPSHAW. 16 times a year.

1-III. English in footnotes. $3.00 a year. 10 or more subscriptions $1.50 each.

1. 2E, 3A, 5A. J.T.M., M.P., M.W.

A good cultural periodical; good taste, beautiful photographs.

PICTURES & WALL CHARTS

K-9

1. 2E, 3E. E.M., M.P., M.W.

Vocabulary cards showing scenes of French life. Heavy paper. Good colors.

10-12
Châteaux de la Loire. ROSSIGNOL. 6 pictures. Color.

7-9. Captions in French. 30 x 45 in. Posterboard 38.00 NF.

III-IV. 1E, 2E, 3E. E.M., M.P., M.W.

Exceedingly artistic pictures of best-known French châteaux. Highly recommended.

4-12
French Costume Material in Color. Établissements Artistiques Parisiens. Distr. EISELE. 6 series of colored postcards: Le Folhöre de France (20 folders, each with 10 cards, $1.25 each); Les Enfants des provinces françaises (52 cards, $0.10 each); Le Vieux Paris pittoresque (16 cards $2.25); Le mode frangaise à travers les époques (16 cards $2.25); Paris à travers les siècles (costumes, 16 cards $2.25).

1. 2A, 3A. E.M., M.P., M.W.

Good for almost all levels. Useful for conversation and Bulletin boards.

4-12
Full Color Reproductions of Great Art Masterpieces. ABRAMS. Captions in English and French. 18 x 23 in. $1.95.

1. 2E, 3E. E.M., M.P., M.W.

Excellent reproductions; intelligent combination of art history and language. Can be used at all levels, as well as at elementary level for teaching vocabulary. Some captions are in English.

K-6
FRENCH: Reference Grammars

NF. MIDDLEBURY, each picture $0.80. ROSENBERG, each set of four $3.00. G. Nigremont, Carnet de vocabulaire 'Images de la vie,' 1,800 NF. MIDDLEBURY $0.50. ROSENBERG $0.70.


Drawings in color, showing everyday scenes of French life. Highly recommended.

I-II K-3 4-6 II-IV 7-9 III-IV 10-12 IV-VI


Conversation charts; authentic scenes, good color.

7-12 Paysages de France. Colored postcards. YVON. 10 reproductions of paintings. 4 x 6 in. 0.18 NF each. Paysages de France. Colored postcards. YVON. 10 reproductions of modern and classical paintings. Color reproductions of modern and classical paintings. 7-12 Tableaux d'histoire. ROSSIGNOL. 3 series of 24 pictures in a folder frame. Color. Captions in French. 7-9 Various sizes in paper and posterboard $1.00 to $18.00.

Books:


1A, 2A, 3A, 5A E.G., C.R., N.S.

A presentation of the basic elements of composition in French. Good selection of texts. Recommended for its value in building vocabulary and developing style.


1A, 2E, 3A, 5A E.G., C.R., N.S.

Intended for French schools, but could be very helpful for advanced classes in American schools.


1E, 2E, 3E, 4A, 5E E.G., C.R., N.S.

Classroom text for French schools. Good reference work.


1E, 2AEE, 3E, 4A, 5E E.G., C.R., N.S.

A concise source of reference.

T Fischer, M., and C. Haquard. A la découverte de la grammaire française. HACHETTE, 1959. 538 pp. 18.00 NF.

1A, 2A, 3E, 4A, 5E E.G., C.R., N.S.

A presentation of French grammar from the historical point of view. Entertainingly written and readily understandable.


1E, 2AEE, 3A, 4E, 5E E.G., C.R., N.S.

Can be used by teachers to illustrate grammatical explanations. Examples often borrowed from classic period. Well-organized.


1E, 2E, 3E, 4E, 5A C.B., E.G.E., C.R.

An excellent and exhaustive grammar. Contains all the examples necessary to explain any problems of modern grammar. Highly recommended.


1E, 2E, 3E, 4E, 5E C.B., E.G.E., C.R.

An excellent book, concise, clear, and well presented. Highly recommended for teachers and can be used to advantage by good students.


1E, 2A, 3A, 4A, 5A E.G., C.R., N.S.

Useful because of its current examples and illustrative phrases. Good index and cross references. Recommended for teachers and libraries.

REVIEW GRAMMARS


1AAU, 2EAU, 3A, 5A, 6A, 7A, 8A, 9AAU, 10A, 11A C.R.B., V.O.C., J.T.M.

The two volumes, identical except for sample tests, prepare students for such tests as the N.Y. State Regents. Conventional methods. Lists of idioms. Cultural sketches. A section on civilization.


1E, 2RU, 3U, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 11A C.R.B., V.O.C., J.T.M.

Each lesson has a reading passage and vocabulary plus grammar review and exercises. Includes clear and interesting charts. Especially good for 3rd-year high-school classes.

10-12 DuMont, Francis M. College Outline Series French Grammar. HOLT, 1948. 185 + xxvi pp. $2.60.

1E, 2UAU, 3A, 5A, 6A, 7A, 8A, 9UAU, 10UAU, 11A C.R.B., V.O.C., J.T.M.

A presentation of French grammar from the historical point of view. Entertainingly written and readily understandable. A good appendix which presents 10 pages of important grammar points in a summarized form. Perfectly original and should hold student interest.


1E, 2EAU, 3A, 5A, 6A, 7A, 8A, 9AAU, 10A, 11A C.R.B., V.O.C., J.T.M.

FRENCH: Supplementary Materials

1A. 2A, 5A, 5AE, 6AE, 7EEA, 8AEE, 9E, 10EEA, 11EEA C.R.B., V.O.C., J.T.M.

A grammar with pattern sentences. Exercises are divided into two parts: those at end of each lesson, which are almost all in French, and those at end of the book, which provide for English sentences into French. Very thorough.


Loan for duplication.


In language teaching. Very good exercises.


E.M., M.P., M.W.

30 crossword puzzles, useful for vocabulary-building. Recommended for French Clubs.

10-12 Eaton's of Canada: Catalogue. 190 Younger St., Toronto, Ont., Canada. 2 issues a year. About 600 pp. Color and b&w illustrations. $4.00.

Send off-season catalogue to teachers of French as long as supply lasts.

7-9 Disons la bonne aventure. GESSLER, 1959. Game of 48 cards, 3 x 6 in. $1.00.

E.M., M.P., M.W.

A grammar with pattern sentences. Exercises are divided into two parts: those at end of each lesson, which are almost all in French, and those at end of the book, which provide for English sentences into French. Very thorough.

SUPPLEMENTARY MATERIALS

Day-by-Day Desk Calendar. YVON. Distr. UPSHAW. 3 x 4 in. $2.50. With wooden base $5.06.

This 600-page mail-order department-store catalogue, which provides for English sentences into French. Very good exercises.

11A, 1-12

Vocabulary Words, Set 2. 51 additional nouns with pictures on one side, ad illustrated idiomatic expression on the other side. No English. $1.00 each set. E.M., M.P., M.W.

Can be nicely used as substitution drill aids after reading level is reached. Size necessitates use with small groups. Teacher and best students can do this.


4-9 Mots croisés faciles. Rev. UPSHAW, 1960. 29 pp. $0.60.

E.M., M.P., M.W.

Amusing stories so simple and so dramatic that the teacher should read them to the class before the pupils open their books. 12 readings or songs plus vocabulary.

10-12 Tenue de huit familles folkloriques. GESSLER, 1959. $0.90.

E.M., M.P., M.W.

Card game based on family members of 8 French provinces. Good vocabulary builder with cultural interest.

7-9 —— Saumetés comiques. GESSLER, 1959. Minimum order 4 for $2.50. Additional $0.50 each.

E.M., M.P., M.W.

22 playlets, easy to produce, requiring no costumes or sets. Humorous. They lend themselves to effective overacting.

7-9 —— Scènettes dramatiques. 5th ed. GESSLER, 1958. 32 short skits written to be acted informally in classroom or club. A wonderful way to improve one’s fluency. Most of them humorous.

7-9 —— Victoire! GESSLER, 1959. $0.50.

E.M., M.P., M.W.

Interesting vocabulary game for beginners. Picture cards have no printed words.

5-12 King, Madeleine. La Cuisine des gourmands. MAME, 1937. 107 pp. $1.50.


A book of recipes which should hold the interest of advanced students. Useful for handwriting and penmanship.

7-9 —— Bon Appétit! GESSLER, 1959. Game of 48 cards, 3 x 6 in. $1.00.

E.M., M.P., M.W.

Card game with 4 cards for each course with sketch or recipe. Useful and interesting for learning names of dishes. Can be used to stimulate conversation. For advanced students.

7-9 —— Disons la bonne aventure. GESSLER, 1959. $0.25.

E.M., M.P., M.W.

Fortune-telling card game with chart, good for vocabulary building.

7-9 —— Jeu des huit familles folkloriques. GESSLER, 1959. $0.90.

E.M., M.P., M.W.

Card game based on family members of 8 French provinces. Good vocabulary builder with cultural interest.

7-9 —— Day-by-Day Desk Calendar. YVON. Distr. UPSHAW. 3 x 4 in. $2.50. With wooden base $5.06.

This 600-page mail-order department-store catalogue, which provides for English sentences into French. Very good exercises.

11A, 1-12

Vocabulary Words, Set 2. 51 additional nouns with pictures on one side, ad illustrated idiomatic expression on the other side. No English. $1.00 each set. E.M., M.P., M.W.

Can be nicely used as substitution drill aids after reading level is reached. Size necessitates use with small groups. Teacher and best students can do this.
FRENCH: Teachers Course Guides

Note Cards. YVON. Distr. UPSHAW. 4 x 6 in. 12 pictures in sets, $2.00.
E.M., M.P., M.W.

Monochrome photo cards showing scenes of Paris on front for bulletin board or conversational classes. ‘Meliora vues’ printed. Lined envelopes.

E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.


Note Cards. YVON. Dish-ZLIISHA`w*V. 4 x 6 in. 12 pictures in sets. $2.00.
E.M., M.P., M.W.

GERMAN

In the left margin, Arabic numerals indicate grade or class levels (7-9 for junior high school). The first line of numerals indicates the preferred level, although the material might be used at other levels given. Roman numerals indicate language proficiency levels (I for beginners). "T" indicates materials for the teacher.

The name or initials in capital letters in each entry is the code name for the producer or distributor, whose full name and address are listed in Appendix 3.

In the notation "IEEA, 2A, 3AAU," etc., the numbers refer to the criteria for this category of material (Appendix 2). The letters are the ratings given by the evaluators: E = Excellent, A = Acceptable, U = Unsatisfactory.

If all evaluators agree on a rating, its letter appears only once.

The committee of evaluators:
B.B. Beatrice R. Buller, Beaumont ( Tex.) HS
B.D. Bertha Dasham, Champaign (Ill.) HS
L.E. Lois Ellert, Palo Alto, Calif.
E.H. Ebie Hetzer, H. Frank Carey HS, Franklin Square, N.Y.
H.S.H. Helena S. Holt, Lawrence (Kans.) HS
G.K. Gliick Caroline Kettelkamp, U of Illinois
G.A.P. Gertrude A. Philipp, Forest Park (N.Y.) Memorial HS
K-H.P. Karl-Heinz Plantiz, Wabash C, Chairman
M.R. Myrtle Rognebakke, Wauwatosa (Wis.) HS
E.T. Eise Thun, H. Frank Carey HS, Franklin Square, N.Y.
R.T. Ruth Thoms, Robert Morris Elem. S, Chicago

BASIC TEXTS

7-9
Burkhard, Oscar C., and Edwin F. Menze. Lernen Sie Deutsch. Wir lernen Deutsch. WISCONSIN GERMAN, 1960. 4-6

B.B., H.S.H., M.R.

Basic grammar, integrated readings, and conversational drill. Can very easily be adapted to the oral approach.

4-6

(Vol I) 1E, 2E, 3E, 4E, 5E, 6E, 7A, 8E, 9E, 10A, 11E, 12E, 13A B.D., G.K., R.Tc.
(Vol II) 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9A, 10A, 11E, 12F, 13E B.D., G.K., R.Tc.

Appropriate, correct, and helpful to both pupil and teacher. Good results should be achieved. Vol. I materials follow the audio-lingual period (see Ellert: German for Elementary School Children (Vol. I), teacher's course guide) and are followed in third or fourth year.

4-6
Lupri, Eugen and Anneliese, and Lester W. j. Seifert. LER. Illus. 77 pp. 81/2 x 11 in. $0.75. Bilderbuch, 44 pp. $0.75.


Good material for elementary grades.

10-12
Mueller, Hugo J. Deutsch. Erster Buch. BRUCE, 1958. 4-6

Color illus. 422 pp. $4.95. Teacher's key to Pattern Drill and Exercises. $1.00. Fifteen 71/4 ips. dual-track tape reels, containing all 24 regular lessons plus 8 lessons on phonology. $103.00. Tests $1.00. Key to tests $0.50.

1E, 2E, 3EAA, 4EAA, 5EAA, 6E, 7A, 8E, 9EAA, 15A, 11E, 12AUU, 15E B.B., H.S.H., M.R.

A truly modern text based on the latest methodology. It stresses the teaching of "spoken" German, stresses pattern drills, and presents the grammar in an effective and efficient way, based on structural linguistic analysis.

Students actually learn to speak and understand German, especially if they are able to practice with the accompanying tapes. In high school only the first 10 or 12 lessons can be covered during the first year, then part II can be used during the second year.

T
Deutsch, Zweites Buch. BRUCE, 1959. Illus. 10-12 299 pp. $4.25. Eighteen 71/4 ips. dual-track tape reels. 1V-VI with 30 min. of recorded material for each of the 36 lessons. $126.00.
1E, 2E, 3A, 4E, 5E, 6E, 7E, 8E, 9A, 10A, 11E, 12E, 13E B.B., H.S.H., M.R.

An interesting and very difficult text. It could be used as a basic text in Level IV, or later. The basic texts in each lesson are taken from the German newspaper, Die Welt, adapted somewhat. Excellent oral and written exercises accompany each reading selection.

Both selections and exercises lend themselves well to conversation and discussion of present-day German, and to focusing on finer points of word study, syntax, grammar of both written and spoken German.

10-12
1E, 2E, 3A, 4EAA, 5E, 6A, 7A, 8IA, 9A, 10U, 11E, 12A, 13A B.D., H.S.H., M.R.

This beginner's manual for the oral approach would be most effective in conjunction with the tapes of each lesson. It has some excellent chapters on phonology, spelling, and punctuation, not often found in basic texts. The content of the lessons is at times geared to college students but always contains structures of high frequency. There is no end vocabulary or summary of grammar.

BOOKS OF CULTURE & CIVILIZATION

[See also German Culture in Appendix 1]

T

Three volumes, valuable books to use as illustrations at any level, containing 50 volumes in the "Die blauen Bucher" series, beautiful reproductions of German art, excellent photographs of architecture, landscapes, flowers, animals. A sample of the 50 volumes in the "Die blauen Bücher" series, valuable books to use as illustrations at any level, even pre-reading. To read the short captions for the pictures, the student needs to be at least at level III.

Each book is prefaced by 5 to 10 pages of commentary.

T
1A, 2A, 3A, 4A, 5A, 6A B.B., H.S.H., M.R.

Beautiful reproductions of German art, excellent photographs of architecture, landscapes, flowers, animals. A sample of the 50 volumes in the "Die blauen Bücher" series, valuable books to use as illustrations at any level, even pre-reading. To read the short captions for the pictures, the student needs to be at least at level III.

Each book is prefaced by 5 to 10 pages of commentary.
and the illustrations up-to-date, but the exercises are limited to questions and sentence translations. Suitable for conversation practice.


II-IV Illus. 149 + lx pp. $3.60. Nine 7 in. 71/2 ips. double track t 2 reels $67.50.

1E, 2E, 3E, 4E, 5E, 6E, 7U B.B., H.R.H., M.R.

A very clever and original series of sketches contrasting German attributes with American ones. These humorous vignettes and their lively illustrations will appeal to high-school students and at the same time teach some rather profound insights into German (and American) characteristics.

T Gaske, Marianne, Ernst Köppen, Theodor Pluckebaum.


1E, 2E, 3A, 4A, 5E, 6E B.B.

A very clear and original series of sketches contrasting German attributes with American ones. These humorous vignettes and their lively illustrations will appeal to high-school students and at the same time teach some rather profound insights into German (and American) characteristics.


1A, 2A, 3A, 4A, 5EEA, 6EEA B.B., H.S.H., M.R.

A very good selection of essays which might interest the pre-medical high-school student willing to do some outside reading on medical personalities and topics. The text has "xical footnotes in German and a German-English " (enrich and Spanish) glossary of medical terms.


III-V Illus. 274 + xxxiv pp. $4.50. Tapes for each chapter with true-false questions on loan for duplication or for sale: five 7 in. 7 3/4 ips. reels $50.00, eleven 7 in. PA reels $78.75.

1A, 2E, 3E, 4E, 5E, 6E, 7A B.B., H.S.H., M.R.

The best and most interesting chapters deal with the German language and with contemporary events and history. The language is kept simple and appropriate for high-school subjects, but the content could be used as a reference book by the teacher. This latest edition has a 20-page chapter about post-War-II literature.


1A, 2E, 3E, 4A, 5E, 6E B.B., H.S.H., M.R.

A very thorough and factual survey, such as is used in German high-school classes. It is very difficult for American high-school students, but the content is too varied, condensed, and superficial to give insight into German culture and civilization. Questions on each chapter.


1A, 2A, 3A, 4A, 5A, 6A B.D., G.K., R.Te.

Excellent for reference.


1A, 2A, 3A, 4A, 5A, 6A B.D., G.K., R.Te.

Literary history with some excerpts; for reference.


1E, 2A, 3E, 4E, 5E, 6E B.B., H.S.H., M.R.

A very fine cultural text for high school.
GermaD: Dictionaries

Songs for the primary level through the middle grades. Packet size. Attractive full illustrations. Seasonal songs, with a good assortment of Christmas carols.

BOOKS ON METHODOLOGY

Birkmaier, Emma Marie. German Club Manual. THRIFT. 1948. 80 pp. 5½ x 8 in. Paper $0.80.

1E, 2E, 3E, 4E B.D., G.K., R.T.

Unusually good in the rich variety of suggestions to stimulate interest and activity through the club. It not only offers concrete help but also gives full direction for procuring more help.


1E, 2E, 3A, 4A B.B., H.S.H., M.R.

Contains a considerable number of passages of 200 to 300 words each from leading authors (Goethe, Schweitzer, Keller) that lend themselves particularly well to dictate practice with advanced students (Level IV).


1E, 2E, 3E, 4A E.E.E., L.E., R.T.

Suggestions on how to obtain motivation, fluency, accuracy. A compendium of ideas that any German teacher would find useful. Includes information on the evolution of Germanic languages as well as the comparison of the various dialects within Germany.

CONVERSATION BOOKS


1A, 2E, 4A, 5A, 6A, 7A, 8U B.B., H.S.H., M.R.

Short conversations and longer plays followed by exercises grouped in three categories: a) questions about the dialogue, b) grammar and vocabulary exercises, c) ideas for dialogue adaptations or conversations similar to the basic one. Contents seem somewhat artificial and insipid. We do not believe students would be happy memorizing these conversations, but they would be interested to read them and talk about them.


1A, 2E, 5E, 4A, 5A, 6A, 7E B.B., H.S.H., K.-H.P.
It is hard to decide whether this is an elementary reader containing easy playlets and conversations or an actual conversation book, but it is definitely written for oral work. The language and content are easy enough for high-school classes and the conversations and plays might be acted out in class sessions or during meetings of the German club. W -d study is very good, exercises are few but varied.


1E, 313 pp. $1.95.

1A, 2A, 3E, 4E, 5E, 6E, 7E, 8U B.B., H.S.H., M.R. 15 conversations, each preceded by a picture and a descriptive narrative, setting the stage for the conversation. 15 additional short conversations. Exercises.


1E, 2E, 4E, 5A, 7A B.B., H.S.H., M.R.
In organization and intent, very close to a cultural reader. The utterances are rather long to be memorized, but since the book is to be used with rather advanced students the conversations can be read as dialogues and their content can be discussed in German. There is no actual word-study exercise in this book and all phrases and idioms or even words are explained in German. The situations are culturally authentic and realistic and they will interest young people. The book does not try to be "funny" and is very refreshing and pleasant.


1A, 2E, 4E, 5A, 6A, 7A B.B., H.S.H., M.R.
21 wordless sequences of pictures with appropriate vocabulary for each picture. The student is to talk about the picture stories or write conversations or narratives with the help of the oral work done in class. There are exercises designed for word-study and grammar review. The more difficult words, structures, and exercises are starred, so they can be left out by a less advanced class. Due to the flexibility of pictures and vocabulary this book lends itself to a variety of exercises at different levels. English and German are never intermingled.

DICTIONARIES


1A, 2E, 4E, 5E, 6E, 7A, 9E B.B., H.S.H., M.R.
Very comprehensive. Belongs in every classroom and high-school library. 'Rather expensive and unwieldy as a student's own dictionary. The preface disregards the distinction between American and British English. German words are phonetically respelled only when their pronunciation differs from the normal rules.


Useful for the teacher, especially if all 5 volumes of Der Grosse Duden are on hand. Not a dictionary with definitions but the standard reference work for correct spelling.


1E, 2E, 5A, 4A, 6A, 6U, 7E, 9E B.B., G.K., R.T.
Excellent for library or classroom reference.


1E, 2E, 3E, 4E, 5E, 6E, 7E, 9E E.E.E., L.E., R.T.
Captions in German. Depicts objects and actions. Illus.

1E, 3U, 4U, 6E, 7E, 9E $1.50.

1E, 2E, 3E, 5E, 7E, 8E, 9E E.E.E., L.E., R.T.
An excellent selection of pictures of German life at home, in the city, and in the country, with an accompanying description in German. The objects are numbered so that the German word can be found on the opposite page. The entire book gives our children an excellent insight into life in another country.


1E, 2E, 3E, 4E, 5E, 7A, 8E, 9E B.B., H.S.H., M.R.
Complete and up-to-date, yet compact and well-bound. Very appropriate for use by high-school students. No phonetic transcriptions of entries are given, but there are chapters on phonetics and pronunciation.

T Mackensen, Lutz. Das Große ABC. A. Bagel, Düsseldorf, 10-12 1956. Dist. ADLER, ROSENBERG. 791 pp. $5.10.

IV-VI 1E, 2E, 3E, 4E, 6E, 7A, 8E, 9E B.D., G.F., R.T.
GERMAN: Discs & Tapes: Cultural

4 different types of dictionary: separate alphabetical lists for orthography, etymology, synonyms, and grammatical expressions. The selection of words is limited but sufficient for class-room use. Excellent for teachers and advanced students.

10-12 Der Volks-Brockhaus. 12th ed. Brockhaus, Wiesbaden, 1961. Tapes sent bi-weekly by parcel post. 18 in a school year. Two series: "Regular" has 40% English commentary and helps, "X" has no English. Each tape 1 in. 3¾ ips. dual-track 25 min. plastic reel $1.60. Transcripts of German text $0.20 each.
10-12 von Morgens Früh bis Abends. 6 arts I and II (Das Deutsche Leben Series. 8E, 9E, 10E. One 5 in. 3¾ ips. dual-track 30 min. plastic tape reel (Catalog No. DTG 180) $3.55. Script and teacher's guide.

10-12 Interview in Germany Series. EMC, 1956. Interview with Heinz Nordhoff and Dr. Busch (Serial No. DTG 1000). Interview with Frau Schmuscher and Gerhardt Geissler (Serial No. DTG 1001). Gerhardt Geissler Reads Schiller and Dramatic Readings by Gerhardt Geissler (Serial No. DTG 1002). Three 5 in. 3¾ ips. dual-track plastic tape reels. $16.85, each $5.45.
10-12 Merrill, Eugene O. Germany Series. MERRILL, 1956. One series bi-weekly by parcel post. 18 in a school year. Two series: "Regular" has 40% English commentary and helps, "X" has no English. Each tape 1 in. 3¾ ips. dual-track 25 min. plastic reel $1.60. Transcripts of German text $0.20 each.

10-12 An Interesting story effectively dramatized. Good selection of idioms and naturally spoken. Excellent sound effects. Diction is flawless. Script is complete, idioms separately listed and explained.

10-12 Merrill, Eugene O. Germany Series. MERRILL, 1956. One series bi-weekly by parcel post. 18 in a school year. Two series: "Regular" has 40% English commentary and helps, "X" has no English. Each tape 1 in. 3¾ ips. dual-track 25 min. plastic reel $1.60. Transcripts of German text $0.20 each.

10-12 Interview in Germany Series. EMC, 1956. Interview with Dr. Heinz Nordhoff and Dr. Busch (Serial No. DTG 1000). Interview with Frau Schmuscher and Gerhardt Geissler (Serial No. DTG 1001). Gerhardt Geissler Reads Schiller and Dramatic Readings by Gerhardt Geissler (Serial No. DTG 1002). Three 5 in. 3¾ ips. dual-track plastic tape reels. $16.85, each $5.45.
10-12 Merrill, Eugene O. Germany Series. MERRILL, 1956. One series bi-weekly by parcel post. 18 in a school year. Two series: "Regular" has 40% English commentary and helps, "X" has no English. Each tape 1 in. 3¾ ips. dual-track 25 min. plastic reel $1.60. Transcripts of German text $0.20 each.

10-12 Interview in Germany Series. EMC, 1956. Interview with Dr. Heinz Nordhoff and Dr. Busch (Serial No. DTG 1000). Interview with Frau Schmuscher and Gerhardt Geissler (Serial No. DTG 1001). Gerhardt Geissler Reads Schiller and Dramatic Readings by Gerhardt Geissler (Serial No. DTG 1002). Three 5 in. 3¾ ips. dual-track plastic tape reels. $16.85, each $5.45.
DISCS & TAPES: LANGUAGE

10-12 First Year German. Read by native speaker. Recorded by Linguistic Recording Co., San Diego. Distr. CURA MAT, CTR., 1951. Eighteen 5 in. 33 1/3 ips. dual track 45 min. tape reels. 56 lesson units (Serial No. IG-56 G) $7.25 each. Scripts. 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E, 11E, 12E, 14E E.H., G.A.P., E.T.

This material, despite its title, is appropriate for second year and contains enough material for more than one year. The material on each tape is varied, including comprehension material, grammar drills, and idioms. There is a variety of native speakers whose voices are clear and distinct. Touches upon the passive voice and relative pronouns. Excellent for review and drill.

German for Children. Ed.-in-Chief Frederick D. Eddy. 10-12 OTTENHEIMER, 1956. Two 10 in. 33 1/3 rpm. discs (Serial No. 4005) $4.95. Manual for teachers and parents has script, translation, and phrase index. Extra manuals $1.60. 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E, 11E, 12E, 13E, 14E, 15E. E.H., G.A.P., E.T.

Excellent for FLES: the voices and topics are for young children. Natural dialogues spoken by native speakers. Little boy sometimes difficult to understand. Pauses for repetition and summary narrations. Satisfactory drill.


The tapes allow time for repetition, the recordings do not. Material can be used by advanced students to improve speaking ability and increase vocabulary. It appears to be better for home use than laboratory.


The tapes allow time for repetition, the recordings do not. Material can be used by advanced students to improve speaking ability and increase vocabulary. It appears to be better for home use than laboratory.


The tapes allow time for repetition, the recordings do not. Material can be used by advanced students to improve speaking ability and increase vocabulary. It appears to be better for home use than laboratory.


The tapes allow time for repetition, the recordings do not. Material can be used by advanced students to improve speaking ability and increase vocabulary. It appears to be better for home use than laboratory.


The tapes allow time for repetition, the recordings do not. Material can be used by advanced students to improve speaking ability and increase vocabulary. It appears to be better for home use than laboratory.


The tapes allow time for repetition, the recordings do not. Material can be used by advanced students to improve speaking ability and increase vocabulary. It appears to be better for home use than laboratory.


The tapes allow time for repetition, the recordings do not. Material can be used by advanced students to improve speaking ability and increase vocabulary. It appears to be better for home use than laboratory.


The tapes allow time for repetition, the recordings do not. Material can be used by advanced students to improve speaking ability and increase vocabulary. It appears to be better for home use than laboratory.
Middle High German period to Bertolt Brecht, with well chosen examples from Minnesang, Baroque, Storm and Stress, Classicism, Romanticism, to the moderns. A good recording and a desirable adjunct to an advanced course in German literature. The accompanying booklet (by Frank G. Ryder of Dartmouth) is excellent. The English translations by Sam Morgenstern, which run parallel to the German texts, are done with great sensitivity.


10-12 Mann, Thomas. *Tonio Kröger (Chapter 1).* Lob der Vergänglichkeit. Die Buse (from *Der Erwählte*). Read by the author. CAEDMON, 1952. One 12 in. 33⅓ rpm. disc (Serial No. TC 1004) $5.95. Text.


10-12 *Balladen. Read by Maria Becker and Ernst Berg. Deutsche Grammophon Gesellschaft. Distr. GOLDSMITH, ROSENBERG. One 12 in. 33⅓ rpm. disc (Serial No. 43007) $6.95. Text.

10-12 *Don Carlos.* Performed by Walter Frank and cast of the Schiller-Theater in Berlin. Telefunken Distr. MIELKE, ROSENBERG. Three 12 in. 33⅓ rpm. discs (Serial No. TSC 15001/03) $15.00. Stereo $15.00. Text.

10-12 *Die grosse Szene aus Maria Stuart und Wilhelm Tell.* Spoken by Kurt Stieler, Maria Becker, and others. Deutsche Grammophon Gesellschaft. Distr. GOLDSMITH, ROSENBERG. One 10 in. 33⅓ rpm. disc (Serial No. 42004) $4.95. Text.


10-12 *Das Lied vom graben und andere Gedichte.* Read by Walter Frank and Siegmund Schneider. Deutsche Grammophon Gesellschaft. Distr. GOLDSMITH, ROSENBERG. One 16 in. 33⅓ rpm. disc (Serial No. 42001) $4.95. Text.


10-12 *Die hohe Schule.* Spoken by Maria Becker and others. Deutsche Grammophon Gesellschaft. Distr. GOLDSMITH, ROSENBERG. One 12 in. 33⅓ rpm. disc (Serial No. 43024) $6.95. Text.

10-12 *Balladen.* Read by Maria Becker and Ernst Berg. Deutsche Grammophon Gesellschaft. Distr. GOLDSMITH, ROSENBERG. One 12 in. 33⅓ rpm. disc (Serial No. 43007) $6.95. Text.

10-12 *Don Carlos.* Performed by Walter Frank and cast of the Schiller-Theater in Berlin. Telefunken Distr. MIELKE, ROSENBERG. Three 12 in. 33⅓ rpm. discs (Serial No. TSC 15001/03) $15.00. Stereo $15.00. Text.

10-12 *Die grosse Szene aus Maria Stuart und Wilhelm Tell.* Spoken by Kurt Stieler, Maria Becker, and others. Deutsche Grammophon Gesellschaft. Distr. GOLDSMITH, ROSENBERG. One 10 in. 33⅓ rpm. disc (Serial No. 42004) $4.95. Text.


10-12 *Das Lied von der Glocke und andere Gedichte.* Read by Walter Frank and Siegmund Schneider. Deutsche Grammophon Gesellschaft. Distr. GOLDSMITH/TH, LORRAINE. One 16 in. 33⅓ rpm. disc (Serial No. 42001) $4.95. Text.


GERMAN: Discs & Tapes: Songs

Ponte's recital would certainly enhance the classroom reading of the Novelle.

DISCS & TAPES: SONGS

K-9

Some of the songs are most appropriate to K-3 group, others to 4-6 and Jr. High. Though without accompanying text, the songs should appeal to the pupils.

4-6

One 12 in. 33 1/3 rpm disc (Serial No. FC 7745) $5.95.
2A, 6A  L.E., R.Th.

German text contains many errors. Singers' German is excellent.

4-6
2E, 6A  E.H., G.A.P., E.T.
Mr. Wolff enunciates clearly. The accompanying text has many typographical errors.

4-6
2E, 6A  E.H., G.A.P., E.T.

The text is full of errors, and all umlauts are omitted. The record covers too wide an age level: the O Du lieber Augustin and Gemütlichkeit songs are suitable for high-school age, but other songs are best suited for primary grades.

4-12
Christmas in Austria. Sung by Vienna Choir Boys, organ accompaniment. Recorded in Austria. CAPITOL. One 12 in. 33 1/3 rpm. disc (Serial No. 10164) $3.98.

No text; however, most collections of Christmas songs contain most of the songs on this record, with the exception of the two delightful Austrian carols "Es wird scho glei dumpa" and "Es hat sich halt entöffnet." A gem of a record; the carols are sung with precision, perfect enunciation, and a delightful exuberance.

10-19
Early German Ballads. Sung by Wolfgang Roth. Lute accompaniment. FOLKWAYS, 1950. One 12 in. 33 1/3 rpm. disc (Serial No. FH 3071) $5.95. Texts and English translations.
2E, 6U  B.D.D., G.K., R.Tc.

23 ballads and folksongs. Diction not always the best, but the record is still excellent for listening purposes. Printed melody to accompany text would be helpful.

10-12
Erich Kuntz Sings German University Songs. With Chorus and Vienna State Opera Orchestra. VANGUARD, 1956. Four 12 in. 33 1/3 rpm. discs (Serial Nos. VRS 477, 1010, 1035, 1045) $4.58 each. Texts in German and English.

Student and folk songs, sung with verve and enthusiasm. Enunciation clear, with a slight touch of Austrian accent. Chorus, soloist, and orchestra are very well matched. Most of the songs are readily available in song books.

10-12
2E, 6A  B.D.D., G.K., R.Te.

Appropriate for "listening and imitation. Well-known songs of the Christmas season. Melody with text would add to value of record, though most of the melodies are familiar.

10-12
German Favorite Songs. Sung by Ernst Wolff, tenor. Piano accompaniment. FOLKWAYS, 1956. One 10 in. 33 1/3 rpm. disc (Serial No. FW6922) $4.25.
1E, 2E, 6A  B.D.D., G.K., R.Te.

Good for listening and imitation. Well-known folksongs. Printed melody to accompany text would add to value of record.

7-12
1E, 2E, 6E  K.H.P., M.R., R.Th.

After listening to the songs, students enjoy "singing along" with the printed text. The selections in this group differ from the old-time variety, since many contemporary songs are included, such as "Du kannst nicht treu sein," "Lili Marlene," "In München steht ein Hofbräuhaus."

7-12

A fine collection of popular Wanderlieder, accompanied by typical mandolin and accordion orchestrations.

7-12
Immortal Folksongs of Germany. Performed by chorus and orchestra. London High Fidelity. Distr. LONDON REC. One 12 in. 33 1/3 rpm. disc (Serial No. TW 91203) $4.98. Text.

Many of the old favorite folksongs, such as "Ananchen von Tharau," "An der Saale hellem Strande," "In einem kühlen Grunde."

4-9
1E, 2E  E.E.E., L.E., R.Th.

Excellent selection of 49 songs. Clever illustrations. Teacher's Book contains English translations, piano accompaniments, and suggestions. Recordings give a variety of presentations. Singers and accompanist are excellent and appealing.

10-12

1E, 2E  E.E.E., L.E., R.Th.

47 popular German songs, folk, dialect, descants, rounds, and art songs by Mozart, Beethoven, and Schubert. For advanced students. Singers and accompanist are excellent and appealing.

10-12
Lasset uns auf Deutsch singen! Songs introduced and taught by native speakers. Accompanied by band. Recorded in U.S. E.M.C., 1960. One 5 in. 33 1/3 lps. dual track 50 min. plastic tape reel (Serial No. DTG 200) $5.95.
1E, 2E, 3E, 4E, 5E, 6E  E.H., G.A.P., E.T.

Humorous, lively songs with good tempo and clear recordings. Voices are distinct, musical background varied. From German Band to Swing Band. For senior students.

7-9
1E, 2E, 6E  E.H., G.A.P., E.T.

Excellent collection of German songs, which may be used by the teacher as a basis for classroom recitation.
GERMAN: Elementary Readers

by piano, violin, accordion, and bass. One 12 in. 33 1/3 rpm disc (Serial No. M1) $4.95. Includes song book by Ruth de Cesaris, 19 songs. Piano accompaniment. Paper. Extra copies $1.00 each. 

1A, 2A, 6E; E.H., G.A.P., E.T.

Well-known folksongs. Excellent diction, good range for high-school voices. Slow tempo, may not have great appeal to high-school students. With proper introduction by the teacher some of these songs can be used and enjoyed.


2E, 6A K.-H.P., V.R., R.Th.

The majority of these beautiful songs are suitable only for the most sophisticated high-school students, emphasis being placed in the Künstli more on the music than on the text.

ELEMENTARY READERS


1A, 2A, 5E, 5A B.B., H.S.H., M.R.

A love story with an American college campus setting. For 2nd or 3rd semester. A variety of exercises, Questions and self-tests on vocabulary. Fraktur print.


Excellent encyclopedia for young people. Language and subject matter are simple enough for children beginning to read.


II 1E, 2E, 5E E.E.E., L.E., R.Th.

Max and Moritz are the forerunners of our Katzenjammer Kids and Wilhelm Busch is one of the earliest cartoonists. This book is a classic.


II 1E, 2E, 5E E.E.E., L.E., R.Th.

A primer for German first-graders. Usable with very young American beginners.


1A, 2E, 5A E.E.E., L.E., R.Th.

A primer for German first-graders. Usable with very young American beginners.


1A, 2A, 5A E.E.E., L.E., R.Th.

Usable if the children have begun German at the primary level; subject matter is on par with a 3rd grade reader. Illustrations are very appealing.


II 1E, 2E, 5E, 4A, 5E B.B., H.S.H., M.R.

Another collection of 21 simple and humorous stories. Short and graded in difficulty. It will be read with ease and pleasure.


I-II 1A, 2E, 5E, 4U, 5A B.B., H.S.H., M.R.

A little detective story about the loss of a pair of precious shoes. Nicely illustrated. Questions for each chapter. Vocabulary in a separate but attached booklet, visible page by page.

4-9 German Language Package. PACKAGE, 1956-60. All 11 illus. G-11, 11 books, $25.60. G-12, 7 books, $15.00.


A selection, by the American Library Association, of books printed in Germany for German children. Excellent quality. May be read to younger children and used for supplementary reading material for the more advanced students, still below high-school level. Write for catalog.


1E, 2E, 5E, 5A B.B., H.S.H., M.R.

Interesting information about German-Americans who made great contributions to their adopted country. Exercises are simple, varied, and helpful.


1E, 2E, 5E, 5A B.B., H.S.H., M.R.

These booklets contain good information that will appeal to high-school students and mature junior-high students. This alternate series is actually more interesting than the first series of cultural readers because of the choice of world-famous personalities. Exercises are simple, varied, and helpful. The question test comprehension; the vocabulary exercises focus on words and word families and idiomatic expressions.


II ADLER. Color illus. 16 pp. $1.35.

1A, 2A, 5E R.Th.

Two fairy tales unsimplified and too difficult for American children learning German. But the excellent Baumgarten illustrations and the cultural contribution of these fairy tales make them an asset to the classroom library.


II PACKAGE. Color illus. 64 pp. $1.55.

1A, 2AU, 5E R.Th.

Three fairy tales (Hansel and Gretel, Snow White and Rose Red, and Fundegeol). charmingly illustrated by 19th century drawings in color. Language would be too difficult for use in American FLES program; original Grimm stories, not simplified.


II 1A, 2A, 5A R.Th.

These two fairy tales are far too difficult for American children through the appropriate age level to read in German. But it may be of cultural value to have them on hand for the browsing table.


II 1A, 2A, 5E R.Th.
These stories of Red Riding Hood and Sleeping Beauty in the original German are far too difficult for American children learning German. But because of the beautiful illustrations by Fritz Baumgarten and their cultural value, these books might be included in the classroom library to stimulate interest.


To be read by American children of the appropriate age level. But its cultural value and the beautiful illustrations by Fritz Baumgarten make it a valuable addition to the classroom library.


A brief and simple dramatization of a familiar story. Excellent supplementary material, but hardly to be used as a text.


Five little stories which can be bought separately. The language is graduated in difficulty, so are the exercises. The interest level is not uniformly high. Allerlei is devoid of interest and bores students with constant repetition of sentences written only to teach easy vocabulary. Fabeln is much better. Anekdoten und Erzählungen might interest the younger students with their stories of kings and noblemen and little historic anecdotes. Münchhausen und Eulenpfiegeli is by far the best of the five. Fünf berühmte Märchen brings us "The Emperor's New Clothes," "The Town Musicians of Bremen," "Hansel and Gretel," and others.


Beautiful book with verses simple enough to teach beginning students.


Very good. Vocabulary and questions.


Heavy paper pages, $1.60.

This classic children's tale should be included in any library of German books.


The only drawback to this excellent little book on wild animals is that students of German must be advanced enough in reading for it, and this would probably require reading at the 3rd- or 4th-year level. Recommended for the German classroom because the subject matter is interesting, the illustrations are excellent and perhaps provocative enough to make the pupil try to read the text.


A very charming story of twin sisters who reconcile their divorced parents (the source of the recent Disney movie "The Parent Trap").


An interesting detective story. The language is colloquial, conversational, and very apposite for students who have done much aural-oral work. Exercises are varied. Fraktur type.


A very charming story of twin sisters who reconcile their divorced parents (the source of the recent Disney movie "The Parent Trap").

This is not "manufactured" German, but the language of German children. This makes some passages a bit difficult, but the high interest level and the genuine humor carry the reader over the more difficult spots. For the second semester of Level II or for rapid reading at Level III.


Very short but not very interesting story of a young apprentice's initiation into the business world. Questions.


A story book for German children, not intended as a text, but American children would love it.
and humorous stories and a few articles of scientific content. The exercises are not very good; questions for each chapter and a few grammar review exercises.

**FILMS: DOCUMENTARY**

10-12 Bauernvolk in den Bergen. Prepared by Harold von Hofe. Narrated by Franz Rohn. Filmed in Switzerland. CHURCHILL, '60. 16 mm. 15 min. Narrated in German. B&W purchase $65.00. Color purchase $115.00. One 7/4 ips. tape reel and study guide are provided with the film. 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E, E.H., G.A.P., E.T.

A good documentary film of farm life in the mountainous country, showing the entire family at work and play. It gives the American student an insight into the life of a country boy or girl. Tape must be synchronized with the film.

10-12 German Farm Town. Filmed in Germany. KLEINBERG, '60. 16 mm. 12 min. Sound track with either German or English narration. Available in three different German language versions. Color. Purchase $120.00. Separate tapes of any German track on request $15.00 each. 1A, 2A, 3A, 4E, 5E, 6A, 7A, 8E, 9E, 10A E.H., G.A.P., E.T.

The film depicts many phases of farm life, live stock, marketing, etc. The sound track and tape are done meticulously and are excellent for high-school students.

11-IV German New Year (Weihnachts). Filmed in Germany. TFC, '61. 16 mm. 8 min. Narration in German. B&W, purchase $250.00 for 16 one-reel films, $130.00 for 8 one-reel films. Must be purchased in series of 8 or 16 films. Script in German and English. 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E, E.H., G.A.P., E.T.

Excellent because material is current. It requires, however, previewing on the part of the teacher and preparation of vocabulary and idiom lists. It is of real value only for the advanced high-school student. Yet the younger student enjoys seeing news events with German dialogue. The newsreel films can be used to stimulate oral and written work at a very advanced level.

11-IV Heidelberg. Narrators Ruth Pressell and Armin Frank. Filmed in Germany. IBF, '61. 16 mm. 14 min. Narrated in a German. Color (Serial No. 2-G-7). Purchase $150.00. Student workbook $0.39. One 7 1/4 ips. tape reel. 24 min. $7.50. 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10A E.H., G.A.P., E.T.

Excellent views of Heidelberg. Good choice of buildings and scenery. Presented in dialogue form between guide and tourists. Music and festival scenes are lively. Costumes and dances add to the overall attractiveness of this film. The type of film used emphasizes the blue and green tones, so that other colors are not readily visible.

10-12 Im Herzen Europas. Prepared by Harold von Hofe. Narrated by Franz Rohn. Filmed in Switzerland. CHURCHILL, '61. 16 mm. 12 min. Narrated in German. Color purchase $115.00. B&W purchase $65.00. One 7 1/4 ips. tape reel and study guide are provided with the film. 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E E.H., G.A.P., E.T.

A beautiful film dealing with German Switzerland and showing life in the Alps. Good for indicating use of German outside Germany. Tape must be synchronized.
GERMAN: Integrated Programs

10-12 Im Lande Wilhelm Tell. Prepared and narrated by Harold von Hofe. Filmed in Switzerland. CHURCHILL, 1961. 16 mm. Narrated in German. B&W purchase $65.00. Color purchase $115.00. One 7 1/2 ips. tape reel and study guide are provided with the film.

I, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E E.H., G.A.P., E.T.

An excellent, clear film with realistic color. Tape is not synchronized with film, but the quality of both more than compensate for this problem. Subject matter is interesting and varied.

10-12 Oberbayern. Text by Meno Spann. Filmed in Germany. IFB, 1960. 16 mm. 15 min. Narrated in German. Color (Serial No. 2-G-105). Purchase $150.00. Student workbook $0.39. One 7 1/2 ips. tape reel. 32 min. $7.50.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8A, 9E, 10A E.H., G.A.P., E.T.

Interesting cultural film with excellent choice of material of the Oberbayern area. Stimulates student to read more about places seen. The colors lack vividness and naturalness. The narrator speaks in a clear well-enunciated voice at a normal speed.

7-12 Die Tiere in der Stadt. Educ. consultant W. Gregory Heggen. Filmed in Germany. IFB, 1960. 16 mm. 12 min. Narrated in German. B&W (Serial No. 9GB). Purchase $75.00. Student workbook $0.39. One 7 1/2 ips. tape reel. 24 min. $7.50.

1E, 2A, 3E, 4E, 5E, 6A, 7A, 8E, 9E, 10A E.H., G.A.P., E.T.

Excellent film for use with a unit on animals. Much of the vocabulary would not be touched in regular German study, yet it is a part of everyday German life. Both singular and plural forms of animal names are used. The pictures will have a special appeal to younger children.

FILMSTRIPS & SLIDES

10-12 Das deutsche Dorf. Written by Glenn Waas. Performed by Lotte Kobler and David Berger. AATG, n.d. Filmed in Germany. 35 mm. 24 frames. Color. Three tapes: elementary: one 5 in. 7 1/4 ips. full-track 12 min. plastic tape reel; intermediate: one 5 in. 7 1/4 ips. full-track 16 min. tape reel: advanced: one 5 in. 7 1/4 ips. full-track 16 min. tape reel. Free to AATG members.

(Tapes) 1E, 2E (Filmstrip) 1E, 2E

Each lesson is a color filmstrip, a b/w filmstrip, and a synchronized record or tape. The material covered and method of presentation would be excellent for a FLES program or an adult group interested in getting a good basic foundation of everyday phrases and expressions. High-school students may find the drawings somewhat childish, especially since the children in the pictures are young. The drawings are well done, colorful and clear, and would appeal to children. Native German speakers describe pictures. Excellent choice of vocabulary, clear distinct voices. The one drawback is that a teacher must operate the filmstrip and the tape recorder at the same time. The tapes consist of the dialogue, exercise to increase speed, and grammar drills.

INTEGRATED PROGRAMS

7-9 Deutsch durch Audio-Visionelle Methode. I. Burgdorf and others. Filmed in Germany. CHILTON, 1961. 25 color filmstrips with lessons and 25 b/w filmstrips with grammar exercises (Serial No. 974). With tapes $145.00. With records $125.00. Four 12 in. 33 1/4 rpm. discs with filmstrips, text, and teaching guide $125.00. Twenty-five 5 in. 7 1/4 ips. full-track 15 min. tapes. With filmstrips, text, and teaching guide $145.00. Extra texts at $5.00. The text is an exact replica of the filmstrips plus the script of the tape or record as captions for the pictures (Filmstrips) 1E, 2E (Discs and tapes) 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E, 15E, 15E, 15E, 15E, 15E, 15E, 15E, 15E, 15E, 15E, 15E, 15E, 15E, 15E

Each lesson is a color filmstrip, a b/w filmstrip, and a synchronized record or tape. The material covered and method of presentation would be excellent for a FLES program or an adult group interested in getting a good basic foundation of everyday phrases and expressions. High-school students may find the drawings somewhat childish, especially since the children in the pictures are young. The drawings are well done, colorful and clear, and would appeal to children. Native German speakers describe pictures. Excellent choice of vocabulary, clear distinct voices. The one drawback is that a teacher must operate the filmstrip and the tape recorder at the same time. The tapes consist of the dialogue, exercise to increase speed, and grammar drills.

5-6 Elementary German for Young Americans. Written by José Sanchez and Emmy M. Schreiner. SVE, 1961. 6 color films. Average 48 frames each. Color. Three units, each with its basic conversation and ample exercises. The Teacher's Manual, besides implicit instruction, gives student a complete kit of student and teacher's materials for the beginning oral-aural period. The student materials are in 15 separate booklets to be handed out as lessons are being learned. The course of study is divided into 14 units, each with its basic conversation and ample exercises. The Teacher's Manual, besides implicit instructions and explanations for all exercises, contains excellent tests for each unit.


The recordings are clear and well-enunciated. The lessons are based on proper grammar sequence, easily introduced by the conversations and learned through the drills which accompany each unit. The material is varied

4-6 A-LM German: Level One. HARCOURT, 1961. Student Text (15 booklets, including index) about 180 pp. $1.86. Teaching Tests, about 180 pp. 20.36. Student Binder $1.50. Practice Record Set, fourteen 7 in. 33 1/4 rpm. discs $5.50. Classroom/Laboratory Record Set, fifteen 12 in. 33 1/4 rpm. discs $30.00. Classroom/Laboratory Tape Set, thirty-six 5 in. 7 1/2 ips. reels $75.00. or twelve 7 in. 7 1/2 ips. reels $60.00. Each lesson that a teacher must operate the filmstrip and the tape recorder at the same time. The tapes consist of the dialogue, exercise to increase speed, and grammar drills.

K-12 Mixed, E. L. Slides for German. Distr. MORTHOLE, 1960. Filmed in Germany, Switzerland, and Austria. 35 mm. 19 sets. Average set over 60 slides. Glass mounting. English lecture included in each set of slides. Rental $2.50 plus postage. All slide sets have a tape lecture in English. 6 slide sets also have a tape lecture in German. Each lecture is one 7 in. 3 3/4 ips. dual track 32 min. plastic tape. Rental $2.50.

(Slides) 1E, 2E

(English tapes) 1E, 2E, 3E, 4E, 5E, 6E

(German tapes) 2A, 4A E.H., G.A.P., E.T.

These pictures and the accompanying tapes in English and German can be used for any age level. The slides are of outstanding artistic and technical quality.
and the lessons can be easily amplified and adapted to teacher use. Audio-lingual skills are developed first. Practice records are intended for student homework. Level One is appropriate for a typical school year's work of five 45-minute periods a week. Level Two materials will be published in Spring 1969. Levels Three and Four will appear in 1965. Developed from the Glastonbury Materials. Produced by the Modern Language Materials Development Center under an NDEA contract and tested in NDEA Institutes and in pilot schools.

**LITERARY TEXTS**


Desirable contemporary readings by a prominent contemporary author. Vocabulary, questions.


A very beautiful selection of German poems, presented in clear print and in such an inexpensive edition that students could be asked to buy a copy to complement any basic text. Some of the poems could be used as early as Level I. Vocabulary but no notes.


Desirable contemporary readings by a prominent contemporary author. Vocabulary, questions.


Lively, interesting stories by prominent modern author.


An introduction to the prose writing of this controversial author, best known in America for his dramatic works. Good examples of the author's style. Not propaga- gasticide.


This collection of great poetry is intended for college classes, but some of the poems can be presented to the high-school class. They are clearly printed in Roman type. A few annotations and a lengthy introduction in English about German poetry, poets, and literary movements.


A good survey of German literature, with selections from early period to modern. Unfortunately, part is in Fraktur print and the newest section in Antiqua. Few footnotes. Exercises, vocabulary, maps.


A good survey of German literature, with selections from early period to modern. Unfortunately, part is in Fraktur print and the newest section in Antiqua. Few footnotes. Exercises, vocabulary, maps.


An introduction to the prose writing of this controversial author, best known in America for his dramatic works. Good examples of the author's style. Not propaga- gasticide.


This collection of great poetry is intended for college classes, but some of the poems can be presented to the high-school class. They are clearly printed in Roman type. A few annotations and a lengthy introduction in English about German poetry, poets, and literary movements.


A good survey of German literature, with selections from early period to modern. Unfortunately, part is in Fraktur print and the newest section in Antiqua. Few footnotes. Exercises, vocabulary, maps.


A good survey of German literature, with selections from early period to modern. Unfortunately, part is in Fraktur print and the newest section in Antiqua. Few footnotes. Exercises, vocabulary, maps.


A good survey of German literature, with selections from early period to modern. Unfortunately, part is in Fraktur print and the newest section in Antiqua. Few footnotes. Exercises, vocabulary, maps.


A good survey of German literature, with selections from early period to modern. Unfortunately, part is in Fraktur print and the newest section in Antiqua. Few footnotes. Exercises, vocabulary, maps.


A good survey of German literature, with selections from early period to modern. Unfortunately, part is in Fraktur print and the newest section in Antiqua. Few footnotes. Exercises, vocabulary, maps.
GERMAN: Maps

A good introduction to classical German literature. Notes and vocabulary, Modernized text.

   1E, 2E, 3A, 4E B.B., H.S.H., K.-H.P., M.R.
An excellent collection of 17 stories by 13 prominent 20th-century German writers, including Brecht, Zuckmayer, Wedekind, Langgässer, Berchtesgaden, and Schnitzler. The stories have been selected for varied reading. Introduction, notes, questions, and vocabulary.

1E, 2E, 3A, 4E B.B., H.S.H., M.R.
Collection of excellent short stories by the most prominent contemporary authors (Aldinger, Böll, Gaiser, Eugen Roth). Excellent. Footnotes.

1E, 2E, 3U, 4E B.B., H.S.H., M.R.
Collection of excellent short stories by the most prominent contemporary authors (Aldinger, Böll, Gaiser, Eugen Roth). Excellent. Footnotes.

1E, 2A, 3A, 4A B.B., H.S.H., M.R.
Poems from the classical and the romantic periods. A few footnotes in German. No end-vocabulary. Rather poor paper but large Fraktur print.

1E, 2A, 3A, 4U B.B., H.S.H., M.R.
A collection of 18th, 19th-, and a few 20th-century poems, grouped according to the four seasons. No annotations in the text. A separate little booklet explains the more difficult words and phrases. Most of the explanations are in German, with some translations in French. No end-vocabulary. Fraktur print.

1E, 2E, 3A, 4E B.B., H.S.H., K.-H.P., M.R.
4 radio plays, lively and up-to-date, include mystery, comedy, and serious drama, and are set in post-war Germany. Introductions, questions, good end-vocabulary.

1A, 4E B.B., K.-H.P., M.R.
A beautifully illustrated collection of the stories of Beowulf, Wieland, Oudrun, Siegfried, Roland, Parzival, and others.

1E, 2E, 3A, 4E B.B., H.S.H., M.R.
Good selection of short stories. Footnotes and vocabulary.

10-12 Scherer, George A. C. Selected German Ballads. HEATH, 1931. 64 pp. Paper $0.80.
1E, 2A, 3A, 4EE B.B., H.S.H., M.R.
Excellent edition of best known ballads.

1E, 2A, 3A, 4AAU B.B., H.S.H., M.R.
A few footnotes in German. Extensive introduction in German about Schiller's life and works and about the play.

1E, 2E, 3E, 4E B.B., H.S.H., M.R.
This Novelle is well edited and all the difficult terms are explained in German in the footnotes, so the reader does not need to skip from the German text to an English explanation. A German-English end-vocabulary is given just in case! Fine, thought-provoking story for high school.

10-12 ———. Drei Szenen aus Anatol und zwei Erzählungen. NORTON, 1960. 86 pp. $0.95.
1E, 2A, 3A, 4EA B.B., H.S.H., M.R.
A good introduction into the world of the Austrian playwright. Vocabulary in footnotes.

1A, 2A, 3A, 4A B.B., H.S.H., K.-H.P., M.R.
Graded cultural reader with sections on German myths and folk legends, history, biography, lyric poetry, philosophical works, and humor. Some of the historical, biographical, and philosophical sections assume students of considerable maturity. Notes and vocabulary.

1E, 2E, 3U, 4E B.B., H.S.H., K.-H.P., M.R.
This excellent college survey of the German Novelle is also suited for advanced and comparatively mature high-school students. Steinhauer's introductions to the period and to the individual authors are excellent. The vocabulary is limited to items above the MSV.

1A, 2E, 3A, 4A B.B., H.S.H., M.R.
A good selection of popular short stories graded in difficulty.

1E, 2A, 3A, 4AA B.B., H.S.H., M.R.
This delightful, warm and understanding comedy, which satirizes blind obedience to the spirit of militarism is edited with only slight cuts. With the author's approval, the Berlin dialect has been simplified for high school. Will give the student sympathetic insight into some of the tragic experiences Germany has undergone.

1E, 2A, 3A, 4A B.B., H.S.H., M.R.
Suitable for advanced, mature students. German-English vocabulary in footnotes.

MAPS

1A, 2U, 4U B.D., G.K., R.T.Re.
Good desk maps. Enthusiastic text on reverse with inset colored scenes.

1A, 2U, 3A, 4U B.D., G.K., R.T.Re.
For bulletin-board display or desk map.

7-12 Deutschland. Harms, 1961. Distr. DENOYER (No. HA38b). Text in German. Colored. Political, states and
**GERMAN: Periodicals**

  - 1A, 2A, 3A, 5E B.D., G.K., R.Te.
  - Comparable to Life. Sensational style might appeal to adolescents. Language of somewhat inferior quality.

  - 1E, 2E, 3E, 5E B.D., G.K., R.Te.
  - Strong appeal for adolescents (clothing styles, etc.). Very up-to-date in appearance. The translation permits better description and would encourage the reading of the German because of ease of reference.

**T** Deutschuunterricht für Ausländer. Ed. Dora Schulz. Goethe-Institut, München. Dist. GER. NEWS. 6 issues a year. Written in German. About 61 pp. $2.00 a year.
  - 1E, 2E, 3E, 4E, 5E K.H.P.
  - Most of the excellent articles in this sound pedagogical magazine stem from the work of the Goethe-Institut, whose success in the teaching of German to non-Germans is internationally known. Most articles deal with syntax, but there is also a wealth of material of wider interest, such as “Literature as an Introduction to German Art History,” “The Use of Tapes as a Means to German Culture,” “Heinrich Heine,” “Schiller Paints by Bert Brecht.”

**T** Frankfurter Illustrierte. Ed. Gerhard Hofmann. Dist. GER. NEWS. Pictorial News weekly. About 40 pp. 10 x 14 in. $10.40 a year; 6 mo. $5.70; 3 mo. $2.85. Student subscriptions (6 or more students): $9.00 a year; 6 mo. $5.00; 3 mo. $2.50.
  - 1A, 2A, 3A, 4A, 5U B.D., G.K., R.Te.
  - Quality is not as high as desired, but appeal would be high to advanced high-school students.

**T** The German Quarterly. Ed. Werner Neuer. American Assn. of Teachers of German. GQ Written in English and German. About 150 pp. $5.50 a year.
  - 1E, 2E, 3E, 4E, 5E M.J.O., K.H.P., D.D.W.
  - Indispensable for the teacher. Scholarly and pedagogical articles, book reviews, professional news, Chapter reports. Membership in the AATG, $6.00 includes subscription to the journal.

- **10-12** Langenscheidts Schulschriften. Ed. Doris Schulz. Goethe Institut, München. Langenscheidt, München. 3 issues a year. Illus. 32 pp. $2.40 a year, 6 mo. $1.25.
  - 1E, 2E, 3E B.D., G.K., R.Te.
  - Advanced. Of merit in quality and variety of content. The good appeal and attainable challenge for secondary-school levels with some German. Background of production is well-known and approved. Special features are marginal vocabulary, occasional exercises, interesting material for the price.

  - 1E, 2E 7 x 10 in. Color and b&w illus. $10.00 a year from GER. NEWS. DM 2.90 a copy.
  - 1E, 2E, 3E, 5E B.D., G.K., R.Te.
  - Excellent illustrations. Written material appropriate only for advanced senior-high level. Could serve as reference material. Compareable to National Geographic.

**T** Monatshefte für die Deutsche, Österreichische, Deutsche Sprache und Literatur. Ed. J. D. Workman. MONATSHEFE.
GERMAN: Teachers Course Guides

7 issues a year. Written in English and German. 48 pp. $3.50 a year.
1E, 2E, 3E, 4E K-H.P.

Articles devoted to literary research. Of primary value to the HS teacher are the reviews of textbooks in each October issue.

7-12 Monatspost: Ein Zeitschrif für Deutschstudenten. Ed. Arthur M. Hanhardt. Univ. of Rochester. MONATSPOST. Monthly (Oct.-May). About 8 pp. $1.50 a year. For 10 or more orders, $0.80 a year, $0.10 a copy.
1E, 2E, 3E, 5E G.A.P., K-H.P.

This lively, well-edited periodical is a valuable addition to classroom, serving as a transition from edited text to uncensored reading materials. Articles, news, humor, vocabulary list.

1E, 2A, 3E, 4E K-H.P.

Of interest to teachers, 1 students, and may be desirable for the school library. Well illustrated, in color and black and white. The topics are varied and international—for jeden etwas!

1E, 2EA, 3E, 5A B.D., G.K., R.Te.

News magazine comparable to Time or Newsweek. Covers very thoroughly all the major points of grammar. Readings are excerpts of representative 20th-century authors. Exercises are varied and well balanced. Limited to written aspects of form and syntax, no discussion of phonemics. The only defect seems to be the lack of an index. All rules and instructions are given in German.

1E, 2E, 3E, 5E K.H.P.

Slightly edited or shortened articles from such leading newspapers as Die Welt, Rheinischer Merkur, Die Zeit, and Stuttgart Zeitung. One column on each page has the most difficult vocabulary defined in simplified German or translated into English, French, and Spanish.

PICTURES & WALL CHARTS

K-3 German: Bild- und Leseatf. Hahnische, Hannover. Distr. ADLER. Shows objects. Labeled in German. 66 pictures (8 x 12 in.) and 66 cards (8 x 4 in.). Posterboard $2.95.

Pictures and cards are of convenient size. Can be used independently of the Dohrmann Fibel. Optimum application depends on skill of teacher.

10-12 German Conversation and Composition. THRIFT, 1953. 7-9 15 pictures. Shows objects and actions. Bw drawings.
10-12 German Conversation and Composition. THRIFT, 1953. 7-9 23 x 19 in. Paper $3.00. German Key, Practical Vocabulary for German Grammar and Composition, $0.50.

No instructions as to how charts are to be used and text. Charts deal with topics of interest to high-school students, but perhaps contain too much variety on a single chart.

REFERENCE GRAMMARS


The standard American reference grammar. An invaluable reference work which should be in the possession of every teacher of German. Not a historical grammar, but a descriptive grammar of the written and spoken language. Very detailed, but the excellent indexes permit ready reference.

1E, 2A, 3EA, 4EA, 5E B.B., H.S.H.

A complete and authoritative reference grammar of both spoken and written German. Due to its scholarly analysis and exclusive use of German terminology, it should be reserved for the teacher, who can find dependable answers to his questions.

1E, 2E, 3E, 4A, 5A B.D., G.K., R.Te.

Dictionary of proper usage and style for reference.

REVIEW GRAMMARS

1E, 2A, 3E, 5E, 6E, 7E, 8E, 9E, 10E, 11E B.B., H.S.H., K-H.P.

Covers briefly and concisely all the major points of grammar. Readings are excerpts of representative 20th-century authors. Exercises are varied and well balanced. Limited to written aspects of form and syntax, no discussion of phonemics. The only defect seems to be the lack of an index. All rules and instructions are given in German.

1E, 2E, 3E, 4A, 5A, 6A, 7E, 8E, 9E, 10E, 11A B.B., H.S.H., M.R.

Covers very thoroughly all major points of written grammar and deals briefly with spoken grammar. Readings are simple. Exercises are so plentiful and varied that the teacher may select either oral or written ones for class or homework assignments. Pattern drills. Word formation exercises, index. The only defect is a somewhat cluttered layout.

SUPPLEMENTARY MATERIALS

9-12 Hieble, Jacob. An Outline of German Literature with Reading References and Questions. THRIFT, 1947. 31 pp. $0.25.
B.B., H.S.H., M.R.

Very good.

B.B., H.S.H., M.R.

Plays suitable for 1st-year reading or performance. Small casts and amusing situations.

7-10 Williamson, Annabel M. Wir spielen Theater. HEATH, 1959. Illus. 64 pp. $0.90.
B.B., H.S.H., M.R.

Contains six short and very easy plays which can be put on in class without scenery or properties. Exercises.

TEACHERS' COURSE GUIDES

1E, 2E, 3A, 4E, 5E, 5A, 7A B.D., G.K., R.Te.

Good, fast moving guide which can be used for one
or two years, depending on age of child and length of lessons. Superior to most guides in that it provides tests for the teacher to check progress. Also excellent in that it can be continued for two more years via Die Brücke workbooks and readers (see Basic Texts).


A course guide of conversational German. Much of this guide is excellent, though one would like to include such topics of daily interest as the days of the week, meals, months, and seasons. However, these units are not difficult to add. The print and choice of songs are good. [Currently being revised.]


Has some very suitable stories and poems and workbook exercises. But there is no continuity from Beginning German in Grade 3, and it seems to move too fast structurally for children. [Currently being revised.]


Authors feel that the manual covers approximately two years work, though this will depend on the length and number of weekly classes. It is very concise; directions for teachers are good, but no provision for continuation.


The teacher's or parent's guide to the loose-leaf primer. Though rather lengthy and wordy, which may make it difficult for the American teacher, the guide does offer complete instructions for the use of the primer. (See Elementary Readers)
ITALIAN

In the left margin, arabic numerals indicate grade or class levels (7-9 for junior high school). The first line of numerals indicates the preferred level, although the material might be used at other levels. Roman numerals indicate language proficiency levels (I for beginners). "T" indicates materials for teachers.

The name or initials in capital letters in each entry is the code name for the producer or distributor, whose full name and address is listed in Appendix 3.

In the notation "1EAA, 2A, 3AAU," etc., the numbers refer to the criteria for this category of material (Appendix 2). The letters are the ratings given by the evaluators: E—Excellent, A—Acceptable, U—Unacceptable. If all evaluators agree on a rating, its letter appears only once.

The committee of evaluators:

E.A. Elvira Adorno, John Adams HS, Ozone Park, N.Y., Chairman
P.F.A. Paul F. Angiolillo, U of Louisville
A.B. Mrs. Frank Baccari, South Philadelphia HS
F.B. Frank Baccari, South Philadelphia HG
L.B. Lydia Bianchini, Bushwick HS, Brooklyn
G.C. Giulio Casani, U.S. Army School, Monterey, Calif.
M.D. Margaret Dilluvio, Cliffside Park (N.J.) HS
L. DeC. Lena De Condo, Fair Lawn (N.J.) Sr HS
G.DeP. Giulio De Petra, U.S. Army School, Monterey, Calif.
A.F. Antoinette Fava, Immaculate HS, New York, N.Y.
A.G. Alfons, va Grimaldi, Demarest HS, Hoboken, N.J.
V.M. Virginia Miloscia, Demarest HS, Hoboken, N.J.
O.R. Olga Ragnou, Columbia U
A.S. Anna Sorrentino, Bushwick HS, Brooklyn, N.Y.
L.T. Louis Tenenbaum, U of Colorado

BASIC TEXTS

7-9 Caggno Michael M. Elementary Italian. VANNI, 1956.
10-12 Illus. 144 pp. $2.50.
1 1A, 2A, 5A, 4AEE, 5AAE, 6AAE, 7A, 6A, 9A, 10A, 11A, 12A, 13A A.B., F.B., O.R.
Prepared by someone who knows the child's psychology well and who has had years of experience teaching elementary Italian.

1A, 2E, 3E, 4A, 5A, 6A, 7A, 8E, 9A, 10E, 11E, 12E, 13E L.T.

The oral-aural aspects are generally excellent. The Piccolo Dialogo section is especially noteworthy. Defects are the skimpy ness of the grammar presentation, the brevity of the drill exercises, and the lack of opportunities for over-learning and repetition.

1A, 2EAA, 3A, 4EE, 5E, 6E, 7A, 8A, 9A, 10A, 11A, 12A, 15A LDeC, F.F., O.R.

For a course covering both elementary and intermediate Italian. Would take three years in high school. Practical language, real life episodes. Audio-lingual approach. Too much material, with over-long units. The drawbacks are technical: small print, etc. [New printing with larger type available soon.]

1EAA, 2A, 3A, 4EAA, 5A, 6A, 7EAA, 8A, 9A, 10A, 11A, 13E A.F., V.M., O.R.

1A, 2A, 3A, 5A, 6A, 8A, 9A, 10A, 11A E.A.
An attempt at the aural-oral approach, not always successful.

1A, 2EAA, 3AEE, 4A, 5AEE, 6AAE, 7AAE, 8A, 9A, 10A, 11A, 12A, 15AAE LDeC, A.F., O.R.
An abundance of reading exercises and drills.

1EAA, 2A, 3A, 4EA, 5A, 6EAA, 7EAA, 8A, 9U, 10U, 11E, 12A A.F., V.M., O.R.
Grammar based on direct approach. Lively reading passages; subjects for conversation. Good supplementary text.

1A, 2A, 5A, 8A, 12A, 13A A.F., V.M., O.R.

1EAA, 2EAA, 3A, 5E, 6EAA, 7AA, 9A, 10A A.F., V.M., O.R.
Excellent and abundant exercises: fill-ins, substitutions, completions, vocabulary building. Can be used to supplement normal classroom work. Short reading passages, pronunciation drills. Indispensable aid for the teacher. X vocabularies.

The principal virtue of Russo's book is its completeness for grammar study. Its principal defect is its refusal to accept the oral-aural approach to language learning. Another defect is inherent in the virtue mentioned above: Russo is not selective enough, overloads the student with excisions to the rules. There is also a pedestrian quality to the situations utilized for the language presentation. Materials are not mature enough, in many cases, or they are stiffly and woodenly presented.

(Texi) 1A, 2EAA, 3AEE, 4A, 5A, 6E, 7A, 8A, 9A, 10EAA, 11EEA, 12A, 13EAA LDeC, O.R., L.T.
Good modern grammar based on conversational approach, but not strong on patterns. Dialogs not suit-
able for memory work. Exercises are good, well thought out, complete.

(Disc) 1A, 2A, 3A, 4A, 5A, 6A, 8A, 9A, EA, O.R.

Words and phrases needed for getting around in everyday life, with pauses to allow for repetition.

**BOOKS OF CULTURE & CIVILIZATION**

[See also Italian Culture in Appendix 1.]


1E, 2E, 3E, 4EEA, 5E, 6E EA, A.F., O.R.

A series of monographs, devoted to the various regions of Italy. Useful for photographs of scenery, monuments, works of art. A magnificent collection for any library.


1E, 2E, 3E, 4EEA, 5E, 6A EA, V.M., O.R.

Excellent concise history of Italy from 754 B.C. to 1946. Maps, chronological tables, indexes. Material easily adaptable for high-school use.


1A, 2A, 3A, 4A, 5A, 6A, V.M., A.S.

A good source book. It covers the Renaissance period very well. It can be used also as a reference for student research.


1E, 2E, 3A, 4EA, 6EA A.B., V.M.

Good for history of peasant costume and general cultural material. Beautiful color plates.

**T** Cantarella, Michele. The Italian Heritage. HOLT, 1959. Illus. xxvi + 564 + xxxvi pp. $5.50.

1EA, 2EEA, 3EEA, 4EEA, 4EEE, 6EA, 7A EA, A.G., V.M., L.T.

Anthology of literary passages arranged chronologically and introduced by comments in English on Italian history and civilization. Good general survey.


1E, 2A, 3A, 4A, 5A, 6A EA, A.F., O.R.


**T** Dante Alighieri. La Divina Commedia. SONZOGNO, n.d. Drawings by Doré. 688 pp. 11 × 14 in. $15.00.

1E, 2E, 3E, 4E EA, A.F., O.R.

Beautifully illustrated edition which can be used effectively in class.


1E, 2E, 3E, 6E EA, V.M., O.R.


1EEA, 2EEA, 3EEA, 4A, 5EEA, 6EEA A.B., A.G., L.T.

Small booklet in English, very informative. Briefly covers history, geography, art, science, education, and sports with attractive marginal illustrations in color.


1E, 2A, 3A, 4EEA, 6EA EA, A.F., O.R.

Comparable to Bartlett's Quotations; fascinating explanations on the sources of the quotations: French, German, Italian and Latin.

**T** Galanti, Bianca Maria. Dances of Italy. Parrish, 1950. 7-12 Dist. SCHOENHOF. Illus. 40 pp. $1.00.

1A, 2A, 3A, 6A L.DcC.

Good for reference. Some of the dances could be worked out for a program with the aid of physical education personnel.


1EEA, 2EEA, 3EEA, 5A, 6EEA EA, V.M., O.R.

Short readings, anecdotes, poems, historical and cultural material. Very useful for the teacher.


1E, 2E, 3E, 5E, 6E EA, V.M., O.R.

The best compact guide books of Italy. Maps, useful information, itineraries. Indispensable in a library.


1A, 2A, 3A, 5A, 6A A.F., O.R., L.T.

Information in English about Italian universities and institutes of higher learning. Good for students planning to study in Italy. Detailed description of curricula.


1E, 2EEA, 3EEA, 4EEA, 6A EA, A.F., O.R.

A survey of Italian literature in 54 tables. Compact, informative, very useful review book.


1E, 2E, 3E, 6E EA, V.M., O.R.

An excellent geography book. For the reference shelf. Map of Italy, illustrations, sketches, graphs.


1V-IV 1E, 2EEA, 3EEA, 4EA, 6E F.B., A.F., O.R.

Beautiful, artistic volume, illustrating familiar Italian landscapes, monuments, cities.

**T** Italy. ENIT. Many illus. 11 vols. 50 pp. each. Fresh.

10-12 1EEA, 2EEA, 3EEA, 4EEA, 5EEA, 6EEA A.F., F.B., V.M., O.R.

A series of booklets, each one devoted to an Italian region. Geography, art, customs, cities, monuments. Illustrated. Very attractive cultural and travel material.


1E, 2E, 3E, 4E, 5E, 6A G.C., V.M., O.R.

Good source of statistical documentation for teachers or for special projects. Contains graphs and statistics.


1V 1EEA, 2EEA, 3A, 4EEA, 5EEA, 6EEA G.C., V.M., O.R.

Poetry from St. Francis to Quasimodo. Each poem is accompanied by a literal prose translation. Contains the accepted masterpieces of Italian poetry. Also a good source for essay material.
ITALIAN: Books of Songs


T Ogrižek, Đorđe. ed. Italy. McGRAW, 1959. Many color & b&w illus. 478 pp. $7.50. 1E, 2A, 3A, 4A, 5E L.B., V.M., A.S. Good for the tourist and source material on Italian culture and civilization. Covers art in "Italy, the history of Rome and the Vatican, and information on the provinces of Italy."


T Perspective of Italy (Atlantic Monthly Supplement, 1958). INTERCULTURAL. Illus. 90 pp. 1-9 copies at $0.50, 10-49 at $0.40, 50-99 at $0.36, 100 or more at $0.34. INTERCULTURAL. Illus. 90 pp. 1-9 copies at $0.50, 10-49 at $0.40, 50-99 at $0.36, 100 or more at $0.34. Excellent for the latest information on Italian civilization and culture. Covers art in "Italy, the history of Rome and the Vatican, and information on the provinces of Italy."


BOOKS OF SONGS


K-12 Canzonni italiane. THRIFT, 1938. 92 pp. Paper $0.50. Canzonni italiane. THRIFT, 1938. 92 pp. Paper $0.50. 25 folk songs with music and lyrics.

K-12 Canzonni italiane. THRIFT, 1938. 92 pp. Paper $0.50. Canzonni italiane. THRIFT, 1938. 92 pp. Paper $0.50. 25 folk songs with music and lyrics.
ITALIAN: Conversation Books

1E, 2E A.G., V.M., O.R.

A student's anthology with literal translations, pronunciation, and notes. Music and text.


1A, 2E LDeC., V.M., O.R.

Text and music for 255 songs: popular, folk, religious, operatic. The only book of its kind.

CONVERSATION BOOKS


1A, 2A, 3A, 4A, 5A, 6A, 7A G.C.

Dialogues and vocabulary. Reference for the teacher.


1A, 2A, 3E, 4A, 5A, 6A, 7A, 8A F.F.

Conversations on everyday topics. Useful as a source of ideas on choice of materials and simple illustrations.


1A, 2EEA, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A G.C., F.F., O.R.


1-III 52 pp. Paper $0.75. Intermediate Italian. 68 pt. Paper $0.80. Advanced Italian. 84 pp. Paper $0.95.

1A, 2A, 3A, 4A, 5A, 6AAE, 7A, 8A LDeC., A.F., O.R.

Standard texts for conversation classes. Graded conversations. [Tapes in preparation.]


1E, 2E, 3EEA, 4A, 5A, 6A, 7A, 8A L.B., M.D., A.S.

33 dialogues on everyday situations: a boy meets a girl, the Italian language, paying a visit, looking for an apartment, introducing two persons. Each dialogue is followed by a grammatical explanation. Part II consists of varied grammatical exercises based on the explanations and an outline of verbs. The dialogues are good, and they can be taped very easily for use in the classroom.


1AEEA, 2EEA, 3AEE, 4E, 5EEA, 6AAE, 7AAE, 8UFA E.A., F.F., O.R.


10-12 227 pp. $2.50. BANTAM paper $0.60.

1IAAAE, 2A, 3A, 4EEEA, 5EEEA, 6AA, 7A, 8A L.B., M.D., F.F., A.S.

Strictly a tourist's guide, covering such conversational situations as passports, customs, hotels, and shopping. It might be used in the classroom as a reading lesson with the teacher creating the tourist situation. The phonetic transcription used is not recommended.


1E, 2A, 3A, 4E, 5E, 6E, 7E, 8A O.R.

Vocabulary grouped by subjects, conversations, idiomatic expressions. Translations into British English somewhat awkward.

9-12 Williamson, Edward. Patterns of Italian Conversation.

1 VANNI, 1960. 85 pp. Paper $0.75.

1E, 2E, 3E, 4E, 5E E.A., F.F., O.R.

4-line patterns of Italian conversation with English equivalents on facing page. 5 longer dialogues based on common situations requiring up-to-date vocabulary.

DICTIONARIES

T Arthaber, A. Dizionario comparato do proverbi e modi verbi. VANNI, 1952. xxv + 892 pp. $6.00.

10-12 1A, 2A, 3A, 6A, 8A E.A., L.B., V.M.

In 7 languages (Italian, Latin, French, Spanish, German, English, Greek). Useful as teacher reference.


1E, 2E, 3E, 4E, 8E, 9E A.F., V.M., O.R.

Unique dictionary of synonyms and antonyms.


1E, 2E, 3EEA, 4EEA, 5E, 6E, 8EEA, 9EEA A.F., V.M., O.R.

Linguistic as well as encyclopedic dictionary. Basic reference work for any large department of Italian.


1A, 2AAE, 3A, 4A, 7A, 8EAE, 9EAE A.F., V.M., O.R.

For general scholastic use.

T Enciclopedia italiana de science ed arti. ENC. ITAL.

10-12 Monolingual. Large format. 35 vols. 1 Index and 3 vols. of Appendices. $750.00.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A A.F., F.F., O.R.

One of the very best encyclopedias in any language. Magnificently illustrated. Excellent articles on almost any subject. An indispensable reference work.


1E, 2EEA, 3E, 4E, 5E, 7E, 8E, 9E E.A., V.M., O.R.


1E, 2E, 7E, 8E, 9A O.R.

Not actually a dictionary, but a manual intended to settle phonetic problems, such as the pronunciation of ș, ș, ș, ș. Extremely useful for quick reference.

T Faco, Giannina and Maria. Vocabolario figurato.


1A, 2A, 3E, 4E, 5E, 8A, 9A L.B., M.D., A.S.

This dictionary of pictures and definitions does not give stress, pronunciation, or syllabification because it is intended for pupils in Italy. Suitable for use in American senior high schools because the language used is simple and the illustrations are excellent.


1E, 2E, 3E, 4E, 5E, 6U, 7EAE, 8EAE, 9EAE E.A., F.F., O.R.

An extremely useful dictionary, for it considers not only definitions but also usage. Helpful in solving stylistic problems.

T Hoare, Alfred A. A Short Italian Dictionary. CAMBRIDGE UNIV, 1945. xxxii + 435 + 421 pp. Two IV-VI vols. $4.50 each. One vol. $7.50.
ITALIAN: Discs & Tapes: Language

1EAA, 2A, 3EEA, 4EEA, 6EEA, 7EEA, 8EEA, 9EEA A.F., V.M., O.R.

Bi-lingual dictionary, especially good for the language of the classics. English rather than American usage.


II-IV 1E, 2E, 3E, 4E, 5E, 6U, 7U, 8E, 9E F.F., O.R.

Definition of the most common scientific and technical terms.


1D 2 vols. 1300 + 1540 pp. $18.00.


II-IV 1E, 2E, 3E, 4E, 5E, 6U, 7U, 8E, 9E F.F., O.R.

Good basic dictionary.


1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E A.F., V.M., O.R.

Excellent dictionary and encyclopedia, similar to Petit Larousse. The best known of the Italian dictionaries.


1E, 2E, 3E, 4A, 6E, 7U, 8A, 9A F.F., O.R.

Etymology of Italian words. One of the best in its size; for reference use only.


II-V 1AEE, 2AEE, 3AEE, 4AEE, 7AEE, 8AEE, 9A A.F., V.M., O.R.

The best bi-lingual dictionary for Italian and English. Current and familiar usage in addition to the language of the classics. Includes commercial, scientific, technical terminology.


1E, 2E, 3E, 4E, 5E, 6AEE, 7E, 8E, 9E A.F., V.M., O.R.

A reduced version of the large Orlandi dictionary. The best in its category.


1E, 2E, 3E, 4E, 5E, 9EAA E.A., F.F., O.R.

An excellent dictionary, specializing in new words and expressions. The definitions are given in the author’s personal style.


1EEA, 2EEA, 3E, 5E, 8E, 9EEA A.F., V.M., O.R.

Handy, complete reference work: 45,000 entries, 3,000 illustrations. Special tables, maps, outlines.


A good small dictionary for the ordinary needs of the beginner.


VI 1E, 2E, 3E, 4U, 5U, 7U, 8UA, 9EA F.F., O.R.

Commercial and technical terms. Useful for commercial correspondence.


V 1E, 2E, 3E, 4A, 7E, 8E, 9E A.F., F.F., O.R.

Very useful in that, besides its wealth of words, it has incorporated words which have newly come into usage, and idiomatic expressions.

T Tedeschi, Alberto, and Carlo R. Fantonetti. Mondadori's Italian-English, English-Italian Dictionary. AFFILIATED VI (Washington Square Press), 1950. 500 pp. (B 8002) $1.95, paper (W 615) $0.90.

1EEA, 2EEA, 4EEA, 6U, 7EEA, 8A, 9UEA G.C., M.D., L.D.C.

Dictionary for students, teachers, travelers. Contains over 25,000 words. Compact explanation of grammar and tables of irregular verbs. Up-to-date technical terms, examples of idiomatic usages, tables of weights, measures, and currency.


1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E L.D.C., V.M., O.R.

Indispensable etymological dictionary.

DISCS & TAPES: CULTURAL

10-12 Circling the Globe with Speech. WILMAC. One 12 in. V-VI 30 1/2 rpm. disc (Serial No. CGS104) $5.25. One 7 1/2 ips. dual-track tape with text, $3.95.

1EEA, 2EEA, 3EEA, 4EEA, 7EEA, 8EEA, 9EEA A.F., V.M., O.R.

6 students from various regions of Italy describe their experiences. The material is interesting and appealing. It offers excellent possibilities for aural-oral work.

10-12 RAI (Italy) Broadcast Tapes. BFA, 1961. Twenty-eight IV-VI 7 in. 7 1/2 ips. two-track plastic tape reels, one track recorded. 34 titles. Length varies from 8 min. to 1 hr. Each tape $3.30 including shipment.

1E, 2A, 4E, 5E, 6A, 9E E.A.

Supplied by the Broadcasting Foundation of America for research and instructional purposes at the request of the U. S. Office of Education. Some are literary presentations excellently read. Some are lectures or conversations on economic, social, scientific, and artistic phases of Italian life. Send to BFA for list of titles with annotations by Professors Arthur M. Selvi and Salvatore J. Castiglione.

10-12 Recordings loaned. One copy of each of 45 discs and 1-VI tapes on loan to teachers for limited periods. Write for list. IIC DISCS & TAPES: LANGUAGE

9-12 Berlitz Simplified Italian. BERLITZ, 1960. Two 12 in. I 30 1/2 rpm. discs (Serial No. 94) $12.95. Two 12 in. 30 1/2 rpm. stereo discs (Serial No. 94-A) $12.95. Includes a verb wheel and a manual with script and English translation and some explanation of grammatical points.

1A, 2A, 3A, 5A, 6A, 9A, 15U, 15I E.A.

This set is acceptable only for listening purposes.

10-12 Castiglione, Pierina. Italian Phonetics, Diction and V-VI Intonation. Read by author. VANNI, 1957. $3.50. Two
ITALIAN: Discs & Tapes: Literary

1EEA, 2EEA, 3EEA, 4E, 5E, 6E V.M., O.R., L.T.
Readings of Italian literary masterpieces in anthology form, from Dante to Carducci (including Petrarca, Machiavelli, Ariosto, Tasso, Alferi, Parini, Foscolo, Leopardi, d'Annunzio, Manzoni). Excellent audio supplement to study of Italian literature. Well recorded, beautifully spoken by actors of Piccolo Teatro di Milano and students of Accademia Nazionale d'Arte Drammatica "Silvio d'Amico" of Rome.

10-12 Collana letteraria documentata. Read by Vittorio Gassman and 30 others under the direction of Nanni di Stefani.

III-VI Recorded in Italy. CETRA. Many 7 in. 33 1/3 rpm. discs. CETRA $3.50, ORFEO $5.50, VANNI $5.00 each. [Send for lists.]
1A, 2A, 3A, 4A, 5A, 6A A.F., V.M., O.R.
An excellent series of readings of great prose and poetry, recorded with admirable diction by Italy's leading actors. There are no texts, so the records would be most useful after the students have seen the texts in class. Among the 58 authors are 58 Italians, including Alferi, Angiolieri, Campana, Carducci, Corazini, d'Annunzio, Dante, Foscolo, Francesco d'Annunzio, Lorenzo de' Medici, Petrarca, and Pirandello.

10-12 Dante Alighieri. La Divina Commedia: L'inferno, Cantos I-VI. Read by Enrico de Negri. Recorded in U. S. FOLKWAYS, 1956. One 12 in. 33 1/3 rpm. disc (Serial No FL 9977A) $5.95. Includes complete text of the Divine Comedy in Italian.
1E, 2E, 3E, 4E, 5E, 6E A.A., A.F., V.M.
Recitation of 1st 8 cantos of the Divine Comedy. Suitable for advanced literature classes.

10-12 Elenco dei Saggi di Lettura. Read by Mario Palladini.
VI Recorded in U.S. FOLKWAYS, 1959. One 12 in. 33 1/3 rpm. disc (Serial No. FL 9965) $5.95. Text in Italian and English.
1E, 2A, 3A, 4A, 5A, 6A A.A., A.F., V.M.
Poetic recitations for Italian advanced literature classes: Dante, Mastron, D'Annunzio, Bocaccio, Foscolo, Della Casa.

10-12 Fiabe italiane. Italo Calvini, ed. Read by Diana Tor- IV-IV rieri. Recorded in Italy. CETRA, n.d. (Collana letteraria documentata). Distri. ORFELO, VANNI. One 10 in. 33 1/3 rpm. disc (Serial No. CLV 6005) $5.50.\n1E, 2E, 3E, 4E, 5E, 6E A.B., F.B., V.M.
Delightful fables, beautifully recited. Excellent for oral work.

10-12 Il Sonetto attraverso i tempi. Read by Vittorio Gassman.
V Recorded in Italy. CETRA, n.d. (Collana letteraria documentata). Distri. ORFELO, VANNI. "one 7 in. 33 1/3 rpm. disc (Serial No. CI 047) $5.50.\n1E, 2E, 3E, 4E, 5A, 6A A.F., V.M., O.R.
The only set of its kind. Italian poetry classics (Dante, Petrarca, Tasso, Carducci, etc.) by an outstanding contemporary actor.

DISCS & TAPES: SONGS

7-9 Canzoni per la classe d'italiano. BOWMAR REC. or
1E, 2E A.A., A.F., O.R.
16 songs from various sections of Italy. Authentic cumulative vocabulary provided for all songs.

1-9 Christmas in Italy. Recorded in Italy. CAPITOL. One
10-12 12 in. 33 1/3 rpm. disc (Serial No. T 10993) $3.98.
2A A.E., F.B., L.T.
ITALIAN: Elementary Readers

12 Christmas songs. 2 have oral introduction by children. Excellent diction. Good for all ag. levels. No text.

10-12 Italian Folk Songs and Dances. Recorded in Italy. FOLKWAYS, 1955. One 10 in. 33⅓ rpm. disc (Serial No. FW 6915) $4.25.
II 2A L.T.
Solo and choral songs and instrumental. Charming and entertaining selections, principally from Southern Italy, Sicily, Sardinia.

10-12 Italian Sing-Along. Performed by The Italian Street Singers with orchestra. Popular Italian Songs. DECCA, n.d. One 12 in. 33⅓ rpm. disc (Serial No. LM 2045) $3.98.
II 2A, 6A E.A.

II 1E, 2E, E.A.
RCA has abridged versions of Aida (LM 2016) and Traviata (LM 2014) in addition to La Bohème, with bilingual libretti at $4.98 a record. These are sung by outstanding performers.

10-12 Songs of Old Italy. Sung by Maria Terrana. Guitar by Martinorio. FLYETTE, 1957. One 12 in. 33⅓ rpm. disc (Serial No. GMS 7005) $5.95. Text. Extra copies $0.10 each.
II 2A, 6A L.T.
10 folk songs delightfully sung in Tuscan Italian. To supplement class work, for pronunciation help for club programs.

7-12 23 Italian Songs. Performed by a vocalist, pianist or accordionist. ZIMELCO, 1961. Recorded in U. S. Five 5 in. 33⅓ ips. two-track plastic tape reels. One track recorded. Also available 7½ ips. $6.00 per reel. Text. Extra copies $0.10 each.
II 2E, 6A E.A., A.F., O.R.
Each tape contains 5 folk songs, selected and arranged in order of linguistic and musical difficulty for secondary schools. Vocal plus musical accompaniment presented in a singable key. Small reels for easy use; yellow runner at beginning of each reel allows teacher to follow numbering of song text for fast identification. Excellent organization of tapes and song sheets, though the latter, have r. musical notation.

ELEMENTARY READERS

II 1E, 2E, 3AAE, 5A, 5E L.DeC., V.M., O.R.
Easy beginner's reader written in authentic Italian style.

II 1A, 2A, 3A, 4A, 5A A.F., V.M., O.R.
5 readers bound as one volume, with end vocabulary. Carefully graded readings. Varied exercises for each reading section. Special attention to idioms, to the development of tenses and syntactical forms. Below high school only Books 1 and 2 would be appropriate.

7-9 Favole di Esopo. Adapted by A. Lodoli. CAPPELLI, n.d.
Many illus. 130 pp. CAPPELLI, L. 1200, VANNI, $5.00.
II 1E, 2E, 5E O.R.
Colorful rendition of Aesop. Good for browsing.

1UA, 2UA, 3A, 4A, 5A A.F., F.F.
The life of a schoolboy, even though not modern, seems to be enjoyed by high-school students.

II Illus. 156 pp. Paper $1.50.
1EA, 2EA, 5EA V.M., O.R.
Skits and playlets. No end vocabulary, no explanatory notes in English. Suitable for younger children.

K-3 I 11 x 8 in. $3.00 library binding $3.24.
II 1E, 2E, 5E A.B., L.DeC., V.M.
Written for the author's son. The illustrations are explained in Italian, French, Spanish, and English. The print is large and the pictures are colorful. Very attractive and appealing to a child.

7-9 Goglio, Emilio. A New Italian Reader for Beginners. HEATH, 1941. 228 pp. $3.00.
II 1A, 2A, 3A, 4A, 5A A.F., V.M., O.R.
The plays are slightly amusing, but of no literary value. Notes, vocabulary, exercises. Dated.

1E, 2E, 5E E.A., A.B., L.DeC.
Charming and appealing illustrated books for children. Cut outs too. Bruno Munari is one of the outstanding children's book designers in Italy.

4-6 PACKAGE. Many color illus. 50 pp. $4.00.
I 1E, 2E, 5E E.A., A.B., L.DeC.

7-12 La Nuova Scala D'Oro. UTET, 1957. Color and b&w illus. 143 vols. Distr. VANNI. $2.75 to $3.60 each vol.
1-III Write for list.
1EA, 2EA, 5A E.A., G.C., L.DeC.
The whole collection of 143 volumes consists of ten series, each series for a different age level. The contents vary from fairy tales to mythology to science to masterworks of world literature. All volumes are very well illustrated in color. Language and illustrations are related to the age group for which the series is intended. Series 1-5, for grades 4-6, language proficiency level I; series 6 and 7 for Jr. High, level II; series 8-10 for Senior High, level III. Volumes can be bought separately from any series. Especially recommended: Giuseppe Laronico's Il libro d'oro del fanciullo (grades 7-9). 1957, 64 pp. color illus. $2.75, and 1 Passatempi delle vacanze (grades 4-6), 1957, 96 pp. color illus. $3.00.

10-12 Patri, Angelo. Biondino: An Italian Reader. Tr. and adapted by Maria Piccirilli. VANNI, 1951. Illus. 147 pp. $2.60.
II 1EA, 2E, 3E, 4A, 5EA L.DeC., V.M., O.R.
Episodes from the life of Angelo Patri when he was a child in Italy. Very well written, in a style which prepares the student for I 'romesii Sposi. The little boy, Biondino, is an appealing character.
ITALIAN: Films: Documentary

50


10-12 Riccio, Peter, and L. Trotta. Ridente e imparare. VANNI, 1958. Illus. 235 pp. $3.00. 10-12 A beginning reader that can be used after 2 or 3 years of oral work in elementary school.


4-6 Sillabario. ITAL BOOK. Illus. 64 pp. Paper $0.50. 1E, 2E, 3E, 5E A.E., O.R. Traditional Italian primer of alphabets and syllable groups with appropriate children's illustrations.


FILMS: DOCUMENTARY

10-12 City Out of Time. Director Colin Low. Filmed in Italy. III-NAT. FILM CANADA, 1956. 16 mm. 16 min. Narration in Italian. Color purchase $120.00. Each reel includes a script and a separate English translation. Eight reels during each academic semester. 3E, 4E, 5E, 6E, 7AA, 8AA, 9A, 10A E.A., A.F., O.R. Current topics well presented with Italian commentary. Stimulates discussion.


10-12 Italian Film Library. H.C. A series of forty-four 16 mm. II-VI films, each 10 to 20 min., loaned two at a time for a period not to exceed 15 days. Filmed in Italy. Prod. by Incor and Centro Documentazione. Narration in Italian. Color and b&w. No charge. Angolo di Paradiso (places in Italy); Arci di Via Margutta (Italian modern painting); Ballata Siciliana; Bonifiche, Archeologia, Strade; Borgata della Riforma; Botticelli; Braccia e Lavoro; Calabresella (Calabria) Ferranacciol; Cantiere Nuova; Clinica dei Quadri (restoration of paintings); Conquista del Sud (land reform); Diga sur Flumendosa (a Sardinian hydroelectric dam); Europa senza Frontiere (European Economic Community); Fucino (land reform in Abruzzi); Galilei Galilei; I nostri divertimenti; Ieri e oggi (modernization in Italy); Latifondo che muore; Lenione di Geometria; L'Italia e il Mondo; L'Italia è piccola; Made in Italy (Italian arts and crafts); Man- tegna; Meglio di ieri (social economic progress); Non siamo lontani (land reform); Nuova vita sul Mare (post-war reconstruction of Italy: fleet); Oggi è Do- menica (Sunday amusements); Ospedale dei libri (how old books and manuscripts are restored); Palestrina: Fane quotidiano (agriculture and land reform); Polizia Moderna; Quel cuno pensa a noi (how the Government functions); Questi pezzetti di carta (postage stamp); Ricostruzione edilizia (housing); Roma Palatina; Scuola dei Grandi (adult education); Scuola di Eleganza (dees- designing); Teatro Olimpico (Vicenza Palladio Theatre); Tiriare le sue...ne; Terra Civane; Terra Nostra; Terra Nuova (all on land reform). 1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A E.A., A.F., V.M. As varied a list as one could wish; better to order two films at a cine since from once have undergone much usage.

FILMSTRIPS & SLIDES

4-6 Alice nel paese delle meraviglie. E.A.V. Filmed in Italy. 35 mm. Captions i.e. Italian. Drawings (Serial No. 745). JI Color $5.95. 1A, 2A L.DEC. There is no recording of sound, only Italian captions.

7-12 Colored Slides on Italy. Filmed in Italy. WOLFE. 35 mm. About 700 slides. Captions in English. Color. Anyone who has purchased 100 or more, slides is entitled to a price of $0.35 each on all subsequent orders. $0.45 each. 1-9 slides; $0.48 each, 10-24 slides; $0.60 each, 25-49 slides; $0.58 each, 50-99 slides; $0.35 each, 100-249 slides; $0.35 each, 250 or more. Write for catalogue. 1E, 2E A.B. Many classifications, geography, art, history.

1-12 Everyday Life in Italy. Consultant W. M. Spooner, Director E. M. T. Campbell. Filmed in Italy. Educational
ITALIAN: Linguistics

Excellent photographs of Raphael's masterpieces. Life of artist depicted in watercolor. Subtitles not distracting.

INTEGRATED PROGRAMS

1E, 2E, 3E, 4E, 5E, 7E, 9E, 10E.
1F, 2F, 4F. O.R.

An authority on phonetics. Appropriate selections. A must for any teacher.

1E, 2E, 3E, 4E. F.F.

Problems of Italian accentuation and stress systematically arranged, studied, and amply documented. A good reference book, extremely useful for text development.

1E, 2F, 3E, 4E. L.Dc.

A series of essays dealing mainly with semantics. Extremely well done. Recommended for teachers interested in the development of Italian.

1E, 2EE, 3EE, 4E. L.Dc., V.M., O.R.

Readings and analyses of lauz, age and style. Good approach to metrics. An introduction to the appreciation of literature. Useful and readable background material on the history of the language.

T Pfei, Marie. The Italian Language. 2nd ed. VANNI, 1954. 272 pp. $5.00.
1A, 2A, 3A, 4E. L.Dc., V.M., O.R.

A good reference book for teachers with an especially good chapter on the history of the language and its dialects.
ITALIAN: Literary Texts

LITERARY TEXTS

1AA, 2A, 3A, 4AEE, LDeC, V.M., O.R.

1EEA, 2EEA, 3EEA, 4AEE, LDeC, V.M., O.R.
The two volumes can be used separately. The first has graded readings and excerpts from the classics, the second, readings on Italy and passages from contemporary writers.

10–12 De Simone, Joseph. Readings in Modern Italian Literature from Alferi to D'Annunzio. VANNI, 1959. 448 pp. $5.00. Paper $3.00.
1IA, 2AA, 3A, 4A E.A., LDeC, V.M., O.R.
The only anthology of its kind prepared in the U.S. for American students. Excellent scholarly standards. Contains extracts of the classics of the 19th century. Notes and Introductions are exceptionally good.

1E, 2A, 3A, 4A E.A., V.M., O.R.
An abridged and simplified version of one of the most famous and liked Italian novels. Good reading material. Specially edited for English-speaking students.

1E, 2AA, 3A, 4A E.A., E.A., V.M., O.R.
A good selection of short stories, with notes, vocabulary, and exercises.

1AE, 2A, 3AAE, G.C., V.M., O.R.
Supplementary reading. Amusing episodes. Difficult idiomatic expressions and vocabulary. Can be used together with American pocket translations of same stories. Text is intact.

1E, 2A, 3A, 4E E.A., E.A., O.R.
Good, basic anthology. Bibliographical notes in English but no translations.

1I, 2A, 3A, 4A O.R.
16 short stories by 13 authors, most of post-World-War II fame. Notes, vocabulary, exercises. Abridged.

1E, 2E, 3E, 4A O.R.
Prose and poetry selections. Vocabulary, exercises.

1E, 2A, 3A, 4L, V.M., A.S.
A collection of maxims, aphorisms, and paradoxes of all times and of all countries, 7,000 thoughts of more than 1,000 authors. The maxims are listed according to topics, arranged alphabetically. Can be used as reference for teacher as well as advanced students.

1EA, 2A, 3A, 4A G.C., A.F., O.R.
A classic of the modern Italian theater, suitable for advanced reading. Text is intact.

1EA, 2AA, 4A G.C., V.M.
A good collection of short stories. Useful as an advanced reader or for special assignments.

Paper L. 500 each.
1E, 2A, 4A O.R.
Short passages of graded prose and short poems, with explanatory notes. Modern Italian writers. For two years work.

1EAA, 2A, 5A A.B., F.B., G.C.
A very good book, keeping in mind that was written half a century ago. The language is spirited, but many idioms have disappeared from current Italian.

1EA, 2A, 4A G.C., V.M.
Good for advanced reading or for special assignment; an economical series for students' limited means.

MAPS

1E, 2E, 4A E.A., A.F., O.R.
Reliable.

7–12 Carta Generale d'Italia. TCI, n.d. Colored. Four sheets with indexes of names: I. Northern Italy, 31 x 50 in. II. Central Italy, 31 x 46 in. III. Southern Italy, 31 x 46 in. IV. Insular Italy, 23 x 41 in. Each sheet $1.80, plus $0.30 postage.
1E, 2E, 4A E.A., A.F., O.R.
A detailed map of the regions.

1E, 2A, 3A, 4A A.B., F.B., V.M.
Well done; coloring is excellent.

1E, 2A, 3A, 4A A.B., F.B., V.M.
Well done, coloring excellent.

1E, 2A, 3A, 4A A.B., F.B., V.M.
Well done, coloring excellent.

1E, 2A, 3A, 4A A.B., F.B., V.M.
Well done; coloring is excellent.
ITALIAN: Periodicals

PERIODICALS

10-12 America-Italy Newsletter. AIS. About 5 issues a year. Illus. 4 pp. Membership dues: $15.00 ($5.00 for full-time students and teachers).
1A, 2A, 3A, 4A A.B., F.B., V.M.
Varied information, especially about events in Italian circles in the U.S. Discusses books dealing with Italy written in English or Italian. Articles on outstanding Italians visiting the U.S.

T L'Architettura. ETAS, distr. ITAL. PUB. Monthly. About 70 pp. Color and b&w illus. $22.00 a year. $2.00 a copy.
1EAA, 2E, 3E, 4A, 5A A.B., F.B., L.DeC.
A review of architectural design the world over. Beautifully illustrated.

II-VI 1E, 2E, 3E, 5E L.DeC., A.G., V.M.
Readable and simple explanations of scientific, historic, and linguistic subjects with good pictures. The collected weekly issues will eventually form an encyclopaedia and dictionary. Although written for young people, this is a good reference for teachers and students.

1E, 2E, 3E, 5E A.B., F.B., L.DeC.
Excellent newspaper that covers many topics appropriate for high-school students. Among special features: historical sketches of Italy, fiction, labeled pictures of fauna, comics, letters to the editor from Italian teenagers. Photography excellent.

T Corriere della Sera. Milano. Daily. 8 to 12 pp. Distr. ITAL. PUB. 6 issues a week by air $72.50 a year. $0.25 a copy.
1EAA, 2EAA, 3EAA A.B., E.A., G.C., O.R.

T Corriere d'Informazione. Milano. Daily. Distr. ITAL. PUB. Monday issues only $1.150 a year. $0.25 a copy.
1E, 2E, 3A, 4A E.A., A.F., O.R.
Daily newspaper: news items, theatre and cinema reviews, leading articles.

1A, 2A, 3A, 5A A.B., F.B., L.DeC.
Carefully prepared recipes and cooking hints. Beautifully illustrated. Includes recipes and home decorating.

10-12 Divagando. DIVAGANDO. Weekly. About 36 pp. Illus. III-VI $8.00 a year. $6.00 for students and libraries. $0.25 a copy.
1A, 2A, 3A, 5A A.B., F.B., V.M.
The varied material is presented in good taste and the language is not too difficult. Good for supplementary reading and for cultural information.

1E, 2E, 3E, 4A, 5A A.B., L.DeC., O.R.
Leading architectural magazine in Italy. Photos, plans, and models of the world's leading architects.

T Epoca. Ed. Arnaldo Mondadori. MONDADORI. Weekly. 10-12 About 90 pp. Color illus. $11.00 a year. $0.35 a copy.
IV-VI (For the student) 1A, 2A, 3A, 5EEA A.B., F.B., L.DeC.
Mostly news items, but also many interesting articles on art, science, history, and literature. Illustrated profusely in color and in black and white. A good source for the vocabulary of the day. Good for library and for special assignments for the more advanced students.
(For the teacher) 1A, 2A, 3EEA, 4A A.B., F.B., L.DeC.
Mostly review items, but also many interesting articles on art, science, history, and literature. An excellent series on the Risorgimento Italiano was beautifully illustrated. A good source for the vocabulary of the day.

10-12 II Giornalino. Ed. Pierina Castiglione. GIORNALINO. 6 IV-VI times a year. About 8 pp. Illus. $1.00 a year, $0.20 a copy.
1EAA, 2E, 3EAA, 5EEA A.B., F.B., A.G.
News items, book reviews, excerpts from interesting books, poetry, history, literature. A column, "Come si dice?" illustrates idiomatic expressions. Good for outside reading and for class discussions.

IV-VI $1.50 a copy.
(Teacher) 1E, 2E, 3E, 4E A.B., F.B., L.DeC.
(Studcnt) 1A, 2EEA, 3A, 5E A.B., F.B., L.DeC.
Excellent for teaching present-day Italian culture. Articles dealing with art, literature, films, fashion. Good for advanced students. Glossy paper.

T L'italia che scrive. Published in Rome. Distr. ITAL. PUB. Monthly. About 50 pp. $7.50 a year. $0.75 a copy.
1E, 2E, 3A, 4EEA, 5E F.B., L.DeC., V.M.
Excellent analysis and review of Italian and foreign writers.

1E, 2E, 3A, 4EEA, 5E F.B., L.DeC., V.M.
Contains reviews in various areas: current events, literature, politics, philosophy, theatre, etc. A good reference text for libraries and teachers interested in research. Italian and English editions available.

T Italian Quarterly. Carlo L. Golino, ed. Dept. of Italian, UCLA. $4.50 a year, $1.25 a copy.
1EAA, 5A, 4EEA A.B., F.B., O.R.
Articles in English on subjects of literary and cultural interest. Information on publications in English dealing with Italy.

1E, 3A, 4EEA A.B., F.B., V.M.
Concise articles in English giving information about varied current events and culture in Italy.

1EAA, 2EAA, 3EAA, 5EAA A.B., F.B., V.M.
The official journal of the American Association of Teachers of Italian, which has scholarly articles (many written in Italian) and reviews of recent publications here and abroad. It is also a source of information about new publications for classroom use and has a section dealing with the bibliography of Italian studies in America. It helps keep the teacher abreast of developments in the field of Italian studies.

1E, 2E, 3EAA, 4A A.B., F.B., L.DeC.
Political, social, literary articles. The political philosophy is liberal.

ITALIAN: Pictures & Wall Charts

1A, 2A, 3A, 5E A.B., F.B., L.DeC.
Modern fashion designs beautifully illustrated in color or black and white. For interested students.

T Rivista Illustrata. Distr. ITAL. PUBL. Written in Italian and English. Monthly. About 50 pp. $0.00 a year, $0.10 a copy.
1A, 2A, 3A, 4A A.B., L.DeC., A.F.
Interesting and informative articles on pertinent political trends. Analysis of governmental policies and actions.

T Il Progresso Italiano-Americano (Sunday Edition). PROGRESSO. About 32 pp. $0.80 a year, $0.15 a copy.
(teacher) 1A, 2A, 3A, 4A A.B., F.B., V.M. (Student) 1A, 2A, 3A, 4A A.B., F.B., A.C.
The last page is especially useful because of its numerous articles on current exhibits, musical events, industrial fairs, for discussion or supplementary reading. The "Rivista Illustrata" has a section "Buonumore" with jokes which are presentable linguistically and ethically for classroom reading.

1E, 2E, 3E, 4A, 5A A.B., L.DeC., O.R.
Leading music magazine. Gives complete information on current operatic productions. Excellent for a school library.

T Scienza e vita. Distr. ITAL. PUBL. Monthly. About 100 pp. Illus. $0.50 a year, $0.50 a copy.
1E, 2E, 3E, 4A, 5A A.B., L.DeC., O.R.
Articles on scientific subjects for the layman. Varied vocabulary, informative.

T Sele Arte. Ed. Carlo L. Raggianti. Olivetti, Firenze. Distr. ITAL. PUBL. Color and b&w illus. About 80 pp. Cultural. 6 times a year. $5.00 a year, $0.75 a copy.
1A, 2A, 3A, 4A, 5A L.B., V.M., A.S.
Art magazine, many illustrations. All kinds of art, sculpture, painting.

T Settimana Enigmistica. Distr. ITAL. PUBL. Weekly. IV-VI About 31 pp. Illus. $0.50 a year, $0.20 a copy.
1A, 2A, 3A, 4A, 5A L.DeC.
Contains games, puzzles, and quizzes. Recommended for advanced students and clubs. Very challenging.

1A, 2A, 3A, 4A, 5A L.DeC., O.R.
Illustrated weekly of average interest. Every school library should have such a weekly for current events and striking international episodes.

1A, 2E, 3E, 5E L.B., V.M., A.S.
Source material and current news of Italy. The advanced student may use it to write special reports on Italy. Describes Italian nature, art, history, habits, and cultural and scientific activities.

PICTURES & WALL CHARTS

1E, 2E, 3A E.A.
These clear photographs of objects and actions may also be used with the accompanying geography book in English ($6.68 for 1-4 copies. more than 4, $2.76 each) and h&w filmstrips ($3.95).

1A, 2A, 3A L.DeC., V.M., A.S.
16 occupational and daily scenes. Object identification. A good challenge to teacher and pupil in word building. Enough action to develop active discussion on advanced levels.

REFFRENCE GRAMMARS

Altrocchi, R. Deceptive Cognates. ALTROCCHI, 1953. 79 pp. Paper $0.75.
1E.A, 2A, 3A, 4A, 5A A.B., G.C., O.R.
Most helpful in avoiding the usual pitfalls. Well-arranged for easy cross reference. Authoritative.

1E, 2EA, 3E, 4A, 5E V.M., O.R.
Indispensable for the conscientious teacher. Exhaustive, clear, richly illustrated by examples taken from the contemporary language, and from past usage as well.

Verb, conjugated and arranged in table form. Excellent for reference. Italian text easy to follow.

1A, 2A, 3A, 5A A.B., G.C., O.R.
A useful reference work.

1E, 2E, 3EA, 4EA, 5A E.A., O.R.
Good basic grammar. Many exercises which can be adapted for class use or for supplementary work. Can also be used as a review grammar. Covers spoken and written language.

1E, 2E, 3E, 4EA, 5EA F.F., O.R., L.T.
Italian grammar, style, versification. The basic facts of the Italian language. For advanced work.

1E, 2EA, 3EEA, 4A, 5A A.F., V.M., O.R.
Complete grammar with abundant exercises. Can easily be adapted to use for more advanced students.

1E, 2E, 3AE, 4A, 5A F.F., O.R.
A complete grammar of Italian, with many illustrative passages. Useful for reference.

1E, 2EEA, 3EEA, 4EAA, 5E A.B., G.C., O.R.
Excellent survey of Italian grammar, with special attention to controversial points. Really up to date. Pre-
ITALIAN: Teachers Course Guides

pared as a series of radio programs, the presentation is extremely clear, with a minimum of technical terms. Not only useful, but actually fascinating to read.

1AEA, 2AEA, 3AEA, 5AEA E.A., A.F., V.M.
Useful, compact, concise. Has a special index for the recognition of irregular verbs. Front matter contains clear explanations of grammatical terminology.

1AEA, 2AEA, 3AEA, 4EAE, 5EAE F.F., V.M., O.R.
An expanded version of Roncari's Corso preparatorio di lingua italiana per stranieri. Excellent and abundant exercises. Clear, schematic presentation of grammar. Presupposes considerable knowledge of Italian, but the vocabulary is used over and over again, so that the student can easily master many new words and expressions. Especially good is the authentic and conversational ring of the language used.

REVIEW GRAMMARS

II-III 1AEA, 2AEA, 3AEA, 5A, 6AE, 7AEE, 8A, 9A, 10A, 11A A.F., V.M., O.R.
Indispensable review book for high schools, arranged by years of study, with a section on Italian civilization. Good for preparing for examinations.

II-III 2E, 3E, 4A, 5A, 6E, 7E, 8E, 9A, 10A, 11A A.F., V.M., O.R.
Grammar, conversation, useful expressions. Compact, handy, really rapid. Excellent for students for whom Italian is a second foreign language.

1AAE, 2A, 3EAE, 4A, 5AAE, 6EAE, 7AAE, 8EAE, 9EAE, 10EAE, 11EAE L.DeC., O.R., L.T.
Divided into three parts; good reading selections. Emphasis on the literary rather than the spoken language. Repeats much of the material in the author's Beginning Italian Grammar.

1AEA, 2AEA, 3AEA, 5A, 6AEA, 7AEA, 8A, 9A, 10A, 11AEA A.F., V.M., O.R.
Arranged systematically: nouns, articles, comparative, tenses, etc. Only one of its kind for Italian. Many sentences for translation illustrating the various points taken up. Grammatical tables make for clarity.

SUPPLEMENTARY MATERIALS

Casa Italiana. (Columbia Univ., New York 27, N.Y.) Maintains an information bureau for questions on Italian culture, and files of biography, bibliography, and newspaper clippings (1937-) relating to Italy. The Paterno Library (approximately 25,000 volumes) is especially rich in Italian literature and history since 1861.

Chamberlin, Samuel. Italian Bouquet: An Epicurean Tour of Italy. GOURMET. Color illus. 598 pp. $12.50.
An urbanely written, beautifully illustrated, handsomely printed book on food and travel in Italy. Hardly a page without an illustration, print, or graph. An attractive reference book, including a restaurant directory.

Italian Information Center. Distributes for the Italian Embassy several publications about Italy free of charge and lends photographs, discs, and tapes from Italy. Also lends 16 mm. films, bw and color, with Italian commentary. Write to VC for lists. Also houses a library of many reference books and publications on Italy, including the Treccani Encyclopedia.

Italian Vocabulary Cards. VEA. Flash cards with an Italian word or phrase on one side and the English equivalent on the other side. 1000 cards. $2.25.


TEACHERS COURSE GUIDES

1EAE, 2EAA, 3AEA, 4A, 5A, 6A, 7A E.A., L.DeC., V.M.
Covers philosophy, approaches, and uses of materials in language instruction, and pattern drills. For teachers of beginners on the junior-high level.
MODERN HEBREW

In the left margin, Arabic numerals indicate grade or class levels (7-9 for junior high school). The first line of numerals indicates the preferred level, although the material might be used at other levels given. Roman numerals indicate age proficiency levels (I for beginners), "T" indicates materials for the teacher.

The name or initials in capital letters in each entry is the code name for the producer or distributor, whose full name and address is listed in Appendix 3.

Because of the pacity of Modern Hebrew materials in certain categories, some items have been included which do not fully meet the criteria or which were prepared for college students. In these cases the shortcomings have been noted in the ratings and paragraphs.

Although only one set of initials appears with each entry below, the committee as a whole has agreed to the evaluation of each of the items, with the exception of the evaluations made by Dr. Samuel Grand. The committee thought it should rely upon the specialized knowledge of Dr. Grand and assistants in his office with regard to films and recorded materials.

The committee of evaluators:

S.G. Samuel Grand, Union of Amer. Hebrew Cong., New York, N.Y.
E.H. Edward Horowitz, Thomas Jefferson HS, Brooklyn, N.Y.
A.K. Abraham I. Katsh, New York U, Chairman
D.R. David Rudavsky, New York U
M.Z. Max Zeldner, Ft. Hamilton HS, Brooklyn, N.Y.

BASIC TEXTS


1 Vol. II. 1952. Illus. 400 pp. $2.75.
IEA, 2A, 3E, 4EA, 5A, 6A, 7A, 8E, 9E, 10EA, 11A, 12A, 13E, A.I.K., J.P.

The authors emphasize spoken Hebrew, reading, and grammar. The narrative material serves as the basis for conversation, graded stories aid in promoting reading ability, and all grammatical principles are arranged systematically. One of the best textbooks for beginners wishing to learn Hebrew with or without a teacher.


The first text prepared for the Hebrew classes in the public high schools. Although old, it is still good and useful. 45 lessons. Pamphlet 5 is a dictionary and grammar.

BIBLIOGRAPHIES & RESOURCE LISTS

Books of Jewish and Zionist Interest. HADASSAH, 1951. 72 pp. Paper $0.25.
1A, 2E, 3A, 4A M.Z.

Covers Jewish History, Literature, Philosophy and Arts, Zionism, Israel, and Children’s Books. The teacher should inquire about later editions or supplementary lists.

1E, 2A, 3A, 4E E.H.
The list is useful though incomplete. Annotations give course offerings.

1E, 2E, 3E, 4E A.I.K.

B- its up-to-date the information in his Hebrew Language...

——, ed. Hebrew Abstracts. NAPH. Semi-annual, 1954-. About 50 pp. 10 x 7 in. $1.00 an issue.
1E, 2E, 3E, 4E E.H.
The only really good survey of Hebrew studies in U.S. colleges and graduate schools.

1E, 5E, 6E M.Z.

This handbook for teachers is especially valuable in the elementary grades, but it can also be useful to the secondary-school teacher. Stories, poems, songs, proverbs, riddles, anecdotes, and illustrative materials. Entirely in Hebrew; no index. Most materials included were published in Israel.

1E, 2E, 3E, 4E M.Z.

A comprehensive reference work, including books, articles, and listing of compositions and songs of every variety and epoch.

1E, 3E, 4E A.I.K.

A comprehensive view of all topics relating to the teaching of Hebrew as a living language.

BOOKS OF CULTURE & CIVILIZATION

1E, 2E, 3A, 4A, 5E, 6A A.I.K.

A well-rounded treatment of Israel, its history, people, the country, its economy, system of education, government, religion, culture and defense. Few comparisons with America or the Western World. Appendices contain a map, bibliography, statistics, the Israel Declaration of Independence, the Law of Return, and the Israel-Jordan agreement of 1949.
MODERN HEBREW: Books of Culture & Civilization

**T Bernstein, Marvin H. Politics of Israel. PRINCETON, 1957. 360 pp. $6.00.**
1E, 2E, 3A, 4E, 5E, 6E. D.R.
Specialized subject. Tells how the new state fashioned its political institutions. Presents the problems confronting the state after ten years of existence. A good objective and comprehensive analysis of Israel's governmental system, parties, and the problems confronting it in its struggle to achieve economic security and independence.

1A, 2A, 3E, 4E, 5E, 6E. D.R.
Though designed for tourists and written in conversational style, the volume will be found useful by students of Israeli culture and civilization. It describes the history, development, and multifaceted culture of Israel, its political and cultural background, its problems and triumphs.

1A, 2A, 3E, 4E, 5A, 6E. D.R.
An adequate picture of present-day Israel, but weak in treatment of the European component in the Israeli population, the intense literary creativity of the country, and relations with the United States and other countries. A good glossary of Hebrew terms, an index, and a bibliography.

**10-12 Cohen, Benjamin, ed. Illustrated Guide and Handbook of Israel. JARRETT, 1960. Illus. 183 pp. $4.95.**
1E, 2E, 3A, 4E, 5E, 6A. D.R.
Details on history, geography, people, economics, government, education, religion.

**7-9 Hoffman, Gail. The Land and People of Israel. Rev. ed. WATTS, 1953. Illus. 72 pp. $1.46.**
1E, 2E, 3A, 4E, 5A, 6E. D.R.
Written from the vantage point of a Jewish journalist's visit to Israel. Account and interpretation is quite objective. Good portrayal of life in an agricultural settlement and city. Good analysis of many problems confronting Israel. No illustrations, maps or index.

**7-9 Gamzey, Robert. Ingathering, 1781-1820. 2E, 3A, 4E, 5A, 6E. D.R.**
Written from the vantage point of a Jewish journalist's visit to Israel. Account and interpretation is quite objective. Good portrayal of life in an agricultural settlement and city. Good analysis of many problems confronting Israel. No illustrations, maps or index.

1E, 2E, 3A, 4E, 5A, 6A. D.R.
Israel-Arab relations: the historical identification of the Jewish people and the Land of Israel; the documents establishing British and American support of Zionist aims; the international endorsements of these policies; the achievements of the Jews in Israel; the attitude of the Arabs; the resolutions of the United Nations, the resulting Arab war, and the developments since.

1E, 2E, 3A, 4A, 5E, 6A. D.R.
The historical antecedents of the State of Israel and its distinctive features; its ideals, government, political development, population problems, economy, and international relations, with related documents and statistics. Bibliography and index.

**T Klausner, Joseph. History of Modern Hebrew Literature. 3rd ed. ACHIASAF, 1958. 880 pp. $7.50.**
1E, 2E, 3A, 4E, 5E, 6D. A.I.K.
The historical antecedents of the State of Israel and its distinctive features; its ideals, government, political development, population problems, economy, and international relations, with related documents and statistics. Bibliography and index.

1A, 2E, 3E, 4E, 5E, 6A. A.I.K.
About two centuries ago, Hebrew literature took on a secular form as distinguished from the earlier religious creativity. Volume vi brings the history up to the First World War. A standard text.

**4-6 Kubie, Nora Benjamin. The First Book of Israel. WATTS, 1953. Illus. 72 pp. $1.46.**
1E, 2E, 3A, 4E, 5A, 6E. D.R.
Within the framework of an occasionally artificial conversation between a child born in Israel and his American guest, the small volume presents the development of the State of Israel from ancient times to present-day culture, celebrations, geography, political, and social life.

**10-12 Mann, P. Modern Israel. DOUBLEDAY, 1960. Illus. 65 pp. Paper $1.00.**
1A, 2A, 3A, 4A, 5A, 6E. D.R.
Brief but excellent outline of history and culture of the Jewish people and the Jewish State. Fails to make suitable comparisons with America.

1E, 2E, 3A, 4A, 5A, 6E. D.R.
This volume, published on Israel's tenth anniversary, tells the story of its achievements: its life, culture, and problems, its social, educational, scientific, religious, economic, aesthetic, military, and archeological activities. A well rounded view of Israeli life.

**T Schectman, Joseph B. On Wings of Eagles. YOSELOFF, 1961. Illus. 398 + 31 pp. $6.00.**
1E, 2E, 3E, 4E, 5E, 6E. D.R.
Outlines the history and development of the State of Israel, with accent on present-day conditions. A balanced and well-rounded portrayal, on a child's level, of the culture of the new land.

1A, 2A, 3E, 4A, 5E, 6E. D.R.
The life of a child in a Kibbutz. A good introduction to life in Israel.

**T Wallenrod, Reuben. The Literature of Modern Israel. ABEYARD, 1946. 233 pp. Paper $1.50.**
1A, 2A, 3E, 4E, 5A, 6A. A.I.K.
The literary creativity of Israel, 1880-1955. Selected bibliography and index.

421 pp. $30.00 ($5.00 for each vol). 1E, 2E, 3E, 4A, 5E, 6E. A.I.K.
A survey of post-Biblical Jewish literature, from 230 BCE, when the Canon was closed, to contemporary times. The currents of Jewish thought are treated as they are reflected in various literary sources. Volume V, which supplements the four in the earlier edition, discusses Hebrew, Yiddish and English belles lettres on Jewish themes, as well as other forms of Jewish literature 1935–60.


An excellent description of the daily life of a typical Kibbutz, Gesher Haziv. It discusses the experiences, background, struggles, and personalities of its members and analyzes its operations, government, and recreational life.


A tourist's account of Israel, by an English boy and his sister. Glimpses of the land, its people, and their life in Israel. Somewhat artificial in approach.

BOOKS OF SONGS

7–12 Cooper smith, H. Songs We Sing. USCJE, 1950. 448 pp. $7.50.

By far the best and most usable collection of songs for high school.


A strikingly beautiful book. Though intended for use in the lower grades, many of the songs could be taught in the first year or two of high-school Hebrew.

7–12 Goldfarb, Israel and Samuel E. Jewish Songster. BLOCH, Cincinnati, 1953. Piano accompaniment. 548 pp. $5.50. Paper $0.90.

Has particularly good holiday music.


One of the oldest collections of Hebrew songs. Contains many songs of great value and usefulness.


A good collection. Many of the songs are widely taught and sung. Somewhat dated.

7–12 ———. Shirenu. HEBREW, 1939. 64 pp. Paper $0.35.

A booklet which contains only the text of the songs, and obviates the need for songsheets. Somewhat dated.

CONVERSATION BOOKS


1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E M.Z.

Part One has some essentials of Hebrew orthography and reading. Part Two has sections on everyday Hebrew on topics relating to personal needs, city life, travelling, etc. The Hebrew words and expressions are translated and transliterated. No end-vocabulary.


II 1A, 2A, 3A, 4A, 5A, 6A

Useful and comprehensive expressions and vocabularies on travel, lodging, restaurants, sightseeing, shopping, health, communications. The Hebrew is transliterated and transliterated. There are isolated expressions, but no conversations. There is an English index, but no Hebrew index.


1A, 2E, 3E, 4E, 5E, 6E, 7E, 8E M.Z.

50 lessons in basic 500 Hebrew words. Vocabulary is translated and transliterated. The conversations, however, are not translated. Hebrew-English end-vocabulary.

DICTIONARIES


1A, 2E, 3E, 4E, 5A, 6A D.R.

Most modern complete English-Hebrew dictionary available. Replaces the Kaufman dictionary published in 1923. Indispensable for teacher and serious student in search of the most up-to-date Hebrew equivalents for English items.


1A, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E D.W.


1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E D.W.

The most complete philological source for study of the Hebrew language. All modern dictionaries of Hebrew are based upon this dictionary and thesaurus. Indispensable to libraries, schools, and colleges.


1A, 2E, 3E, 4E, 5A, 6A, 7A, 8A A.I.K.

This has been the most popular concise bilingual dictionary. The Ben Yehuda pocket dictionary ($0.90) will strongly challenge the Danby-Segal, which needs significant revisions.


2E, 3E, 4E, 7A, 9A A.I.K.

A number of new features: verbs, adverbs, conjunctions, prepositions, and other parts of speech are used in illustrative sentences; the English-Hebrew section indicates the location of the English definition, as well as the page on which it appears in the illustrative sentence in the Hebrew-English section.


1A, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E D.W.


1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E D.W.
MODERN HEBREW: Discs & Tapes: Songs

DISCS & TAPES: LANGUAGE

10-12 Hebrew Self-Taught. Written by Aharon Rosen. Per-
formed by Moshe Hovav and Reuma Eldar. Adriasaf,
1-V Jerusalem, 1959. Dist. JAI Two 12 in. 331/3 rpm. discs
(Serial No. 0749-48) $18.00 plus postage. Text $1.00.
1E, 2A, 3A, 4E, 5E, 6A, 7E, 8G S.G.
The subject matter is interesting, the actors are excel-
lent, their diction flawless. There are no pauses for
repetition except in the review lessons, a serious fault.
Manual of instructions.

10-12 Kamrat, Mordecai. Invitation to Hebrew. SPOKEN
II-III ARTS, 1960. Two 12 in. 331/3 rpm. discs (Serial Nos. 8A
to members by B'NAI BRITH.
1A, 2A, 3A, 4E, 5E, 6E, 7A, 8A S.G.
Scripts of 12 conversations on such subjects as the Hebrew
concept of learning, a visit to modern Israel, and
the major Jewish festivals. The album has limited
value because the planners neglected such basic prin-
ciples as repetition, gradation of material, and opportuni-
ties for student participation. Manual and guide with
complete text and instructions to students and teachers.

10-12 Steinberg, Samuel. Living Hebrew. Performed by
7-8 Moshe Genser, Yoel Silberg, and Dola Ben-Yehuda
II-VI Wittman, CROWN, 1958. Four 10 in. 331/4 rpm. discs
(Serial no. TV 27564-27571) $9.95. Full conversation
manual, with exercises and grammatical explanations,
and 2-way dictionary.
1E, 2A, 3A, 4E, 5E, 6E, 7A, 8A S.G.
Contains all the 40 conversation lessons in the manual
Living Hebrew. The Israeli narrators speak clearly and
distinctly and serve as good models. The pauses are un-
even; frequently there is not nearly enough time for
repetition. The material in the early lessons is rather
dull but improves in the later lessons.

DISCS & TAPES: LITERARY

10-12 Abba Eban Reads from Psalms, Ecclesiastes. SPOKEN
7-9 ARTS, 1959. One 12 in. 331/3 rpm. disc (Serial No. 757)
IV-VI $5.95.
1E, 2E, 3E, 4E, 6E S.G.
The excerpts read and translated convey the essence
of these great Biblical works. Mr. Eban's diction in both
languages is flawless and his reading captures the es-
cence and the spirit of the Hebrew text. An informative
and inspirational experience.

DISCS & TAPES: SONGS

10-12 Folk Songs of Israel. Performed by Theodore Bikel.
7-9 ELEKTRA, 1955. One 12 in. 331/3 rpm. disc (Serial No. EKL-132) $4.98.
2E, 6E S.G.
One of the first albums recorded by Theodore Bikel,
the popular actor and folk singer, contains 13 Israeli
folk songs, several of which are based on selections from
the Song of Songs. There are love songs, shepherd's
melodies, and lullabies. Bikel is at his best in this de-
lightful and tastefully produced album.

10-12 Shepherd and other Folk Songs of Israel. Performed by
7-9 Aviva and Hillel. FOLKWAYS, 1992. One 10 in. 331/4 rpm. disc (Serial No. 5841)
III-VI $14.25. A manual has all the
songs in Hebrew, English, and transliterations.
2E, 6E S.G.
Hillel plays the shepherd's pipe and Aviva the Miriam
drum, made by stretching a goatskin over a clay jar,
like this fine collection of Israeli folk songs. They sing
solos and duets in spirited fashion. The music, the
lyricism, and the instruments are authentically Israeli.
ELE\u0107\u015f\u0107\u0105NTARY READERS

7-9 A\u161 \u161\u0143\u0142, Ben. David Marcus, Gibbor. USCJE, 1951. Illus. 64 pp. $1.25.
I 1E, 2E, 3A, 4A, 5A J.P.

II 1E, 2E, 3A, 4A, 5E J.P.

The story of Colonel David Marcus and his heroic deeds in Israel's War of Liberation. Beautifully told.

4-6 Chomsky, William. Ha-Seferim Ha-Bokhim. USCJE, 1948. Illus. 64 pp. $1.25.

1E, 2A, 3A, 4A, 5E J.P.

The heroic adventures of one of the founders of the Hagannah in Israel, his victorious struggle against Arab marauders, and the founding of the settlement Merhaviah.


1E, 2A, 3A, 4U, 5E J.P.

The romantic and exciting life of David Lubin, who won world fame as the farmer's champion and the father of the International Institute of Agriculture in Rome. Vivid sketches of his boyhood in Russia and his adventures in California, the Arizona desert, Italy, and Israel. Simple style and excellent content. Illustrated by Laslo Matuly.


1E, 2A, 3A, 4U, 5E J.P.

A dramatic story of the Hitler period and the resistance movement in Czechoslovakia. A young boy meets several Halutzim in the anti-Nazi underground movement and joins their ranks. He later fights in the Hagannah and settles in Israel as a Halutz. A good story well told.

I 1E, 2E, 3A, 4E, 5E A.I.K.

Good collection of simple Hebrew stories.

4-6 Kramer, H. Sippurei Neam. BJE, 1940. 127 pp. $2.00.

1A, 2A, 3A, 4U, 5A J.P.

Stories designed for both classroom and home collateral reading. Interesting and full of action. Simple vocabulary. Sentences are long. Punctuation poor.

7-9 Lador Junior Hebrew Library Series. 31 titles to date. JEC, 1955-61. Illus. 60-72 pp. each. Paper $1.00 each.

1E, 2E, 3U, 4U, 5E J.P.

Beautifully illustrated. The material is interesting, informative, and enjoyable. The vocabulary is well chosen for pupils who have had two or three years of Hebrew.


1E, 2E, 3A, 4A, 5E J.P.

The exciting adventures, told in simple Hebrew, of two Israeli children who embark on a journey to save the Jewish children of Yemen.


1E, 2A, 3A, 4E, 5U J.P.

Designed for advanced students in an Ulpan in Israel. Contains three units: 1) newspaper articles 2) selections from modern Hebrew literature 3) lessons in grammar. Excellent drill. Good selections of news that is of universal value. Vocabulary well graded. Poor print and paper. Fourth volume also available, Elef Milim vod Ruva.


1A, 2A, 3A, 4A, 5U J.P.

Text used in Israeli Ulpanim, an institution made up of students of diverse language groups. Vocabulary related to everyday life in Israel. Good illustrative material and ample grammar drills. Lessons well graded. Well organized. Poor paper.

FILMS: DOCUMENTARY

10-12 The Earth Sings. Written, directed, and photographed by Sidney Lubow and others. Filmed in Israel. Montage films, 1953. Distr. BRANDON, 16 mm. 14 min. Songs in Hebrew. Bkw purchase $85.00. Rental $5.00 a day.
1E, 2E, 3E S.G.

A visualization of 7 popular Hebrew songs with a montage of pastoral scenes in Israel. Beautiful photography and excellent singing of Israeli songs. Suitable for audiences that appreciate good music and camera artistry. Inspirational and entertaining.

1A, 2E, 3E S.G.

A charming and absorbing film of the holiday adventures of three youthful Israelis. Fine panoramic views of Israel. Shows normal aspects of Israeli life and the refreshing vitality of Israeli youth.

LITERARY TEXTS

1A, 2E, 3A, 4A A.I.K.

One of the earliest anthologies prepared for high-school Hebrew classes. Well chosen. The introductions in English are particularly well written.

1A, 2E, 3A, 4A J.P.

Selections from modern Hebrew literature: prose, poetry, and literary criticism. Each reading unit is followed by language drill, grammar, vocabulary, and suggestions for conversations and compositions. Well organized, good exercises and suggestions for assignments. Vocalization of certain words, idioms, and sentences. Poor paper and print.

1E, 2E, 3E, 4E A.I.K., J.P.

A very widely used anthology. Some interesting selections from contemporary authors. Notes in English. Good exercises. Vocabularies.

1E, 2A, 3A, 4A A.I.K.

A useful anthology of literary selections.

1A, 2E, 3A, 4E A.I.K., J.P.

Masterpieces of modern Hebrew literature (essays, poems, stories, and plays). Well organized. Poor paper and print.
MODERN HEBREW: Teachers Course Guides

stories, poems) with concise biographical notes; special attention given to Hebrew literati of America. Vocabulary list follows each lesson unit; exercises and drills and grammar rules and techniques are provided and the questions stimulate discussion.

MAPS
1A, 2A, 3A, 4A A.I.K.
1E, 2A, 3A, 4A A.I.K.
Issued on the occasion of the 50th jubilee of Degano, mother of the Kibbutz in Israel, the map commemorates all these settlements in the country.

PERIODICALS
T Jewish Education. Ed. Samuel Dinin. NCJE. Quarterly. About 65 pp. $3.00 a year. $1.00 a copy. 1A, 2A, 3E, 4E, 5E D.W.
Major articles on pedagogy, psychology, Israel, education, comments on books and writings.

T The Pedagogic Reporter. Ed. Zalman Slesinger. NCJE. Five issues a year. About 35 pp. Illus. $2.50 a year. $0.60 a copy. 1A, 2E, 3E, 4E, 5E D.W.
An information bulletin listing audio-visual materials, pedagogical publications, and curricular resources.

T Sheviley Hachinuch. Ed. Zvi Scharfstein. NCJE. Quarterly. About 64 pp. $3.00 a year. $1.00 a copy. 1A, 2E, 3E, 4E, 5E D.W.
Deals with the philosophy of Hebrew education, general and all educational psychology, methods of teaching.

REFERENCE GRAMMARS
1A, 2A, 3E, 4E, 5A E.H.
The best and clearest study of the Hebrew vowel system.

1A, 2A, 3E, 4A, 5A E.H.
Points out in clear, simple, and interesting style hundreds of common errors in spoken and written Hebrew of Israel today.

1A, 2E, 3E, 4A, 5A E.H.
Treats the current development of spoken Hebrew. Clear and authentic.

1E, 2E, 3E, 4E, 5E E.H.
A brilliant and authoritative study of the Mishnaic level of Hebrew. It will give the teacher many interesting insights into the structure of present-day Hebrew.

1A, 2E, 3E, 5A E.H.
Brilliant essays by the ranking Hebrew linguist of our generation. The teacher will and in it many interesting insights into obscure words and difficult grammatical phenomena.

1A, 2A, 3A, 4E, 5A E.H.
Good summary of ancient Hebrew. Vocabularies.

1A, 2A, 3E, 4E, 5A E.H.
Excellent brief summary of Hebrew grammar.

REVIEW GRAMMARS
10-12 Blumborg, Harry. Modern Hebrew Grammar and Com- 
1I-IV position. HEBREW, 1959. 350 pp. $4.20.
1A, 2A, 3A, 4E, 5E, 7E, 8A, 9E, 10A, 11E E.H.
Good general summary of grammar.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10A A.I.K.
A Linguistic approach to the study of Hebrew grammar and vocabulary. Best and clearest work in the field.

10-12 Wallenrod, Reuben, and Abraham Aaroni. Modern 
1A, 2A, 3A, 4A, 5E, 6A, 7A, 8A, 9A, 10A, 11A E.H.
Good elements' presentation.

TEACHERS COURSE GUIDES
1A, 2A, 3A, 4A, 5A, 6E, 7E J.P.
Excellent guide for the teaching of Hebrew poems, prose, and the use of functional Hebrew. The editors have compiled pertinent data on "model lessons," finding of additional materials dealing with language teaching, etc. New for... is this an excellent guide for American teachers of Hebrew in junior high school, but also a very helpful resource in planning co-curricular activities related to the lessons. Its one defect is that it contains little discussion on modern language teaching techniques.

Eisenberg, Arieh, ed. Readings in the Teaching of 
1A, 2A, 3E, 4E, 5A, 6E, 7E J.P.
Presents views of knowledgeable people on all aspects of the teaching of Hebrew. Aims and methods, experimentation, and vocabulary selections. Sample tests and a listing of audio-visual materials.

Rieger, Erich. Modern Hebrew. PHILOS, 1953. 156 pp. $3.75. 
1A, 2E, 3E, 4U, 5E, 6E, 7A J.P.
Can be used by teachers for all age groups. An excellent presentation of most common errors and correct forms, a scholarly discussion of methodology in language instruction, and a very good listing of the basic vocabulary and its cognate forms.

Scharfstein, Zevi. Darkai Limmud L'Shonenu, 2nd ed. 
11 SHILO, 1941. 501 pp. $4.00.
1A, 2A, 3E, 4E, 5E, 6E, 7E J.P.
Abounds in material of help to the teacher. An excellent outline of ways to encourage student activities which induce language learning.
NORWEGIAN

In the left margin, Arabic numerals indicate grade or class levels (7-9 for junior high school). The first line of numerals indicates the preferred level, although the material might be used at other levels given. Roman numerals indicate language proficiency levels (I for beginners). "T" indicates materials for used at other levels given. Roman numerals indicate language levels (7-9 for junior high school). The first line of numerals graphs.

gories, some items have been included which do not fully meet the criteria or which were prepared for college students. In these cases, the shortcomings have been noted in the ratings and paragraphs.

Because of the paucity of Norwegian materials in certain categories, some items have been included which do not fully meet the criteria or which were prepared for college students. In these cases, the shortcomings have been noted in the ratings and paragraphs.


BASIC TEXTS

1-11 1A, 2AEE, 3EEA, 4A, 5AAU, 6EAU, 7A, 8EEA, 9A, 10E, 11E, 12A, 13EEA B.R.E., L.K., M.J.N.
A rather complete survey of Norwegian sounds and grammar, using a traditional approach. Each lesson has a reading illustrating the grammatical structure to be presented, questions in Norwegian based on the text, vocabulary, examples and explanations in English of the structures involved, and exercises. The drill material is focused more on analysis than on pattern learning. While it is primarily designed to develop reading ability, the questions and the conversation materials presented at the beginning of the book give considerable opportunity for oral drill.

10-12 ——. Spoken Norwegian. HOLT, 1944. 666 pp. $5.00.
7-9 ——. Manual and key $1.00. Twenty-five 12 in. 78 rpm. discs $9.50. Complete course (book, key, and records, including tax) $25.00.

(Text) 1EAE, 2EAA, 3EAA, 4EAA, 5EAA, 5EEA, 8EEA, 9EEA, 10E, 11E, 12EEA, 13EEA K.G.C., B.R.E., L.H.

This text, built around common situations and popular topics, moves carefully and methodically from the most simple phrases to more elaborate sentences. Each lesson contains English equivalents, conventional spellings, and aids and hints to pronunciation, including distinctio of stressed and unstressed syllables, and an abundance of oral drills and review exercises. At the end of each unit there is a vocabulary, and there are two complete end-vocabularies. The introduction and the various sections in each unit furnish valuable hints to both teacher and student. It can be used in beginning and advanced classes in high school and college. Written for the ASTP courses during the War, the conversation material of the latter part of the book is not well adapted to the experiences of high-school students.

(Discs) 1AAU, 2U, 3UAU, 4EAA, 5EAA, 6AAE, 7A, 8E, 9EAA, 10EAU, 11E, 12EEA, 13E, 14A, 15EEA B.R.E., L.K., M.J.N. These records, excellent for learning the fundamentals of Norwegian conversation, begin with simple greetings and useful phrases dealing with places and directions, buying things, eating, meeting people, trades, etc. Book I can be used for levels II-IV and Book II for levels V and VI. At times the pauses are a little too short for some students to learn the pronunciation from the recorded material alone. However, the excellent phonetic transcriptions in the text help to remedy this defect.


II Distr. MCKAY. 268 pp. $2.50.
1E, 2E, 3A, 4EAA, 5EEA, 6EEA, 7E, 8EEA, 9E, 10EEA, 11E, 12A, 13A S.A.B., B.R.E., L.S.R.
An excellent reference text for teachers and self-learners. It has a brief historical account of the development of "Riksmål" and "landsmaal," a rather complete treatment of the alphabet and sound system (45 pp.), clear explanation of the grammar, with good illustrations and amplifications with vocabularies appearing with each translation exercise and the key for each exercise given at the end rather than with the Norwegian exercise. The phonetic stress and sound are indicated for each word by the IPA system. It also has a fairly comprehensive double end-vocabulary.

BIBLIOGRAPHIES & RESOURCE LISTS

Books in English about Norway and by Norwegian Authors, 1956-61. NORWAY, 1961. 60 pp. Mimeographed. Free to institutions where Norwegian is taught.
1A, 2A, 3A, 4A E.H.
More recent but less complete than the Grønland list. Includes a section on the language but this is not satisfactory.

An indispensable list prepared by a librarian of the Univ. of Oslo. Covers all possible subjects including language, literary history, historical background, social life, science, and emigration.

BOOKS OF CULTURE & CIVILIZATION

1E, 2E, 3A, 4E, 5A S.A.B., S.A.R., H.H.

Each section is preceded by a general account and characterization of the period in question, followed by an analysis of the principal works of the leering authors. Although the literature is related to the whole cultural development, matters of excellence and quality are not neglected. Emphasis and balance are well maintained.

1A, 2A, 3A, 4A, 5A, 6A S.A.B., K.G.C., H.H.
The author, who has lived in the U.S. and in Norway, knows well the psychology of both the Americans and the Norwegians. Although it is a popular work, numerous observations on the habits, customs, traditions, and
attitudes of the Norwegian people make this book, if not indispensable, at least very useful as collateral reading. Mr. Boardman's wry humor is a distinct asset.

Excellent linguistic and sociological study of Norwegian culture in America. Valuable for teacher to obtain background material. Doubtful if high-school students could gain much from direct reading.

An overall view of Norwegian history with sufficient reference to the rest of Scandinavia and Western Europe to make the Norwegian development meaningful also in the larger context. The scholarship is sound, the range of interest broad, and the presentation objective and dignified. The author's abiding interest in the subject results in a style which catches and holds the attention of the reader, excellent tool or text for the student of civilization and also for the student of literature who is interested in belles lettres as a social force.

Twenty-two-page chapters covering the entire range of Norwegian life and civilization in very simple but accurate fashion. The climate, the land, the climate, early history, modern history, the people, occupations, cities, life in homes and villages, education and arts, heroes, social legislation, and government. Accompanied by a set of corresponding pictures, suitable for classroom use, and a glossary of terms; some of the pictures are maps.

7-9 Norway Today. Ed. Per Vogt. 8th ed. DREYERS, 1961. 10-12 Many illus. 7½ x 11 in. 144 pp. $5.00. 1AEE, 2E, 3EAE, 4EAE, 5EAE, 6E B.R.E., L.H., M.J.N.
A readable, honest, well-illustrated and topically balanced work, dealing with natural resources, the arts, social and economic life, and regional differences. It gives an comprehensive view of modern Norway, suitable for use at any level above the 6th grade. While the various articles are written by specialists, their brevity makes them rather superficial.

10-12 Stewart, Janice S. The Folk Arts of Norway. WISCONSIN, 1953. Color and b/w illus. 264 pp. $10.00. 1E, 2E, 3E, 4E, 5E, 6E K.G.C., E.H., L.H.
Beautifully illustrated account of wood carving, metalwork, weaving, embroidery, and costumes in rural Norway, discussed against a background of the history and culture of the countryside.

Wholly factual introduction to Norway as a tourist area. Notes on history, geography, industries, health and social welfare, cultural life, and language. Information on planning one's visit and suggestions for possible tours. Complete list of all localities with information on hotels and the like. Type is too small.

Published every two years in Norway, the contents, statistics, and other data are based on the latest available official figures. The book contains clear and concise descriptions of all phases of Norwegian life—public and private, past and present.

BOOKS OF SONGS

A very helpful songbook with over 200 songs, including national anthems, folk songs, classics, and Christmas carols. It has pictures of some of the composers represented, with a short biographical sketch about each. It has a brief introduction on music, but no explanations of the songs. The print is rather small. Most songs have only melodies, a few have harmonizations.

10-12 Hansen, Carl, and Frederick Wick. Sons of Norway Song Book. SONS, 1948. 152 pp. $2.00, paper $0.20 (without music). 1E, 2EEA B.R.E., E.H., L.K.
A selection of 165 of Norway's most loved folk songs, patriotic songs, and ballads, including a few classical selections. Some of the folk songs are in the dialects of the regions. Arranged for ensemble singing, for solo voice, and for piano. Norwegian and English texts.

Attractive songbook for small children, with clearly printed notes and text, and with amusing illustrations on facing pages. Contains about 60 of the most widely-known Norwegian children's songs. No background descriptions or piano accompaniments.

A collection of popular children's songs. The language is simple, catchy, and well related to the melodies. The songs are infantile rather than culturally authentic.

Four Norwegian dances (Aattetur, Bendik and Aarolilja, Selerid Hopa, and Spring Pols) with an introduction describing the background of dances, costumes, and music. Illustrates the position of body and arm holds and the basic steps. Bibliography.

A collection of singing games and dances for children from 6 to 16 by the leading authority on the Norwegian folk dance. Piano accompaniment is included with the lyrics, and full directions are given for the dances and games.

T Søyland, Carl, comp. Sangbok. NOR. NEWS, 1941. 551 pp. 10-12 $1.50. 1A, 2E B.R.E., E.H., L.H.
A collection of well-known songs and poems; as much an anthology of poetry as a songbook. 308 poems, with a supplement of 48 in English. Primarily for the teacher, who may want to select some of these as cultural material for advanced students.

4-6 Weydahl, Andy. Sangleker for stortoloen. CAPPELEN, 1946. 2 opplag, 70 pp. N. kr. 5.40. 1E, 2E B.R.E., E.H.
45 popular children's games and folk dances for school use. Full instructions on the dances.
CONVERSATION BOOKS

T
Abrahamsen, Samuel. Say it in Norwegian. DOVER, 1957. 142 pp. Paper $0.75.
7-9
I-II
L.K., M.J.N., L.S.R.
A compact, easy-to-use conversation book containing idiomatic expressions needed for travel and everyday living in Norway. The phrases are arranged according to topic, and there is an English index. It could be used as supplementary material. The phonetic transcriptions are based on English spelling and are likely to be more confusing than helpful.

DICTIONARIES

T
7-9
IV-VI
K.G.C., B.R.E., L.H.
This comprehensive technical dictionary, prepared for Norwegian technical colleges, has no information on syllabification, stress, or pronunciation of Norwegian words. It has information on the gender of nouns, but not on the inflection of verbs. It is, however, a useful supplement to the existing school dictionaries. A great part of its specialized vocabulary is not found in any other dictionary.

10-12

3-8
J.A., 2A, 3A, 4A, 8E, 2A S.Ab., H.H., L.H.
These maritime technical dictionaries, prepared for Norwegians, have no information on syllabification, stress, or pronunciation of Norwegian words. They are also lacking in information on the gender of nouns, inflection of verbs, etc. But they supplement the existing school dictionaries. A great part of their specialized vocabulary is not found in any other dictionary.

10-12
Bjørge, J. H. B. Engelsk-Amerikansk-Norsk Ordbok. 10-12
FABRITIUS, 1950, 598 pp. N. kr. 18.50.

I-II
IAAU, 2AAE, 3A, 4A, 8AAE, 9AAE S.Ab., B.R.E., L.H.
This new edition uses the spelling reform of 1938 and gives information on syllabification, stress, or pronunciation of Norwegian words. It is, however, a useful supplement to the existing school dictionaries. A great part of its specialized vocabulary is not found in any other dictionary.

10-12

1-10
1A, 2A, 5A, 8A, 9A H.H., L.H.
No information on syllabification, stress, pronunciation of Norwegian words, gender of nouns, inflection of verbs. It is, however, a useful supplement to the existing school dictionaries. A great part of its specialized vocabulary is not found in any other dictionary.

T
Farmand, Bjørn. Merkantil ordbok. Norsk-engelsk, 10-12
Engelsk-norsk. HØVIK, 1948. 271 pp. $2.00.

V-VI
1A, 2A, 5A, 8A, 9A B.R.E., H.H.
No information on syllabification, stress, pronunciation of Norwegian words, gender of nouns, inflection of verbs, etc. It is, however, a useful supplement to the existing school dictionaries. A great part of its specialized vocabulary is not found in any other dictionary.

T
Gleditsch, T. H., English-Norwegian Dictionary. ALLEN, 10-12
1950. 855 pp. $25.

IV-VI
1A, 2A, 3E, 4A, 8A, 9A S.Ab., H.H., M.J.N.
Lacks information on syllabification, stress, pronunciation of Norwegian words, gender of nouns, inflection of verbs, etc. It is, at present, the most extensive English-Norwegian dictionary available.

10-12
Guy, Walter. Norsk-engelsk ordbok for det praktiske liv. 10-12

IV-VI
1A, 2A, 3A, 4A, 8A, 9A H.H., L.I.
No information on syllabification, stress, pronunciation of Norwegian words, gender of nouns, inflection of verbs, etc. Intended for use in Norwegian trade schools and for business use, it contains considerably more technical words and business terms than the usual school dictionaries.

T

1E, 2E, 3E, 4A, 6A, 8E, 9E H.H.
This is planned to be a comprehensive dictionary of the Neo-Norwegian literary language. It does not give information on syllabification, stress, or pronunciation. It will when completed, become an extremely useful dictionary for the reading of texts in Neo-Norwegian.

10-12
Jorgenson, Theodor, and Peder Galdal. Norwegian-7-9

II-VI
pp. $4.50.

1AAA, 2AAE, 3AAE, 4AA, 7UAA, 8EAA, 9EAA S.Ab., B.R.E., H.H.
Useful for schools. The gender and plural endings of nouns, adjective endings, and inflection of verbs are indicated. Neatly printed in large type. No indication of syllabification, stress, or pronunciation. The lack of illustrative phrases in many cases makes the definitions rather general.

T

1A, 2A, 3A, 8A, 9A H.H., L.H.
Pocket-sized. No information on syllabification, stress, pronunciation of Norwegian words, inflection of verbs. It is, however, a useful supplement to the existing school dictionaries. A great part of its specialized vocabulary is not found in any other dictionary. Specifically American words are included.

T
Knudsen, Trygve, Harald Noreng, and Alf Sommerfelt. 10-12

1E, 2E, 3E, 4E, 6A, 8E, 9E K.G.C., H.H., M.J.N.
An unabridged dictionary of the Standard Norwegian literary language ("bokmål"). It is beyond its scope to give information on syllabification, stress, and pronunciation. Otherwise it is without comparison the best available monolingual dictionary of the written language in Norway.

10-12
Marm, Ingvald. Engelsk-amerikansk-norsk militær ord-64
VI

1A, 2A, 5A, 8A, 9A B.R.E., H.H.
No information on syllabification, stress, pronunciation, gender of nouns, or inflection of verbs. It is, how-
ever, a useful supplement to the existing school dictionaries. American words and terms are included.


III-VI

4-6

7-9

K-3

8.50.

2A, 6U B.R.E., M.J.N.

Though the record is designed for listening, the 12 popular songs can be easily learned, and the accompaniments are excellent for group singing. This is particularly true of Side A, but the voice of the singer often seems strained, and his pronunciation shows some influence from both English and Swedish. The texts of most of the songs may be found in most fairly complete song books. Songs on Side B are of less cultural significance but the interpretation is more authentic and the performance more relaxed.

10-12 Norwegian Folk Songs. Singer and guitarist Pelle Joner.

7-9 Recorded in Norway. FOLKWAYS, 1958. One 12 in. 33 1/3 rpm. disc (Serial No. FW 8725) $5.95.

2AAE, 6A K.G.C., B.R.E., E.H.

An excellent sampling of folk music, dances, love songs, lullabies, and medieval ballads from various regions. Much of the language is dialectal.


One 12 in. 33 1/3 rpm. disc (Serial No. T10069) $3.98.

1A, 2E, 6U B.R.E., M.J.N.

The sentimental tradition in Norwegian popular music. The authenticity is unquestionable and the performers spontaneous, but the quality is dubious. Prolongations are slightly but not seriously dialectal. The accompaniments are complicated and varied, but they can be used for group singing.

ELEMENTARY READERS

K-3 Bergersen, Hans. Lesebøk, første skoleår.

B. utgave.


1A, 2A, 5E E.H.

Brightly illustrated. Vocabulary simple and well controlled, patterns frequently repeated. Contents only moderately interesting. Could be read to the pupils before they begin to read.


N.kr. 10.00.

II 1E, 2A, 3U, 5E B.R.E., L.H., M.J.N.

Lively and contemporary prose and poetry. Builds vocabulary systematically and contains many standard colloquial idioms. In simple fashion it gives insight into the lives of Norwegians in almost all parts of the country.

10-12 Haugen, Einar. Reading Norwegian. APPLETON, 1940.

7-9 207 pp. $2.30.

II 1F.EU, 2AAE, 3EEA, 5AAE S.Ab., B.R.E., L.K.

Fairy tales, stories dealing with Norwegian folklore, modern life, Christmas holidays, and Norwegian immigrants to the U.S. Interest for high-school students varies. The vocabulary is extensive and excellent, with footnotes for unusual words. No exercises.

K-3 Rolfson, Nordahl. Nordahl Rolfson lesebøk: Jeg leser.


1E, 2A, 3U, 5E B.R.E., L.H., M.J.N.
Stories and poems about plants, animals, and people. Many can be read as dialogues and contain repeated phrases designed for language teaching. Literary value and a genuinely rural Norwegian character. Excellent illustrations. There are no notes or end-vocabulary.

LITERARY TEXTS


An introduction to classic Norwegian literature. The language is comparatively simple, and the text has excellent notes, vocabulary, and questions in Norwegian based on the text. The story gives a good insight into the life and character of the country people of the 1860s. The orthography is not up-to-date, and so it is better as auxiliary reader than as classroom text.

MAPS

4-12 Hertzberg, H. K. Gyldendals Norgeskart. GYLDENDAL. Text in Norwegian. Colored. Relief-like. 1:1,000,000. Country divided into southern and northern half. Folded and portable. Detailed physical map, showing relief (but not to scale) by darker color. Index to all place names on back. Larger scale map (1:500,000) of Oslofjord region. Separate map in corner showing Svallbard (Spitbergen).


Designed especially for school use and for individual students, this folder-booklet contains 7 maps, two large maps comprising the whole country, detailed maps of the larger cities and their surrounding territories, small maps showing isotherms and isolars. Boundaries of provinces, types of forests, rainfall, temperatures, and geological composition are indicated. The larger maps, in color relief, are very attractive.

PERIODICALS

T Aktuelle. Ed. Jostein Nyhamar. AKTUELL. Weekly. About 40 pp. 9 x 12 in. Many illus. N. kr. $4.00 a year, N. kr. 42.00 6 mo.

1A, 2E, 3E, 4A B.R.E., E.H., M.J.N.

Picture weekly with many interesting articles on current events, cross-word puzzles, comic strips, humor columns.


1A, 2E, 3E, 4E S.A.R., K.G.C., L.H.

It complements the American-Scandinavian Review and has the advantage of being about one country. Suitable for both student and teacher.

T Norwegian Pictorial Review. Ed. Johan Hambro. DREYERS. 6 times a year. 10 x 15 in. illus. N. kr. 100.00 a year, 3 mo. N. kr. 35.00, 6 mo. N. kr. 55.00.

Letters, translations of current short stories and lyric poetry, and a quarterly review of economic and political developments. Articles on the theatre, the arts, and sketches of leading personalities. Valuable for its coverage of the rest of the Northern countries.

T Nytte fra Norge. Ed. Tor Dagr. NYTT. Weekly. 12 pp. 10 x 15 in. Illus. N. kr. 100.00 a year, 3 mo. N. kr. 35.00, 6 mo. N. kr. 55.00.

News in brief on Norway and of interest to Americans (government proposals, laws, and projects, cultural and travel information), the type of news which promotes good relations between countries. In the classroom develops an interest in and a respect for Norway.

T Norwegian Posten. Ed. Jenny Atvilde Johansson. NYPSTEN, 495 Times Annex, Minneapolis 1, Minn. Weekly. 4 pp. 17½ x 22 in. Illus. $4.00 a year.

1A, 2AU, 3EA, 4AU B.R.E., L.K., L.S.R.

Contains some interesting cultural, political, and domestic news from Norway, but it is more devoted to news about Norwegian-Americans, their culture, organizations, and other group activities. The Twin City area and the surrounding territory are particularly well covered. While it tries to keep up with the spellings reforms that have been put into effect in Norway, it is rather inconsistent in this respect. A few articles are in English.

T News of Norway. NORWAY. Weekly. 4 pp. 8½ x 11 in. Free.

1E, 2E, 3E, 4A S.A.R., H.H., L.S.R.

News in brief on Norway and of interest to Americans (government proposals, laws, and projects, cultural and travel information), the type of news which promotes good relations between countries. In the classroom develops an interest in and a respect for Norway.

T Nordisk Tidende. Ed. Carl Søylund. NOR. NEWS. Weekly. About 12 pp. 17 x 23 in. Illus. $8.00 a year, 3 mo. $2.50, 6 mo. $1.00. Student rate $1.00 for 15 weeks.

1E, 2E, 3EAA, 4EAE S.A.B., B.R.E., L.K.

The most up-to-date Norwegian-language newspaper published in the U.S. The editorials and feature articles excel because of their clarity of style and content. Concentrates on news of interest to Norwegians.
Summary of the week's news for Norwegian sailors. Useful for collateral reading, but primarily for the teacher who wishes to keep abreast of recent events. Airmailed on thin paper. Some cultural articles, but otherwise rather thin.

Scandinavian Studies. Ed. Walter Johnson. SASS. Quarterly. About 50 pp. $5.00 a year, including membership. Each issue $1.50.
1A, 2A, 3A, 4A K.G.C., K.G.C., H.H., ?.H.
Only for the teacher with advanced professional interests. Reviews (particularly those of textbooks) are of some help.

Western Viking (formerly Washington Posten). Ed. O. L. Ejde. WESTERN. Weekly. 5 pp. 17 x 22 in. Illus. $5.00 a year.
1A, 2A, 3A, 4A S. Ab., B.R.E., M.J.N.
News about Norwegians and Norwegian activities on the West Coast, with some coverage of Norwegian news in general. Selections from novels and non-fictional works. It uses the spelling reform of 1938.

REFERENCES GRAMMARS


A textbook for teachers in the Norwegian schools, which attempts to combine both Norwegian languages into one description. There is a great deal of information on historical backgrounds and dialectal forms. As a whole it is somewhat confusing, with a good deal of speculation and comment on contemporary linguistic issues. It is limited to the grammar of single words; the syntax is to follow.
POLISH

In the left margin, arabic numerals indicate grade or class levels (7-9 for junior high school). The first line of numerals indicates the preferred level, although the material might be used at other levels given. Roman numerals indicate language proficiency levels (I for beginners). "T" indicates materials for the teacher.

The name or initials in capital letters in each entry is the code name for the producer or distributor, whose full name and address is listed in Appendix 3.

Because of the paucity of Polish materials in certain categories, some items have been included which do not exactly meet the criteria or which were prepared for college students. In these cases, the shortcomings have been noted in the ratings and paragraphs.

We remind teachers that NDEA funds may be used to purchase materials produced in Communist countries only if equivalent materials are unobtainable elsewhere.

The committee of evaluators:

H.C. Helen Chmielewska, Chadyey HS, Detroit
E.O. Edmund Ordon, Wayne SU, Chairman
W.R. Mrs. Wanda Rozmarck, Madonna HS, Chicago

BASIC TEXTS

10-12 Nowosielska, Maria. Introducing Polish. NOWOSIELSKA, 1956. 58 pp. One 12 in. 33 1/3 rpm. disc. Disc and text $15.00.

(Text) 1E, 2E, 3A, 4E, 5E, 6E, 8E, 9A, 10U, 11E, 12A, 13E H.C., E.O., W.R.
(Disc) 1A, 2E, 3U, 4A, 5A, 6A, 7A, 8E, 9A, 12E, 14E, 15A H.C., E.O., W.R.

The text is unbound in order that Polish and English materials can be kept separate and that they can be coordinated with the materials of Practice Your Polish.

Language native and colloquial. Not useful with linguistically sophisticated students.


1E, 2E, 3E, 4E, 5E, 6E, 8E, 9A, 10U, 11E, 12A, 13A H.C., E.O., W.R.

An excellent supplement to Introducing Polish, though it lacks an accompanying text. Enables student and teacher to vary the basic patterns through introduction of new, colloquial vocabulary.


Distr. POLISH. xxiv + 469 pp. $5.00.


A text which demands an experienced teacher who can adjust himself to the level of his students and wisely adapt to conversational techniques. Intended also as a self-study text with keys to exercises.

BOOKS OF CULTURE & CIVILIZATION


1E, 2E, 3A, 4E, 5E, 6A H.C., E.O., W.R.

The finest study of its kind in Polish and a model for cultural histories generally. A broad, multi-faceted approach yet rich in significant detail. The best possible cultural background for the teacher of the language.

BOOKS OF SONGS

7-9 Stojowski, Sigismund. Memories of Poland Album. Eng.

4-6 Lith lyrics by Olga Paul. MARKS, 1937. Piano and viol.

10-12 lin accompaniment. 48 pp. Paper $1.50.

1A, 2E H.C., E.O., W.R.

Well-known songs from various regions of Poland. Brief commentaries on origins or traditions of songs. Can be used in connection with various holidays or the teaching of dances.

CONVERSATION BOOKS

10-12 Retman, Bozena and Roman. How to Say it in Polish. 7-9 Wiedza Powszechna, Warsaw, 1959. Distr. CRACOVIA.

1II-IV Illus. 256 pp. 6/-.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A H.C., E.O., W.R.

Divided into 16 sections, such as "inscriptions," "time," "some everyday phrases," "personal affairs," "meals," "health," and "entertainment." Useful supplement to conversational situations already practised in the classroom.

DICTIONARIES


1A, 2E, 3E, 4E, 7E, 8E, 9E H.C., E.O., W.R.

The newest and by far the best English-Polish dictionary. One drawback to its widespread use is the relatively high price. It provides American and British usages and idioms. The contemporary meaning is given first in the definitions, followed by earlier ones. The Polish-English volume will presumably be equally excellent.

ELEMENTARY READERS


1E, 2E, 3U, 4A, 5E H.C., O.E., W.R.

The primer from which generations of Poles have learned to read and write. It is without bias and has won much improved in appearance. Since it was intended for Polish children it has no vocabulary, but the illustrations enable the child to comprehend meanings. Handwriting and reading exercises and simple reading selections on a large variety of topics.

PERIODICALS


1E, 2E, 3A, 4E, 5E H.C., E.O., W.R.

The leading scholarly journal dealing with the Polish language. Useful for historical and descriptive materials. No evident bias. The various sections indicate its usefulness to the teacher: 1) general problems, the grammatical system 2) words and phrases 3) dialect materials 4) old Polish materials 5) necrologies 6) reviews, minutes, and notes 7) discussions and polemics 8) language accuracy and correctness 9) varia.

POLISH: Reference Grammars

1A, 2E, 3A, 4A, 5A    H.C., E.O., W.R.

General articles on language, methodological articles of books in the field, and a chronicle of professional events. Lists new publications, both literary and scholarly, and books most recently approved for school use by the Ministry of Education. An occasional article or review will be slanted toward the views of the Ministry of Education.


1E, 2E, 3A, 4A    H.C., E.O., W.R.

Generally an objective periodical with a descriptive approach. In addition to articles on linguistics, it prints reviews of books in the field, a chronicle of events of interest to linguists, and an interesting and highly useful section on usage by the editor. There is occasional political bias.

REFERENCE GRAMMARS


1E, 2E, 3E, 4E, 5A    H.C., E.O., W.R.

The standard text for Polish majors. Revised by one of the most prominent Polish descriptive linguists. It proceeds from phonetics to parts of speech, word formation, morphology, and syntax. Standard equipment for any teacher of the language.
PORTUGUESE

In the left margin, Arabic numerals indicate grade or class levels (7-9 for junior high school). The first line of numerals indicates the proficiency level, although the material must be used at other levels given. Roman numerals indicate language proficiency levels (I for beginners). ‘T’ indicates materials for the teacher.

The name or initials in capital letters in each entry is the code name for the producer or distributor, whose full name and address is listed in Appendix 3. In the notation “1EEA, 2A, 3AAU,” etc., the numbers refer to the criteria for this category of material (Appendix 2). The letters are the ratings given by the evaluators: E—Excellent, A—Acceptable, U—Unacceptable. If all evaluators agree on a rating, its letter appears only once.

A-Acceptable, U-Unacceptable. If all evaluators agree on a rating, its letter appears only once.

Because of the paucity of Portuguese materials in certain categories, some items have been included which do not fully meet the criteria for this category of material (Appendix 2). The organization of grammatical principles, presents contemporary Brazilian Portuguese, and has well planned exercises. Adapted to oral drill.


Certain useful dialogues dealing with life situations. The grammatical explanations are clear and detailed but too thorough for use by any but mature students. There are excellent phonetic transcriptions of the reading passages.


Good Brazilian Portuguese with a wealth of vocabulary and idioms and a Brazilian flavor. The book would profit from a revision and reorganization, especially in the presentation of grammar and Brazilian pronunciation.

10-12 Williams, Edwin B. First Brazilian Grammar. APPLETON, 1904. 204 pp. $3.00. I 1A, 2A, 3A, 4U, 5A, 6UUA, 7U, 8UAA, 9UAA, 10A, 11A, 12U, 13A O.F., A.R., R.S.

For an above-average student, especially one who has studied another language, it offers a quick summary of the elements of Portuguese. Its conciseness, however, prevents it from providing a total knowledge of the language. Reading selections are very inadequate and the book was not meant for oral work. There are some inadequacies in vocabulary and explanations. It is very similar to An Introductory Portuguese Grammar.


BOOKS OF CULTURE & CIVILIZATION


An outstanding presentation of Brazilian culture, comprehensive, thorough, and up to date. A third edition of the Portuguese original appeared in 1958 (São Paulo: Melhoramentos).


Excellent pictorial history of Brazil. Easy and lively reading.


A general introduction to the culture of South America and of Brazil. Dialogue form. Fairly informative. Vocabulary good. Monotony of presentation detracts from interest.
PORTUGUESE: Dictionaries

V-VI Illus. 542 pp. $3.00.
1E, 2E, 3E, 4E, 6E O.F., A.R., R.S.
The standard book on Latin American economic geography, it also has excellent historical and political material. There is a 188-page section on Brazil.

1A, 2A, 3A, 4A, 5A, 6A, 7A O.F., A.R., R.S.
Thorough study of Brazilian culture on a mature level. A certain monopoly of presentation.

10-12 Livermore, H. V.
TAPPLETON, 1942-43. 62 pp. $0.75. 1E, 2E, 3E, 4E, 5E O.F., A.R., R.S.

III 124 + 32 + ixxi pp. $3.20.
1A, 2A, 3E, 4E, 5A, 6A, 7A O.F., A.R., R.S.
A fairly good introduction to the culture of Brazil at an easy level. Exercises are not adequate.

1A, 4E M.I.A., A.R., R.S.
Rásumés of the history, geography, and culture of the states.

BOOKS OF SONGS
K-3 Mccarenavh Mário. Velhas canções de minha infância.
1A, 2E M.I.A., A.R., R.S.
Charming traditional children's songs with simple piano accompaniment.

CONVERSATION BOOKS

7-12 Portuguese Conversation: Intermediate. HEALTH, 1942-43. 70 pp. Paper. $5.00.

1A, 2A, 2A, 3E, 4A, 5E, 6A, 7A, 8A O.F., A.R., R.S.
Dialogues on life situations that lend themselves satisfactorily to the oral method. European Portuguese is emphasized, but Brazilian forms are also given.

1A, 2A, 3E, 4A, 5A, 6A, 7A, 8A O.F., A.R., R.S.
A useful, idiomatic, and easy start in conversational Portuguese. Brazilian emphasis.


7-9 50 very brief dialogues presenting authentic situations. The book is acceptable for middle grades in elementary school and for junior high school. Since it was designed to accompany the Williams First Brazilian Grammar, the lack of phonetic aids and vocabulary is excusable.

1A, 2U, 3E, 4A, 5E, 7A, 8A O.F., A.R., R.S.
A conversation manual developed on the basis of phrase patterns applicable to normal life situations and especially designed for travelers. Within its limitations it should be of considerable value to the teacher. Recordings are excellent. Portuguese pronunciation.

DICTIONARIES
7-9 Aliandro, Hygino, ed. Dicionário inglês-português. GC-
10-12 750. AFFILIATED (Pocket Books), 1956. xxviii + 381 pp.
III-VI $0.75. The Portuguese-English Dictionary. GC754.
$0.75.
1A, 2E, 3A, 4A, 7U, 8A, 9A O.F., A.R., R.S.
The best of the small, inexpensive dictionaries. Includes a surprisingly large number of words. Rather strong in idiomatic expressions. Portuguese pronunciation difficulties are not indicated.

1E, 2E, 3A, 4A, 8A O.F., A.R., R.S.
A compilation of the commonest idioms in current written Brazilian Portuguese, arranged by range and frequency. Useful supplementary material, valuable for advanced language study. Important, too, for a knowledge of both European and Brazilian Portuguese.

V-VI $0.50.
This edition is probably the best of its kind for a one-volume dictionary published in Portugal.

1E, 2E, 3E, 4A, 7A, 8A, 9A O.F., A.R., R.S.
An excellent Brazilian Portuguese dictionary. It has extremely broad coverage and is kept up-to-date with frequent editions.

1A, 2A, 3A, 4A, 7A, 8A, 9A O.F., A.R., R.S.
Excellent dictionary with Portuguese rather than Brazilian emphasis. Very strong in idioms.

7-12 Pietzschke, Fritz. Novo Michaelis Dicionário Ilustrado.
1E, 2E, 3E, 4A, 5E, 9E O.F., A.R., R.S.
By far the 'best English-Portuguese dictionary on the market, this new Michaelis is notable for its completeness. It has a great number of idiomatic expressions with idiomatic translations into Portuguese, giving aid in syntax and style. There are hundreds of plates. Brazilian rather than Portuguese emphasis. Both British and American vocabulary. Equivalent weights ar-d measures.

7-12 Richardson, Elbert L., Maria de Lourdes Sá Pereira, and Milton Sá Pereira. Modern Portuguese-English, English-
Portuguese Dictionary. MCKAY, 1945. 347 pp. $3.50.
1U, 2AUU, 3A, 4A, 7AAEE, 8A, 9A O.F., A.R., R.S.
Coverage lacking in scope and differences not well pointed out. But bilingual dictionaries in this field are scarce.


IV-VI 1A, 2E, 5A, 7A, 8A, 9E O.F., A.R., R.S.

Despite some deficiencies in vocabulary, this is by far the most complete and accurate Portuguese English dictionary available at present. It is especially good for use with Brazilian books. It is very strong in the translation of botanical and ornithological terms.

**DISCS & TAPES: LITERARY**

(Discs and tapes made in Brazil and Portugal do not have printed texts)

10-12 Andressen, Sophia de Mello Breyner. Sophia de Mello Breyner Andressen diz poemas da sua autoria. Recorded by the author. CARVALHO. Recorded in Portugal. One 7 in. 45 rpm disc (Serial No. PEP 1002) Esc. 55.00.

IV-VI 1E, 2E, 3E, 4E, 6E O.F., A.R., R.S.

A beautiful recording of lyrics by Portugal's finest living woman poet. Her voice is exceptionally clear and her manner of reciting simple yet emotional. The poems are interesting, varied, and have elements of humor. The poems are interesting, varied, and have elements of humor.

10-12 Antologia falada do conto brasileiro: Vol. I. Read by Luis Jatobá and Paulo Autran. Recorded in Brazil. CARVALHO. One 7 in. 45 rpm disc (Serial No. LPI 001). Approx. $4.00.

IV-VI 1E, 2E, 3E, 4E, 6E O.F., A.R., R.S.

Contains the most famous short story of Machado de Assis, *Missão do galho*, as well as three representative stories of Artur Azevedo, Simões Lopes Neto, and Alcântara Machado. They present a good idea of Brazilian short fiction.

10-12 Assis, Joaquim Maria Machado de. Poesia e prosa. Read by Margarida Rey, Tônia Carreira, César Ladeira, and Paulo Autran. Recorded in Brazil. CARVALHO. One 7 in. 45 rpm disc (Serial No. FL 005-006). Approx. $4.00.

IV-VI 1E, 2E, 3A, 4E, 6E O.F., A.R., R.S.

A very interesting recording of prose and verse reflecting different aspects of the art of Machado. A good short preface by Manuel Bandeira.

7-9 Barro, João de. O Chapeuzinho vermelho. Read by Teatro Diquinho. Recorded in Brazil. FESTA, n.d. One 12 in. 33 1/4 rpm disc (Serial No. DE 45-4007) $3.00.

IV-VI 1A, 2A, 3A, 4A, 6A M.I.A., A.R., R.S.

Portuguese version of Little Red Riding Hood. The voices are good but there is no text.

7-9 A Gata borralheira. Read by Sônia Barreto and Teatro Diquinho. FESTA, n.d. Two 7 in. 45 rpm discs (Serial No. DE-45-4007) $3.00.

IV-VI 1A, 2A, 3A, 4A, 6A M.I.A., A.R., R.S.

A Portuguese version of the Cinderella story. The voices are good but no printed text accompanies the record.

7-9 Kim, Tomaz. Tomaz Kim diz poemas da sua autoria. Recorded by the author. CARVALHO. One 7 in 45 rpm disc (Serial No. PEP 1005) Esc. 55.00.

IV-VI 1E, 2A, 3A, 4A, 6E O.F., A.R., R.S.

A good recording by one of the best known contemporary poets of Portugal. Educated Lisbon pronunciation and poised, clear recitation.


IV-VI 1E, 2E, 3E, 4E, 5E, 6E M.I.A., O.F., R.S.

Selections from 13 of the greatest poets of the last century, from Antero de Quental to António Boto. The accompanying texts are translated literally, and the notes explain briefly the contribution of each writer to the development of Portuguese poetry. No living poets are included.

10-12 Moderna poesia brasileira. Read by the Jôgráis de São Paulo. Recorded in Brazil. CARVALHO. One 7 in. 45 rpm disc (Serial No. LPI 1001) Approx. $2.50.

IV-VI 1E, 2E, 3A, 4E, 6E O.F., A.R., R.S.

Interesting anthology of modern poetry read by soloists and choral reading quartet.

10-12 Neméisio, Vitorino. Vitorino Neméisio diz poemas da sua autoria. Read by the author. CARVALHO. One 7 in. 45 rpm disc (Serial No. PEP 1010) Esc. 55.00.

IV-VI 1E, 2E, 3E, 4E, 6E O.F., A.R., R.S.

A clear recording by one of Portugal's leading writers. The poems are interesting, varied, and have elements of humor.


IV-VI 1E, 2E, 3E, 4E, 6E O.F., A.R., R.S.

A good recording by one of the most original modern poets of Portugal. Educated pronunciation and unusually clear recitation.

**DISCS & TAPES: SONGS**


IV-VI 1E, 2E, 3A, 4E, 5E, 6E M.I.A., O.F., A.R., R.S.

Interesting collection of Christmas and Epiphany carols collected in different regions of Portugal.Soloists and groups are unaccompanied except for an occasional flute. The fact that the singers are non-professional adds to the charm and authenticity of the performances. There are some dialectal pronunciations. The accompanying text contains some gaps and many errors.

7-9 Danças gaúchas. Recorded by Inezita Barroso and Grupo folclórico de Barboza Lessa. Accompanied by strings and guitar. DISCOS COPACABANA, n.d. One 10 in. 33 1/4 rpm disc (Serial No. CLP 8649) $2.50. Manual.

IV-VI 1A, 2A, 3A, 4A, 5A M.I.A., O.F., R.S.

Representative folklore material from the south of Brazil. Excellent manual has words and music and instructions for dances.

7-9 Cantigas de roda. Orquestra e Câro Carruossell. Recorded in Brazil. DISCOS, n.d. One 10 in. 33 1/4 rpm disc (Serial No. LP 1001) Approx. $3.00.

IV-VI 2E M.I.A., A.R., R.S.

Charming children's songs, well sung in lively arrangements.

**ELEMENTARY READERS**


IV-VI 1A, 2A, 3A, 4A, 5A O.F., A.R., R.S.

Limited appeal, as interest varies considerably in the different sections.
**PORTUGUESE: Reference Grammars**

**37**

---

**FILMS: DOCUMENTARY**


1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9EEA, 10A O.F., A.R., R.S.

The development of the butterfly through the various stages of its existence is explained in not too technical language in a well-delivered Portuguese commentary.

---

**7-12 The Chairmaker and the Boys. Written and photographed by Grant Crabtree. Filmed in Canada. Produced by Tim Wilson. NAT. FILM CANADA, 1960. 16 mm. 21 min. Narration in Portuguese. Bkvw purchase $90.00. Color purchase $180.00.**

---

**7-9 Friend. The latter adds a dramatic note to the documentary nature of the film. Good Portuguese narration, but with a speed which would demand four or more of the language taught with an oral-aural approach. No script.**

---

**10-12 Metal Craft. Consultant Forest Grant (Director of Art, N.Y. City Public Schools). Filmed in U.S. EBF, 1939. Narration in Portuguese. 16 mm. 11 min. Bkvw (Serial No. 236 BW). Purchase $60.00. Teacher's Handbook in English.

1A, 2A, 3A, 4E, 5A, 6A, 7A, 8E, 9A, 10A O.F., A.P., R.S.

An excellent Portuguese commentary accompanies well-chosen scenes portraying different phases of the world of metal craftsmen.

---

**10-12 People of the Congo. Director and consultant James P. Chapin (American Museum of Natural History). Filmed in the Congo. EBF, 1939. 16 mm. 11 min. Narration in Portuguese. Bkvw purchase $60.00 (Serial No. 170). Film guide in English.

1E, 2AAE, 3E, 4AEE, 5A, 6E, 7A, 8A, 9E, 10A O.F., A.P., R.S.

This interesting film deals with fundamental aspects of the life of an artistic and rather sophisticated Congo tribe. The vocabulary is varied and not technical, and the pace of the Portuguese narration excellent. The guide will be helpful for vocabulary work.

(Many other films available from EBF and National Film Canada)

---

**LITERARY TEXTS**


---


1A, 4A M.L.A., A.R., R.S.

Portuguese version of the familiar Till Eulenspiegel tales.

---


1E, 4E M.L.A., A.R., R.S.

Traditional fables applied to modern life and retold with Monteiro Lobato's characteristic sense of humor.

---


1A, 4A M.L.A., A.R., R.S.

---

5 plays especially written for children. They have been presented widely and very successfully in Brazil.

---


1A, 2E, 3A, 4E O.F., A.R., R.S.

Interesting text, well edited. Broad, practical, up-to-date vocabulary. Insight into American than Brazilian culture. Very wide vocabulary range and rather difficult for average student.

**MAPS**


1E, 2A, 3E, 4E O.F., A.R., R.S.

Large maps, easily seen by students. States are well distinguished by different colors. Relation of Brazil to neighboring countries is shown. Information is recent.


1A, 2A, 3A, 4A O.F., A.R., R.S.

Has much information, including politics and ethnic data, minerals and location, products, railroads and airports.


1E, 2E, 3A, 4E O.F., A.R., R.S.

Abundant data and supplementary maps in smaller size which deal with rivers, railways, mountains. Statistical information about population and other subjects according to the 1950 census.

**PERIODICALS**


1A, 2A, 3E, 4E, 5E O.F., A.R., R.S.

This professional magazine confines scholarly articles on literature and language with reports on teaching methods and notes of interest to the teacher of Portuguese and Spanish.

**REFERENCE GRAMMARS**


1A, 2A, 3E, 4A, 5A O.F., A.R., R.S.

Well-organized, reasonably complete grammar of written Portuguese with 'raditional approach. A valuable reference aid.


1E, 2A, 3A, 4A, 5A O.F., A.R., R.S.

Although format and approach are that of a basic text, it would serve better as a reference text for students wishing to probe deeper into the language. Covers both spoken and written language.
In the left margin, arabic numerals indicate grade or class levels (7-9 for junior high school). The first line of numerals indicates the preferred level, although the material might be used at other levels given. Roman numerals indicate language proficiency levels (I for beginners). "T" indicates materials for teachers. Only if no equivalent materials were available elsewhere, since materials from Communist countries have been included only if no equivalent materials were available elsewhere, since only under these circumstances may schools obtain Communist materials with NDEA funds (Amendment to Section 301-304 of Title III of the NDEA, 28 Sept. 1960. Federal Register Doc. 60-9546, Filed 13 Oct. 1960). Materials with a strong Communist bias have been excluded, no matter where produced. If an item, despite bias, had enough value to warrant its inclusion, the bias has been noted in the evaluation. The committee of evaluators:

E.D.A. Edward D. Allen, Ohio SU
N.A. Nicholas Avtonomoff, San Francisco
E.B. Erika Birkmaier, University HS, U of Minnesota
E.J.B. Edward J. Brown, Brown U
G.B. Gitel Berger, U of Chicago
J.F.B. John F. Beebe, Indiana U
M.B. Morton Benkin, U of Pennsylvania
A.C. Agnes Chadwick, De Paul U
I.D. Irene Downey, U of Chicago
J.E. Justin Field, Ohio SU
A.F. Anatol Flume, U of Pennsylvania
B.F. Berthold Friedl, U of Miami
W.D.F. Wayne D. Fisher, U of Chicago
V.G. Vida Gottschalk, U of Chicago
H.H.J. Harry H. Josselson, Wayne SU
L.J. Lawrence Jones, Boston C
A.L. Alexander Lipson, MIT
L.S.S. Irene Linton-Smith, Newton (Mass.) HS
T.S.S. Thais S. Lindstrom, Sarah Lawrence C
S.M-M. Sister Marie-Margarita, Emmanuel C
T.M. Thomas Magner, U of Pennsylvania
C.P. Catherine Pastushova, Smith C
F.P. Fan Parker, Brooklyn C
J.P. Janet Puterman, Mamaroneck (N.Y.) HS
N.P. Nicholas Pahl, Kent SU
A.P. Anna Pinczenek, U of Pennsylvania
A.P. Aron Prusman, NYU
G.S. Gloria Sosin, Greenwich (Conn.) HS
L.T. Leon Travorog, Ohio SU, Chairman
J.vanS. Johannes van Straelen, Choate School, Wallingford, Conn.
I.W. Irwin Weil, Brandeis U
L.W. Loretta Wollett, Cleveland HS, Portland, Ore.
V.B.W. Mrs. Verne B. Wooton, "Upper Arlington Jr HS, Columbus, Ohio
H.Y. Helen Yakobson, George Washington U
X.Y. Xenia Youhn, Northwestern U
G.Z. Gleb Zekulin, U of Pennsylvania

BASIC TEXTS

10-12 Corryn, William S. Beginning Russian. Rev. YALE, 7-9 1951. $5.00.
I 1 1EEA, 2E, 3U, 42, 5A, 6A, 7U, 82, 9A, 10EEA, 11EUE, 12U, 13AUU E.B., W.D.F., L.W


RUSSIAN

The classroom teacher must know Russian very well and be well-versed in the techniques of the audio-lingual approach. Basically a three-year book. The printed phonetic scheme is confusing to the teacher and is not needed if tapes are used. A detailed teacher's manual is needed. Otherwise a beginning teacher might fail miserably with.


(Text) EEAU, 2EEA, 3EEU, 4E, 5E, 6E, 7E, 9U, 10E, 11E, 13A, 14A, 15A, 16E, 17E, 18E

Designed to cover one year of Russian in the secondary school. Not oriented to the audio-lingual approach. Reading centered. No provision for an initial audio-lingual period or for the oral introduction of new material. Too much material for one year. Supplementary material required to reinforce what is presented.

(Discs) 1E, 2E, 5E, 6E, 7E, 9U, 10U, 11U, 13A, 15A, 16E, 17E, 18E, F.P., G.S.

For use only if the text is used. Woman explaining the sounds of Russian letters through the use of approximately English sounds does not pronounce these properly. This may have an adverse psychological effect upon the American student. Also, her voice lacks vividness and is rather fatiguing.


1A, 2A, 3A, 4U, 5AU, 6AAU, 7A, 8AU, 9AAU, 10AU, 11AU, 12U, 13A E.B., W.D.F., L.W.

For use by the traditionally oriented teacher. Text much better than vol. I. Many illustrations skillfully used in the narrative and dialogs. But the book is reading centered, and dialogs are considered supplementary. Too much English explanation, with some incorrect terminology.


$9.96. Two 5 in. double-track tape reels $14.00.

(Text) 1EEA, 2EEA, 3EEU, 4EU, 5EEU, 6EEU, 7EEA, 8EEA, 9EEA, 10EEA, 11EEU, 12EUE, 13EEA E.B., W.D.F., N.F.

Of the traditionally oriented texts, this is the easiest to adapt to the audio-lingual method, but the adapting places a heavy burden on the teacher. Reading-translation is the basic aim. Contains exercises for translation from Russian to English, and also exercises which include translation from English to Russian of sentences not previously learned by the student. This is a "problem-solving" textbook.

(Discs) 1A, 2E, 3EEU, 4E, 5EEA, 6E, 7E, 8E, 9EEU, 10EEAU, 11EEAU, 13EEA J.E., F.P., G.S.

Useful mainly for listening, since half the lessons have no pauses for repetition. Too fast for a beginning student. Could be used for elementary supplementary readings. Record has some surface noise and echo and occasionally skips.

RUSSIAN: Books of Culture & Civilization

10-12 Bill, Valentine T. The Russian People: A Reader on Their History and Culture. CHICAGO, 1959. ix + 139 pp. $4.00. In Russian.

1E, 2E, 3E, 4E, 5A, 6A E.J.B., G.D., N.P.V.

A very well-balanced and much needed book containing vignettes of Russian culture and civilization. Tightly compressed series of essays chronologically arranged. The language level may be somewhat difficult for the high-school student, but for the brighter student this book would be intellectually stimulating and challenging, and, above all, it would be an antidote for the watered-down approach to language and culture study.

10-12 Bilnoff, Marthe. Life and Thought in Old Russia. PENN. STATE, 1951. Illus. 256 pp. $5.95.

1E, 2A, 3A, 6E E.J.B., G.D., N.P.V.

Translated excerpts from the writings of leading Russian figures and observers of Russian life. Illuminating essays by the editor introduce the selections, but these essays are frequently subject to challenge. Basic shortcoming is that the coverage stops at 1891. Excellent background reading for students of Russian language and literature.


1E, 2E, 3E, 4E, 6E E.J.B., G.D., N.P.V.

A brief, clear, and interesting chronological narrative, intended for the reader who does not know a great deal about the subject. Where the facts to be narrated are the subject of scholarly disagreement, the author indicates the existence of controversy without entering into it. This thoughtful introduction to Russian culture is excellent background reading.


1A, 2A, 3A, 4A, 5A, 6E, 7A E.J.B., G.D., N.P.V.

22 lessons, each preceded by an appropriate vocabulary drill, on such topics as geography, history, population, religion, government, Communist party, economy, social welfare, education, arts and sciences. Facts primarily from Russian (Soviet) sources presented in simplified narratives. No value judgment undertaken. Useful as a collateral rather than basic text.


1E, 2E, 3E, 5E, 6E E.J.B., G.D., N.P.V.

Miliukov, outstanding scholar and statesman, former leader of the Constitutional Democratic Party, poses a number of challenging questions, particularly with regard to the role of the church and religion. Many of his controversial views are tempered by the concise, sound, and well-balanced comments by Karpovich. Most useful for the teacher and the exceptional student.


1E, 2E, 3E, 5E, 6A E.J.B., G.D., N.P.V.

The most complete and up-to-date account of the development of the Soviet state. Based primarily on official sources, it is factual, but not critical enough to be considered excellent. Exposition is well-organized and well-balanced throughout. Suitable for background reading in courses dealing with the Soviet Union and Soviet literature.

10-12 Slonim, Marc. An Outline of Russian Literature. OXFORD, 1958. 235 pp. $5.00. Paper, NAL, $0.50.

1A, 2A, 3A, 6A E.J.B., G.D., N.P.V.

A concise narrative of the history of Russian literature from its origins to the present, with particular em-
phasis on the classics of the 19th century. Intended as an introduction to the subject for the curious student, and as such is excellent, likely to arouse interest and curiosity. Excellent background reading.


10-12 Treadgold, Donald W. Twentieth Century Russia. RAND, 1959. Illus. 550 pp. $7.00.

Deals primarily with trends of political change to 1957 (Khrushchev's consolidation of power), but considerable space is devoted also to economics, literature, arts, religion, and the non-Russian borderlands. A well-balanced, unbiased, lucid, and readable study. Good maps and illustrations. A useful, selective bibliography for students and teachers.


An analysis of the administrative and social structure of Russia in the latter part of the 19th century. The somewhat Victorian style may strike the modern reader as quaint, but this in no way interferes with the book's merits. It is particularly good in its analysis of the zemstvos on the district and provincial levels as well as in its clarification of the results of the reforms of Alexander II. It is to be especially recommended to teachers and to 12th-grade students who might consult it as a term-paper reference. It must be remembered that Wallace's views are tempered by a dated 19th-century western liberal outlook.


A well-translated selection of readings emphasizing the study of people as well as the institutions of Russia. Would make an excellent reference book for the small school library. The editor's notes clearly explain the significance of each passage.


An interpretation of Russian history and culture before and after the Revolution. Explains the course of Soviet history in terms of cultural rather than political or economic conflicts. Controversial yet stimulating addition to standard history books. May prove especially useful for discussion groups.

BOOKS OF SONGS

10-12 Hieble, Jacob, ed. Russkii Pesennik. THRIFT, 1947.

Piano accompaniment. 47 pp. Paper $0.50.


2E, 2E E.D.A., J.E., V.B.W. 24 songs, old and new, mostly folk songs. Each unit has poem, itemized vocabulary, and music. The songs have simple accompaniment. Good for classroom study.

CONVERSATION BOOKS

10-12 Kany, Charles E. Spoken Russian for Students and Travelers. HEATH, 1951. 272 pp. $2.75.

1A, 2AAU, 3AE, 4A, 5A, 6EEA, 7EEA, 8AAU AL, LL-S, X.Y.

60 dialogues covering all possible situations. Language is natural and idiomatic. Part I is especially valuable because dialogues are brief and sentences short enough to be used as true pattern drills. Appended grammar is good, and vocabulary and footnotes useful. The phonetic transcription is not always consistent. A good supplementary text.


1A, 2A, 3EEA, 4EEA, 5A, 6EEA, 7EEA, 8AAU AL, LL-S, X.Y.

Superior texts. Some dialogues too long for natural communication, but most involve real situations that could be set up in class. Grammar well presented. Vocabulary useful and well chosen. Humor will appeal to secondary-school students. No exercises or drill material.


1A, 2A, 3EEA, 4AAU, 5A, 6EEA, 7AAU, 8AU AL, LL-S, X.Y.

Typical structure patterns, drills on declensions and conjugations, and a workbook for self-teaching. Material well arranged. Good grammar explanations. With modifications, usable in the language laboratory. Drills are somewhat unimaginative, and often are not patterns at all but simply common paradigms with extra vocabulary items to be substituted, but not substituted for the paradigm form.


1A, 2AAU, 3AAU, 5A, 6AAU, 7A AL, LL-S, X.Y.

20 short chapters in dialogue form dealing with everyday situations. Applicable variants and conversation stories based on dialogue are very good and provide excellent material for drill. Each section becomes progressively difficult but remains on elementary level.

10-12 Russian Reading and Conversation. 2nd ed. PITMAN, 1959. 156 pp. $2.50.

1A, 2A, 3A, 4AAU, 5AAU, 6AAU, 7EEA, 8A AL, LL-S, X.Y.

33 lessons, each consisting of a dialogue and a story based on it, with separate vocabularies. 3 lessons on science. The language is idiomatic but the conversations are often too long and unmotivated. New vocabulary is rarely re-used in subsequent lessons.

DICTIONARIES


1A, 2A, 3E, 4E, 7E, 8A, 9A J.F.B., M.B., H.H.J.

The latest standard, large, general-use dictionary of current Russian, a necessity for all teachers of advanced Russian. The stress and morphological information given differ in several instances from that in Oshegov's dictionary, which is more strictly normative.


V-VI 1A, 2A, 3A, 4A, 6U, 7E, 8A, 9A J.F.B., M.B., H.H.J.

The best available. Very adequate for general pur-
DISCS & TAPES: LITERARY

10-12 Gateway to Russian. Ed.-in-Chief Frederick D. Eddy. OTTENHEIMER, 1960. Two 12 in. 33¼ rpm. discs
II (Serial No. CAB 4135) $7.95. Conversational material and alphabetical phrase index.
1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9A, 12E, 14E A.Pr., F., G.S.
Excellent for students who plan to visit the Soviet Union. Has expressions particularly useful in restaurants, railroad stations, hotels. Excellent for supplementary work with conversational material and to vary standard text program.

1A, 2E, 3E, 5E, 5A, 6E, 7A, 8E, 9E, 11E, 14A, 15E F.P., G.S.
Another version of the Holt Spoken Language series. Not particularly suited for high school use, it is rather a course for adults. Some records have groove echoes.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8EEA, 9E, 12E, 15E, 14E, 15E A.Pr., F.P., G.S.
Excellent recording. Good system. Good voices. Wonderful for children 10 to 15 years of age. May be used in both 1st and 2nd years. A fine introduction for children of lower grades.

DISCS & TAPES: LANGUAGE

1E, 2E, 3E, 4E, 5E, 6E, 7A, 8A, 9A 12A, 15U A.Pr., F.P., G.S.
Great conversational material. Well recorded. Intended for adults. Not suitable as a high-school text, but may be used as a supplementary aid.

T Oshegov, S. I. Slovar' russkogo jazyka. Rev. Diztr. FOUR
10-12 CONT. 1960. 900 pp. $3.75.
VI
1E, 2E, 3E, 4E, 5U, 6E, 7E, 8U J.F.B., M.B., H.H.J.
This standard, normative, one volume, abridgement dictionary, used by educated people in the U.S.S.R., contains about 55,000 entries. Essential for the teacher and for advanced students. The morphological information is now fairly well coordinated with Avanesov's Dictionary of Pronunciation and Stress, although some inconsistencies still exist.

10-12 $2.00.
V-VI
1E, 2E, 7E, 8A, 9A J.F.B., M.B., H.H.J.
The standard work on the orthography of modern Russian. 110,000 entries. The stress of each word and key declensional forms are indicated. A valuable section on the rules of Russian spelling. Essential for those who write Russian.

T Patrick, George Z. Roots of the Russian Language. 2nd ed. PITTMAN, 1959. 379 pp. $3.25.
10-12 V-VI
The basic roots, lists of derived words, and valuable illustrative sentences for each. Some practice exercises.

10-12 V-VI
1E, 2E, 3E, 4E, 7A, 8A, 9A J.F.B., M.B., H.H.J.
Excellent for advanced work. Deals basically with phrases and sentences rather than with isolated words. Many idioms and proverbs, and numerous illustrative examples. Sections on Russian pronunciation and grammar, Russian weights, special Soviet terms, Russian foods.

10-12 $2.00.
VI
1E, 2E, 3E, 4E, 5U, 6U, 7A, 8A, 9A J.F.B., M.B., H.H.J.
Probably the best current, general Russian-English dictionary available. Summaries of English grammar (in Russian) and Russian grammar (in English), and sections on the pronunciation of both languages. Some attention paid to differences between British and American English. Morphological information only fair.

10-12 VI
1E, 2E, 3E, 4E, 7A, 8A, 9A J.F.B., M.B., H.H.J.
An excellent compilation of Russian roots, derivations, and illustrative sentences (much fuller than Patrick's Roots of the Russian Language). The introduction has a description of the principles of Russian word formation.

DISCS & TAPES: LITERARY

1E, 2E, 3E, 5E, 5EEA, 6EEA, 7E A.Pr., F.P., G.S.
Performed by the U.S.S.R. Radio company. Text in Russian supplied but marked for the omissions in the recording. Stress marks are not indicated in the text since this is a photo-offset of the 1956 Russian edition.

1E, 2A, 3E, 4E, 5A, 6U, 7A A.Pr., F.P., G.S.
Language and content somewhat difficult. Voices uneven and some feminine voices on first reel are nasal and shrill. Text does not have stress marks.

10-12 Gogol, Nikolai. The Inspector General. EMC, 1960. VI
Five 5 in. 3½ ips. dual-track plastic tape reels $26.00, 7½ ips. $31.00. Extra text $1.75.
1E, 2E, 3E, 5A, 6E, 7E A.Pr., F.P., G.S.
Grand performance. Clear voices. The printed text has stress marks and some grammatical aids for the student.

10-12 ———. The Overcoat. EMC, n.d. One 5 in. 3½ ips. dual-track 50 min. plastic tape reel (Serial No. DTR 360) $5.95. One 7 in. 7½ ips. reel $6.95. Extra text $0.25.
1E, 2E, 3E, 4E, 5E, 6E A.Pr., F.P.
Excellent presentation. Good diction, perfect Russian pronunciation, many idioms and proverbs, excellent translation. Recommended for advanced students. Accompanying printed text is not annotated.

10-12 ———. The Overcoat. Performed by M. Shtraukh, Y. Chernovelenke, A. Grinov, and others. Notes, text, and translation by Elizabeth Kresky. FOLKWAYS, 1956. One 12 in. 33¼ rpm. disc (Serial No. FL 9955) $5.95. Extra text $0.25.
1E, 2E, 3E, 4E, 5E, 6E F.P., 7.5.
An excellent dramatization of Gogol's famous short story, with good voice variety and clear enough translation for the student to understand. Text has stress marks, notes, and translation. Good format.

10-12 Gorky, Maxim. The Lower Depths. EMC, n.d. Four 5 in. 33/4 ips. dual-track plastic tape reel $21.00. 7 in. 7 1/2 ips. $25.00.
   1E, 2E, 3E, 5A, 6A, 7E A.Pr., F.P., G.S.
Voices and manner of presentation are excellent, clear, and understandable, but the speech tends to be a bit artificial. Printed text has no stress marks.

10-12 Pushkin, A. S. Captain's Daughter and Rustan and Ludmila. EMC, 1960 (Serial No. DTR 351). One 5 in. 33/4 ips. dual-track plastic tape reel $5.95; 7 1/2 ips. $6.95. Extra text $0.25.
   1E, 2E, 3E, 5E.A, 6A, 7E F.P., G.S.
The famous Russian actor Kachalov records part of Chapter 11 of Captain's Daughter and approximately two-thirds of Canto 1 of Rustan and Ludmila. Material from Captain's Daughter very suitable for high school, but textual material of Rustan and Ludmila is too difficult. Students may benefit by listening to the rhythm of Pushkin's poetry. Text in clear type but without stress marks.

10-12 ———. The Snowstorm. EMC, 1960 (Serial No. DTR 300). One 5 in. 33/4 ips. dual-track plastic tape reel $5.95; 7 1/2 ips. $6.95.
   1E, 2E, 3E, 5A, 6A, 7E F.P., G.S.
The subject matter is interesting and the manner of presentation is excellent. The accompanying printed text is not accented.

10-12 ———. Station Master. Read by A. N. Konovsky, EMC, 1960 (Serial No. DTR 350). One 5 in. 33/4 ips. dual-track plastic tape reel $5.95; 7 1/2 ips. $6.95. Extra text $0.25.
   1E, 2E, 3E, 5A, 6A, 7E F.P., G.S.

Material well presented and interesting. Voices clear and understandable. Basic defect: text does not have stress marks, since it is photo offset of Russian material. Suitable only for advanced classes, but may also be used with some profit with the simplified version in Heath's Graded Russian Readers.

10-12 Russian Poetry. Read by Larissa Gatora. FOLKWAYS, n.d. One 12 in. 33 1/4 rpm. disc (Serial No. FL 9950) $5.95. Extra text $0.50.
   1A, 2A, 3E, 4A, 6A, 7A A.Pr., F.P., G.S.
Excellent choice of poems, read clearly, but affected and at times monotonously. The accompanying text is not stressed and the print is too small. Too much attention is given to the English translation.

7-9 Russian Series. The Lion and the Mouse; The Sleeping Beauty. EMC, 1958. One 33 1/4 rpm. disc (Serial No. DTR-205B). $5.95. One 5 in. 33/4 ips. dual-track plastic tape reel $5.95; 7 1/2 ips. $6.95. The Golden Egg; The Turnip; The Frog Princess. EMC, n.d. One 33 1/4 rpm. disc (Serial No. DTR-301). $5.95. One 5 in. 33/4 ips. dual-track plastic tape reel $5.95; 7 1/2 ips. $6.95.
   1E, 2E, 3E, 5E.A, 6E, 7E A.Pr., F.P., G.S.
Clear, delightful Russian easily understood by the student. Russian text (offset) with stress marks. Literal English translation and notes.

DISCS & TAPES: SONGS

K-12 Russian Folk Songs. Solos and choral groups. Recorded in Europe. VANGUARD, 1958. One 12 in. 33 1/4 rpm. disc (Serial No. VR S 9023) $1.98.
   2E, 6E A.Pr., G.S.

4-6 Russian Songs for Teaching Russian. Sung by Getta Petry. Guitar accompaniment. FOLKWAYS, 1960. One 12 in. 33 1/4 rpm. disc (Serial No. FC 7745) $5.95. Russian and English text. Extra text $5.00.
   1E, 2E, 6A A.Pr., F.P., G.S.

Good, authentic children's songs, including some from the Soviet period: Kailutua and Song About a Captain. Singer reads words first and then sings. Suitable for all ages. Text gives no music or stress marks.

ELEMENTARY READERS

   1E, 2E, 3E, 4A, 5E S.M.-M., J.P., J.vanS.


7-12 Fastenberg, Rashelle, and Moses Ratner. Basic Russian Reader. PITMAN, 1949. 209 pp. $3.50.
   1E, 2E, 3E, 4E, 5E A.Pr., F.P., G.S., J.P., J.vanS.

Conveys rich and attractive prose, verse, songs, games). Excellent appendix with grammatical charts. Excellent vocabulary with verb conjugations indicated. Two indices, one for the exercises, the other for grammatical topics. Reader and conversation book. Used profitably, however, only with classroom and practical control.

   1E, 2E, 3E, 4E, 5E A.Pr., G.S., J.P., J.vanS.


10-12 Pargament, Lila. Beginner's Russian Reader. 2nd ed. PITMAN, 1957. 110s, 209 pp. $3.50.
   1EAA, 2EAA, 3EAA, 4EAA, 5EAA S.M.-M., J.P., J.vanS.

RUSSIAN: Films: Dramatic

10-12 ———. Modern Russian Reader For Intermediate II Classes. 2nd ed. PITMAN, 1960. 232 pp. $3.50.
1E, 2E, 3E, 4E, 5E. S.M.-M., J.P., J.vanS.
Excellent for ambitious second-year students. Excellent exercises composed of simple questions in Russian on the text and a brief summary in Russian of the text, suitable for memorization, dictation, or approximate oral reproduction. Prose selections and two one-act plays. Text in some instances is adapted or simplified.

I-I II 1EAAA, 2EAA, 3EA, 4EAA, 5EA. S.M.-M., J.P., J.vanS.
Short selections. Verse and narrative prose. Part I: contemporary life and language; Part II: geographical, historical, biographical; Part III: brief biographies of writers from Lomonosov through Gorky. Stories abridged and adapted. Questions useful for conversation and completion of Russian-English glossary. Material not graded. Some extremely easy selections, others could be used even in 3rd year.

1E, 2E, 3E, 4E, 5E. T.S.L., S.M.-M., C.P., J.P.
"Rabbit's Paws, a human interest story: Zinochka, a description of the staging of Romeo and Juliet by a group of Soviet students. Notes and exercises very good, convenient for reference and use. Genitive form of nouns not indicated in vocabulary, and cases governed by prepositions not indicated.

1EAAA, 2E, 3E, 4E, 5E. T.S.L., S.M.-M., J.P., J.vanS., I.W.
Interesting story of tragic effect of World War II on an average Russian working man and his family. Shortened and simplified. Exercises and footnotes. Harvard format.

1EEEAAA, 2EEEAAA, 3EEAAAA, 4EEAAAAA, 5EEAAAAA. E.J.B., G.D., T.S.L., C.P., J.vanS., N.P.V., I.W.
A clear and concise statement of the most important facts of Russian geography and history up to the formation of the Moscow monarchy under Ivan III. Chapters I-V, very simple in vocabulary and structures, are suitable for auxiliary reading in intermediate high-school or college courses. The readings gradually increase in difficulty as new vocabulary and linguistic structures are added. Vocabulary and idioms are systematically repeated. Each lesson has vocabulary and useful exercise material.

1E, 2E, 3E, 5A. S.M.-M., J.P., J.vanS.
Good for on-the-side reading, in class now and then, or regularly a few minutes at a time. Too disconnected to motivate good reading habits. Would be very good also for early conversation work: retelling, answering questions, memorization, and for simple oral or written compositions.

1E, 2E, 3E, 5E. S.M.-M., J.P., J.vanS.
Excellent and varied material. Accented text, clearly and attractively printed and bound. Excellent introduction, grammatical notes, and end-vocabulary. Enough reading for two full semesters.

1E, 2E, 5U, 4U, 5E. T.S.L., C.P., I.W.
Particularly suited for the high school. Short stories and anecdotes, Russian folktales, pre-revolutionary and Soviet prose, Soviet poetry, drama, and cartoons. Anecdotes and poems describe school life of children and parents in the Soviet Union. Notes and end vocabulary are in preparation.

FILMS: DRAMATIC

1E, 2E, 3E, 4E, 5E, 5E, 7A, 8E, 9U, 10A. G.B., A.C., F.G.
Based on the popular Russian children's story by Arkady Gaidar, this delightful film can be used in the classroom very profitably. It can be treated as a series of episodes each introducing a cultural aspect or a series of aspects new to our students. These can be discussed separately either before or after the viewing.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8E, 9U. G.B., A.C., F.G.
An animated cartoon, attractively presented in color, based on a Russian fairy tale. The fairy-tale quality might appeal to children and adults. High-school students might find the subject childish or naive. B&w version with English dialogue available.

1A, 2A, 3E, 4E, 5E, 6A, 7A, 8E, 9U. G.B., A.C., F.G.
A young and charming misfit runs from mishap to mishap in civilian and army life, but is saved by his ability to play the accordion. Comedy with broad popular appeal.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8E, 9U. A.C., F.G.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 9A. G.B., A.C., F.G.
A musical romance between a shepherd from the Caucasus and a farmette from Siberia. Singing and folk-dancing. Gay operetta and amusing. Corny but fun.
FILMSTRIPS

Films of the Russian alphabet, authors’ lives and writings, folk tales, children’s stories, geography, arts, science, sports, and stills from movies. Produced in USSR as "diasfilm." Distr. CROSS WORLD. Color and b&w. Russian captions. $1.75 to $7.00 a strip or set. Write for list.

INTEGRATED PROGRAMS

7-9
Thompson, Mary P., Marina Prochoroff, and consultanis. A-LM Russian: Level One. HARCOURT, 1961. Student Text (15 booklets, including index). About 180 pp. $1.86. Teaching Tests $0.36. Student Binder $1.50. Practice Record Set, fourteen 7 in. 33⅔ rpm. discs $5.55. Classroom/Laboratory Record Set, fifteen 12 in. 33⅔ rpm. discs $50.00. Classroom/Laboratory Tape Set, thirty-six 5 in. 3½ ips. reels $75.00, or eighteen 7 in. 7½ ips. reels $60.00. (Classroom/Laboratory discs and tapes have identical contents.) Teacher’s Manual and Teacher’s Desk Materials (Student Binder, one set of Student Text booklets, control card, Audio Index, and Teaching Tests) free to purchasers. Prices quoted are special net prices to nonprofit educational institutions. 7½ ips. Classroom/Laboratory Tape Set available on special request for loan for copying.

(Text) 1EEAA, 2E, 3E, 4EEAA, 5EEAA, 6E, 7E, 8E, 9E, 10E, 11EEAA, 12EEAA, 13EEAA. E.B., W.D.F., N.P., L.W.


The best audio-lingual materials presently available, but will be most effective if the full planned four-year sequence is followed. Content of Level One best suited to junior high school. Of the 14 units, some, such as the ones dealing with skiing, mushrooms, and hedgehogs, may not hold student interest. Discs must be handled carefully, Diction excellent. Level One is appropriate for a typical school year’s work of five 45-minute periods a week. Level Two materials will be published in spring 1962. Levels Three and Four will appear in 1963 and 1964. Developed from the Glestonbury Materials. Produced by the Modern Language Materials Development Center under an NDEA contract and tested in NDEA Institutes and in pilot schools.

LINGUISTICS

T

Avanesov, R. I. Fonetika sovremennoi russkogo literaturnogo jazyka. Distr. CROSS WORLD. 240 pp. $1.00.

1A, 2E, 3A, 4EEA J.F.B., M.B., H.H.J.

For the teacher who already has some background in linguistics it treats Avanesov’s theory of the phoneme in some detail. It uses the Soviet phonetic transcription (modified Cyrillic). Discusses the various types of phonetic script.

T


1E, 2E, 3EEA, 4EEA J.F.B., M.B., H.H.J.

An excellent survey of the various features of the Russian stress system. Abundant examples illustrate the statements of theory. Shows the correct stress in a list of words where stress may cause difficulty.

T


1A, 2E, 3A, 4E J.F.B., M.B., H.H.J.

The standard, normative guide to current pronunciation, stress, and morphology. Every teacher and serious student of Russian should own it. It is coordinated fairly consistently with Ozhegov’s Slava on matters of stress and morphology.

T


1A, 2A, 3A, 4A J.F.B., M.B., H.H.J.

Part II has literary selections. On facing pages, sentences in conventional orthography are reproduced in the International Phonetic Alphabet. Diagrams indicating intonation are also included. It describes only one man’s pronunciation and may not be absolutely reliable.

T


1E, 2E, 3E, 4E M.B., A.F.

Intended primarily for participants in NDEA Summer Language Institutes, but it can be used by all teachers. Introduction on language and grammar (from the viewpoint of the structural linguist) written by Simon Belasco. The major divisions of the book are syntax, morphology, sounds, and pattern practice. Selected bibliography.

T


IV-VI 1A, 2E, 3E, 4E J.F.B., M.B., H.H.J.

Not particularly well arranged as a text, but it has a lot of information. All the examples contain gerunds or present participles, but much information is included on all phases of Russian.


1A, 2EEAA, 3A, 4EEA J.F.B., M.B., H.H.J.

Much useful information on Russian pronunciation. Comparison is constantly made between the sound system of English and Russian. Diagrams show the various positions of the vocal organs in various sounds. Some practice exercises.

T

Ward, Dennis. Russian Pronunciation: A Practical 10-12 Course. STECHERT, 1959. 90 pp. $2.50.

V-VI 1A, 2A, 3A, 4EEA J.F.B., M.B., H.H.J.


LITERARY TEXTS


1E, 2EEAA, 3AAU, 4EEA T.S.L., C.P., I.W.

Well-chosen short stories (none longer than three pages) with end-vocabulary and the most difficult idioms translated on the opposite page. No exercises. 4th semester.


1E, 2EEAA, 3EEU, 4EEU T.S.L., C.P., I.W.

Good selection. 5th or 7th semester.


1E, 2EEAA, 3EEU, 4EEU T.S.L., C.P., I.W.

Carefully graded and brief literary anecdotes, sketches, and short stories (56) and poems (19). Explanatory notes and glossary. No exercises for oral or written work. Students enjoy the book but find it somewhat difficult. 4th semester.
10-12  Gorky, Maxim. Chelkash. Ed. L. B. Turkevich and
       1EAA, 2E, 3E, 4EAA  T.S.L., C.P., I.W.
       A simplified version divided into 10 reading units with
       many exercises, grammatical references following each
       unit, and footnote explanations. Somewhat difficult be-
       cause of Gorky's idiomatic style. For the highly moti-
       vated or advanced student.

10-12  Henley, Norman, ed. Russian Price Reader. HENLEY.
       II  1960. 170 pp. Paper $5.50. [To be published in 1962 by
       Van Nostrand.]
       1E, 2E, 3E, 4E  T.S.L., C.P., I.W.
       Well chosen extracts and abridgements from 19th- and
       20th-century classics. Major difficulties of style and idiom
       carefully explained to permit reading for total compre-
       hension. Hints on stress included in each reading unit.
       A few exercises for translation into Russian, some ques-
       tions in Russian. 4th semester.

10-12  Pargament, Lila. Beginner's Russian Reader. 2nd ed.
       1AAU, 2A, 3A, 4A  T.S.L., C.P., I.W.
       Biographical, historical, geographic sketches, poetry
       and songs. Each graded text can be completed in one
       lesson. Oral and written exercises.

10-12  Semeonoff, Anna H. A First Russian Reader. 4th ed.
       $2.50.
       1EEEAA, 2EEEAA, 3EEEAA, 4EEEAA  T.S.L.,
       S.M.-M., C.P., J.P., J.vanS., I.W.
       Most of these 72 children's stories are from Russian
       books for children. Much of the text, in dialogue form,
       is fresh and vivid. Though designed as a first reader,
       this book is excellent material for an elementary or
       even an intermediate course in conversation and simple
       composition. Excellent oral-reading exercises.

10-12  Tugenev, Ivan Firt Love Ed. L. B. Turkevich and
       1E, 2A, 3E, 4A  T.S.L., C.P., I.W.
       Carefully edited. Oral and written exercises. Good for
       advanced high-school students.

MAPS

10-12  Prirodnye Zony SSSR. Soviet Union, 1955. Distr. DE-
       NOYER. (No. RG 52). Text in Russian. Colored. For
       elementary schools. Covers European and Asiatic part
       of USSR. 84 x 54 in. Cloth mounting, wood moldings
       and tie $19.50. Cloth mounting, spring roller and oak
       board $37.00.
       1E, 2E, 3E, 4EAA  E.D.A., J.E., V.B.W.
       Nature zones in colors and pictures. Colors vivid and
       clear. Good for conversation. Could be used in many
       ways.

7-9  Soju Sovetskikh Sotsialisticheskikh Respublik. Publ. by
       the Soviet Union. Distr. DENOYER (No. RG 52A). Text
       in Russian. Colorful. For elementary schools. Covers
       European and Asiatic part of Soviet Union. 80 x 54 in.
       Cloth mounting, wood moldings and tie $19.00. Cloth
       mounting, spring roller and oak board $35.50.
       1E, 2E, 3E, 4EAA  E.D.A., J.E., V.B.W.
       A very clear and excellent map. Disturbing details
       omitted. Size of print makes it possible to see the places
       of importance instantly. Regions clearly marked in color.

       7-9  DENOYER (No. HP 52). Text in Russian. Colorful.
       Relief-like, physical. Covers European and Asiatic parts
       of Soviet Union. 94 x 76 in. Cloth mounting, wood
       moldings and tie $35.00. Cloth mounting, spring roller
       and oak board $56.50.
       1E, 2E, 3E, 4EAA  E.D.A., J.E., V.B.W.
       Clear, legible labels, relief-like map. Despite its detail
       the different colors give a good picture of the country.
       Could be used for conversation.

PERIODICALS

10-12  America Illustrated. USIA, GPO. Monthly. Illus. About
       III-VI  60 pp. $5.00 a year. $6.50 a copy.
       1E, 2E, 3E, 5E  M.B., A.Pi.
       Devoted to America and intended for Soviet readers,
       but useful to Russian language students, since things
       familiar to them are elucidated in a foreign tongue.
       Printed in Russian or Polish.

T  Inostrannye i inostrannye v shkole. Chief ed. O. Moscovskaya.
       Institut of Education of RSFSR. Distr. FOUR CONT.
       6 times a year. 328 pp. $2.50.
       1A, 2E, 4A, 5E  N.A., A.Pi.
       Concerned primarily with the general theory of FL
       instruction. Material on the teaching of English in Rus-
       ssia could be used by American teachers of Russian.
       Orientation is mostly traditional but some insight into
       fundamental problems is also given. Valuable because
       methodology literature in the USA often overlooks
       Russian-English problems.

       V-VI  Daily. About 6 pp. $2.20 a year; 6 mo. $1.20; 3 mo.
       $0.70; 1 mo. $0.25. Sunday only: $7.00 a year; 6 mo.
       $4.50. $1.00 a copy.
       1A, 2A, 3A  M.B., A.Pi., L.T.
       Fairly readable. The Sunday edition could be adapted to
       stimulate student interest.

T  V posmoe na prepodavatelia russkogo jazyka v Amerike.
       Ed. N. P. Avtonomoff. AVTONOMOFF. Quarterly.
       About 60 pp. 8½ x 11 in. mimeographed. $4.00 a year.
       $1.25 an issue.
       1A, 2A, 3A, 4A  5A  M.B., A.Pi.
       Articles on methodology and points of grammar
       which can be of great benefit to an inexperienced
       teacher.

       Quarterly. R.R. About 90 pp. $5.00 a year. $1.25 an issue.
       1A, 2A, 3A, 4A  M.B., A.Pi.
       An interdisciplinary journal which includes at least
       one article on Russian language or literature each issue,
       with articles on culture, history, and civilization.

T  Russkij jazyk v nacional'noj shkole. Chief ed. S. G. Bor-
       hudarov. Academy of Pedagogical Sciences of RSFSR.
       Distr. FOUR CONT. 6 issues a year. About 90 pp. 1.50
       a year.
       1A, 2E, 3A, 4A, 5E  N.A., A.Pi.
       Deals with both theoretical and practical aspects of
       the teaching of Russian: dictionaries, pronunciation,
       reading, composition, grammar, textbooks, aids to teach-
       ing, and work outside the classroom. The methodology
       is conservatively traditional. Content provides useful
       source material for the imaginative teacher at any level.

       American Association of Teachers of Slavic and East
       European Languages. AATSEEL. Quarterly. About 100
       pp. Included in membership, $7.00 a year. $2.00 an
       issue.
       1A, 2A, 3U, 4A, 5A  M.B., A.Pi.
       Articles in English on language, literature and peda-
       gogy. Books and long articles are reviewed. Pedagogical
       developments. Periodic enumeration of people and places
       of significance in Russian language programs.

T  Slavic Review. [Formerly the American Slavic and East
       European Review.] Ed. Donald Treadgold. AAASS.
       Quarterly. About 180 pp. Included in membership for
       AAASS; or $10.00 a year.
       1E, 2E, 3E, 4A, 5A  N.A., M.B., A.Pi.
       An interdisciplinary journal devoted to discussing
scholarly questions from the whole Slavic area. A good portion of the material is Russian-centered. At least one article in each issue is oriented toward language or literature.

**REFERENCE GRAMMARS**

<table>
<thead>
<tr>
<th>Reference</th>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
<th>Year</th>
<th>Pages</th>
<th>Price</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Aspects of Modern Russian Syntax and Vocabulary</td>
<td>Borras, F. M., and E. Christian</td>
<td>Oxford University Press</td>
<td>1959</td>
<td>xii + 404</td>
<td>$5.50</td>
<td>Scholarly questions from the whole Slavic area. A good portion of the material is Russian-centered. At least one article in each issue is oriented toward language or literature.</td>
</tr>
<tr>
<td></td>
<td>Russian Grammar</td>
<td>Unbegau, Boris O.</td>
<td>Oxford University Press</td>
<td>1957</td>
<td>346</td>
<td>$4.80</td>
<td>Systematic exposition and tabular presentation of all important grammatical points. Illustrative examples use vocabulary unfamiliar to most American students. Some tables cumbersome. Might be more useful to teacher than to student. Treatment of Russian sound and pronunciation very good. No index, but excellent table of contents.</td>
</tr>
</tbody>
</table>

**SUPPLEMENTARY MATERIALS**

<table>
<thead>
<tr>
<th>Reference</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
<th>Pages</th>
<th>Price</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Russian Grammar</td>
<td>Unbegau, Boris O.</td>
<td>Oxford University Press</td>
<td>1957</td>
<td>346</td>
<td>$4.80</td>
</tr>
<tr>
<td>T</td>
<td>Russian Letters (Print) and Russian Letters (Script)</td>
<td>Anastasion, André K.</td>
<td>Noble</td>
<td>1961</td>
<td>Each set tour 25 X 27 in. poster-boards</td>
<td>$1.50</td>
</tr>
<tr>
<td>T</td>
<td>Russian Alphabet</td>
<td>Anastasion, André K.</td>
<td>Noble</td>
<td>1961</td>
<td>35 + 48 in.</td>
<td>Paper $0.50</td>
</tr>
</tbody>
</table>

**TEACHERS COURSE GUIDES**

<table>
<thead>
<tr>
<th>Reference</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
<th>Pages</th>
<th>Price</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Russian Language and Civilization: a Four Year Course</td>
<td>Birkmaier, Emma</td>
<td>University of Minnesota Press</td>
<td>1958</td>
<td>48 pp.</td>
<td>Mimeographed $1.00</td>
</tr>
</tbody>
</table>
SPANISH

In the left margin, Arabic numerals indicate grade or class levels (7-9 for junior high school). The first line of numerals indicates the preferred level, although the material might be used at other levels. Roman numerals indicate language proficiency levels (I for beginners. "T" indicates materials for the teacher.

The name or initials in capital letters in each entry is the code name for the producer or distributor, whose full name and address are listed in Appendix 3. In the notation "IEEA, 2A, 3AAU," etc., the numbers refer to the criteria for this category of material (Appendix 2). The letters are the ratings given by the evaluators: E = Excellent, A = Acceptable, U = Unacceptable. If all evaluators agree on a rating, its letter appears only once.

The committee of evaluators:

A.A. Alfred Aaron, N. Miami Jr HS
D.L.B. Dwight L. Bolinger, U of Colorado
E.F.B. Elizabeth F. Boone, Dane County (Fla.) PS
M.B. Marilyn Bostrom, Freeport (N.Y.) HS
M.M.B. Myrtle M. Behrens, Highland Park, Ill.
M.B.V. Mildred V. Boyer, U of Texas
P.B. Phyllis Beck, Denver
W.B. Winona Betcello, Mt. Pleasant HS, Wilmington, Del.
C.C. Charles Cook, Glen Ridge (N.J.) HS
E.C. Ellen Claydon, U of Colorado
J.J.C. J. J. Como, Cooley HS, Detroit
J.R.C. J. R. Craddock, U of Colorado
A.Cas. Audry Castillo, Wilmette, Ill.
A.Cav. Agatha Cavallo, Wright Jr C, Chicago
A.D. Albert Donrell, Wright Jr C, Chicago
M.D. Margaret Dannin, Cass Technical HS, Detroit
M.N.D. Naida M. Dostal, Detroit PS
M.E.E. Margaret E. Eaton, W. Orange (N.J.) Sr HS
E.F. Evelyn Farrell, Cooke Jr HS, Detroit
J.S.F. J. S. Flores, U of Illinois
J.G. Joseph Gema, Garden City (N.Y.) HS
R.G. Ruth Ginsburg, Los Angeles PS
H.H. Hugo Hartenstein, Jr., U of Colorado
L.H. Lydia Holm, Northbrook, Ill.
M.H. Milton R. Hahn, Carlsbad (N.M.) HS
A.J. Anne Jacobson, Mumford HS, Detroit
O.M.J. Oscar M. Jimenez, Los Angeles PS
R.J. Raymond Jacovetti, Mumford HS, Detroit
A.K. Aimée Kron, Detroit PS
C.K. Charlotte Kniazach, Chicago TC
H.K. Helen Kwapil, Seattle PS
H.E.K. Helen E. Kane, Cody HS, Detroit
T.K. Terese Klinger, Nills, Ill.
A.M. Arthur Migdal, Macken. e HS, Detroit
J.M. julia Mellenbruch, Austin (Tex.) HS
J.B.M. John B. McGreath, Cadillac Jr HS, Detroit
L.M. Leonor McAlpine, Ford HS, Detroit
M.M. Margit W. MacRae, San Diego PS
M.M.M. Minnie M. Miller, F. view STC, Emporia
P.M. Paul McRill, Jeff. - - county (Colo.) PS
R.M. Randall Marshall, azac Dept. of Ed., Trenton, N.J.
S.M.M. Sister Mary Magdalene, Dominican HS, New Orleans
M.N. Max Novitz, Ford HS, Detroit
R.O.C. Rosalyn O'Cherony, Chicago
D.P. Dominic Piccu, Wayne SU, Detroit
A.B. Agapito Roy, Indiana U
J.R.R. J. Richard Reid, Clark U
L.R. Luigi Romeo, U of Toronto
C.N.S. Charles N. Staubach, U of Michigan
J.S. José Sánchez, U. of Illinois, Chicago
L.V.S. Lurline V. Simpson, U of Washington, Chairman
J.M.S. Melba Schumann, O. Henry Jr HS, Austin, Texas
S.S. Sol Saporta, U of Washington

T.S. Thomas Sousa, U of Washington, Vice Chairman
M.T. Marian Templeton, Garden City (N.Y.) HS
M.C.T. Mildred C. Thelen, Wellesley (Mass.) HS

BASIC TEXTS

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8E, 9A, 10A, 11E, 12E, 13U E.F.B., L.V.S.

This text requires careful adaptation by the teacher not to use the written word early in the course and to use much oral drill, more than indicated in the text. Many valuable visual and other aids appealing to youth.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8E, 9A, 10A, 11E, 12E, 13U E.F.B., L.V.S.

The teacher will need to be careful not to use the written word too early in the course and to increase greatly the oral drills. Many attractive visual and oral aids.


Parent's Handbook: A good solution to the problem of over-helpful parents. Good if textbooks are recommended.

Pupil's Workbook: Acceptable if teacher wishes to include desk work while emphasizing oral activity. Very large and heavy.

10-12 Foster, Elizabeth A. Spanish Composition. NORTON, 1959. 190 pp. $3.00.

To develop style in composition this book offers one unusually good feature—a well-chosen assortiment of short examples of prose. In the exercises, too much is made of direct translation, though this is excusable to some extent, at this level, and for the purpose of comparative idiom study. A valuable side text in Spanish III, but hardly the basic text for a complete course.

1A, 2A, 3A, 4E, 5E, 6A, 7E, 8A, 9A, 10A, 11A, 12A, 13A P.M., L.H., L.V.S., T.S.

Primary goal is fluency in speaking and understanding Spanish through aural-oral approach. 32 dialogue lessons alternate with 32 reading lessons. Each lesson contains Language Patterns section, which presents grammar inductively. Cultural material is presented in the dialogue and reading lessons. Excellent suggestions to the teacher for the use of the text; much valuable bibliography for source materials.

12 Primera Vista Recordings. ALLYN, 1960. Three 12 in. 33 1/3 rpm. discs. $12.54. Two 7 in. 54 1/8 ips. plastic two-track tape reels, one track recorded $20.00.
1A, 2A, 5A, 4AE, 5E, 6E, 7E, 8E, 9E, 10E, 11E, 12E

L.E.S., T.S.

Clear and well planned. Voices harsh but instructionally efficient. Listen and repeat exercises. Basic vocabulary.


II 1E, 2E, 3E, 4E, 5A, 6A, 7E, 8A, 9A, 10A, 11A, 12A, 13A

L.H., L.S., T.S.

Includes review of Primera Vista. 5 conversational lessons alternate with 5 lessons based on cultural reading selections. Repaso after every 5 lessons. Grammar introduced in reading and explained through model sentences. Oral and written drill provided after each grammar presentation.

7-9 ——. Spanish Speaking. ALLYN, 1955. Illus. 275 pp. $3.72. Workbook. $0.84. Teachers' manual free.

1 AAE, 2A, 3A, 4AE, 5EAAE, 6EAAE, 7A, 8AEEA, 9AAE, 10AEE, 11A, 12A, 13A

E.F.B., L.V.S., TS.

Lively presentation. Only present tense used. Illustrations depict adults although speakers are presumably young students.


L.H., L.V.S., T.S.

8AAEA, 9AAEA, 10AAEA, 11A, 12A, 13A

E.F.B., L.V.S., TS.

Not a grammar text, but one that encourages conversation and composition based on cultural and historical subjects. Idiomatic expression is stressed both in oral and written work. Free composition is encouraged in Temas.

7-9 Huebener, Theodore, and Mary Finocchiaro. La vida diaria. NOBLE, 1952. Illus. 156 pp. $2.15.

1A, 2A, 3A, 4AAU, 5A, 6AUA, 8A, 9A, 10A, 11A, 12A, 13A

E.F.B., L.V.S., TS.

Motivation by introductory paragraph in English. Development through Spanish selections followed by drills and questions. Much English to Spanish translation.


1E, 2E, 4E, 5E, 6A, 8A, 11E, 12E, 13E

L.V.S.


7-9 López de Méesas, Margarita, and Esther Brown. Varios


1 A, 2A, 3A, 4A, 5A, 6A, 8E, 9E, 10A, 11A, 12A, 13A

E.F.B., L.V.S., TS.

One year's work at senior-high or two at junior-high-school level. Designed to develop aural comprehension and oral practice. Incorporates some up-to-date trends in modern-language teaching.

7-9 Madrigal, Margarita. Open Door to Spanish. LAIP.

10-12 1929. Illus. 208 pp. $2.95. Paper $1.50. Four 12 in. 33⅓ rpm. discs, 2 speeds possible for practice. Spoken by author. $7.00, with paper text $2.95.

1A, 2A, 3A, 4A, 5A, 6A, 8E, 9E, 10A, 11A, 12A, 13A

E.F.B., L.V.S., TS.

Can be adapted to a richer audio-lingual presentation than many now available. The vocabulary is carefully controlled.


1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12A

13A H.K., L.V.S., TS.

Workbook involving much writing. In general, attractive and acceptable, but some exercises (scrambled words) serve only as puzzles, and much of vocabulary is non-functional (tortuga, elefante). Might help in teaching reading. Book II for advanced skills in reading and structure with emphasis on cultural content.

10-12 Sacks, Norman P. Spanish for Beginners. RONALD, 1957. 282 pp. $4.00.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12A

13A H.K., L.V.S., TS.

A conservative text including application of all skills from beginning. Isolated translations and unrelied drill. Perhaps too advanced for high school.

10-12 Salas, Manuel and Catherine L. Fundamentos de español.

7-9 HOLT, 1957. Illus. 432 + xvi pp. $3.80. Twelve 7 in. 33⅓ rpm. discs, 2 speeds possible for practice. Tapes on loan for duplication. ips. double track tape reels available for duplication only.

1AAEA, 2AAE, 3AEE, 4AAE, 5AAU, 6AAU, 7AAE, 8AAU, 9AAU, 10AAU, 11AAE, 12E, 13E

M.E.E., L.H., L.V.S.

Follows Cleveland Plan of direct approach. The presentation of material is logical; instructions to teacher detailed in separate manual.

7-9 ——. Camino Adelante. HOLT, 1959. 520 pp. $4.20.

1A, 2A, 3A, 4A, 5A, 6A, 6E, 7A, 8A, 9A, 10A, 11A, 12A

13A H.K., L.V.S., TS.

Follows Fundamentos de español. All grammar is explained in Spanish.

10-12 Starr, Wilmuth H., Alfred G. Pellegriino, and Henri A.


1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12A

13A H.K., L.V.S., TS.

Standard presentation of structure emphasizing comprehension and repetition, with grammatical analyses following functional mastery. English-Spanish translation exercises.
SPANISH: Books of Culture & Civilization

An analysis of the present treatment of inter-American topics in our teaching materials and a set of recommendations for the future. For teacher, for classroom library, for projects and reports.

Miller, Minnie M. Service Bureau for Modern Language Teachers, KANSAS STC. The following mimeographed bulletins can be obtained for 5¢ each (cost of postage): A Bibliography of Material for Use in Spanish Classes; annotated list of 100 texts for elementary class and home reading. Series for Spanish Conversation (sold to students at 10 cents a copy). Tests and Test-Building with sample copies of the Every-Pupil tests in French and Spanish, together with the test on Spanish and Spanish-American Life and Culture. All tests are distributed by the Bureau of Educational Measurements at KSTC, Emporia, for about 6 cents each. Activities for Spanish Clubs, with suggestions for club work, assembly programs, and plays, and parliamentary expressions for club use. Spanish Holidays and Festivals. American Sources of Readia for Spanish Classes, addresses for pictures, maps, flags, posters, and films. Annotated Bibliography of Recens Books in English about Latin America. Suggestions for a Modern Language Laboratory.

Pan American Union Catalog of Publications. Issued annually. About 5¢ pp. Free. Order from the Sales and Promotion Division of PAU.

BIBLIOGRAPHIES & RESOURCE LISTS

Coleman, Sarah E. Outline of Spanish Literature with Reading References. THRIFT, 1956. 20 pp. $0.25. 1A, 2A, 3A. 4A. H.K., L.V.S., T.S.


An excellent history of Spanish American literature during the Colonial Period and 100 years of independence (Vol. I). Vol. II starts with the post-Modernists and continues to "quienes, ca plena juventud, son todavía una esperanza."
Bertrand, Louis, and Charles Petrie. The History of SPANISH: Books of Culture & Civilization


Chapman, Charles E. A History of Spain. MACMILLAN, 1918. 559 pp. $7.00.


De Por torba, Bernardo. Sorolla. 2nd ed. Dalmau 1912

Chapman, Charles E. A History of Spain. MACMILLAN, 1918. 559 pp. $7.00.

1E, 2E, 3E, 4E, 5E M.V.B., L.V.S., T.S.

A standard work, stimulating for mature students of any proficiency level.


1E, 2E, 3E, 4E, 5A, 6E M.V.B., L.V.S., T.S.

A standard one-volume history through the Civil War. For reference and use by teachers or advanced students.

Boggis, Ralph S. Outline History of Spanish Literature.


1A, 2E, 3A, 4A, 5A, 6A M.V.B., L.V.S., T.S.

Useful for chronology (up to 1937) and review by advanced students of literature or teachers.

Bell, Aubrey F. G. Cavantes. OKLAHOMA, 1947. 278 p. $3.60.

An authorized text for Spanish children. Could be used by U. S. teachers for cultural information on Spanish geography, dress, and housing.


1E, 2E, 3A, 4E, 5A L.H., L.V.S.

Excellent introduction and excellent translation. Provides much needed first-hand background material for study of Spanish American literature and history. Bibliography and index.


1A, 2E, 3E, 4E, 5A, 6E M.V.B.

A comprehensive cultural, political, and economic history of Latin America since PreColumbian times. Well written, reliable, both factual and interpretive.

T De Por Torba, Bernardo. Sorolla. 2nd ed. Dalmau 1912

Carre, Pla. DALMAU, 1925. Distr. ESCOPEL. Illus. 151 pp. $1.35.

IV-VI 1A, 2E, 3A, 4A, 6A M.V.B., L.V.S., T.S.

Biographical and critical sketch of the painter.


1E, 2E, 3E, 4E, 5E, 6E M.V.B., L.V.S., T.S.

A beautiful fold-out silk screen reproduction of the codex (28 x 11 in., both sides), interpretation and additional information on Aztec paper, paper-making, and method of painting. For advanced students and library.

10-12 Dorot, Angel. Catálogos de España. 3rd ed. Dalmau 1912

Carles, Pla. DALMAU, 1927. Distr. ESCOPEL. Illus. 197 pp. $1.35.

IV-VI 1A, 2E, 3E, 4A, 5A, 6A M.V.B., L.V.S., T.S.


1E, 2E, 3E, 4E, 5E, 6A M.V.B., L.V.S., T.S.

A scholarly treatise of a vital and rapidly changing genre, which has heretofore lacked a recent general critical analysis.


1E, 2E, 5E H.K., L.V.S., T.S.

Good basic reference book, with some criticism.


1E, 2E, 3E, 4E, 5E, 6E H.K., L.V.S., T.S.

60 authors from Lizardi (1823) to Asturias (1958); excellent selection, some known, some less known stories.

10-12 García Lópe, J. Historia de la literatura española. 5th ed. AMERICAS, 1959. 590 pp. $10.00.

1E, 2E, 3E, 4E, 5E, 6E H.K., L.V.S., T.S.

Good basic reference book, with some criticism.

10-12 Giner de los Rios, Gloria, and Laura de los Rios de Cortés. La Cumbre de la civilización española. Rev. HOLT', 1959. Illus. xii + 282 + iv pp. $5.50.

1A, 2A, 3E, 4E, 5A, 6E, 7A M.V.B.

An outstanding text on outstanding individuals of Spain, from Seneca to Juan Ramón Jiménez, with emphasis on the fine arts. A very handsome book with numerous fine illustrations. The "personalism" of the approach requires
SPANISH: Books of Culture & Civilization

II-III 1E, 2E, 3E, 4E, 5E, 6E, 7E M.M.M., L.V.S., T.S.
History of men and movements producing Mexican culture from colonial to modern times. Bibliography and questions.

T Linare, Luis G. Velázquez: el hombre y el pintor. 7th
10-12 ed. Da mua, Carles, Fla, 1953. Distr. ESCOPEL. Illus. 105
IV-VI pp. $1.35.
1A, 2A, 3A, 4A, 5A M.V.B., L.V.S., T.S.
Biographical sketch and interpretation of works.

222 pp. $3.00.
1A, 2A, 3A, 4A, 5A, 6A, 7A M.M.M., L.V.S., T.S.
History and legends showing Spanish influence in Florida, California, New Mexico, Arizona, and Texas. Exercises.

1E, 2E, 3E, 4E, 5E L.H., H.K., L.V.S.
A readable reference book on Spanish American culture and history; well organized, in logical sequence, not so cluttered with minute detail as to make the student lose interest.

1E, 2E, 3E, 4E, 5E, 6E, 7E M.V.B., L.V.S., T.S.
A world-renowned liberal's view of his national history. Sketches briefly Spain's history from the earliest days to 1800, as background for the development of modern events. Considerable attention (ca. 550 pages) is given to the period preceding and during the Civil War.

1E, 2E, 3E, 4E, 5E, 6E, 7E M.V.B., L.V.S., T.S.
Authentic treatment on history, culture, economics, and politics of Spain. Excellent for classroom library as source for readings and reports in advanced classes. Exercises, vocabulary, and index.

1A, 2A, 3A, 4A, 5A, 6A, 7A E.F.B., L.V.S., T.S.
Articles on all phases of the life of contemporary Spain: April festival in Seville, news from the Ministry of Education, football, and articles by great men of letters. Most articles come from recognized magazines. Clever pictures and cartoons. Good for teacher of advanced classes.

10-12 Martin, Diego. La civilización española. HOLT, 1961.
IV-VI Illus. 225 + lxxix pp. $5.00.
1E, 2E, 3E, 4E, 5E, 6E, 7E M.V.B., L.V.S., T.S.
Essays on main epochs of Spanish history, stressing contribution to Western civilization as well as national themes and issues. intended for second-year students but would serve better as reference reading in advanced classes.

7-9 McDaniel, Elizabeth. Organization of American States
10-12 What It Is and How It Works. PAU, 1939. 50 pp. Paper $0.25.
1E, 2E, 3E, 4E, 5E, 6E M.V.B., L.V.S., T.S.
Pamphlet on nature and purpose of OAS, relation to other inter-American organizations, activities.

1E, 2E, 3E, 4E, 5E L.H., L.V.S.
Traces the development of the epic from French and Visigoth beginnings and the influence of the epic on later literature in Spain. Excellent background material.

the teacher to fill in considerably in order to provide a balanced view of Spanish culture.

10-12 ———. Introducción a la historia de la civilización españo-
la. AMERICAS, 1939. 256 pp. $1.00.
III-VI 1E, 2E, 3E, 4E, 5E, 6E H.K., L.V.S., T.S.
A short history written in simple but correct Spanish about Spain, from prehistoric times to the present. History, literature, philosophy, and religion are all treated. A good introduction.

10-12 González López, E. Historia de la civilización española.
IV-VI AMERICAS, 1959. 739 pp. $10.00.
1E, 2E, 3E, 4E, 5E, 6E H.K., L.V.S., T.S.
History of Spanish and Spanish American civilization since pre-Roman times. Excellent for reference.

10-12 Grismer, Raymond L., and Richard H. Olmsted.
I-IV 281 pp. $3.75.
1A, 2A, 3A, 4A, 5A H.K., L.V.S., T.S.
Attempts a complete picture of "the Spaniard" through literary excerpts portraying typical characters; the hero, the lover, etc. Section vocabularies, usually too long, and general vocabulary. Thesis forced.

10-12 Gunther, John. Inside Latin America. HARPER, 1941.
498 pp. $6.00.
1E, 2E, 3E, 4E, 5A, 6A J.J.C.
Excellent background, although somewhat dated.

10-12 Hamilton, Carlos. Historia de la literatura hispano-
americana. AMERICAS, 1960. 2a parte: Colonia- y siglo XIX. 177 pp. $6.50. 2a parte: Siglo XX. 210 pp. $5.00.
1E, 2E, 3E, 4E, 5E, 6E H.K., L.V.S., T.S.
A history of 5-thousand American literature from Columbus through Romanticism; the work is not critical but historical. Good introductory book.

1E, 2E, 3E, 5E, 6E H.K., L.V.S., T.S.
Established scholar writes account of Latin American countries since prehistoric era. Chapters on relations with the United States. Valuable acquisition for school library.

7-9 Huebener, Theodore, and María T. Morales. Grandes
10-12 latinoamericanos. HOLT, 1943. 154 + xliii pp. Paper
I-II $2.80.
1E, 2E, 3E, 4E, 5E, 6E, 7E H.K., L.V.S., T.S.
Cultural reader for second semester and beyond. Bibliographical introductions in English to ten leaders from Columbus to Rubén Darío. Notes, exercises, and vocabulary. Selections are short and well graded.

10-12 Johnson, Harvey L. La América española. OXFORD, 1949. 245 pp. $5.95.
1E, 2E, 3E, 4E, 5E, 6E, 7E M.M.M., L.V.S., T.S.
Eleven essays treating geography, customs, history, races, education, government, cities, literature, Questionnaire. Factual appendix.

7-9 Larrañaga, Elsa. The Land and People of Mexico. LIPPINCOTT, 1950. Illus. 128 pp. (Portraits of the
10-12 Nations Series) $2.95.
I-II 1A, 2A, 3AE, 4A, 5A, 6E M.V.B., L.V.S., T.S.
A portrait of Mexico, with emphasis on history, but also treating geography, art, national problems, feasts, and customs.

Distr. WORLD. Many color illus. 148 pp. each. 13 x 10 in. $11/30 each. I: From the Catalan Frescoes to El Greco.
II: From Velázquez to Picasso.
1E, 2E, 3E, 4E, 5A L.H., L.V.S.
Excellent source books for Spanish painting. Beautiful color plates with detailed analyses of artists' work and general history of art.

Supplemental enrichment material.


T Obeda, Antonio Igual, and Juan Subias Galier. El siglo de oro. Seix y Barral, Barcelona, 1951. Distr. ESCOPEL. IV-VI. Illus. 655 pp. $18.50. 1E, 2E, 3E, 4E, 6E. M.V.B., L.V.S., T.S.

For the teacher, the advanced student, and reference.

Part I, El gobierno. El medio material, and El medio espiritual, has 655 plates showing important figures of the times and masterpieces of painting, sculpture, architecture, and the industrial arts. A complete storehouse of Siglo de oro material, ideal for rounding out the usually narrow literary presentation of the period. Very highly recommended.


1A, 2A, 3A, 4A, 5A, 6A. M.V.B., L.V.S., T.S.

Not the usual guidebook, this manual is devoted primarily to an interpretative tour of the provinces, concerns itself more with the spirit of each region than with facts and figures. Illustrated by numerous interesting drawings and some blurred reproductions.


Magnificent plates of over 200 regional types and costumes. Even more striking than the picturesque dress are the sensitively photographed and marvelously revealing faces. Captions are in Spanish, German, French, and English. Commentary in Spanish on regions, prov inces, and each plate. Excellent cultural material for library or classroom reference.


Vivid commentary and full-page illustrations of Seville’s customs and festivities: La feria de abril, La romería de Valme, La cabalgata de los Reyes Magos, etc. Prologue by José María Pemán. Photography and printing superior to binding.


Introduction of Renaissance architecture in Spain. Juan B. de Toledo and Juan Herrera, architects of the Escorial. Details of the construction and description of the monument as it is today. For reference and library. Paper is poor grade.

T ————. Murillo. 5th ed. Dalmay Carles, Pla, 1953. Distr. IV-VI. ESCOPEL. Illus. Approx. 100 pp. $1.35. 1A, 2A, 5A, 6A. M.V.B., L.V.S., T.S.

Life of Murillo and an interpretation of his works.


Brief sketches of the lives of the two painters and interpretations of their work.


A comprehensive history of Mexico since pre-Columbian times. Selected annotated bibliography.


An anthology of Spanish selections with commentary in English. Volume I includes the Middle Ages through the Siglo de oro. Volume II begins with the 18th century and is chiefly devoted to Romanticism. Contemporary writers are not adequately represented and in general volume II is more satisfactory than volume I. Volume II is now (1961) in process of revision.


Life of Goya and an interpretation of his paintings. Mediocre reproductions in black and white.


1A, 2A, 3A, 4A, 5A, 6A. M.V.B., L.V.S., T.S.

Brief study of the life of El Greco and an interpretation of his paintings. Reproductions are not sharp, but could be used for identification.


Survey of art history from its beginnings, as background for survey of art in Spain. Forms include architecture, painting, sculpture, and ceramics. Well illustrated. For reference.


Abridged edition of Prescott’s classic; valuable for cultural background and reading.


Abridged edition of Prescott’s classic; valuable for cultural background and reading.

SPANISH: Books of Songs

1k, 2E, 3E, 4E, 5E, 6E, 7E L.V.S., T.S.
Tempering material to leave on classroom table. Translated for Spanish-speaking children from English original. Written in cooperation with the American Museum of Natural History. Numerous photographs. Could supplement reading in grades and high school.


10-12 Rodriguez, Mario B. The Spirit of Spanish America. APPLETON, 1957. 189 pp. $3.00.


1E, 2E, 3E, 4E, 6E H.K., L.V.S., T.S.
Luxury item for school library. Authenticity of content expressed in lively, witty style makes the history of Mayas, Aztecs, and Incas fascinating reading.

BOOKS OF SONGS

4-12 Aires favoritos. 4th ed. GESSLER. 1961. 24 pp. Paper $0.50.
1E, 2E H.K., L.V.S., T.S.
Standard songs, easy to sing.

4-12 Canciones de Navidad. THRIFT. 1959. 24 pp. Piano accompaniment. Paper $0.25.
1E, 2E H.K., L.V.S., T.S.
One song characteristic of each of the American Republics. No Spanish for selection from United States. Difficult music. Recordings available.

1E, 2E H.K., L.V.S., T.S.
One song characteristic of each of the American Republics. No Spanish for selection from United States. Difficult music. Recordings available.

1E, 2E A.EA, H.K., L.V.S., T.S.
The songs include rondas, sevillanas, villancicos, and a marcha real. In addition there are 12 American familiar songs translated into Spanish.

1E, 2E P.M., L.V.S., T.S.
17 songs, with lovely colored drawings on every page. Paper and binding are less than ideal. The subject matter is primarily for younger children, but the language is more suitable for intermediate grades.

4-9 Johnston, Edith. Regional Dances of Mexico. UPHAW, n.d. Instrumental. 92 pp. $2.00. One 5 in. tape reel containing music of all the dances and the national anthems of Cuba and Mexico $9.00.
1E, 2E H.K., L.V.S.
Music available on discs or tape. Instructions for steps included. Does not teach language.

1E, 2E R.G., L.V.S., T.S.
Some of the best known Spanish and Latin American children’s songs, singing games and dances (20 in all). Most appropriate for primary grades. Comments on background and origin and suggestions for activities are given for many of the songs. Songbooks intended for teachers only at this level. Autoharp and guitar chords are provided; piano accompaniment simple.

1E, 2E, 3E EA, 4E EA, 6E EA M.V.B., L.H., H.K., L.V.S., T.S.
An authoritative account of pre-Columbian Aztec culture: institutions, religion, arts, buildings, and daily life. Excellent not only for its information but also for its explicit and implied comparison of another culture with our own. For the teacher, advanced students, and reference. So well organized that subjects can be assigned for study. Language is clear and concise.

... and culture of the Mayas, prepared by an American architect.

A concise history of Spain up to 1936.

The songs include rondas, sevillanas, villancicos, and a marcha real. In addition there are 12 American familiar songs translated into Spanish.

Music available on discs or tape. Instructions for steps included. Does not teach language.

An authoritative account of pre-Columbian Aztec culture: institutions, religion, arts, buildings, and daily life. Excellent not only for its information but also for its explicit and implied comparison of another culture with our own. For the teacher, advanced students, and reference. So well organized that subjects can be assigned for study. Language is clear and concise.

... and culture of the Mayas, prepared by an American architect.

A concise history of Spain up to 1936.

The songs include rondas, sevillanas, villancicos, and a marcha real. In addition there are 12 American familiar songs translated into Spanish.

Music available on discs or tape. Instructions for steps included. Does not teach language.
SPANISH: Books on Methodology

1E, 2E R.G.

There are 37 songs in each book, a cross section of folksongs of Spanish-speaking people. Book I is designed for pupils of upper-elementary and junior-high-school levels. Book II, for senior high school and college. The songs include many old favorites and give insight into the nature, character, and life of the people. The Student's Book contains the original text, with melody line and chord indications for autoharp, guitar, piano, or chord organ. The Teacher's Book contains all the pages of the Student's Book and in addition, easy piano accompaniment. English translations of all the songs, and suggestions for the teacher.

1E, 2E H.K., L.V.S., T.S.

Of cultural and anthropological value. Difficult for amateurs in music. 15 authentic folksongs from 16 Latin American republics.

Luce, Allena. Vamos a cantar. HEATH, 1946. 110 pp. $1.35.
1A, 2A R.G.

65 songs with piano accompaniment, from Spain and Latin America and from other countries (translated into Spanish).

1E, 2E P.M., L.V.S., T.S.

42 short songs. Since music is not given, these would have to be treated as juvenile rhymes, unless the teacher has access to music. Even with this limitation, an excellent collection. The page decorations in blue are quite attractive.

1E, 2E H.K., L.V.S., T.S.

Artistic and sophisticated selections of musical and linguistic merit. Somewhat difficult. Intended for Spanish-speaking students in Puerto Rican schools.

7-9 Toldrá, E., ed. Doce canciones populares españolas. 4-6 Seix y Barral, Barcelona, 1942. Distr. PACKAGE. Piano 10-12 accompaniment. 50 pp. $2.00.
1E, 2E P.M., L.V.S., T.S.

12 songs from different parts of Spain, with a doublepage colored illustration for each song. To explain the lyrics in detail, a teacher will need a fairly good background in language and culture, but the songs can be used to good advantage for their musical content alone, and the superficial content of the lyrics is not difficult.

BOOKS ON METHODOLOGY

1A, 2A, 3A, 4A, 5A, L.H., L.V.S., T.S.

Not for the inexperienced teacher. Question introduction of formal and familiar commands in third week without any explanation. The division of material into weeks should be helpful.

1EAA, 2A, 3A, 4A M.V.B., L.V.S., T.S.

Suggestions gleaned from numerous articles. Many could be helpful; many are prolix; some are exasperating. But the properly oriented teacher can find a wealth of usable ideas. Lists of helpful addresses.


Script pages indicated. Clear distinction between voices. Discs for teacher's own improvement.

1E, 2E, 3E, 4E M.V.B., L.V.S., T.S.


(Discs for Grades: 3-5) 1EAA, 2EAA, 3A, 4EAA, 5E, 6E, 7E, 8E, 9EAA, 10E, 11A, 12EAA, 13EAA, 14EAA, 15E H.K., L.V.S., T.S.

Good and useful. Voices sometimes abrupt and harsh. Some syllables are indistinct.

Continuing Spanish in Grade Four. Teacher's Guide. EDUC. PUB., 1958. 75 pp. Paper $2.50. One 12 in. 33 1/3 rpm. disc $5.00.
1E, 2E, 3E, 4E M.V.B., L.V.S., T.S.

A course guide to follow Beginning Spanish in Grade 3. Highly recommended as illustrative of newer teaching methods and materials.

--- Continuing Spanish in Grade Five. Teacher's Guide. EDUC. PUB., 1958. 75 pp. Paper $2.50. One 12 in. 33 1/3 rpm. disc $5.00.
1E, 2E, 3E, 4E M.V.B., L.V.S., T.S.

Excellent illustration of newer methods and materials.

--- Continuing Spanish in Grade Six. Teacher's Guide. EDUC. PUB., 1960. 50 pp. Paper $2.50. MLA Student's Book or Spanish in Grade Six (Reading Units 1-7) $1.00.
1E, 2E, 3E, 4E M.V.B., L.V.S., T.S.

Recommended as illustrative of newer methods and materials.

1A, 2A, 3E, 5A M.V.B.

A syllabus for 9th-grade beginners. Introduction includes a statement of methodology.

1E, 2E, 3EEEAA, 4E M.V.B., L.R., L.V.S., 5S.

An examination of the specific contribution that language can make to the teacher of beginning Spanish in high school or college. A helpful guide for the teacher who wishes to update his training. Selected bibliography.

1A, 2A, 3A, 4A H.K., L.V.S.

Some useful materials for clubs, assemblies, parties.
SPANISH: Dictionaries


CONVERSATION BOOKS


7–9 Barlow, Genevieve. Escenitas de México. UPSHAW, 1946. 150 pp. $2.00. 9 selections on one 5 in. 7/8 rpm. tape reel. $8.00. 1A, 2A, 4A, 5A, 6A, 7A H.K., L.V.S., T.S. Expositions and narrations with vocabulary and structure drills, questions, poems, and songs. Excess of unrelated material makes the book tiresome. Possible but not recommended.

4–9 Coughran, Mabel Harris. Horas encantadas. UPSHAW, 1944. Illus. 136 pp. $2.00. Recordings available. 1AAE, 2A, 3A, 4A, 5A, 6A, 7A H.K., L.V.S., T.S. 12 dramatizations of original or traditional stories, with many songs. Stage directions in English. Suitable for special programs. Some vocabulary is of doubtful value (e.g., chivo).

10–12 da Silva, Zenia S., and Gabriel H. Lovett. Al buen hacer. UPSHAW, 1958. 209 pp. $3.20. 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E H.K., L.V.S., T.S. 26 conversations with notes on idioms and provision for a continuation of the discussion in class.


10–12 La Grone, Gregory G. Basic Conversational Spanish. HOL.T, 1957. 228 + ivx pp. $3.40. Two 12 in. 331/3 rpm. transcriptions of conversation $8.17. Eight 7 in. 1200 ft. reels, dual track tapes, 3/4 ips. $80.00. Sixteen 7 in. 1200 ft. reels, dual track tapes, 71/4 ips. $120.00. 16 hours. 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E M.D., A.K., L.V.S., T.S. Attempts to bridge transition between objects, activities, and thought content. Consequently provides examples and explanations of forms and structure, and an extensive vocabulary. Much translation in exercises.


(Good recordings) 1A, 2A, 3A, 4A, 5A, 6A, 7E, 8E H.K., L.V.S., T.S. Good recordings using different voices. Pauses for repetition.

7–9 López, Margarita, and Esther Brown. Aquí se habla español. HEATH, 1942. Illus. 187 pp. $2.60. 1E, 2E, 3E, 4E, 5E, 6E, 7A, 8E H.K., T.S. An excellent topical arrangement of vocabulary of special interest to high-school students. Designed for early use; present tense only. Vocabulary and miscellaneous grammar drills, questions, poems, and songs. Extensive vocabulary. Much translation in exercises. Conceived to provide a foundation in grammar review and oral practice.

7–9 Thompson, Corrie. Cinco comedias. UPSHAW, 1946. 47 pp. Paper. $0.60. 1E, 2E, 3E, 4E, 5E, 6A, 7E, 8A H.K., L.V.S., T.S. Original plays for practice and for special programs. Summaries in English. Allows participation of large number of pupils. Interpretive action assists comprehension of audience.

DICTIONARIES


SPANISH: Discs & Tapes: Cultural


1-III-IV 7-9 EEAAA, 2EEAAA, 3EEAAA, 4U, /U, 8A, 9AAUUU A.J. R.J., J.B.M., L.V.S., T.S. 

Useful and inexpensive. Lists of idioms, irregular verbs, numerals, and other aids.


A good standard dictionary for the serious student. Spanish pronunciation not given.


I Mondlingual picture dictionary. 61 pp. $2.00. 

1A, 2A, 3A, 4A, 5EA, 8A, 9A H.K., P.M., L.V.S., T.S. 

Patterned on the Little Golden Dictionary. It should be a delight to children in the intermediate grades and junior high school, who have learned to read fairly well. Rich in incidental vocabulary and structural patterns, it will probably serve best as a supplementary book for fast learners at early levels of reading. Some Argentinian slant is seen in vocabulary.


1-III $2.00. 

1A, 2A, 3A, 4A, 7A, 8A, 9A M.V.B., L.V.S., T.S. 

A concise (at times excessively so) bilingual dictionary, sturdily bound and convenient in size. Definitions are usually given in terms of the two or three most common meanings. Illustrative phrases are scarce. Contains numerous useful tables (prefixes, suffixes, abbreviations, etc.)


1-III-IV 7-9 1A, 2A, 3A, 4U, 7AC, 8A, 9A L.V.S., S.S. 

Adequate for most student use. Few idioms or discriminations in usage. No guidance on choice of alternatives.


7U, 2A, 3A, 4U, 7U, 8A, 9EEA H.K., L.V.S., T.S. 


T Pence, E. Allison, and others. Cassell's Spanish Dictionary. 10-12 ary. FUNK, 1960. 1477 pp. $7.50, $8.50 (thumb indexed). 

1-7 1E, 2E, 4E, 7E, 8E, 9E M.V.B., M.E.E., L.V.S., T.S. 

An excellent bilingual dictionary representing American and European Spanish. Some British orientation in the English. Very clearly printed, easy to consult.


III-IV 1570 pp. $12.50. 

1E, 2AE, 3E, 4E, 6E, 8AE, 9AE M.V.B., H.K., L.V.S. 

Recommended for all Spanish teachers. Conservative in accepting new words and americanismor, it should be supplemented in this area.


1752 pp. $7.75. 

1I-III 1E, 2E, 3E, 4E, 5E, 8E, 9A M.V.B. 

Little-known in the U.S., this is an extremely useful all-Spanish dictionary. Based on the Academy's large
edition, it omits many archaic forms in favor of neologisms and Americanisms (marked as to country of origin). Numerous illustrations, especially helpful.

1-9 Sims, E. R. Elementary Spanish Dictionary. BENSON, 10-12 1950. 584 pp. $2.16. 

II-III 1A, 2A, 3A, 4A, 8A, 9A H.K., L.V.S., T.S. 

Really a reader for development of vocabulary based on frequency, followed by a formal dictionary. It is questionable whether the students should be forced into extensive use of any dictionary at this stage, or whether students reading at this level would need it.


1A, 2E, 3E, 5E, 8E, 9U, 7U, 8A, 9A M.V.B., H.K., L.V.S., T.S. 

A well-known dictionary of established usefulness. Among the best for illustrative phrases. Indications for pronunciation of Spanish are in terms of respelled English. Useful section on abbreviations.

10-12 Williams, Edwin B. Diccionario del idioma español. 7-9 AFFILIATED (Pocket Books), 1959. 469 pp. Paper III-IV (GC60) $0.50. 

1AEE, 2E, 3E, 4A, 8A, 9A M.V.B., H.K., L.V.S., T.S. 

Up-to-date vocabulary of 35,000 entries, reasonably priced. Includes model verbs conjugated completely, and all verbs are referred to these models. Illustrative phrases are few. The best all-Spanish pocket dictionary.

T ———. Holt Spanish and English Dictionary. HOLT, 10-12 1955. 1280 pp. $7.50, $8.50 (thumb indexed). 

II-IV 1E, 2E, 3E, 4E, 7E, 8E, 9E M.V.L., J.J.C., M.E.E., H.K., L.V.S., T.S. 

First-rate bilingual dictionary useful to students at all levels. Comprehensive, reliable, easy to consult, modern, and accurate.

DISCS & TAPES: CULTURAL

10-12 Los Buenos Vecinos Series, Consultant Minerva Alicia Gil LANG. ARTS, 1960. Listening Practice Tapes: Five 7 in. 7(5/8) ips. full-track Mylar tape reels. Twenty 5-min. episodes, 4 on a reel. 3 copies of each of 20 scripts with set: $45.00. Extra scripts 10¢ each. Drill Tapes: Episodes presented first as listening practice tapes and then with master phrase, pause for student repetition, followed by master-phrase repetition. On 7 in. Mylar tape reels, full, upper, or lower track; at 7(5/8) 12 ips., 19 tapes $8.00 each; at 5(7/8) 12 ips., 10 tapes $8.00 each; at 1(3/4) 12 ips., 5 tapes $8.00 each. 3 copies of each script free. Extra scripts 10¢.

1E, 2E, 3E, 5E, 6E, 8E, 9E E.F.B., H.K., L.V.S., T.S., M.T. 

In this series of 20 conversations, men, women, and children discuss in very natural fashion serenata, comadre and compadré, the party for a 15-year-old sister, and other matters of importance in Mexican life. A few of the Mexicanisms seem unnecessarily difficult for a tape intended for use in school.


1A, 2EEEAEA, 3EEEEEA, 4EEEAEA, 5E EEEE, 6EEEEA, 7EEEEEA, 8EEEEEA, 9EEEEEA E.F.B, A.J., R.J., H.E.K., J.B.M., L.V.S., T.S. 

Students representing many countries speak infor-
mally and briefly of their homelands and activities. Excellent Spanish is used throughout with a minimum of dialectic pronunciation. Among the best listening materials for advanced students.

10-12 Circling the Globe with Speech—Spanish Simplifies L. WILMAG, 1960. One 12 in. 33 1/3 rpm. disc (Serial No. SIM 100) $5.55 with text. One 7 in. 7 1/2 ips. two-track tape $8.95 with text.

1A, 2A, 3A, 4E, 5E, 6E, 7A, 8A, 9A, 13A
H.K., L.V.S., T.S.

Various accents from the Spanish-speaking world. Could be used as supplementary material in advanced classes, but would be confusing to beginners.

10-12 Martinez-Lopez, Ramon. Recuerdos de Espana, Narrated by the author. LANG. ARTS, 1960. Listening Practice Tapes. Three 7 in. 7 1/2 ips. full track Mylar tape reels. Three 8-minute subjects on each reel. Three copies of each of 9 scripts with set $30.00. Additional scripts $0.15. Drill Tapes. On 7 in. Mylar tape reels, full, upper, or lower track: at 7 1/2 ips. 5 tapes $8.00 each; at 3 3/4 ips. 5 tapes $9.00 each; at 7/8 ips. 3 tapes $10.00 each. Three copies of each script included. Additional scripts $0.15. 1E, 2E, 4E, 5E, 6E, 7AEE, 8E E.F.B., L.V.S., M.T.

Tofli with evident pleasure in reliving scenes from the narrator’s youth in Galicia, these tapes are excellent for helping students understand such aspects of Spanish life as the family, a tertulia, and a romeria.

4-12 Mexican Folk Dances. BOWMAR REC., 1960. Three 78 rpm. discs $5.95. Includes instructions for 6 dances.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E
H.K., L.V.S., T.S.

6 popular Mexican dances. Printed instructions easy to follow. Typical Mexican orchestra music in tempo and rhythm. Easy for elementary pupils. Fun for program planning.

10-12 Raymond, Joseph. Spanish is Fun. Gems of Wit and Wisdom. Read by Ernesto Hoffmann Liévano. SMC. One 12 in. 33 1/3 rpm. disc (Serial No. 5M 1006) $4.95. Text. 1EAA, 2EAA, 3EAA, 4EAA, 5EAA, 6EAA, 7EAA, 8EAA, 9EAA, L.V.S., T.S., M.C.T.

A record of folklore material. Part I has proverbs, rounda, tongue twisters, riddles, and "The House that Jack Built." Part II has four anecdotes and an appealing short-short story. There are questions to help the listener check his comprehension. Not always suitable for teaching but sometimes amusing.

DISCS & TAPES: LANGUAGE


1A, 2A, 3U, 4A, 5A, 6A, 7A, 8A, 9U, 10A, 12A, 13A, 14A, 15A
H.K., L.V.S., T.S.

Too much English, but could provide experience of hearing another voice. An American child learns Spanish while visiting her Spanish cousin, Carla.

7-12 Aural Comprehension and Dictation Exercises for Junior and Senior High School. TAY, 1961. La ciudad (Sp. 510), Fiesta (Sp. 211), and La vida en la isla de Janitzio (Sp. 212). Each exercise has a teacher’s manual, a filmstrip, and either one 12 in. 33 1/3 rpm. disc or two 5 in. 7 1/2 ips. one-track tape reels. With disc $18.80 each, with tapes $27.50.

(Discs & Tapes) 1E, 2E, 3E, 4E, 5E, 6E H.K., L.V.S., T.S.

Patterned on College Board and Regents examinations. Graded from 9 months to 3 years. Questions and dictation in writing. Several voices, Castilian pronunciation. Good for practice. (Filmstrip) 1E, 2E H.K., L.V.S., T.S.


Value for testing speed on relation to previous teaching.

10-12 Berlitz Self Teaching Record Course: Spanish. BER-LITZ, 1956. Five 12 in. 33 1/3 rpm. discs (Serial No. 90) $75.00. Script.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 11A, 12A, 13A, 15A
H.K., L.V.S., T.S.


10-12 Berlitz Simplified Spanish. R.C.A. Two 12 in. 33 1/3 rpm discs (Serial No. LM 6090) $9.95. Text and verb wheel. 1E, 2E, 3E, 4E, 5E, 6E, 8E H.K., L.V.S., T.S.

Primarily for home study. 20 topical units presented in dialogues by Spanish and Spanish-American speakers. The accompanying book contains the script and explanatory notes. Beautifully recorded by both men and women at good "compromise" speed. Contests lack variety of both subject matter and style. Good for self-instruction.

10-12 Buisman, J. H. Journey in Spain. Vol. I. Native speakers. GOLDSMITH, 1960. One 12 in. 33 1/3 rpm disc (Serial No. GM-Disc 7016) with illus. text and dictionary $7.95. One 4 in. 33 1/4 ips. dual track plastic tape reel with illus. text and dictionary $10.05. Additional texts $2.95. Additional pocket dictionaries $0.35. 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 12E, 13E, 14E, 15E E.F.B., L.V.S., T.S.

50 dialogues on various daily situations, each complete. Accompanying text, 104 pages, 300 colored pictures. Separate vocabulary, idioms, rules of grammar, 64 pages. Additional copies available. Good voices, male and female. No pauses. Recommended for listening practice only.


Complete introductory course in 40 lessons. The recordings are good, but never increase speed of utterances. Some grammatical statements would be irrelevant even if true. ("The subjunctive has gradually gone out of use" in English and French. Personal pronoun objects are "modified" the verb.) Vocabularies and selections are too long and cannot easily be divided into logical units. Needs a table of contents to indicate introduction of forms and structures in each lesson.

7-12 Eddy, Frederick D., ed. Gateway to Spanish. Various publishers. OTTENHEIMER, 1966. 3 12 in. 33 1/3 rpm discs (CAB 6022 6021-A) $7.95 (Fesl3, 2EAA, 3EAA, 4EAA, 5EAA, 6EAA, 7EAA, 8EAA, 9A, 12EAA, 13A, 14EAAU, 15A W.B., A.Cas., L.V.S., T.S.

The vocabulary exercises are patterndrills are excellent, because mastery is the objective without any rules of grammar being stated. Good voices with a variety of accents. The dialogues are geared to the traveller or the older student. Some evaluators feel that the pace of the early exercises is too fast. A conversation manual has the complete text. An Alphabetic Phrase Index Booklet is useful because it gives phrases in context.


2E, 3E, 5E, 6E, 7E, 8EAA, 9A, 12EAA, 13A, 14EAAU, 15A W.B., A.Cas., A.B.H., H.K., L.V.S., T.S.

7-12"
A very useful Manual for Teachers and Parents (by Evangeline Galas, Filomena Peloro, and Frederick D. Eddy) gives methods and techniques and many suggestions on how to use these records. Accompanying text of dialogues and rhymes. Better as supplement than for basic course. The learner hears a variety of voices. The dialogues are well done and contain extremely useful material. Listening and speaking precede reading.


Furness, Edna L. E. Furness Test of Aural Comprehension. UP5HAW, 1961. 5 in. 7 1/2 ips. plastic two-track tape reel, recorded on two tracks, 30 min. (Form Q $8.00). Printed test $0.15, 25 for $3.00. 1E, 2E, 4E, 5E, 6E, 7A, 8A, 9E, 14A, 16A H.K., L.V.S., T.S. Multiple-choice written answers to spoken stimulus on tape.


Paso a paso. Read by Octavio Corvalán. FOLKWAYS, 1960. One 12 in. 33 1/3 rpm. disc (Serial No. FL 9292) $5.95. Text in Spanish. 1E, 2E, 4E, 5E, 6E, 7E, 8E, 9E H.K., L.V.S., T.S. Good for enrichment.


Paso a paso. Read by Octavio Corvalán. FOLKWAYS, 1960. One 12 in. 33 1/3 rpm. disc (Serial No. FC 7834) $5.95. With text, translation, and dictionary. One 3 in. 5 1/4 ips. plastic two-track tape reel, recorded on both tracks (Serial No. GMS-Tape 7026) $8.95 with text, translation, and dictionary. Additional texts $1.25. Additional pocket dictionaries $0.35. 1A, 2A, 3A, 4A, 5A, 6A, 8A E.F.B., L.V.S., T.S. A good inexpensive tape and accompanying text covering the commonplace vocabulary. The South and Southwest may find the Castilian, sounds and vocabulary than its title would imply.

Spanish for Beginners. TAV. 1: La clase. 2: En la escuela. A very useful Manual for Teachers and Parents (by E.E., A.A., E. E., 8A, 10A, 12A, 13A, 15A H.K., L.V.S., T.S. Alternate English and Spanish phrases for songs and activities. Too much English and too little sequence for teaching, but the series contains a wealth of appropriate songs and action games which teachers would find useful if they are detached from the English. The guide provides the usual attempt at "phonetic" description of pronunciation with the usual lack of success.

Spanish for the Younger Set. Director Mort Solotel. UNIV. ASSOC. One 12 in. 33 1/4 disc (Serial No. UA 102) $5.95, with booklet with script of lessons and teacher's or parents' guide.

Robins, Lewis, and Reid Harris. Instant Spanish. PICKUP, 1960. Two 12 in. 33 1/4 rpm. discs (Serial No. IL 201-202) $9.95. 2 text manuals and a dictionary. 1A, 2E, 3E, 4E, 5E, 6E, 7A, 8A, 9E, 10E, 12A, 13A, 15A H.K., L.V.S., T.S. Conversational phrases for various situations. Better than its title would imply.

Spanish for the Younger Set. Director Mort Solotel. UNIV. ASSOC. One 12 in. 33 1/4 disc (Serial No. UA 102) $5.95, with booklet with script of lessons and teacher's or parents' guide.

Robins, Lewis, and Reid Harris. Instant Spanish. PICKUP, 1960. Two 12 in. 33 1/4 rpm. discs (Serial No. IL 201-202) $9.95. 2 text manuals and a dictionary. 1A, 2E, 3E, 4E, 5E, 6E, 7A, 8A, 9E, 10E, 12A, 13A, 15A H.K., L.V.S., T.S. Conversational phrases for various situations. Better than its title would imply.
One 12 in. 33⅓ rpm. disc (Serial No. FL 9926) $5.55. Text in English and Spanish.

1E, 2E, 3E, 4E, 5E, 6E, H.K., L.V.S., T.S.

Excellent reading of poetry of several contemporary Spanish American writers.


1A, 2E, 3E, 4E, 5A, 6A H.K., L.V.S., T.S.

Selections from Bécquer's love lyrics; no special value for language classes.


1E, 2E, 3E, 4E, 5E, 6F H.K., L.V.S., T.S.


1E, 2E, 3E, 4E, 5E, 6E H.K., L.V.S., T.S.

Good direction and interpretation. Easily recognizable characters.

10-12 Casona, Alejandro, and los hermanos Alvarez Quintero. IV-VI El manchego que casó con mujer brava y Gilito. Performed by El grupo Pro Arte. Directed by José Díaz. SMC. One 12 in. 33⅓ rpm. disc (Serial No. SMC 1039) $4.95. Text.

1E, 2E, 3E, 4E, 5E, 6E A.L.V.S., T.S., M.C.T.

Two very interesting and educational light comedies recorded in uninterrupted style. The plays are well presented by excellent actors. Material is appropriate for the most advanced high-school college-preparatory groups. Students will enjoy these hilarious comedies based in home life.


1A, 2E, 3E, 4E, 5E, 6E, L.V.S.

Selections are well identified on record. Beautifully recorded.

10-12 Cervantes, Miguel de. Don Quijote de la Mancha. Performed by Eugenio Fiorit. SMC. One 12 in. 33⅓ rpm. disc (Serial No. SMC 1031) $4.95. Script.

1F, 2E, 3E, 4E, 5E, 6E L.V.S., T.S., M.C.T.

1E, 2E, 3E, 4E, 5E, 6E, L.H., L.V.S., T.S.

1E, 2E, 3E, 4E, 5E, 6E H.K., L.V.S., T.S.

Good for enrichment and comprehension.

10-12 De corazón a corazón: Recital poético. Performed by IV-VI Ernesto Hoffman Liévano. SMC. One 12 in. 33⅓ rpm. disc (Serial No. 1001) $4.50. Text.

1E, 2E, 3E, 4E, 5E, 6A, 6E L.H., L.V.S., T.S.

A good selection of 15 poems by Spanish and American poets recited very effectively by native speaker. The contents are well indexed, giving the page of the text booklet as well as the length in minutes of each poem, and are recorded dramatically, clearly, and rhythmically. Effective in advanced classes to supplement the reading of the poems and the study of Spanish poetry. Good voice and diction, but sometimes too emotional.


1E, 2E, 3E, 4E, 5E, 6E L.V.S., T.S.

Less useful than others in series.

10-12 García Lorca, Federico. Antología poética. Performed by IV-VI José Jorda, guitar accompaniment by Juan Martínez. SMC. One 12 in. 33⅓ rpm. disc (Serial No. SMC 1060) $4.50. Script.

1E, 2E, 3E, 4E, 5E, 6E L.V.S., T.S., M.C.T.

Dramatic reading in magnificent style of the poet's works to the accompaniment of poigniant guitar music. Excellent for Advanced Placement - Spanish Classes.

10-12 ———. Federico García Lorca. Read by Amado Alonso. IV-VI Recorded in U.S. VOCARIUM of. 1951. One 12 in. 33⅓ rpm. disc (Serial No. VS AA 2) $5.00.

1E, 2E, 3E, 4E, 5E, 6E L.V.S., T.S.

Selections from his poetry. Titles and dates included in records. Enrichment for advanced students.

10-12 ———. Poesía y drama. Performed by Maria Douglas III-VI and Paul Douglas. CAEDMON. One 12 in. 33⅓ rpm. disc (Serial No. TC 1007) $5.50. Script.

1E, 2E, 3E, 4E, 5E, 6E H.K., L.V.S., T.S.

Good direction and interpretation. Easily recognizable characters. Excellent choice of materials.

10-12 Manrique, Jorge. Coplas a la muerte del Maestre Don IV-VI Rodrigo. Performed by Manuel Dietsa. LTA. One 7 in. 45 rpm. extended-play disc (Serial No. 256031) $2.98.

1E, 2E, 3E, 4E, 6E L.M., M.N.

Excellent, finished performance. Beautiful diction. No text.


1E, 2E, 3E, 4E, 5E, 6E L.V.S., T.S.

20 poems. Excellent for enrichment.


1E, 2E, 3E, 4E, 5E, 6E A.L.V.S., T.S., M.C.T.

1E, 2E, 3E, 4E, 5E, 6E, L.H., L.V.S., T.S.

Talks by Don Quijote and advice to Sandro Pauza. Interesting selections, excellent recordings.

10-12 ———. Don Quijote de la Mancha. Performed by Jorge IV-VI Juan Rodríguez. FOLKWAYS, 1950. One 12 in. 33⅓ rpm. disc (Serial No. FL 9990) $5.55. Text.

1E, 2E, 3E, 4E, 5E, 6E H.K., L.V.S., T.S.

Good for enrichment and comprehension.

10-12 Panorama poético hispanoamericano, Vol. 4. [Several IV-VI pocos de Sor Juana de la Cruz a Gabriela Mistral] Read by Carola Yomnar. SMC. One 12 in.-33⅓ rpm. disc (Serial No. SMC 1015) $4.50. Script.

1E, 2E, 3E, 4E, 5A, 6A H.K., L.V.S., T.S., M.C.T.

A poetic recital of works of Gil Vicente, Cervantes, Marqués de Santillana, Menéndez Pidal, San Juan de La Cruz, Calderón, Lope de Vega, Goágora, Zorrila, Pemón, Unamuno, Benavente, and others. Excellent in conjunction with a survey course in Spanish literature.

10-12 Panorama poético hispanoamericano, Vol. 4. [Several IV-VI pocos de Sor Juana de la Cruz a Gabriela Mistral] Read by Carola Yomnar. SMC. One 12 in.-33⅓ rpm. disc (Serial No. SMC 1015) $4.50. Script.

1E, 2E, 3E, 4E, 5A, 6A H.K., L.V.S., T.S., M.C.T.

Spanish American poetry from the 17th to the 20th century; guitar accompaniment; some obscure poets included with the great ones. Little appeal for high-school students.


1E, 2E, 3E, 4E, 5E, 6E L.V.S., T.S.

Valuable for enrichment.


1E, 2E, 3E, 4E, 5E, 6E L.V.S., T.S.

Beautifully rec. ded. Valuable for introduction to prominent writer and educator.


1E, 2E, 3E, 4E, 5E, 6E H.K., L.V.S., T.S.

Good diction and interpretation. Easily recognizable characters.
DISCS & TAPES: SONGS

7-12 Argentina. Folksongs performed by María Luisa Buchino. Accompanied by guitar and harp. MONITOR, 1961. Recorded in Argentina. One 12 in. 33 1/4 rpm. disc (Serial No. MF 345) or stereo (Serial No. MFS 345) $1.98. Spanish text. 1E, 2E, 6E H.K., L.V.S., T.S.
Excellent selection of Argentine folksongs.

10-12 Argentine Folksongs. Sung by Octavio Corvalán with guitar accompaniment. FOLKWAYS, 1955. One 10 in. 33 1/4 rpm. disc (Serial No. FW 6810) $4.25. Text in English and Spanish. 2E, 6E H.K., L.V.S., T.S.
Good for enrichment.

7-9 Cancionero infantil. Piano and organ. SMC, 1958. One 12 in. 33 1/4 rpm. disc (Serial No. SMC 1039) $1.95. Text. 1E, 2E, 6E H.K., L.V.S., T.S.
Songs chosen and used on children’s radio program in Mexico by Hernánio Alveiz. For older students than title would imply. Very clear and spirited.

Excellent. Can be used in all grades if teacher chooses with good judgment in selection and preparation.

4-6 Canciones para la clase de español. Guitar, marimba, and piano accompaniment. BOWMAR REC. or MILLS, 1960. One 12 in. 33 1/4 rpm. disc $4.95. Songbook by Ruth De Cesare. Piano accompaniment with guitar notations. 17 pp. Paper, $1.00 for extra copies. (Disc) 2E, 6E M.B., J.G., L.V.S., M.T.
This record is in the “sing along” style and generally the song is repeated more than once. The songs are varied enough to provide student interest. Native voices, pleasant and clear enunciation. (Songbook) 1E AA, 2E EA, M.B., R.G., M.T.
Little background information on the 17 songs is given, but there is a helpful end-vocabulary. Songs range from easy to difficult in language, but all are easy to sing.

A large number of well-known folk songs of Spain and Spanish America recorded with a variety of instruments and voice arrangements in the belief that if they were interesting enough musically the songs would make pleasant listening, over and over, and learning the words as well as the tunes would follow naturally and easily. The singers have captured the spirit of each song so it would be sung by Spanish-speaking children or adults. Authentic singing and excellent accompaniments.

K-3 Cantemos, niños. Folksongs of Spain and Spanish America. Varying accompaniment. Recorded in U.S.A. IJDYIIL, 1961. Dist. CURR. MAT. CTR. One 12 in. 33 1/4 rpm. disc (Serial No. 2000) $0.95. Songbook $0.50. 1E, 2E, 3E, 6E R.K., L.V.S., T.S.
An excellent collection of children’s songs familiar to most Spanish-speaking children (19 songs and one dance). It has musical as well as language-learning values. Most of the songs are repeated several times, facilitating the learning of both lyrics and tunes. Songs are recorded by a man and a woman; this makes for variety and interest.

The accompaniments are charming and add measurably to the interest of the songs.

7-12 Chile. Folksongs performed by María Luisa Buchino and her Llaneros. Accompanied by guitar and harp. MONI- TOR, 1961. Recorded in Chile. One 12 in. 33 1/4 rpm. disc (Serial No. MF 342) or stereo (Serial No. MFS 342) $4.98. Text. 1E, 2E, 6E H.K., L.V.S., T.S.
Excellent collection of Chilean folksongs.

Christmas carols by children and adults.

10-12 Corvalán, Octavio. Vamos a cantar. FOLKWAYS, 1960. One 12 in. 33 1/4 rpm. disc (Serial No. FC 7147) $5.55. Texts in English and Spanish. 2E, 6E H.K., L.V.S., T.S.

10-12 Favorite Mexican Folk Songs. Sung by Angel Rosa. Accompanied by bass, guitar, and piano. (Serial No. GMS-Disc 7068). Instrumental recording of the same songs used for accompaniment for the singing class. (Serial No. GMS-Disc 7069), GOLDSMITH, 1959. Each one 12 in. 33 1/4 rpm. disc $5.95, each with text. Additional texts $0.15 each.

1E AEA, 5E, 6E E.F.B., L.V.S., T.S., M.C.T.
A native artist with a medium voice range and simple musical accompaniment sings well-known songs in such a way that student will be stimulated to emulate. The record can be used for listening pleasure, too. The instrumental rendition is very good for group singing. Both records are very popular. Excellent for Spanish clubs.

10-12 Folk Songs of Mexico. Sung by Alfonso Cruz. Guitar accompaniment. Recorded in Mexico FOLKWAYS, 1950. One 12 in. 33 1/4 rpm. disc (Serial No. FW 8727) $5.95. 2E, 6E H.K., L.V.S., T.S.
16 folk songs with notes and text.

10-12 García Lorca. Federico. Poemas del cante jondo. Per- formed by Enrique Montoya. Guitar accompaniment. SMC. One 12 in. 33 1/4 rpm. disc (Serial No. SMC 1037) $1.95. Text. 1E, 2A H.K., L.V.S., T.S.
Poems of Lorca sung in cante jondo.

7-9 Hello Amigos. The Ames Brothers and orchestra. RCA, 1960. One 12 in. 33 1/4 rpm. disc (Album No. LPM 2100) $3.98. 1E, 6U H.K., L.V.S., T.S.
Well-known songs easy to understand and sing. Good for class or club. Many could be used for dancing. No texts.

The songs, sung first in English and then in the FL, include old favorites (Arrac con leche, San Severino), one song for which only English words are given, one in Honduran dialect, one in Creole, and one in French. The accompanying song book gives words and music and directions in English, for playing the games. Excellent for listening but not for imitation.

7-9 Let’s Sing Songs in Spanish. Piano accompaniment. OT- TENHEIME, 1960. One 12 in. 33 1/4 rpm. disc (Serial
No. CAB 410(2) $4.95. Texts in Spanish and English in an illustrated booklet.

1E, 2E, 3A, 4EA, 5A, 6E A.Cas., L.V.S., T.S.

One good feature is the use of different male and female voices to give practice in distinguishing pitch and quality of sounds. The songs are well chosen. The teaching voice is at times too fast. The announcer's explanation before the songs is new and quite good.

7-9 Memories of Jorge Negrete. RCA, 1956. One 12 in. 331/3 rpm. disc (Album No. LPM 1365) $3.98.

2E, 6A E.H.K., L.V.S., T.S.

Sprightly songs rendered by popular singer. Good for atmosphere in class or club. No texts.

K-3

10-12

Navarro Cameron, Mercedes. Speaking Spanish while Singing. For Elementary School. Performed by the author. SMC, 1960. One 12 in. 331/3 rpm. disc (Serial No. SMC 1065) $4.95. Script.

2E, 6A E.H.K., L.V.S., T.S.

Songs for children. Not always good quality in recording. C. Illden finds the songs attractive.

7-9

10-12

Spain: Flamenco Songs and Dances. Lutys de Luz and M. B. M.B., L.V.S., T.S.

Two musical classics with narration in Spanish, beautifully done.

10-12

Flamenco Songs and Dances. Lutys de Luz and others. Accompanied by guitar and castanets. MONITOR. One 12 in. 331/3 rpm. disc (Serial No. MF 357) $4.95. Script.

2E A.E., E.H.K., L.V.S., T.S.

These selections of Spanish fiction from the 14th to the 17th century, somewhat simplified, are for the beginner whose objective is reading. The illustrations cannot compete with those of more recent books.

7-12


Stories, questions, and exercises, giving general view of Spanish geography and history, including Canary and Balearic Islands.

K-3


1E, 2E, 3E, 4E, 5E M.M.M., L.V.S., T.S.

Six plays, exercises and notes. Authors are Muñoz Seca, Alvarez Quinteros, Tamayo y Baís, Ramón Carrion, and Mariano Barranco.

10-12


Elementary: (Castillo & Sparkman) 1. De todo un poco, 62 pp., $0.85. 2. Los pluma de leyendo, 66 pp., $0.85. 3. La buenaventura y otros cuentos, 62 pp., $0.85. 4. Aventuras de Cal Bries, 64 pp., $0.85. 5. Cuentos. Las Gitanillas, 64 pp., $0.85. 6-10 in one volume, 295 pp. $2.85, paper $2.15.


Intermediate: Castillo & Sparkman) 6. Un vuelo a México, 65 pp., $0.95. 7. De México, 65 pp., $0.95. 8. En Guatemala, 61 pp., $0.95. 9. Bolso por Sudamérica, 62 pp., $0.95. 10. Un Pueblo sobre los Andes, 72 pp., $0.95. 6-10 in one volume, 295 pp. $2.35, paper $2.65.

Intermediate Alternate: 6. Cuatro cuentos españoles. Ed. Glenn Barr. 64 pp., $0.95. 7. De buen humor. Ed. Carlos Castillo and Luis Leal. 64 pp., $0.95. 8. Wast. Sangre en el umbral. Ed. Carlos Castillo and Luis Leal. 64 pp., $0.95. 9. Blasco Ibáñez. Las plumas del cabaret. Ed. Carlos Castillo and Luis Leal. 64 pp., $0.95. 10. Cervantes. La ilustre fregona. Ed. Carlos Castillo and Luis Leal. 64 pp., $0.95. 6-10 in one volume, 295 pp. $3.40, paper $2.85.

1E, 2E, 3E, 4E, 5E A.M., M.M.M., L.V.S., T.S.
The readers, graded in difficulty, can be used very well as supplements to a second-year course.

10-12 224 pp. $3.25.

II 1E, 2E, 3E, 4E, 5E M.M.M., L.V.S., T.S.

16 humorous stories adapted from well known authors.

Exercises.

7-9 Cebollero, Pedro H., and Rosa Navarro Haydon. La ciencia hoy y mañana. GINN, 1929. Color and b&w.

II illus. 221 pp. $2.52.

1E, 2E, 3E, 4E, 5E H.K., L.V.S., T.S.

Originally a beginning science textbook for Puerto Rican elementary schools, it has been issued in attractive format with fascinating illustrations. It would stimulate reading in science-oriented students if available in room library. Glossary of scientific terms with explanations in Spanish.


II 1E, 2E, 3E, 4E, 5E M.M.M., L.V.S., T.S.

Biographies of noted Spaniards; chronological table and bibliography.


II 1E, 2E, 3E, 4E, 5E H.K., M.M.M., L.V.S.

Retold stories of history, legend, and literature, giving several ideas on customs and products of Latin America. Exercises and vocabulary.


II Illus. 32 pp. Cloth $2.95.

1E, 2E, 3E H.K., L.V.S., T.S.

Spanish version of old folk tale, amusingly written and illustrated. Printed with almost no accents. Good for room library.


II 1A, 2A, 3A, 4A, 5A H.K., L.V.S., T.S.


1E, 2E, 5E H.K., L.V.S., T.S.

Attractive story in 130 words with constant repetition suitable for rote learning and pantomime, even if children do not read. Some few words are not functional. Delightful pictures. Sympathetic characters. (Story translated from English and "Indians" are North American).


II 1E, 2E, 3E, 4E, 5E H.K., L.V.S., T.S.

Selections of native, not artificial Spanish, arranged for general introduction of grammatical and morphological items. Vocabulary, exercises, and questions. All in Spanish.

6-9 Gaztambide Vega, Francisco. Jugando y riendo. SILVER, 1953. Many illus. 66 pp. $1.76.

II 1A, 2A, 3A, 4A, 5A H.K., L.V.S., T.S.

Attractive reader intended for children in Puerto Rico. Good if teacher wishes to encourage free reading.


1E, 2E, 3E, 4E H.K., L.V.S.

Simple and interesting story, well illustrated, with effective clues for new vocabulary.

7-12 Costoner, Elizabeth F. Cuadros cómicos. GESSLER, 1944.

1-11 24 pp. Four for $2.00, additional copies $0.50.

1E, 2E, 3E, 5E H.K., L.V.S., T.S.

Short plays suitable for student actors or puppets. Tongue twisters might do more harm than good.

7-12 Escenas cortas. GESSLER, 1950. Illus. 24 pp. Paper 4 copies $2.00, additional copies $0.50.

1E, 2E, 3E H.K., L.V.S., T.S.

Sixteen short skits permitting participation by any student. Minimum of properties, variety of situations contribute to usefulness.

4-6 Mi libro. GESSLER, 1958. Illus. 24 pp. $1.00.

7-9 10 or more copies, $0.50 each.

1A 1E, 2E, 3A, 4A, 5A H.K., L.V.S., T.S.

Selections with liberal repetition (House that Jack Built) intended for children beginning Spanish. Many units are too long, followed by too many questions.


II 1E, 2E, 3E, 4E, 5E M.M.M., L.V.S., T.S.

Legends, stories, poems, plays, historical and bibliographical sketches, and English introductory section on each country. Translation of unusual words. Exercises.


1E, 2A, 3A, 5A E.F.B., L.V.S., T.S.

This cultural reader, consisting of Spanish prose fiction of seven centuries, presents chronologically content of sufficient moment to arouse the students' interest in Spanish life and civilization. Each of the 9 stories is preceded by a "setting" in English. Recommended for advanced classes. No exercises.


II 1A, 2A, 3A, 4A, 5A M.M.M., L.V.S., T.S.

Travelogue of librarian, relating activities and conversations. Vocabulary at bottom of page.


II 1A, 2A, 3A, 4A, 5A M.M.M., L.V.S., T.S.

Projects, progress, products, culture, and Point IV activities. Sketches of typical Puerto Ricans. Questions.

7-9 Jarrett, Edith M. Sal y sabor de Mexico. HOUGHTON, 1944. 194 pp. $3.08.

II 1E, 2E, 3E, 4E, 5E M.M.M., L.V.S., T.S.

Stories, dialogues, verses, and playlets suitable for presentation in Spanish clubs. Appendix of Spanish Club songs and projects.


II 1A, 2A, 3EAA, 4EAA, 5A A.J., K.J., H.E.K., J.B.M.

The stories are, for the most part, excerpts from larger works of literature by well known authors. Their appeal, authenticity, and freshness give the student a true insight into Spanish culture and psychology. Some few stories do not appeal to the student for one of two reasons: their sublety or his sophistication.

4-6 King, Patricia. Elena la ballena. FOLLETT, 1960. 32 pp. $1.96. Record album Sp-I, one 10 in. 33½ rpm. disc. $3.50.

II 1E, 2E, 3E, 4E, 5E H.K., L.V.S.

Interesting story, well told in simple, clear Spanish. Effective picture clues for new vocabulary.


II 1E, 2E, 3E, 4E, 5E M.M.M., L.V.S., T.S.
SPANISH: Elementary Readers

Well-known stories, including an abridged version of La hermana San Sulpicio and a play by the Quintero brothers. Exercises. 


4-6 M., A. J. El campo. Illus. F. Goico Aguilar, Madrid, 1957. 7-9 Distr. PACKAGE. Many color illus. 72 pp. $2.50. I-II 1E, 2E, 3A, 4A, 5E P.M., L.V.S., T.S. A wonderful glimpse of rural life in Spain. The excellent relationship of words and pictures almost completely eliminates the necessity for notes, vocabularies, and exercises. This book should, however, be used in class, so that the teacher can lead the learner into discussion which will clarify cultural concepts. Some dictionary support may be necessary.


7-9 Rodríguez, Mario B. Cuentos alegres. HOLT, 1958. 149 + xlii pp. $2.50. I 1E, 2E, 3E, 4E, 5E M.M.M., L.V.S., T.S. 17 light, amusing Spanish-American stories. Vocabulary, exercises for oral practice, and drills with each story.

10-12 Salas, Manuel. Sal y pimienta. HOLT, 1958. 224 pp. $2.75. I-II 1A, 2A, 3A, 4A, 5A M.M.M., L.V.S., T.S. Stories, poems, and proverbs from Middle Ages to modern times, including some Mexican folklore. Questions and notes.

7-9 Sánchez, José. Español al vuelo. MACMILLAN, 1947. 142 pp. $3.00. I 1E, 2E, 3E, 4E, 5E M.M.M., L.V.S., T.S. Three men, an American, a Colombian, and a Spaniard, travel by plane and boat in lesser known areas of Spanish influence such as the West Indies and Philippines. Lively style. Questions and notes.

4-6 Spanish Language Package. PACKAGE. S-10 (13 books) $90.00. S-11 (7 books) $15.00. I-II 1A, 2A, 3A, 4A, 5A M.M.M., L.V.S., T.S. Bilingual story for young student beginning to read. Attractive format and illustrations. Acceptable if it contributes to teacher's purpose. Perhaps restricted to class library table.


1E, 2E, 3E, 4E, 5E, 6U, 7A, 8U, 9E, 10E, 11E A.C., L.V.S., T.S.

Cultural and geographical material, in addition to language study. Repetition of key words is skillfully worked into the script and variety in voice avoids monotony. In all Coronet films the narration is slow and carefully pronounced, but never artificial. Good material for background and for social studies correlated with Spanish. Otherwise no need for titles in English.


1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E M.M., L.V.S. Could stimulate conversation in advanced classes or serve as comprehension practice for earlier classes.


1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E M.M., L.V.S.

Spanish farm.

10-12 Costas de España. Photography by Father José A. Saucedo. Consultant Donald D. Brand. Filmed in Spain. IFB, 1957. 16 mm. 10 min. Narration in Spanish. B&W purchase $60.00. Color purchase $120.00 (Serial No. 1S14). Tape recording of commentary $35. Student Guide and Teacher's Guide, includes suggestions to teacher, maps, commentary with marginal vocabulary notes, exercises, word study, and complete vocabulary, $0.39.

1E, 2E, 3A, 4A, 5A, 6E, 7E, 8E, 9E, 10E M.M., L.V.S., T.S.

An interesting tour around the coasts of Spain with brief visits to the larger cities to view their activities and see their famous streets and buildings.


1E, 2E, 3A, 4A, 5E, 6E, 7E H.K., L.V.S., T.S.

Entertaining, informative film on life in Valencia and its environs.


1E, 2E, 3A, 4E, 5E, 6A, 7A, 8E, 9E H.K., L.V.S., T.S.

Urban life, farms, and historic sites of Madrid, Seville, and Central Plateau, with special focus on life on a Spanish farm.

10-12 Una familia de Guadalajara. Filmed in Mexico. FIDEF- LER, 1950. 16 mm. 17 min. Narration in Spanish.ror
II-IV purchase $160.00. Study guide.
1E, 2E, 3EEA, 4E, 5E, 6E, 7EEA, 8EEA, 9EEA, 10EEA M.B., J.G., L.V.S., T.S.
A very good film because it presents a pleasant city family whose home, schools, business, and daily living are almost identical with ours and because it also emphasizes activities within the family.

10-12 Una familia de un pueblo mexicano. Filmed in Mexico.
II
HOEFLEF, 1960. 16 mm. 17 min. Narration in Spanish.
Color purchase $160.00. Study guide.
1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E H.K., L.V.S., T.S.

10-12 Historia de Mexico's interesting periods and ancient peoples. Mixture of indigenous with modern European stocks and culture. Excellent for comprehension and for social studies on Mexico.
1-IV
1 Filmed in Mexico. NEUBACHER, 1961. 16 mm. 11 min. each. Narration in Spanish. Color purchase $110.00 each, $355.00 for set of 6, rental $5.00 each for 4 days, $1.00 each additional day. Includes script and study guide. Additional teacher's guides $0.05, student's guides $0.05.
1EA, 2EA, 3A, 4EA, 5EAA, 6EAA, 7EA, 8EA, 9EA, 10EA M.B., J.G., L.V.S., M.T.
This series has chosen aspects in the life of a middle-class Mexican family. The choice of both actors and subject matter is excellent. The films are modern and depict the Mexico of today. Much classroom discussion may take place and the films would fit in easily with units on the family and school. However, the pace of the narration is too slow on the first two films.

10-12 Juan y Maria. No. 3, La comida; 4, De compras; 5, El recreo; 6, Un viaje. Screenplay by Richard Vetter. Narrated by Benjamín Pica.
1 Filmed in Mexico. NEUBACHER, 1961. 16 mm. 11 min. each. Narration in Spanish. Color purchase $110.00 each, $355.00 for set of 6, rental $5.00 each for 4 days, $1.00 each additional day. Script and study guides. Additional teacher's guides $0.05, student's guides $0.05.
1EEA, 2EEA, 3EEA, 4EEA, 5EEA, 6EEA, 7EEA, 8EEA, 9EEA, 10EEA M.B., J.G., K.G., M.T.
Excellent presentation of several aspects of middle-class Mexican life. It would fit in well with any course content. Good discussion of the films is possible. The vocabulary selection is very good. There is variety within each film and the interest of the viewers is constantly maintained. Speed of dialogue improved after film #2.

10-12 Mexico City. Filmed in Mexico. Produced by Louis O. M.B., J.G., L.V.S., M.T.
Barona. AV-ED, 1957. 16 mm. 20 min. Narration in Spanish. Color purchase $90.00. Rental $175.00. Rental $16.00 a day or $51.00 a week, plus transportation.
1EA, 2EAE, 3EAE, 4EAE, 5EAE, 6EAE, 7EAE, 8EAE, 9EAE, 10EAE M.B., J.G., M.T.
The many sight-seeing attractions of Mexico City, perhaps overly familiar for intermediate students. The background music is not very typical. The photography is excellent and the film, on the whole, very well done.

10-12 México, tierra de color y contrastes. Screenplay by Richard Vetter. Narrated by Benjamín Pica. Filmed in Mexico. NEUBACHER, 1960. 16 mm. 16 min. Narration in Spanish. Color purchase $155.00, rental $7.00 for 4 days, $1.00 each additional day. Script and study guide. M.B., 2E, 3E, 4E, 5E, 6EAA, 7EA, 8EA, 9EA, 10A M.B., J.G., M.T.
Many cities in Mexico, those out of the ordinary tourist's itinerary as well as the tourist attractions. It presents a brief overview of Mexico, contrasts the new and the old, and shows scenes of various socio-economic levels. Good for discussion of geography, products, and Spanish influence in Mexico. A recent and accurate portrayal of Mexico, but the many scenes are sometimes too brief.

3E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E M.M., L.V.S., T.S.

SPANISH: Films: Dramatic & Documentary
SPANISH: Films: Dramatic & Documentary

Relation of labor and industry to climate. Clearly recorded and photographed, good for social studies correlation.

7-12 México y sus contornos. Filmed in Mexico. IFB, 1958. narration in Spanish. 16 mm. 20 min. Color purchase $115.00. (Serial No. 2547). Student Handbook $0.99. Tape $7.50 by Carlos Castillo.
1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E H.K., LVS, T.S.
Replaces México, ciudad encantadora, showing urban life as well as historic origins of Mexico City.

10-12 Noticiero. (Foreign Language Newsreels). 20th Century Fox Movietone News. Dist. TFC. Weekly one-reel movies of news. 16 mm. 5-8 min. each. Narration in Spanish.
Bwk. Full series, 16 films, 2 semesters, purchase $295.00. Half series, 8 films, one semester, purchase $130.00. Includes Work Paper (study guide), Questions and Answer sheet, and script and translation of each reel.
1EEAA, 1EEEA, 5EEAA, 5EEEA, 6EEAU, 6EEUU, 9E, 10EEAA M.B., J.G., LVS, T.S., M.T.
Stimulating current material for comprehension and conversation. Has little or no cultural value, but gives excellent listening practice.


11-12 Vista de Andalucía. Filmed in Spain. IFB, 1957. 16 mm. 22 min. Narration in Spanish. Bwk purchase $110.00. Tape $7.50. Printed commentary $0.10.
1EEA, 2EEA, 3E, 4EAA, 5EEA, 6EAU, 7A, 8A, 9EAA, 10A A.Cav., L.F., H.M.T.
Slightly interesting at the beginning but as a whole it would be of interest to high-school or first-year college students. Gives a rather primitive view of agricultural techniques and life in general.

11 IFS, 1947 (Serial No. 2S3). 16 mm. 22 min. Narration in Spanish. Bkw purchase $120.00 each part (Serial Nos. 1945-44). Student's Handbook, by the narrator, has suggestions to the teacher, map, commentary for both reels with marginal notes, a cuestionario, exercises, and a full vocabulary. Student Handbook for Parts I & II $0.95.
Tapes $7.50 for each part.
1E, 2E, 3E, 4E, 5E, 6E, 8E, 9E, 10E H.K., LVS, T.S.
Recommended for use as a basis for discussion of social and economic problems.

10-12 Taxco, pueblo de arte. Native speakers. Filmed in Mexico.
10-12 HOEFLER, 1951. 16 mm. 17 min. Narration in Spanish. Color purchase $160.00. Study guide.
1-6 Spanish. Color purchase $160.00. Study guide.
1-6V IEEA, 2EEA, 4EEA, 5EEA, 6EAU, 7A, 8E, 9E, 10E H.K., LVS, T.S.
Simple Spanish, adult subject matter, suitable for comprehension in elementary classes and conversation in intermediate or advanced.

10-12 Taxco, pueblo de arte. Native speakers. Filmed in Mexico.
10-12 HOEFLER, 1951. 16 mm. 17 min. Narration in Spanish. Color purchase $160.00. Study guide.
1-6 Spanish. Color purchase $160.00. Study guide.
1-6V IEEA, 2EEA, 4EEA, 5EEA, 6EAU, 7A, 8E, 9E, 10E H.K., LVS, T.S.
Simple Spanish, adult subject matter, suitable for comprehension in elementary classes and conversation in intermediate or advanced.

11 IFS, 1947 (Serial No. 2S3). 16 mm. 22 min. Narration in Spanish. Bkw purchase $120.00 each part (Serial Nos. 1945-44). Student's Handbook, by the narrator, has suggestions to the teacher, map, commentary for both reels with marginal notes, a cuestionario, exercises, and a full vocabulary. Student Handbook for Parts I & II $0.95.
Tapes $7.50 for each part.
1E, 2E, 3E, 4E, 5E, 6E, 8E, 9E, 10E H.K., LVS, T.S.
Recommended for use as a basis for discussion of social and economic problems.

11 IFS, 1947 (Serial No. 2S3). 16 mm. 22 min. Narration in Spanish. Bkw purchase $120.00 each part (Serial Nos. 1945-44). Student's Handbook, by the narrator, has suggestions to the teacher, map, commentary for both reels with marginal notes, a cuestionario, exercises, and a full vocabulary. Student Handbook for Parts I & II $0.95.
Tapes $7.50 for each part.
1E, 2E, 3E, 4E, 5E, 6E, 8E, 9E, 10E H.K., LVS, T.S.
Recommended for use as a basis for discussion of social and economic problems.

11 IFS, 1947 (Serial No. 2S3). 16 mm. 22 min. Narration in Spanish. Bkw purchase $120.00 each part (Serial Nos. 1945-44). Student's Handbook, by the narrator, has suggestions to the teacher, map, commentary for both reels with marginal notes, a cuestionario, exercises, and a full vocabulary. Student Handbook for Parts I & II $0.95.
Tapes $7.50 for each part.
1E, 2E, 3E, 4E, 5E, 6E, 8E, 9E, 10E H.K., LVS, T.S.
Recommended for use as a basis for discussion of social and economic problems.

11 IFS, 1947 (Serial No. 2S3). 16 mm. 22 min. Narration in Spanish. Bkw purchase $120.00 each part (Serial Nos. 1945-44). Student's Handbook, by the narrator, has suggestions to the teacher, map, commentary for both reels with marginal notes, a cuestionario, exercises, and a full vocabulary. Student Handbook for Parts I & II $0.95.
Tapes $7.50 for each part.
1E, 2E, 3E, 4E, 5E, 6E, 8E, 9E, 10E H.K., LVS, T.S.
Recommended for use as a basis for discussion of social and economic problems.

11 IFS, 1947 (Serial No. 2S3). 16 mm. 22 min. Narration in Spanish. Bkw purchase $120.00 each part (Serial Nos. 1945-44). Student's Handbook, by the narrator, has suggestions to the teacher, map, commentary for both reels with marginal notes, a cuestionario, exercises, and a full vocabulary. Student Handbook for Parts I & II $0.95.
Tapes $7.50 for each part.
1E, 2E, 3E, 4E, 5E, 6E, 8E, 9E, 10E H.K., LVS, T.S.
Recommended for use as a basis for discussion of social and economic problems.
SPANISH: Films: Language Study


Films: Language Study

7-12
1E, 2EAA, 3EA, 4E, 5EA, 6A, 7E, 8E, 9EEA, 10E, 11E H.K., L.V.S., T.S.
A somewhat imaginative approach. Normal vocabulary suitable to high-school age is achieved by beginning with a class in Algebra (really geometry) and progressing through a birthday party, etc. Attractive devices for teaching numbers by a secret code. Only one voice, and that rather monotonous.

7-9
1EEEAAA, 2E, 3EEEAAA, 4EEEAAA, 6EEEAAA, 7EEEAAEEU, 8UUU, 9EEAAA, 10E, 11E D.L.B., P.B., A.Cav., E.C., C.K., A.M., L.M., M.N.
This presentation of Carmelita, a pretty high-school student who oversleeps and dawdles on her way to school, is attractive to students because it brings Spanish into their daily lives and into home and school situations which are part of their own experiences. Has been popular for years. Highly recommended.

K-3
The familiar story presented through animated color drawings with a simple Spanish narration by a native speaker. A recap section at the end gives the student the opportunity to repeat, after the narrator, some of the phrases used in the film; these are again visualized.

7-9
Compañeros de Pepita. Narrated by Carlos Castillo. Filmed in Mexico. IFB, 1959. 16 min. 16 min. Narration in Spanish. Color purchase $150.00 (Serial No. 2840). A very good handbook with complete text, adequate vocabulary, photographs, a song, exercises, and marginal notes for the student, $0.59. Commentary on tape $7.50.
1E, 2E, 3E, 4E, 5E, 7E, 9E, 10E, 11E A.Cav., A.D., C.K.
An excellent film for an elementary course (since the narration is in the present tense) or an intermediate course (since the narration lends itself to retelling and conversational practice in which the various tenses, voices, and moods may be brought into play). Pepita goes to Pátzcuaro and Janitzio and enjoys a birthday party.

9-12
Typical activities of an upper-middle-class family (father, mother, son and daughter of high-school age). The narration is poor, but the photography is good. Acceptable for its cultural insights.

10-12
1A, 2A, 3U, 4A, 5E, 6U, 9E, 10E, 11E H.K., L.V.S., T.S.
Diffuse, unemphatic; use; vague adjectives: "different," "typical," "interesting." Equates "different" and "typical." Could serve for enrichment. Map in English.

7-9

7-12
La familia veterinarios. Filmed in Spain. FRITH. 16 mm. 16 min. Narration in Spanish. Spanish titles. Color purchase $186.00. Script. 1A, 2A, 3A, 4A, 5E, 7E, 10E, 11E R.G., L.V.S.
Typical family life, fine photography, various shots of Madrid, continuity not very good. Narration not well summarized, too many song pauses. Acceptable culturally.

7-9
La familia Sánchez. Consultant S. N. Treviño. Filmed in Spain. EBF, 1940. 16 mm. 11 min. Dialogue in Spanish. Film I: B&W purchase $60.00 (Serial No. 487). Dialogue on one 12 in. 78 rpm. disc $2.50. 1E, 2E, 3A, 4A, 5E, 7A, 8A, 9E, 10E, 11E D.L.B., J.B., C.M., P.M., L.V.S.
Unfortunately not available in color. The photography is better than usual, and the scenes at home, in town, and on the farm give a sense of warmth and genuineness. This sympathetic quality comes through even at level II. The film (a slight exaggeration for swansons and clarity)

4-6
La gallinita roja. Filmed in U.S. FA, 1961. 16 mm. 13 min. Animated. Narration in Spanish. Color purchase $140.00. Rental $6.25 for 3 days. 1E, 2E, 3E, 4E, 5E, 6E, 7E, 9E, 10E, 11E H.K., L.V.S., T.S.
Good for FLES. Traditional story.

4-6
The film and the voice are well synchronized. The vocabulary is linked very well with the visual images. The combining of photography with drawing is well done. The voice is good and clear. Vocabulary is well selected and repetition for relearning of vocabulary is skillfully done. The only criticism is that this type of story lends itself better to cartoon drawings than to photographs. Labels in English. Shows some imagination in treatment. Good for FLES.

10-12
Una hacienda chilena. Consultant and narrator Carlos Castillo. Filmed in Chile. IFB, 1961. 16 mm. 11 min. Narration in Spanish. Color purchase $120.00 (Serial No. 1559). Student Handbook, by narrator, with text, exercises, and vocabulary, $0.39. Tape $7.50.
1E, 2E, 3A, 4A, 5E, 7E, 9E, 10E, 11E A.Cav., A.D., T.K., R.O.Y.
Picture of rural Chilean life. A thorough treatment of a limited subject. Good background for literature or culture study. Presentation of the aristocratic owners, their families, the school for their children, church, aspirations, work, and products of the farm.

10-12
### SPANISH: Films: Language Study

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Audience</th>
<th>Availability</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>México y sus contornos (2 parts)</td>
<td>Consultant and narrator S. N. Treviño. Filmed and directed in Mexico.</td>
<td>Intermediate</td>
<td>Available from all film libraries</td>
<td>$60.00 each</td>
</tr>
<tr>
<td>Los tres osos</td>
<td>Narrated by Homero Castillo. Filmed in Colombia.</td>
<td>Elementary</td>
<td>Available from all film libraries</td>
<td>$7.50</td>
</tr>
<tr>
<td>Pastoral life in the high sierras of Spain. Beautifully filmed and directed. Useful for beginners and as cultural supplement at all levels. The tape is well done and pleasing and natural in tone.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vamos a Guatemala</td>
<td>Filmed in Guatemala.</td>
<td>Intermediate</td>
<td>Available from all film libraries</td>
<td>$115.00</td>
</tr>
<tr>
<td>Vamos a Cuba</td>
<td>Narrator Carlos Castillo. Filmed in Cuba.</td>
<td>Intermediate</td>
<td>Available from all film libraries</td>
<td>$120.00</td>
</tr>
</tbody>
</table>

**Notes:**
- Literature, History, Geography, and Government.
- Elementary, Intermediate, and Advanced levels.
- Adapted for classroom use.

**Language Study Series:**
1. **El patito feo**
2. **Los tres osos**
3. **Vamos a Guatemala**
4. **Vamos a Cuba**
each item, and a complete vocabulary. Handbook $0.59.
Tape $1.75.
1E, 2E, 3A, 1A, 5E, 7E, 8E, 9E, 10E, 11E A.Cav., A.D.

An excellent introduction to the country, its people, their history and culture, their work and daily life, and recent, more modern development. Highly recommended.

10-12

Vistas de Andalucia. Consultant and narrator Carlos Castillo. Photographer Father José A. Sobrino. Filmed in Spain. IFB, 1957. 16 mm. 10 min. Narration in Spanish. Color purchase $120.00 (Serial No. 1549). Guidebook, by the narrator, may be used as a reader: suggestions to the teacher, full text with marginal notes, questions, exercises, word study, and complete vocabulary. $0.39. Tape $7.50.
1E, 2E, 3A, 4A, 5E, 7E, 8E, 9E, 10E, 11E A.Cav., A.D., L.V.S., T.S.
Highlights the cities of Seville, Arcos, Cadiz, Cordoba, and Granada. Interesting commentary in clear Spanish.

FILMSTRIPS & SLIDES

7-12

Don Quijote (Parts I & II) and El Cid Campeador. Filmed in Spain. Produced by Ancora. Distr. ESCOPEL. 35 mm. 35 frames. $5.50 each strip. 1E, 2E H.K., L.V.S., T.S.
Photos of dramatized episodes in brilliant color. Script and suggested readings. Text could be recorded. Excellent for enrichment. Catalogue lists other literary subjects.

K-6

Elementary Spanish for Young Americans. Consultants I. A. Richards, Ruth Metcalf, and Christine Gibson. Language Reference. McGRAW FILMS, 1959-60. Each set has 6 color filmstrips, three 10 in. 33-1/5 rpm. discs, and a teacher's manual. Each strip presents frames once without captions and once with Spanish captions. Set 1: La familia Lopez, El salon de clase, La leccion de matematicas, La tienda de ropa, Miguel esta enfermo, La fiesta de cumpleanos. Set 2: Los parientes de Miguel, La casa, El salon de clase, La leccion de matematicas, La tienda de ropa, Miguel esta enfermo, La fiesta de cumpleanos. Set 3: Los parientes de Miguel, La casa, El salon de clase, La leccion de matematicas, La tienda de ropa, Miguel esta enfermo, La fiesta de cumpleanos. Set 4: Los parientes de Miguel, La casa, El salon de clase, La leccion de matematicas, La tienda de ropa, Miguel esta enfermo, La fiesta de cumpleanos. Set 5: Los parientes de Miguel, La casa, El salon de clase, La leccion de matematicas, La tienda de ropa, Miguel esta enfermo, La fiesta de cumpleanos. Set 6: Los parientes de Miguel, La casa, El salon de clase, La leccion de matematicas, La tienda de rop

7-12

Heritage of the Maya. The World of the Past. Filmed in Mexico. LIFE, 1953. 55 mm. 62 frames. Captions in English. Color purchase $5.00. $5.00 each if 4 or more ordered. 1E, 2E H.K., L.V.S., T.S.
Captions in English. Lecture guide in English. Life, character, and culture of the Mayas. A tape should be prepared in Spanish to accompany this excellent cultural material.

7-9

La juventud de America Latina. Filmed in Mexico. 10-12 4 filmstrips. CURR. MAT. CTR., 1961. B&w purchase 1E-II $15.00 a set of 4. 7 Spanish narrations on tape. Text. 1EAU, 2EAU H.K., L.V.S., T.S.
The filmstrip itself is acceptable and helps to bring in cultural material. However, the tapes accompanying it are not as useful. The vocabulary and structures are too difficult in some frames except for advanced high-school sections. The speakers are acceptable, but they talk too fast. The subject matter, geared for the high-school level, makes the dubious conclusion that Latin American teenagers are really just like ours and are therefore O.K.

7-12

Living in Mexico Today. Filmed in Mexico. CURR.
1-IV

MAT. CTR. 7 filmstrips. Color purchase with LP records $57.00. With tapes $93.00 (Serial No. LGEF-A, LGEF-B). Extra scripts $9.00. Extra tapes $10.00. 1A, 2A H.K., L.V.S., T.S.
Scripts, records, discs, and 7 filmstrips on transportation, recreation, work, education, housing, markets, and places of interest. Good recordings.

10-12

Slides of Spain. Filmed in Spain. ESCOPEL. 35 mm. 7-9 Each series five 2 x 2 in. slides. Captions in Spanish. Paper mounting. $2.50 per series. 1E, 2E H.K., L.V.S., T.S.
Extensive collection of color slides arranged in series including art (pictures in Prado, etc.), dances, costumes, cities, castles, and some very gory bullfights. Color is better than most reproductions. Catalogue available.

4-12

Interesting for background if used in small numbers.

4-6

Spanish for Elementary Schools. Consultant Vera Villegas. McGRAW FILMS, 1959-60. Each set has 6 color filmstrips, three 10 in. 33-1/5 rpm. discs, and a teacher's manual. Each strip presents frames once without captions and once with Spanish captions. Set 1: La familia Lopez, El salon de clase, La leccion de matematicas, La tienda de ropa, Miguel esta enfermo, La fiesta de cumpleanos. Set 2: Los parientes de Miguel, La casa, El dia de Miguel, El supermercado, Los amigos de Miguel, La fiesta. Each set $37.50. 1A, 2E H.K., L.V.S., T.S.
Teacher's guide has helpful details. Good, basic, simple vocabulary with some activities suggested.

7-9

Cover first 100 pages of pocket text Spanish through Pictures, line pictures, captions, accompanied by long playing records. Should have both man's and woman's voices.

4-12

Worldwide Slides. WOLFE. English titles. Color photographs, 35 mm. $0.35 each. 1A, 2A H.K., L.V.S., T.S.
Many slides of all countries, of unequal quality, but company will exchange unsatisfactory ones.
INTEGRATED PROGRAMS

K-8

Babbock, Edna E., and others. Children of the Americans. Spanish Series, Consultants Carlos Garcia Prada and Ernesto F. Garcia. WAGNER, 1957-60. Reuse y Panchito. Grade 3 or 4. 72 pp. $2.44. Chiquito y cola rizada. Grade 4 or 5. 96 pp. $2.60. Los viajeros venustos. Grade 5 or 6. 86 pp. $2.60. Paco en el Peru. Grade 6 or 7. 144 pp. $2.94. Miguel en Mexico. Grade 7 or 8. 144 pp. $2.84. Carlos en el Caribe. Grade 9 or 10. 144 pp. $2.84. One 12 in. 351/4 rpm. disc for each book. Narrators Anibal Vargas-Baron, Carlos Rivera, and Edward Medina. Exercises and reading selections with pauses for repetition. Each disc $1.60. Two teaching guides, one for first 5 books, one for last 5. $8.40 each. Complete set (Teacher Training Kit) $34.60. Two Teacher's Manuals, one for first 3 books, 400 pp., and one for last 3, 240 pp. $1.00 each. Introductory Kit (One 10 in. 351/4 rpm. disc, colored picture vocabulary cards, teacher's guide) $8.00.

(Discs) 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E, 11E, 12E.

On the introductory disc the woman's voice sometimes overemphasizes. The introductory kit is designed to prepare children for learning Spanish. The 6 books and discs are excellent in all respects.

(Elementary Readers) 1EEEAA, 2A, 2A, 4A, 5EEEAA M.M.M., P.M., L.V.S., T.S.

Some teachers will object to the delay in presenting the familiar forms of the second person (except in supporting materials) but this is really handled rather gracefully and should not be objectionable. Despite certain pedagogical and linguistic lapses, this is undoubtedly the best reading series for this range (third through eighth), and certainly the most attractive.

(Teacher's Course Guide) 1E, 2A, 3A, 5A, 5E, 5A, 7E P.M., L.V.S., T.S.

This first FLES manual covers only the first 3 readers in the series. It is sufficiently detailed to be of great service to the experienced teacher, and sufficiently explicit to serve the needs of the relatively inexperienced teacher. A useful section of supporting material is included.

4-6

Conversational Spanish for Beginners. Kit I and Kit II. INTER. EDUC. 1961. Each kit includes 4 filmstrips and 2 discs. Filmstrips average 17 frames and 10 min. each. Captions and text frames in Spanish. Drawings. Discs each 12 in. 351/4 rpm. with pauses for student repetition. Kit I: La familia, Los animales del rancho, Las frutas y legumbres del rancho, and El cumpleaños. Kit II: La casa, La escuela, La ciudad, and El campo. 1 to 40 sets, each kit $25.00. Includes teacher's study guides with script, translation, and suggestions. Twelve 11 x 14 in. pictures based on the filmstrips are available. 1 to 9 sets $13.00 each. Reductions for orders of larger quantities.

1EEEAA, 2EEEAA. R.G., H.K., L.V.S., T.S.

The filmstrips are drawings of cartoon type in color. Juan and Maria Morales are the principal children in each filmstrip. The language structure is quite controlled; the vocabulary is appropriate to upper elementary level. The drawings are colorful and fun to watch. The set of pictures is useful for motivation and additional practice.

7-9


Pattern drills for syntax, phonology, and intonation. Graphic schemes for intonation comprehensible only with live or recorded model. Supplementary to a basic text or grammar.

7-9

Pathoscope-Berlitz Audio-Visual Spanish Language Series.

10-12

6 sets of 5 lessons each, to be used as supplement to basic course. Graded for a 2 or 3 year sequence. PATHOSCOPÉ, 1950. Each set: 5 filmstrips. 35 mm. Color. Av. 45 frames each. Filmed in Mexico. Recordings of dialogues, each set: three 10 hr. by six 5 in. 33 1/2 ips plastic two-track tape reels. Teacher's guide and picture-keyed scripts. $81.25 a set (5 lessons). 3 sets $210.00. 6 sets $399.00. Extra scripts, 100 for $3.00.

Listening Comprehension Tests. PATHOSCOPÉ, 1951. One for each lesson and 4 review tests. Recorded by native speakers. Two 7 in. 33 1/2 ips plastic two-track tape reels. About 1/2 hr. each. $35.90, or $26.75 a reel. Printed tests and answer key. Extra tests, 100 for $3.00.

(Discs) 1E, 2E, 3E, 4E, 5E, 6E, 8A, 9E, 10E, 13E M.B., J.G., L.V.S., M.T.

(SCOPE) 1E, 2E R.G., H.K., L.V.S., T.S., M.T.

In the course of the 30 lessons in this series a young man flies to Mexico, travels there, does various kinds of everyday business, becomes engaged and gets married. The scenes are authentic, natural: the language appropriate and usable. The Latin-American voices are good. Excellent teacher's guides. In the tests, the teacher's script has questions and answers, but the pupil has only a place to indicate letter of proper answer. The periodic test has no choices, only questions to be answered. Both tests make heavy demands on student memory.

7-9

Thompson Mry P., Alice A. Arana, Elizabeth Nicholas de Pads, and consultants A-LM Spanish: Level One.

HARCOURT, 1961. Student Text (15 booklets, including index). About 180 pp. $1.86. Teaching Tests $0.36. Student Binder $1.90. Practice Record Set, fourteen 7 in. 33 1/2 rpm. discs $5.55. Classroom/Laboratory Record Set, fifteen 12 in. 33 1/2 rpm. discs $90.00. Classroom/Laboratory Tape Set, thirty-six 5 in. 33 1/2 ips reels $75.00, or eighteen 7 in. 33 1/2 ips reels $60.00. (Classroom/Laboratory discs and tapes have identical contents.) Teacher's Manual and Teacher's Desk Materials (Student Binder, one set of Student Text booklets, control sheets, Audio Index, and Teaching Tests) free to purchasers. Prices quoted are special net prices to non-profit educational institutions. 71 1/2% Classroom/Laboratory Tape Set available on special request for loan for copying.

(Text) 1EEEAA, 2EEEAA, 3EEEAA, 4EEEAA, 5EEEAA, 6EEEAA, 7EEEAA, 9EEEAA, 10EEEAA, 11EEEAA, 12EEEAA, 13EEEAA, 15EEEAA M.R.H., R.M., S.M.M., L.V.S., T.S.

Structured for audio-lingual teaching: based on dialogues supplemented by intensive pattern drills. Units 10 through 14 could incorporate more review along with the new material presented. Dialogues at times need more content to assist remembering. Study of the teacher's manual or attendance at a language institute would be most helpful to the teacher.

(Discs and Tapes) 1E, 2E, 3EEEAA, 4EEEAA, 5EEEAA, 6E, 7E, 8E, 9E, 10E, 11E, 12E, 13E, 14E, 15EEEAA M.R.H., H.K., R.M., S.M.M., L.V.S., T.S.

The recorded materials are an integral part of the program and are technically superior. Voices are excellent, except that one female voice in Units 1-9 appears to become bored. Students are enthusiastic about the practice records for home study. Level One is appropriate for a typical school year's work of five 45-minute periods a week. Level Two materials will be published in spring 1962. Levels Three and Four will appear in 1965. Developed from the Glastonbury Materials. Produced by the Modern Language Materials Development Center under an NDEA contract and tested in NDEA institutions and in pilot schools.

LINGUISTICS


1E, 2E, 3A, 4A L.R., S.S.
An outstanding book in two respects: it has the best introduction to general problems of phonology written in Spanish, and it has the best description of modern Spanish phonology, both from the historical and descriptive points of view. It is not, however, oriented toward the application of linguistics to teaching.


1A, 2E, 5A, 1A H.K., L.V.S., T.S.

Intended for U.S. Spanish-speaking population, American teachers might be interested in the barbarismos and faltas gramaticales.


1E, 2E, 3E, 4AAA L.R., "S", S.S., T.S.

Drills of three types: comparison drills, where Spanish sounds are systematically drilled in word lists juxtaposed to similar sounding words in English, e.g., Spanish mi, ti, si vs. English me, tea, see; contrast drills, aimed at pointing out distinctions in Spanish not found in English; and pattern drills, used to stress Spanish stress and intonation.


1EAA, 2E, 3E, 4E E.F.B., L.V.S., S.S.

Although aimed specifically at providing the teacher of Spanish with the findings of modern linguistics, the main problem of applied linguistics, converting the information in a scientific grammar into a pedagogical grammar, is not thoroughly explored. Nevertheless, this is the most useful book available.


1E, 2E, 5A, 4A L.R., L.V.S., S.S., T.S.

Even though it does not distinguish clearly enough material of pedagogical importance from that which is of merely theoretical interest, it provides much of the current thinking in linguistics on the problems and techniques for contrastive analysis.


1A, 2E, 3A, 4A S.S.

A series of studies, the first three of which deal with aspects of modern Spanish from a descriptive point of view. Useful to the teacher as indication of the nature of modern linguistic method and theory as applied to Spanish.

Kany, Charles E. American-Spanish Syntax. 2nd ed. CHICAGO, 1951. ix + 467 pp. $7.50.

1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Fully documented and illustrated compendium of divergences from standard Peninsular Spanish. Excellent for this purpose.

Keniston, Hayward. Spanish Syntax List. HOLT, 1957. 278 pp. $5.00.

1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Excellent aid for text-book writers and test-makers, but must be augmented by conversational and conventional terms.


1A, 2E, 3E, 4A L.R., S.S.

Although of general orientation, the examples are mostly from Spanish. Represents an orientation which is now slightly outdated, especially in regards syntax, but is one of the best systematic attempts to apply modern linguistic notions to the teaching of foreign languages.
1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Graded stories edited with notes and questions, and representing principal regions of Spanish America. General historical introduction and short introductions to each story.

1E, 2E, 3E, 4A L.M., M.N.

An excellent representation of contemporary Spanish literature. In addition to the style of the authors, the stories in themselves are of great interest to the student.

10-12 ——— and Carlos V. Arjona. Siglo de aventuras. MAC-7-9 MILLAN, 1948. 177 pp. $2.85.
11 1E, 2E, 3E, 4E M.M.M., L.V.S., T.S.

Modernized and simplified versions of accounts by Columbus, el Inca Garcilaso de la Vega, and others. Bibliography and exercises.

1E, 2E, 3E, 4E M.M.M., L.V.S., T.S.

Short stories by such authors as Ricardo Palma, Rubén Darío, and Manuel Rojas. Exercises, notes, biographical sketches.

1E, 2E, 3E, 4A L.H., L.V.S., T.S.

An excellent introduction includes the biography of the author and his literary accomplishments and an excellent résumé of the Mexican Revolution of 1910 and its literature. The novel omits a few crude episodes.

1A, 2A, 3A, 4A C.C., L.V.S.

The introduction, by Federico de Onis, is good, but the teacher must be prepared to explain the ideas presented in more simplified form. Some passages have been foot-noted, with as many notes in Spanish as possible.

1E, 2E, 3E, 4E L.V.S., T.S.

Literary work of established worth. Critical introduction or, author, drama, and period.

10-12 Blesa Itiénez, Vicente. La barraca. Ed. Paul T. Manchester IV-VI MACMILLAN, 1933. 539 pp. $5.75.
1E, 2E, 3E, 4E M.M.M., L.V.S., T.S.


1E, 2E, 3E, 4E M.E.E., M.M.M., L.V.S.

An amusing series of essays describe the author's travels outside of Spain and his reactions to Spain upon his return.

10-12 Cano, Juan, ed. La vida de un picaro. MACMILLAN, III-VI 1956. 71 pp. $2.45.
1A, 2A, 3A, 4A H.K., L.V.S., T.S.

Stories adapted from Lazarillo de Tormes, Luna's Lazarillo, Quevedo's Bucón and Lesage's Gil Blas. Notes and exercises.

1E, 2E, 3E, 4E M.M.M., P.M., L.V.S.

Modern short novels by Ramón Gómez de La Serna, Carmen Laforet, Camilo José Cela, and Juan Antonio de Zurzunegui, arranged in order of difficulty. Adequately foot-noted, with as many notes in Spanish as possible. Very good introductory material in English. At least the first two novels could be used effectively in Spanish III.

1E, 2E, 3E, 4E L.H., L.V.S., T.S.


1E, 2E, 3E, 4E L.H., L.V.S.


1E, 2E, 3E, 4E M.M.M., L.V.S., T.S.

Asturian life well portrayed in a four-act play about death and fate. Biography, exercises and notes.

1A, 2A, 3A, 4E L.H., L.V.S., T.S.

Spanish masterpieces retold in simple literary style. Each selection is followed by a cuestionario. Selection called "Notes on Life and Civilization" defines terms and gives background material.

7-9 Cervantes, Miguel de. Aventuras de Don Quijote. Ed. II-III Hymen Alpern and José Martel. HOUGHTON, 1935. 244 + xiv pp. $2.95.
1E, 2E, 3E, 4E M.M.M., L.V.S.

Good introduction to masterpiece. Abridged and simplified.

1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Only slightly abridged. Critical introduction and notes. This easily accessible edition should be welcome for advanced students.

10-12 ———Don Quijote de la Mancha. Edición escolar. IV-VI CBE, 1959. Distr. ADLER. Many color and b &w illus. 421 pp. Ptas 55. $1.60. 1E, 2E, 3E, 4A, 4E M.V.B.

An excellent school adaptation intended for Spanish-speaking young people, but appropriate for advanced foreign students as well. The editor summarizes in words and cartoon-like drawings the omitted passages, descriptive sections, and some passages not considered suitable for young readers. Chapters divided into short numbered sections. Antiquated vocabulary is amply explained in footnotes and frequently by small illustrative drawings. Illustrations in general very amusing.

1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Two short picaresque novels. Introduction and notes.

1E, 2E, 3E, 4E H.K., L.V.S., T.S.
Critical look at the postmodernist period of Spanish American literature. Discussion of works of various authors.


1E, 2E, 3E, 4E M.M.M., L.V.S., T.S.

Literary introduction on short story followed by twenty recognized masterpieces. Exercises and notes.


IV-VI Abridged, simplified. (16 Vols.) Paper $0.50.


1E, 2E, 3E, 4E M.M.M., L.V.S., T.S.

Abridged edition of one of the greatest South American psychological and sociological novels. Critical introduction and biography.


1E, 2E, 3E, 4E P.M., L.V.S., T.S.

This is such a delightful play that it must not be used before the student is ready for it, both in maturity and language. The language can probably be handled by the third year, but the subject will be better appreciated at a later grade level. The notes, mostly in English, are very adept in conveying the idiomatic idioms. The play is a good introduction to the world of the Spanish. The introductory pages are very good, and should make the student want to read the play, as well as help him to enjoy it.


1E, 2E, 3A, 4E M.E.E., L.V.S., T.S.

A historical novel about the revolt of De La Huerta against President Obregón in 1922. The reader views the struggle through the eyes of a young girl whose husband takes an active part in the revolt. The love story is appealing to the student and through it he becomes interested in Mexican history.


1E, 2E, 3E, 4E M.M.M., L.V.S., T.S.

Appealing love and mystery story set in Mexico during the Cristero revolt.


1A, 2A, 3A, 4A M.M.M., L.V.S., T.S.

Difficult vocabulary but masterful style. Life of young gauchito, rained by Don Segundo Sombra.


1E, 2E, 3E, 4E P.M., L.V.S., T.S.

These memoirs of the Mexican Revolution of 1910 are significant and beautifully written, and the advanced student will find them stimulating and rewarding.


1E, 2E, 3E, 4E M.M.M., L.V.S., T.S.

Touching love story set in Coahuila. Notes, exercises.


The book does shed some needed light on Hispanic participation in World War II, and as a piece of writing in Spanish, it is excellent. The subject matter and treatment are fascinating, and the language is such as to be readable in third-year high school without the frustration of much note searching or vocabulary thumbing.


1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Sixteen stories from 14th to 20th century with parallel English and Spanish pages. Literary and historical notes. Desirability depends on teacher's attitude toward English version accompanying Spanish.

10-12 Villalpando, Francisco. Los siete infantes de Lara, La tela maravillosa, Fernán González, Bernardo del Carpio, and other less well established stories and one volume of poems. Good for room library. No vocabulary. No critical introduction or notes.


1E, 2E, 3E, 4E L.H., M.M.M., L.V.S.

Story of 11-year-old boy about to leave home for school in the city, who reflects on his home and friends, thus telling their stories. Exercises.


1E, 2E, 3E, 4E L.H., L.V.S.

An excellent anthology, invaluable to a teacher of Spanish literature. No vocabulary but cópulas notes.

10-12 ——. Del sol español. Rev. HOLT, 1957. 420 + IV-VI ixiii pp. $4.10.

1E, 2E, 3E, 4E L.H., L.V.S., T.S.

An excellent anthology of Spanish and Spanish American literature presented chronologically but with suggestions for presentation according to difficulty. Short biographical sketch precedes each selection and cuestionario follows each.


1A, 2A, 3A, 4A H.K., L.V.S., T.S.

Original story based on episode in California in the 18th century. Divided into lessons with questions. Primarily of local interest.

10-12 Espinoza, José E. Anthology of Spanish Poems and Proverbs. THRIFT, 1949. 40 pp. Paper $0.50.

1E, 2A, 3A, 4A H.K., L.V.S., T.S.

Great variety of poems in convenient form, in chronological order. No commentary.


1E, 2A, 3A, 4A P.M., L.V.S., T.S.

While not really very revelatory of Spanish culture, this book does shed some needed light on Hispanic participation in World War II, and as a piece of writing in Spanish, it is excellent. The subject matter and treatment are fascinating, and the language is such as to be readable in third-year high school without the frustration of much note searching or vocabulary thumbing.
SPANISH: Literary Texts

1A, 2A, 3A, 4A M.M.M., L.V.S., T.S.


10-12 Stories of Latin America, Indian and Spanish tales. Notes and exercises.


10-12 Stories in dialogue form about typical middle-class family. Good content, somewhat difficult language. Notes explain Argentine idiom.


10-12 Written for American students by well-known Argentine author. Novel in dialogue form about typical middle-class family. Good content, somewhat difficult language. Notes explain Argentine idioms.


10-12 This touching play retains its appeal. Best for rapid reading in advanced classes.


10-12 On the place of women in modern society. The subject and treatment will be of some interest to the advanced student. Something or supplementary reading rather than stage presentation.


10-12 The subject matter—a young woman seeking personal independence, and coping with the conflict of reality and romantic illusion—appeals to high school students. Most of the humor can be understood readily by a third-year student. The flavor of urban Spanish life comes through. The minor changes in the text are not damaging. This makes a good play for presentation or class reading. The notes are in English, but are copious and useful.


10-12 Short stories o. graded difficulty by standard writers. Exercises and idiom practice.


10-12 Short selections in prose on poetry from the best of Hispanic literature. Footnotes. From the Cid to Gabriela Mistral.


10-12 Historical introduction and life of Motetzuma from arrival of Cortés. Fictionalized account. Exercises.


10-12 15 stories—delightfully subtle humor—and 7 poems on a variety of human Billings. For a sophisticated class with a good command of literary Spanish.


10-12 Introduction on author and his works. Footnotes. Exercises for each of 15 stories include questions on content, translation and composition exercises.


10-12 Selected stories from Spanish and Spanish-American authors, sometimes abridged but otherwise unaltered. Short biography of each author. Intended for intermediate reading. Exercises.


10-12 Well-selected stories from Spanish and Spanish-American authors, sometimes abridged but otherwise unaltered. Short biography of each author. Intended for intermediate reading. Exercises.


10-12 Study of an Asturian fisherman. Notes.


10-12 Excellent anthology of Generation of '98. Selections of poems, essays, epigrams, novels, and a play are from representatives of that period and the twentieth century. Each selection is preceded by biographical sketch of author. Footnotes.


10-12 Popular work rendered easier for rapid reading by
SPANISH: Maps

marginal translations and explanatory notes. Exercises, questions, and vocabulary.

10-12 Poem of the Cid. Verse tr. W. S. Merwin. AMERICAS,
III-VI 1960. 311 pp. $5.00.

10-12 Line by line translation of the Poema del Cid. Well
done. The English translation of this work makes it
available to high-school readers.

10-12 Rogers, Paul, and Charles W. Butler. Florilegio de
III-VI cuentos españoles. MACMILLAN, 1921. 176 pp. $3.25.
1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Good collection of stories by 10 contemporary authors,
graded in difficulty but intended for advanced students.
Notes, prefaces, and exercises.

10-12 Sánchez-Silva, José María. Marcelino pan y vino. Ed.
III-IV Edward R. Mulvihill and Roberto G. Sánchez. OX-
1E, 2E, 3E, 4E L.H., L.V.S.

Short introduction on period and customs. Footnotes.
Questions and exercises. The basis of the outstanding
Spanish film.

10-12 Shoemaker, William H. Cuentos de la joven generación.
II-VI HOLT, 1959. xvii + 165 + 11 pp. $3.20.
1E, 2E, 3E, 4E M.M.M., L.V.S., T.S.

16 stories written since 1936. Questions.

10-12 Tatam, Terrell L., ed. Cuentos recientes de España.
1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Clever stories by 5 contemporary authors. Good notes
and exercises for conversation and composition.

10-12 Turk, Laurel H., and Agnes M. Brady. Cuentos y
IV-VI comedias de América. HOUGHTON, 1950. 318 pp. $3.95.
1E, 2E, 3E, 4E L.H., L.V.S.

Excellent introduction on "Spanish American Litera-
ture Today," especially comedia and cuento. Each story
is preceded by an account of the author and his works.
Stories are well chosen for interest and variety of type
and period.

10-12 Unamuno, Miguel de. El Otro, Rickuel encadenada. Ed.
7-9 Frank Sedwick. AMERICAS, 1960. 177 pp. $3.00.

Excellent introduction on "Spanish American "imaginative"
fiction—fable, fantasy, detective and science fiction. Bi-
ographical sketch of author precedes each story and ex-
ercises include cuestionario, verb exercises, and drills
on new expressions.

MAPS

K-12 Algunos datos que debe Ud. saber acerca del mundo.
Color. 38 in. Globe on metal stand. $11.95.
1E, 2E, 3E, 4E L.H., L.V.S., T.S.

Written in Spanish. Map lettering in Spanish. Ex-
planation of movements of earth; dimensions. Eighty
preguntas which cover information about the earth.

10-12 Caribbean, Physical-Political. DENOYER, 1960 (No. S
77 V R). Text in Spanish or English. Political. Covers
Central America and West Indies. 64 x 41 in. Cloth
$16.00. Cloth with spring roller & steel board $22.00.
Case $59.00.
1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Excellent.

4-6 Descriptive Outline Maps of Americas, Spain and Latin Ameri-
can Countries. DENOYER, 1961. Text in English. 8½ X
11 in. Paper $0.03 each. 50 for $0.75. 500 for $5.00.
1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Intended for instruction in social studies.

10-12 España física. DENOYER, 1961. (Serial No. SX 57r).
7-9 Text in Spanish. Relief-like. 41 x 32 in. Cloth
mounting, wood moldings and tie $7.00. Cloth mounting,
1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Relief map.

4-12 Geographical Terms Chart. DENOYER, 1954. (Serial No.
J5 100m). Text in Spanish. Physical. Composite land-
scape. 44 x 58 in. Cloth mounting, wood moldings and
tie $11.00. Cloth mounting, spring roller and steel board
$14.75. Case $17.25.
1A, 2A, 3A, 4A H.K., L.V.S., T.S.

Composite landscape to teach geographical terms. T'o
ambitious for so limited a use.

4-12 Globe. NYSTROM, n.d. (No. 5-314). Text in Spanish.
Political. 12-in. diameter. Semi-meridian mounting.
$11.95.
1E, 2E, 3E, 4E H.K., L.V.S., T.S.

Rou id.

10-12 Text in Spanish or English. Physical. 54 x 70 in. Cloth
mounting, wood moldings and tie $17.75.
Cloth mounting, spring roller and steel board $22.03.
Case $29.50.
1A, 2A, 3A, 4A H.K., L.V.S., T.S.

Useful Spanish text added attraction.
<table>
<thead>
<tr>
<th>Periodicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
</tr>
<tr>
<td>América. PAU. Monthly. About 45 pp. Illus. $4.00 a year.</td>
</tr>
<tr>
<td>7-9</td>
</tr>
<tr>
<td>10-12 1E, 2E, 3E, 5E H.K., L.V.S., T.S.</td>
</tr>
<tr>
<td>III-VI Fine for current cultural and informational content. Beautifully printed and illustrated. Three separate editions: English, Portuguese, Spanish.</td>
</tr>
<tr>
<td>T</td>
</tr>
<tr>
<td>Hispania. Ed. Robert G. Mead, Jr. AATSP. Quarterly. About 150 pp. $5.00 a year, $3.00 for students.</td>
</tr>
<tr>
<td>1A, 5E, 5E, 5E M.B., L.M., M.N., L.V.S.</td>
</tr>
<tr>
<td>Official organ of AATSP, recommended to all teachers of Spanish. Fewer pedagogical articles than literary ones. Portuguese not adequately represented in articles. News section “The Hispanic World” especially helpful. Everything pertaining to the field of Spanish is included: scholarly articles, techniques and methods, surveys, literary discussions, book reviews, film reviews, teaching aids, notes on usage.</td>
</tr>
<tr>
<td>PÉRIODICOS</td>
</tr>
<tr>
<td>T</td>
</tr>
<tr>
<td>América. PAU. Monthly. About 45 pp. Illus. $4.00 a year.</td>
</tr>
<tr>
<td>7-9</td>
</tr>
<tr>
<td>10-12 1E, 2E, 3E, 5E H.K., L.V.S., T.S.</td>
</tr>
<tr>
<td>III-VI Fine for current cultural and informational content. Beautifully printed and illustrated. Three separate editions: English, Portuguese, Spanish.</td>
</tr>
<tr>
<td>1A, 2A, 3A, 5E H.K., L.V.S., T.S.</td>
</tr>
<tr>
<td>Miscellaneous articles which vary in appeal. Written especially for Spanish students. Crossword puzzle contest.</td>
</tr>
<tr>
<td>T</td>
</tr>
<tr>
<td>La Luz. UPSHAW. 16 issues a year. About 10 pp. $3.00 a year. 7-9 10 or more orders, $1.50 each.</td>
</tr>
<tr>
<td>11-11 ?A, 2A, 3A H.K., L.V.S., T.S.</td>
</tr>
<tr>
<td>A newspaper planned for school. Useul but lacks the appeal of commercial publications.</td>
</tr>
<tr>
<td>T</td>
</tr>
<tr>
<td>1E, 2E, 3E, 4E E.M.E., L.V.S.</td>
</tr>
<tr>
<td>Contents are cultural and literary, with attention divided between Spain and Spanish America. Very rewarding reading.</td>
</tr>
<tr>
<td>7-12 La Prensa. Daily. Prensa. $20.00 a year. $16.00 6 mos.</td>
</tr>
<tr>
<td>11-11 II</td>
</tr>
<tr>
<td>12-13 5E 6 mos.</td>
</tr>
<tr>
<td>1E, 2A, 3A, 4A, 5A L.M., M.N.</td>
</tr>
<tr>
<td>Current events discussed in Spanish.</td>
</tr>
<tr>
<td>10-15 Revolving Subscription 18. HAMMOND, V. C. A plan that supplies a copy of each of 18 magazines in 6 months. Includes cultural, news, photographic, and other periodicals in Spanish. $3.50. Other periods and plans available.</td>
</tr>
<tr>
<td>Convenient. Includes several magazines accessible only with difficulty. Quality uneven.</td>
</tr>
<tr>
<td>1E, 4E H.K., L.V.S., T.S.</td>
</tr>
</tbody>
</table>
Spanish: Review Grammars

1A, 2A, 3A, 5A H.K., L.V.S., T.S.
A Venezuelan periodical that might be attractive to girls.


10-12 Visuales. Revista Internacional. CROFT. 26 issues a year. $3.75 a year. Portfolio and Textbook to be revised.

225 pp. Illus. $3.75. Tapes prepared under direction of Pedro N. Trakas, using 5 voices. Five 7 in. 33/4 ips. dual plastic tape reels. $10 each reel, $50 for set. Available for duplication.


2E, 3E, 4E, 5E H.K., L.V.S., T.S.
For classroom library, primarily for the teacher, but of interest to advanced students.

Review Grammars


1E, 2E, 3A, 4E, 5E, 6E, 7E, 8A, 9A, 10E, 11E R.G., L.H., O.M.J.
The essence of brevity. The author requires only 88 pages (Part I), exclusive of 27 excellent grammatical appendix, to present all the most essential points in clear, brief form and in combination with reading of an easy connected story. The questions provide opportunity for speaking and there are good idiom drills. Part II has excellent reading selections with more questions which, like those in Part I, elicit answers that require thought.


1E, 2E, 3A, 4A, 5A, 6E, 7A, 8A, 9A, 10E, 11E R.G., L.H., O.M.J.
An American student's experiences in a Spanish university, written in idiomatic prose but without imagination. The grammar is clearly and concisely presented. Based on word, idiom, and syntax frequencies. Stress on divergent aspects of Spanish and English usage. The questions on the narrative could be used as basis for conversation. The appendix gives further grammatical summaries. Good use of bold face type. Exercises mostly translation and fill-in type.


1A, 2A, 3A, 4A, 5A, 6E, 7A, 8A, 9A, 10E, 11E R.G., O.M.J.
Well organized and arranged. The reading content covers the Spanish-speaking world pretty thoroughly; it is more informative than exciting but is in digestable style. The questions following the reading selections seem to be for testing comprehension rather than for provoking thought. Some of the sentences in the translation exercises are entirely too long; it contains some awkward exercises in which the infinitive is to be changed to its correct form.

10-12 Crawford, J. P. Wickersham. Temas españoles. HOLT. III-IV 1922. 203 pp. $2.60.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E, 11E J.J.C.
A concise, efficient, practical review of syntax and usage. Simple rules, practical exercises, practical basic vocabulary; idiomatic expressions. Very systematic
SPANISH: Supplementary Materials

in its presentation and content. Highly recommended for review of linguistic patterns.


Based on psychological foundations but follows systematic order of conventional morphology. Word study, oral and written exercises; rather long reading selections.


1A, 2EA, 3EA, 4EA, 5A, 6EA, 7A, 8A, 9A, 10EA, 11A R.G., O.M.J., L.V.S.

This book could almost serve the purpose of a basic text. It has the desirable feature of presenting to grammar concepts in Spanish. But a review grammar might be more useful if the concepts were presented in English. The reading content is primarily to present in context the grammar of the chapters but it does have excellent poetry selections. The cuestionarios test comprehension of the reading content in particular. Other exercises are good.


1A, 2A, 3A, 4E, 5E, 6E, 7A, 8E, 9E, 10A, 11A O.M.J.

The two outstanding merits of this book are the economy of its construction and the pattern exercises. For teachers who have had some training in pattern drills this little book can suggest other exercises than those given at the end of each lesson under Pattern Exercises. The grammatical concepts are generally brief and to the point.


1EEAAA, 2E, 3E, 4E, 5E, 6E, 7EEEAA, 8EEAAA, 9EEEAA, 10E, 11EEAAA R.G., O.M.J., H.K., L.V.S., T.S.

Comprehensive. Good examples precede brief statements of the rules. Emphasis on oral expression includes dialogues and a variety of exercises for oral practice.


1A, 2A, 3E, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 11A H.K., L.V.S., T.S.

Exposition on pronunciation followed by systematic analysis of structure. Abundant illustrations and exercises. Might serve senior high schools receiving students from junior high school and wishing to supplement primarily oral competence.


Limited to exposition of grammar and drill exercises to give the student practice in the structures presented. Idioms are stressed as well as basic grammatical construction.


1E, 2E, 3E, 4E, 5E, 6E, 7A, 8E, 9A, 10E, 11A R.G., O.M.J.

Compared with the new, compact, attractively published review grammars, this book can stand improvement. But as a complete review grammar for third-year students and those starting their fourth year, it has few equals. Its plan of having expressions of usage precede principles or rules should be preferred by modern text. Being a review grammar it begins with the more elementary concepts, but the presentation is natural, the illustrative phrases away from the trite. Its sections on por and para and the subjective are complete. It does, however, need more variety in its exercises and loans too heavily on translation.


1EEAA, 2EEAA, 3E, 4E, 5E, 6E, 7A, 8EEAA, 9EEAA, 10E, 11EEAA R.G., O.M.J., A.M.

Written entirely in Spanish. The grammatical section, with examples and explanations, is followed by Repasos de oraciones modelo, which illustrates the rules printed in the lesson. There are 15 basic and 3 review lessons. Challenging reading exercises. Extensive vocabulary, uncommon idioms. Methodology is excellent in the book, but not in the accompanying tapes.

10-12 Walsh, Donald D. Repaso: Lectura, Gramatica, Cuestionarios. NORTON, 1960. 185 pp. $3.15.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9A, 10E, 11E H.K., L.V.S., T.S.

15 lessons combining systematic presentation of fundamentals of grammar with illustrative reading selections, idioms, conversational phrases, and extensive exercises.

SUPPLEMENTARY MATERIALS


L.V.S., T.S.

Intended primarily for foreign-trade executives, but a welcome reference volume for advanced students who may find themselves in business relations with Spanish-speaking countries. No vocabularies.

7-12 De Morelos, Leonardo C. Spanish Grammar. DATA. 1 p. R.A.E., 1959. 244 pp. $3.00.

L.H., L.V.S.

Essentials of grammar reduced to both sides of a plastic sheet which will fit the student’s notebook (holes punched in side). Acceptable for student’s quick reference. Not a grammar: for use as the basis of a language course.

3-12 Games, GESSLER. ¿Buen apetito! (40 cards, 5 or 6 players) $0.75. Conteste por favor. (32 cards, 5 to 8 players) $0.75. Hola aqui! (Similar to bingo, 10 players) $0.75. Las ocho familias (48 cards, 4 to 6 players) $0.90. ¡Victoria! Similar to lotto, 8 cards, 8 players) $0.50.


H.K., L.V.S., T.S.

Efficient and complete reference compendium. Good for schor-1 or classroom library.


H.K., L.V.S., T.S.

English descriptions of dances of Latin American countries and the U.S. Musical score illustrated, costumes and directions.

K-12 Vogan, G. D. Merry-Go-Round of Games. BANKS, 1929. Illus. 30 pp. Paper $0.60.

1A, 2A H.K., L.V.S., T.S.

A large number of varied games, many of which are useful for teaching.
SPANISH: Teachers Course Guides


H.K., L.V.S., T.S.

Games adapted to teaching certain skills, e.g., future tense through fortune telling. Also suggestions for making favors.

TEACHERS COURSE GUIDES

Guerra, Manuel H. Espanol para nifios, Grades 1-8. GUERRA, 1961. 8 manuals, one for each grade, 21 to 76 pp. each. Paper. K-Grade 3, $2.75. Grades 4-8, $3.00 each. Two 12 in. 331/2 rpm. verbatim discs for Grades 5-6, $3.75 each. Two films for teacher training, The Magic Words of FLES: Philosophy, Methods, and Practices. Film 1 for primary teachers, Film 2 for middle-grade teachers. 16 min. 15 min. each. Narration in English. $75.00 each. Rental, $10.00 each.

H.K., L.V.S., T.S.

Carefully planned lessons, including songs, written for a basic 3-year television course. Can also be used for classroom instruction. Still uses present tense exclusively in Grade 8. Dialogues lack content and imagination, but vocabulary is well restricted. Gradual introduction of printed word. The films present principles, some materials, and methods for teachers of FLES. Clear, incisive, and moderately helpful.


H.K., L.V.S., T.S.

Sounds are "described." There is no indication of recordings to accompany exposition. Lessons for 30 weeks. Topical vocabularies. Present tense. Some songs. Vocabularies too adult for FLES.


H.K.

Manual writer for new teachers. Fresh ideas and new techniques.


1A, 2A, 3A, 4A, 5A, 6A, 7A H.K., L.V.S., T.S.

A course guide for level I, including a rather extensive section on the philosophy of audio-lingual teaching and specific techniques for teaching and testing in high school. 12 units of dialogues, dialogue adaptations, and drills. Indexed. It is intended that the course be completed by additional daily class drills, exercises, and other related activities.


H.K., L.V.S., T.S.

This admirably detailed curriculum for Spanish in Grades 1-10 in El Paso contains much valuable material and suggestions for Spanish teachers at any level.


H.K., L.V.S., T.S.

Manual guide for two years' FLES work. Does not indicate source or extent of vocabulary or structures presented in each lesson. Presents a song a day, basic dialogues, and supplementary material in each unit. The exercises should include simple narration as well as dialogues. The idea of including the parents is good.


H.K., L.V.S., T.S.

Detailed guide including 17 units intended for grade I. Dialogues, songs, activities. Vocabulary probably excessive.
In the left margin, arabic numerals indicate grade or class levels (7-9 for junior high school). The first line of numerals indicates the preferred level, although the material might be used at other levels given. Roman numerals indicate language proficiency levels (I for beginners). "T" indicates materials for teachers.

The name or initials in capital letters in each entry is the code name for the producer or distributor, whose full name and address are listed in Appendix 3.

Because of the paucity of Swedish materials in certain categories, some items have been included which do not fully meet the criteria or which were prepared for college students. In these cases, the shortcomings have been noted in the ratings and paragraphs.

G.F. Gösta Franzén, U. of Chicago
K.F. Mrs. Karin Franzén, Chicago
A.G. Afrik Gustafson, U. of Minnesota, Chairman
A.J. Assar Jänzén, U. of California, Berkeley
W.J. Walter Johnson, U. of Washington
R.P. Mrs. Ruth Petersen, South H.S., Minneapolis
L.S. Leif Sjöberg, Columbia U.
M.S. Margaret Swanson, Rockford, Ill.

BASIC TEXTS

I
1 1AEA, 2A, 3AAE, 4A, 5A, 6AAE, 7AAE, 9, 10EEA, 11A, 15A, G.F., K.F., A.J.

Intended for use with the author's Modern Swedish Grammar, this book contains 56 lessons of the most varied nature: everyday vocabulary, folk tales, songs with music, and selections from Gustaf af Geijerstam's Mina Pajkar. Included in the text are grammatical details, references to Modern Swedish Grammar, and exercises. Notes on the grammar are sometimes in English. The book is uneven in both plan and texts. Both books are intended primarily for college use.

I
1-11 1EEA, 2A, 3E, 4EEA, 5EEA, 6A, 7A, 8A, 9A, 10EEA, 11E, 12AEE, 13ABE, G.F., K.F., K.J.

The original story has been divided into 36 lessons containing a simplified text and excellent grammatical notes and exercises. The plural verb forms used in the original have been replaced by singular forms and other changes have been made to simplify the text. The use of an extended story as a text naturally entails both advantages and disadvantages: a story is more interesting than disconnected items but both vocabulary and content are unvaried. High-school students might—and college students do—at least be forearmed with the adventures of two boys age 7 and 9, but the book is suitable for elementary classes. The vocabulary has certain errors and words missing.

I
1 1E, 2AAE, 3EEA, 4EEA, 5EEA, 6AAE, 7EEA, 8EEA, 9E, 10A, 11EAA, 12UUA, 13EEA, G.F., K.F., A.J.

Should be used with a grammar and, preferably, also with Practice Swedish, a collection of exercises. Learn Swedish contains 25 lessons with exercises and comments, and a chapter-by-chapter word list. There is an alphabetical word list and an index of exercises. Designed for college students, but, combined with Practice Swedish and a grammar, it may be used in high school.

I

The student gets thorough training in applying his grammatical knowledge through exercises, some best suited for writing, some for oral practice. There is much translation from English into Swedish, but many exercises are in Swedish only. No grammatical rules are given except for some simplified ones in especially difficult aeras. English-Swedish end-vocabulary.

7-9 TANZ., 1961. Illus. 290 pp. $3.00.
1
1-11 1EEA, 2E, 3E, 4E, 5AAE, 6EAA, 7A, 8AAE, 9AAE, 10A, 11E, 12A, 15AAE G.F., K.F., A.J.

Many errors and deficiencies in the Swedish text, grammar, and vocabulary. 46 conversations and reading selections: anecdotes, poetry, one folk tale, excerpts from newspapers and other periodicals, and songs with music. Essays in English on Swedish culture. Exercises and some basic grammar. A great variety of emphasis on speaking, reading, and writing, but it tries to accomplish too many things and therefore falls short of its goal. Acceptable with reservations.

I
1 1AAE, 2AEU, 3U, 4A, 5AAU, 6U, 7EEU, 8EEU, 10AAU, 11AAU, 13AAU G.F., K.F., A.J.

The two books form a unit. The brief grammar has a word list and translation exercises. It is not as satisfactory as the reader, which contains conversational material, descriptive prose, ads, menus, signs, newspaper articles, short articles on Swedish history and geography, and literary selections. The language is natural and up-to-date. Useful for the first semester of study, but there is no alphabetical word list.

BIBLIOGRAPHIES AND RESOURCE LISTS

I
1 1AAE, 3E, 4E G.F., A.G., A.J.

The general organization might be improved in certain ways, and a selection of some basic articles and essays in the field might be added. The list also needs to be brought up-to-date.

I
1 1A, 2A, 3E, 4E G.F.

Contains list of books and films, schools where Swedish is studied, and other information.

I
1 1E, 2E, 3E, 4E G.F., A.G., A.J.

Includes works on Swedish literary criticism and history with thorough critical annotations.

I
1 1E, 2E, 5E, 4E G.F., A.G., A.J.

Brief interpretative and critical evaluations.

Information about Sweden. SVENSKA INST., 1961. 43 pp. 94 X 12 in. Mimeographed, free.
I
1 1E, 3E, 4E A.G., A.J.

Of considerable value, though the addition of a sen-
BOOKS OF CULTURE AND CIVILIZATION

T Anderson, Ingvar, and others. Introduction to Sweden. 1E-2E, 3A, 5E, 6E A.G.


1E, 2E, 3A, 5E, 6E A.G.

Heilborn, Adele, ed. Travel, Study, and Research in Sweden. 1E-2E, 3A, 5E, 6E A.G.

10-12 Illus. A chronological account of some fifty aspects of Swedish life and culture today.

1E, 2AE, 3AE, 4E, 5E, 6E A.G., A.J.

Popular, fact-loaded, brief page-or-two accounts of various aspects of Swedish music from the folk music of Dalecarlia through 18th-century Court music and 19th-century developments, with special attention finally being paid to the more or less "modern" contemporary developments in symphonic composition and music for opera and the ballet.


1E, 2A, 3A, 4A, 5E, 6E A.G.

This special English issue provides competent articles on various aspects of Swedish music from the folk music of Dalecarlia through 18th-century Court music and 19th-century developments, with special attention finally being paid to the more or less "modern" contemporary developments in symphonic composition and music for opera and the ballet.


1A, 2E, 3A, 4A, 5E, 6E A.G.

An excellent little handbook on Swedish authors of the last three decades, which includes, besides thumbnail sketches of about 150 authors of the period, some overall generalizations on each of the decades. Lists literary periodicals with a brief description of the kind and importance of each.


7-9 Many illus. 112 pp. Paper Sw.kr. 10.

1E, 2E, 3A, 5E, 6E A.G.

This authoritative little book describes briefly each Swedish museum. There is a convenient alphabetical listing of the museums (with such information as their locations, special emphases of their collections, and their hours) together with a classified listing.


1E, 2E, 3A, 5E, 6A A.G.

Excellent articles on contemporary trends in the Swedish theatre by Swedish experts on such topics as the importance of the producer, Pär Lagerkvist and Hjalmar Bergman, radio in the service of the theatre, stage decoration, opera, present trends in the ballet, subsidies to the theatre, and the standing of the actor.


1E, 2E, 3A, 5E, 6E A.G.

A brief, popular, but authoritative account of the scientist and his work by a leading Swedish authority on Linnaeus, revered by his countrymen as a great man of culture as well as scientist.

BOOKS OF SONGS


1A, 2A G.F., K.F., M.S.

The Swedish songs are the same as in Allwood's Swedish Songs and Ballads. As in that book, only the first stanza is in Swedish and the rest in English.

CONVERSATION BOOKS

7-9 Illus. 61 pp. Paper Sw.kr. 5.50. NORDSTJERNNAN $1.00.
11-IV 1A, 4A, 5A, 6A K.F.

Entirely in Swedish, the book is intended for foreign students who are beyond the beginning stage of Swedish studies. The first part gives examples illustrating the use of prepositions, the second, pictures with vocabulary for conversation or composition. The last section is especially useful.

10-12 Leander, Birgit and Axe. Say It in Swedish. DOVER, 7-9 1951. 128 pp. $1 x 6 in. Paper $0.75.
11-III 1A, 2A, 3A, 4A, 5A, 6A, 8A K.F.

Designed for travellers. Each phrase is numbered and indexed. Pronunciation only approximate. The language is accurate and natural. Good for its purpose.

1E, 2A, 3E, 4E, 5A, 6A, 7A, 8A K.F., A.J.

Designed for travellers, it contains useful words and phrases. Information in English on customs and conditions is accurate and up to date. A simplified device for pronunciation is used, marking long sounds in stressed syllables. Phonetic transcriptions have been given only in difficult cases. A brief grammar is included.

10-12 Söderblom, Martin. Advanced Spoken Swedish. AUGUSTANA, 1921. 166 pp. Sw.kr. 2.60.
1EAA, 2A, 3A, 4A, 5A, 6A, 7A, 8A K.F., A.G., M.S.

15 lessons, each in 4 parts: 1. conversation; 2. translation of idioms and grammatical comments; 3-4. translation exercises. End- vocabularies. The primary purpose is to teach the spoken language, with special attention to idiom. Instructive but somewhat dull because of the lack of illustrations and the choice of topics.

7-12 —. Elementary Spoken Swedish. Rev. & enl. ed. AUGUSTANA, 1937. 83 pp. $0.60.
1AAE, 2A, 3AA, 4AA, 5A, 6A, 7A, 8U K.F., A.G., M.S.

30 conversations on everyday topics of general interest. Each conversation, long enough for one class meeting yet short enough to be memorized, is followed by questions in Swedish and an exercise for translation into Swedish, both using the vocabulary from the preceding conversation. Natural conversation is the goal.

DICTIOnARIES

T Engström, Finar. Engelsk-svensk teknisk ordbok. 8th ed.
10-12 ST-T, 1956. Svensk-engelsk teknisk ordbok. 9th ed. ST-
1E, 2E, 3E, 4E, 5E, 6E G.F.

A dictionary of technical terminology useful for reference in advanced work.

1A, 2E, 3E, 4A, 5E, 6E G.F.

Since this dictionary is primarily intended for Swedes who want to learn English, pronunciation, gender, and inflectional forms are not given for the Swedish entries. But no small-size dictionary has this information. See also Wiström, Nöjd, and Pettersson, Engelsk-svensk ordbok.

T Freudenthal, Fritiof. Engelsk-svensk Lexikon. 2nd ed.
2U, 3A, 4U, 8E, 9E G.F.
Intended for advanced study of English. Useful for college students and for teachers.

T Hellquist, Elof. IV-VI, 2E, 3E, 1E, 8E, 9E, 10-12


IV-VI 1E, 2E, 3E, 4E, 8E, 9E G.F.

The most complete and by far the best Swedish-English dictionary. Particularly valuable because it gives gender and plural forms of nouns and principal parts of irregular verbs. Ideal for advanced students and teachers. Its size and price unfortunately make it impractical for high-school students.


IV-VI 1E, 2E, 3E, 6E, 8E, 9E G.F.

The only complete etymological dictionary of the language. Besides etymologies, it contains a wealth of cultural information about the words. A copy should be available in the school library for teachers and advanced students.


1A, 2A, 3A, 8A, 9A G.F.

Handy for beginners and inexpensive. It has a key to pronunciation and a summary of some main grammatical categories. Lacks information on noun genders and plurals and on principal parts of irregular verbs.


1E, 2E, 3EEU, 4EE, 6A, 7A, 8E, 9E G.F. A.J., R.P.

Although its size and price make it impractical for high-school students, this is the best and most thorough English-Swedish dictionary. It is indispensable for teachers at all levels. Since it is intended for use in Swedish schools, preface and explanations are in Swedish, and the dictionary has neither gender nor inflections of the Swedish equivalents of English words.


These pocket dictionaries, primarily intended for travelers, are amazingly good in selection of vocabulary and phrases. Could be used by beginners, since they cost very little. Gender of nouns indicated.


1E 2A, 4E, 8E, 9E G.F.

Stresses the divergencies rather than the correspondences between English and Swedish usage. It tries to give the Swedish equivalents of the commonest English phrases in the form of illustrative sentences. The selection is based on high frequency. The book should be very useful to advanced students who have little opportunity to talk Swedish.


10-12 1917 pp. Cloth Sw.kr. 75.00. Library binding Sw.kr. 85.00.


1E, 2E, 3E, 4E, 5E, 7E, 8E, 9E G.F.

The meaning is explained and sometimes made clear by means of illustrations and synonyms; stress and, in the case of loan-words, pronunciation is indicated. Inflectional forms of nouns, adjectives, and verbs are given. An extremely valuable reference book for the school library.


1A, 2E, 3E, 4A, 7A, 8A, 9A A.J., R.P.

An American edition of the Swedish originals of two dictionaries, Ruben Nöjd, Engelsk-svensk ordbok and Astrid Tornberg and Margareta Angström, Svensk-Engelsk ordbok. The preface is in Swedish, no genders or inflections are given, and British English is used. No help is given in distinguishing between synonyms. Nevertheless, this is the most useful small, inexpensive dictionary now available. The American printing has inferior type and paper to the Swedish.

T Ordbok över svenska språket, Ordbookredaktion, Svenska Akademien, 1899-. GLEERUP, 22 vols. A through T, now published, Sw.kr. 708.75. Sw.kr. 17.00 each vol. 1E, 2E, 3E, 4E, 6E, 7E, 8E, 9E G.F. A.J.

This equivalent of The New English Dictionary, not yet completed, is a valuable reference text.

T Östergren, Olof. Nuvensk ordbok. WAHLSTRÖM, 10-12 1919-. 11 pamphlets published, covering A through T. Sw.kr. 5.00 each pamphlet. Nos. 1-95 (A through S) in 7 vols. Cloth Sw.kr. 75.00. Half-bound Sw.kr. 90.00.

1E, 2E, 3E, 4E, 7A, 8E, 9E G.F. A.J.

The second largest Swedish dictionary. Although not yet completed, it is an excellent source and would be desirable as a reference work in high school.


1E, 2E, 3A, 4A, 8E, 9E G.F.

The best and most up-to-date dictionary of Swedish synonyms. Very useful for teachers on all levels.


1E, 2E, 3E, 7E, 8E, 9E G.F. A.J.

Contains lexically the entire Swedish vocabulary, giving gender and plural endings for the nouns and principal parts of the verbs. Loan-words, slang, and professional terms are explained. Pronunciation of foreign words is also indicated. An indispensable reference book.


II-VI Distr. UBC. 648 pp. Sw.kr. 9.

1U, 2E, 3E, 4A, 8E, 9E, G.F.

This dictionary is primarily intended for Swedes who want to learn English. Because of its convenient size and reasonable price it is also suitable for high-school students. It is reliable and up to date. See also Emilv, Pettenon, and Angström. Svensk-engelsk ordbok.

DISCS & TAPES: LANGUAGE

10-12 Leander, Ake. Swedish. Say It Correctly. Read by Ake 7-9 Leander. DOVER. One 7 in. 331/3 rpm. disc (Serial No. 845) $1.00.

1E, 2E, 3E, 4E, 5E, 6A, 9A G.F. K.F.

This disc is accompanied by a leaflet containing the text as well as some information for pronunciation. The first two thirds of the record are intended for imitation, and the last third for listening to the same utterances spoken at normal pace. Contains many useful expressions. The language is accurate, the performance pleasant, and the price is low.

DISCS & TAPES: SONGS

7-12 Christmas in Sweden. Sing by Ake Jeling and chorus. Recorded in Sweden. CAPITOL. One 12 in. 331/3 rpm. disc (Serial No. 7-10079) $2.98 No texts.

2E. G.F., K.F.

A collection of the most popular Swedish Christmas songs and dances, some with piano, some with accordion, and some with orchestra.
10-12 Swedish Folk Songs. Sung by Sven-Bertil Taube. FOLKWAYS, 1954. One 10 in. 33rpm. disc (Serial No. FP 814 or FW 6814) $4.25. Text. 2E, 6E, G.F., K.F.

The following songs are recorded: 1. Viljen I veta och viljen I förstå. 2. Och flickor hon går i dansen. 3. Erevet från Lilan och pappa kom hem. 4. Tänker du att jag förlorar är. 5. Om sommaren sköna. 6. Och jungfrun friskar. 11. Jag unnar dig att bli. 7. Jag gick mig ut en afton. 8. Vi ska ställa till en lustiger dans. 9. Uti vår hage. 10. Vårvindar friska. The Swedish titles are distorted on the list on the record. The singing is excellent, the voice pleasant, and enunciation unusually clear.

ELEMENTARY READERS


1E, 2E, 5E K.F., M.S.

Stories and poems chosen to suit the interests of Swedish children. Profusely illustrated. The New Series is intended for the junior-high-school level, but the books would be equally good for senior-high-school students as supplementary readers.


1E, 2A, 3U, 4E, 5E K.F., M.S.

Subject matter appeals to small children. Excellent appearance.

1E, 3U, 4E, 5E, 6E, 7E K.F., M.S.

1E, 2A, 3U, 4E, 5E, 6E, 7E, 8E K.F., M.S.

Subject matter appeals most to children in grades 4-6.

Good appearance. Fewer illustrations than in Book I, but they have a definite appeal.


1E, 2A, 5E K.F., M.S.

The six small booklets have unusual variation in subject matter in spite of the simplicity of the language, which is not too childish even for high-school beginners. Amusing pen sketches.


1E, 2E, 3A, 4A, 5E K.F., M.S.

The illustrations have a wealth of detail which might be too much for the very young child, but older children would find them quite exciting.


1E, 2E, 3A, 4A, 5E K.F., M.S.

The illustrations have a wealth of detail which might be too much for the very young child, but older children would find them quite exciting.

LITERARY TEXTS


1A, 2A, 3EA, 5A K.F., M.S.

The book consists of two parts, "Karl-Anders vinterresa" and "Karl-Anders sommarresa." The first section is devoted to rural life in northernmost Sweden, partly among the Lapps; the second describes life on two farms, one in Norrland and one in Skåne. Most of the text is in dialogue form. The book was originally published in 1928 and thus conditions described differ very much from those in modern Sweden. While the content is specialized, the book might be used for additional reading. Old verb forms are used.

10-12 The Children (Barnen från Fremtidsjätten). Adapted from Laura Eiringsholm's novel, Children of the Moor. II-IV

10-12 The Children (Barnen från Fremtidsjätten). Adapted from Laura Eiringsholm's novel, Children of the Moor. II-IV


2E, 3E, 4E, 5E, 6E, 7E, 8E L.S.

If the film gives the viewer a clear idea of production and stage equipment of that time. Would be particularly useful in classes which are studying the drama.

FILMS

10-12 The Road to Heaven (Himlaspelen). Adapted from Rune Lindström's play. Directed by Ake W. Edfeldt. SVENSK FILMINDUSTRI, 1942. Distr. BRANDON. 16 mm. 100 min. Animated. Dialogue in Swedish. B&w. Rental $22.50 or $32.50 with admission fee.

1E, 2A, 3A, 4A, 5E, 6E, 7E, 8E W.J.

One of Swedish film masterpieces of all times, and, because of its specifically Swedish, peasantly naive material, genuine to the extent that it is difficult for foreigners to fully appreciate it. Sin and repentance, God and Devil, life and death, are represented in this drama of Biblical piety and devotion. But also full-scale portraits of greedy, debauched evil people. The dialect (Dalecarlia) occasionally deviates from standard Swedish.

6-12 Swedish National Tour Office. 6 films available on loan for a week. Produced by the Swedish National Travel Office and others. Produced in Sweden. 1941 to 1956. 16 mm. 4½ to 54 min. Sound. One with Swedish narration. Color and b&w. Scenery, history, activities, industry. Write SNO TO for list. No charge for loan except postage and insurance.

10-12 Brandberg, P., and R. J. McClean, eds. A Swedish Reader. OXFORD, 1953. 170 pp. and Swkr. 4.85 each. 1E, 4E K.F., M.S.

Each collection contains three or four stories which vary in length from 30 to 89 pages. Handsomely illustrated. Intended for Swedish pupils in grades 7 or 8, they could be used by American high-school students as supplementary reading.


Short stories or extracts from longer works by 15 outstanding modern writers. The selection is excellent for literary values and cultural insight. Explanatory footnotes but no glossary. A brief summary describing the author and his main works precedes each selection.


1A, 2A, 3U, 4E K.F., M.S.

This collection of literary selections covers representative Swedish literature from Strindberg to the present day, with emphasis on 20th-century writers. The illus-
treated section "Portraits of Authors" is particularly good for younger students who might otherwise have difficulty in locating material about the authors.

10-12 Modern Swedish Poems. AUGUSTANA, 1948. 80 pp. Paper $0.60.

IV-VI 7-9 10-12

A representative selection of contemporary poetry presented in bilingual form, Swedish text with facing English translation. The translations, by various hands, are only partly satisfactory.


7-12 10-12

1E, 2A, 4A A.G.

The oldest and most distinguished of Swedish cultural journals, broadly inclusive in its interests, though most of its articles are on Swedish (or at least Scandinavian) topics. Periodic review articles on current theatre productions and the latest prose fiction and lyric poetry.


T Scandinavia and Baltic Lands. 9 x 11 in. $0.03 a map for 1-49 orders. $0.75 for 100 maps.

7-12 Cartocraft Desk Outline Map. DENOYER (#7030), 1951. Scandinavia and Baltic Lands. 9 x 11 in. $0.03 a map for 1-49 orders. $0.75 for 100 maps.

1A M.S.

This very good colored map of Sweden also shows adjacent areas of neighboring countries. Intended mainly for travelers, it shows the main roads but not the boundaries of landskap and län. It is not large enough for classroom demonstration.

10-12 Sverige. GLA. Text in Swedish. Colored. Physical. Sweden and parts of Norway, Denmark, and Finland. 23 x 49 in. Sw.kr. 9.00 + postage. Lacerated paper.

1E, 2E, 3E, 4E G.F., K.F.

Helps students to learn the basic geography of the country.


1E, 2A, 3E, 4E, 5A A.G., A.J., R.P., M.S.

The standard journal in English, with handsomely illustrated articles on Scandinavian subjects, preferably on the arts and literature, and translations of Scandinavian prose and poetry. Among the regular departments are "The Quarter's History" (selected current events of importance in each of the Scandinavian countries), "Scandinavians in America," book reviews, and book, music, and travel notes.

T The American Swedish Monthly, ed. Max Lindahl. SCC. 7-9 10-12

50 to 40 pp. Illus. $1.00 a year, 2 years $6.00. Student rate, Sept. to June $1.50.

1AEEA, 2AEEA, 3EEA, 4AEEA, 5A A.G., A.J., R.P., M.S.

A popular monthly with special articles on Swedish and Scandinavian subjects, book reviews, cultural columns, and selected news items in a "Letter from Sweden."

T Bonnier's Litterära Magasin, ed. D. Hjorth and L. Gustafsson. Distr. AHLEN. 10 issues a year. About 100 pp. Sw.kr. 3.75 a year.

1E, 2E, 3E, 4E A.G., M.S.

A distinguished literary journal, concerned with Swedish literature and with literary figures and trends throughout the world. Publishes original creative work of Swedish authors, critical essays on them, and reviews of their works. Also reviews of current Swedish theatre and film productions.

T Industria (Tidskrift för industriellt näringsliv), ed. Tell G. Dahlöf. INDUST. Monthly. 200 pp. Many illus. 11 issues in Swedish Sw.kr. $8.00, 1 issue in English Sw.kr. 6.75.

1A, 2E, 3E, 4E A.G.

Though it purports to concentrate on "industry, business, and commerce," it actually includes regularly a substantial number of well-written, popular articles on almost every phase of Swedish life, including the arts and literature.

T News from Sweden, ed. Allan Kastrup. AM. SWED. Monthly. 5 pp. $2.00 a year.

1E, 2E, 3E, 4A M.S.

News from Sweden and Swedish centers in the U.S. References to American articles on Sweden and new books on Swedish subjects.

T Ord och Bild, ed. Björn Julén. NATUR. 6 issues a year. 60 pp. Many illus. Sw.kr. 3.30 a year.

1E, 2E, 3E, 4E A.G., M.S.

Though it purports to concentrate on "industry, business, and commerce," it actually includes regularly a substantial number of well-written, popular articles on almost every phase of Swedish life, including the arts and literature.


1E, 2E, 3E, 4A A.G.

A lively cultural journal with a broad interests, concerned primarily with idealistic folk movements tied in with rural problems and developments.

T Scandinavian Studies, ed. Walter Johnson. SASS. Quarterly. 75 pp. $5.00 a year, single copy $1.50.

1E, 2E, 3EA, 4EA A.J., M.S.

The journal of the Society for the Advancement of Scandinavian Studies. New books are reviewed.


1E, 2E, 3A M.S.

A school grammar, but the approach is a little freer and more modern than in other grammars ed on Latin and German patterns. Therefore, it is useful especially for those who apply more modern methods in teaching.

T Weekend, ed. Erik Hummelgren. S-NYTT. Weekly. 8 pp. By air $16.50 a year; by regular mail $12.50.

1E, 2E, 3E, 4A A.G., M.S.

A digest of Swedish news (Airmail Weekly) for Swedes abroad and others interested in the current Swedish scene, political, social, economic, and cultural. A school grammar, but the approach is a little freer and more modern than in other grammars ed on Latin and German patterns. Therefore, it is useful especially for those who apply more modern methods in teaching.


1E, 2E, 3E, 4E, 5E A.J.

A school grammar, but the approach is a little freer and more modern than in other grammars ed on Latin and German patterns. Therefore, it is useful especially for those who apply more modern methods in teaching.
SWEDISH: Review Grammars


III 1E, 2AAE, 3E, 5E G.F., K.F., A.J.

A traditional grammar, with three main sections, phonology, accidence, and syntax. The best and most thorough Swedish grammar available in English, it is indispensable for the teacher and useful for advanced students. One shortcoming is the use of literary plural forms.


1E, 2E, 3E, 4E, 5E A.J.

The book is a fairly complete account of today's Swedish. The rules are clearly phrased and the examples well chosen. Texts for translation into Swedish and English.


1E, 2E, 3E, 5E A.J., G.F.


REVIEW GRAMMAR


1E, 2E, 3E, 5E, 6E, 7E, 8E, 9E, 10U A.J.

End-vocabulary does not seem to be necessary. Easy reference. The material is carefully graded.


1A, 2A, 3A, 4A, 5A, 6A, 7A, 8E, 9E, 10A, 11E G.F., K.F.

A basic grammar in 19 lessons, the book is unorthodox, stimulating, and humorous. Frequent comparisons between English and Swedish grammar are helpful. Shortcomings: brevity often attained at the expense of clarity, some mistakes, no treatment of important groups of pronouns, the choice of imperative instead of infinitive as reference form definitely impractical, lesson headings unsatisfactory, and pronunciation guide in several cases faulty. If thoroughly revised, however, this grammar would seem ideal for a first presentation, especially in high schools and evening classes where only the basic facts are needed.

TEACHERS COURSE GUIDES

Björseth, Bertil, Sixten Blomquist, Hans Garpe, and Algot T. cog. Skrivning och språkelära, Årsboken 3-8. BERGVALL, 1960-61. 5 vols. 3rd year: 120 pp. Sw.kr. 2.70. 4th and 5th years, each 144 pp. Sw.kr. 3.20. 6th year: 160 pp. Sw.kr. 3.60. 7th year: 170 pp. Sw.kr. 5.20.

1A, 2A, 3A, 4A, 5A, 6A, 7A K.F., M.S.

Grammar and composition, with exercises and illustrations. For use by the teacher in preparing exercises for the class but not for use by the children.


1A, 2A, 3A, 4A, 5A, 6A, 7A G.F., K.F., M.S.

For use by the teacher in preparing class exercises but not for use by the children. Covers oral and written composition, word study, and grammar.


5A, 4A, 5A, 6A K.F., M.S.

Recommended for use by the teacher in prepaing exercises for the class but not for use by the children directly. Word study, grammar, and drills in composition.
INTRODUCTION

This is a list of books about the countries whose languages are most frequently taught in the United States. It was prepared for language teachers primarily, but we hope it will appeal to one who wants to know more about the culture of these countries. The list is short. It would have been easier to suggest one or two hundred books rather than only twenty-five or thirty for each culture, but we think the few books we have chosen are important enough to be read by everyone. We cut out many good books in order to limit our number to what seemed the very best.

But we must explain what we mean by "best" books. In these bibliographies we mean books language teachers will enjoy reading and which at the same time will increase their understanding of the culture whose language they teach. Language teachers are in a vulnerable situation. We are expected by our students and by our communities at large to be experts in a foreign culture. But no one can know everything about any country. We know the foreign language we teach. Many of us have also visited the country, studied there, lived in families. We have also studied the literature, and through it we have become aware of values and attitudes underlying this foreign behavior.

Still, we should like to know more. We should like to be able to answer the questions that other people ask us and that we ask ourselves. The purpose of this bibliography is to help fill the gaps in our knowledge. To answer these needs the "best" books are those which are highly instructive but at the same time good reading. It was specifically not our intention simply to add to the long list everyone has of books we think we ought to read but never will. We sought books you would like to read and then to recommend to students and friends with some assurance that they, too, would find them both enjoyable and informative.

The Modern Language Association asked five people, each of them for many years a student of one of the five cultures whose languages are most frequently taught in this country, to prepare a bibliography of the books they would recommend. Each of the five lists was then submitted to groups of critics, equally expert in the several areas, who vetoed some selections and suggested others. Finally a list of twenty-five to thirty books was accepted for each of the cultures. A brief comment on each book explains what it is about and why it was chosen.

The choice was, of course, limited by several criteria. It was obvious that the books we recommended had to be readily available, so some of our favorite titles were omitted because they are out of print. We also gave up the idea of trying to "cover" the whole of each of these cultures. For certain aspects of each culture there were simply no good books available. We preferred to omit that aspect of the culture rather than suggest a book that did not come up to our standards. We also excluded our favorite reference books because it seemed best to concentrate on the immediate objective and leave for a future project the idea of a selective and critical reference bibliography. Citations and series of books were not included unless a particular article or book in a series stood by itself.

We must be admitted, however, that to escape from the rigidity of these criteria, some of us have cheated by mentioning in the introductory paragraphs to each bibliography some of the items which we wanted to call to the reader's attention even though we could not include them in the official list.

It was assumed, incidentally, that each culture and the books on it presented a separate problem. We have tried to make the lists parallel, but we did not feel compulsive about forcing them into the same mold. There are good books on some cultures that simply have no equivalent for other cultures.

But literary works? Don't novels give a picture of life today in each of these countries? Yes, of course, but we kept the number of literary works to a minimum for two reasons. The first is that most language teachers already know about literary sources but have had less opportunity to learn about these other kinds. Furthermore there is a problem in interpreting the culture of a country through a novel. Literature represents society as it is seen through the eyes of one individual, the author, who is avowedly trying not to reproduce reality but to create a work of art. Even the most "sociological" of good authors, Balzac, Galdós, Zola, etc., form the reality they describe. They are great authors not because of their sociological accuracy but because of their artistic vision. Of course, if the reader keeps firmly in mind that these novels are personal, artistic creations of an individual, often a social deviant himself, one may learn a great deal about a culture by reading fiction.

Ironically, novels which are the most accurate sociologically are often bad novels. It is hardly to be recommended that we give our students bad novels to read for the sake of the "cultural objective." There is not nearly enough time in class and in life to get the good literature read. It is our conviction that students would do best either to read good non-fiction or else the best novels—with the teacher insisting on the distinction between the student's vision and the reality that he was interpreting.

Some of the books on these five lists are classics that help us understand these cultures yesterday as well as today—probably tomorrow. Others are of more current interest. We hope, however, that all of them are books which you and your friends and students will enjoy reading and which you will find especially informative about life in these societies today.

Many people have helped in the creation of these bibliographies. The original idea came from Donald Walsh, Director of the Foreign Language Program of the Modern Language Association, who commissioned the project and encouraged it at every point. Financial support came from a U. S. Office of Education contract with the MLA. Our critics deserve far more than simple mention of their names entails. Several of them devoted a great deal of time, effort, and thought to our problem, submitted extremely helpful suggestions of books which the editors did not know, and wisely recommended the exclusion from the original lists of other books which did not meet the standards. Librarians and publishers have cooperated in making books available and furnishing the complete bibliographical information we sought. The editors are grateful to all those who helped us. We wish particularly to thank Albert H. Markwardt, who served as critic for all five bibliographies.

Harvard University

LAURENCE WYLIE

Cambridge 38, Mass.
Although many aspects of French life are touched on in the books listed in this bibliography, 1. was neither desirable nor possible to try to cover the whole of French culture with a few highly readable books. For readers who seek further information, however, a few essential and convenient sources should be mentioned.

The Cultural Services of the French Embassy (972 Fifth Avenue, New York 21) under the direction of Edouard Morot-Sir was extremely helpful to the uninitiated reader. This book taught me more about the functions of Paris, the elements of French character and literary references enlivens the text, although it may puzzle the reader. The use of historical background, institutions, problems and trends. Wide coverage, from agriculture to art. Especially good for young students and future tourists. Marvelous illustrations. Undiscriminating bibliography. Some of the text and most of the captions are reminiscent of the sort of contradiction and oversimplification characteristic of weekly magazines, but only these maps are otherwise admirable book. Not on sale in bookstores.


A happy product of the combined efforts of historians and journalists, this book is on the whole sound and still good reading. It contains excellent summaries of essential facts relating to geographical and historical background, institutions, problems and trends. Wide coverage, from agriculture to art. Especially good for younger students and future tourists. Marvelous photographs. Undiscriminating bibliography. Some of the text and most of the captions are reminiscent of the sort of contradiction and oversimplification characteristic of weekly magazines, but only these maps are otherwise admirable book. Not on sale in bookstores.
torialists find especially compatible. The distortion is
increased by the important changes in French economy and
government since the book was finished in 1953. The book is dated, as is
Schoenbrun's As France Goes. They should be read, but along
with, say, Tannenbaum and Arom.

7. Ed. Ferrey, R. Douzet, A. Le-ville, G. Lefebvre, Ch. H.
Pouihas, M. Baumont. Histoire de la France: pour tous les
Français. Paris: Hachette, 1959. 2 v. 507, 512 pp. 7.50 NF
each.
A history of France from the beginning through 1946. Each
section is written by one of the most respected specialists in
France today, this is history that is authoritative, objective, and
easy to read. Although there is some information about
social and industrial movements, the emphasis is the traditional
one on political, military, and diplomatic events. Offers a solid
framework for the broader social study of Duby and Mandrou.
No photographs, tables, notes, or bibliography, and very few
maps.

Univ. of Michigan Press, 395, xxiv, 563, xxiv pp. $8.75.
A wise and generous scholar, Albert Gueudard died shortly
after publishing this volume, which he called the "inner story"
of French history. He had already given what may be considered the
essential structure of French history in his admirable France: A Modern History (New York: 1946, 274 pp. $3.75). In this
longer work he develops more fully the variations on his favorite themes, notably that of the French nation conceived as a
person. "It will be seen that the present study is not a compromise between the old-fashioned chronicle of rulers and the
voluntary history of civilization. It has a single theme: the
history of the nation, that is to say of a sentiment" (p. xvii).
This is a modern history, then, not a history of modern France,
for only the last quarter of the book is concerned with France
since World War II. Gueudard's erudition is solid, and the reader
new to the subject may miss some of his allusions, but his easy
style, his illustrative stories, and his sense of humor make this
reading of history a pleasure. The text is followed by a
criminating commentary on suggested readings.

Undoubtedly the best history of France for the person who
wants to understand the whole evolution and range of French
life. There is little emphasis on battles, dates, and anecdotes;
stress is laid rather on the relationship of social, technological, cultural, and political phenomena. On reading this book, you
will not forget such things as the Alsatian wine trade or the
connection between the development of farming techniques
and the construction of the cathedrals in the thirteenth century.
The authors base their generalizations on the social and intellectual trends of history and the variety of interpretations which
historians have formulated. Well written, reads easily. Four
chapters on bibliography are especially helpful.

10. Gordon Wright. France in Modern Times. Chicago: Rand
A new and important study of French history since 1760. This
book gives essential information concerning political events
and institutions, but the emphasis is on social and intellectual
trends. The reader is given a feeling for the breadth and complexity of history and for the variety of interpretations which
historians have formulated. Well written, reads easily. Four
chapters on bibliography are especially helpful.

11. Philip M. Williams and Martin Harrison. De Gaulle's Re-
Among the many recent books on political developments in
France since 1958, this appears to be the most balanced and
informative. The first half recounts the story of the Fourth Rep-
public and its fall. The second is an analysis of how the Fifth Republic functions and what problems it faces. An epilogue
carries the history down to January 1960. For more specialized
analyses see Philip Williams' Politics in Post-War France (New
York: Longmans Green, 1954) and Nicholas Wahl's The Fifth

Paris: Librairie Arthème Fayard, 1960. 359 pp. 19.50 NF.
No satisfactory biography of de Gaulle has yet been written and
Georges Cattaui's practically enthusiastic book, alas, is no
exception. What recommends it, however, is that among all the
available biographies in both French and English, it is by far
the most accurate and informative, if not by far, the most bal-
canced. Cattaui is a French literary critic and poet who was
among the first to write an account of de Gaulle's life at the
end of World War II and he has now revised, corrected, and
improved this work. The most suggestive parts of the biography
deal with the General's life before his rise to glory, his child-
hood and early military career, and they go far toward explain-
ing the man, the mystique, and the symbol that all inhabit
France today's President of France. (Nicholas Wahl)

13. Charles-Henri Favrod. La Révolution Algérienne. Paris: Li-
brairie Pion, 1959. 233 pp. 19.50 NF.
A French-Swiss journalist whose culture gives him insight into
the French position but whose neutral nationality has allowed him
to visit and understand the Moslem rebels who has written prob-
ably the most balanced and interesting book on France's Algerian problem. Beginning with a selective yet thorough
history of Algeria under French sovereignty, it analyzes the origin of
the rebellion and the economic and social problems of Algeria.
Among the most useful parts of the book is the first-hand bio-
 graphical study of the Moslem rebel leadership, those cadiest
fighters, largely French in culture, who are now approaching
their goal of an independent Algerian Republic, carved from
the once indivisible French Republic. (Nicholas Wahl)

Gives the essential background for the study of history, a
trip to France, or a school project on the French economy. Gott-
mann takes the reader on a tour of France, describing the essen-
tial facts of French human geography. Region by region, city by
city, we learn about France in a way that might have been dull
but for the lively style of the author. A few far too few, illustra-
tions and maps. What a pity this chapter cannot be purchased
separately by those not interested in the whole of Europe who
hesitate before the cost of the whole book. For a more detailed,
but unfortunately out of date, description of French geography,
see Hilda Ormsby, Geography of France (London: Methuen, 2nd
ed. 1950. 525 pp.); France, administratively described; a report of the French
conception of their land and its place in the world; see Vital de
la Blache's first chapter in the first volume of Lavisse's Histoire de France

Collection "France de demain."
This is the first in a series of eight volumes on the human
gography of modern France. Some history, some geography,
some demography, a good deal of economics, the whole com-
bined to give an accurate idea of the way people live in a new
France, technologically transformed in the last fifteen years.
The first half of the book is on greater Paris; the second on
the rest of the Parisian Basin. The other volumes are devoted to
other regions of France. Photographs, graphs, and tables effec-
tively reinforce the text.

16. André Maurois. La France change de visage. Paris: Galli-
mard, 1958. 217 pp. $5.50 NF. Collection "Air du Temps."
This is based on a series of articles originally published in
France-Soir on the technological and economic change in France
in the last few years. Not the sort of work one expects of this
author and certainly not an important book, but valuable for
the layman who is eager to learn but frustrated by the tech-
tical language in which books on economics are usually written.
Here there are statistics and facts, but they are translated into human terms by a writer who knows how to make them understandable and interesting to the average reader. For more serious treatment, see Jean Chardonne, L'Économie française (Paris: Dalloz, 1958, 2 v.)


The French church has been called the banc d'essai or Catholic laboratory because new developments within the church are sometimes given a try in France to see if they should be officially encouraged or rejected. This book tells of the developments in the last thirty years, the slow realization that France is in some ways a pays de mission, the worker-pupil experiment, the growth of various branches of the Action catholique. Perhaps most interesting to Protestants for whom these phenomena seem mysterious and who think of the Catholic Church in oversimplified terms.


The product of a 2 admirable combination, for Dubos is both a distinguished scientist and a writer with an engaging style. Rather than stress the biographical details of Pasteur's life (for these, see the biographies by Valley, Radot and Duclaux), Dubos utilizes Pasteur's career to show the development of biological science in France and in the world.


A classic, first published in 1904, that every American interested in France should read. Mont-Saint-Michel and Notre Dame de Chartres serve as points of departure for a description of many aspects of medieval life, from architecture and stained-glass window to theological controversy and the attitude toward women. Specialists may find flaws in details of this interpretation or indeed in certain basic assumptions, but it remains a valuable introduction to the medieval world. Ideally the book should be read at Mont-Saint-Michel and at Chartres by the tourist who is willing to plan his trip so as to give these moments the leisure they deserve. Americans will gain from this work a sense of the full sweep of French civilization, and of its impact on a very civilized American.


Mostly a picture book: the photographs show the most interesting views and details of the French royal castles, and the text gives historical and architectural background. Very effective in deepening one's appreciation of this important product of French civilization. Other volumes in this series published by Editions "Tel" are devoted to other aspects of French artistic life. For further information on châteaux, one should look to Anthony Blunt's Art and Architecture in France, 1500-1700 (London: Penguin, 1953. £8.50) and Nikolaus Pevsner's European Architecture (Penguin Paperback, 1943. 595).
GERMANY. EDITOR: ELSE M. FLEISSNER, WELLS COLLEGE

Cultures: John Cary, André vor. Grojicka, Hans Kohn, Werner Neuse, Leonor O'Boyle, Reginald Phelps, Helmut Rehder, Jack Stein, Roger Wells

The list is the result of a relentless process of elimination guided by the following considerations: to issue an invitation to reading rather than a comprehensive survey; to eliminate books still in print or about to be republished; to concentrate on those aspects of German culture which the student or teacher or general reader of German literature would be less familiar with and yet would need in order to supplement and support his literary readings.

Our center of attention is Germany today, the background and chief subject matter of the living spoken language. But the present, of course, rests on the past, whose interpretation moreover mirrors the various and fluctuating images of contemporary thought. This is particularly true in the case of Germany, "the German problem" and its highly controversial interpretations. We have made an attempt at balancing points of view within and without Germany, the opinions of scholars and the observations of journalists and writers in other walks of life. Culture is concerned with groups and individuals, with averages and exceptions. It has been said that, in the case of Germany, these differences are especially marked. Therefore we have included a few outstanding artists and thinkers and exponents of German spirit in its most creative and internationally significant form.

Where else may our readers find up-to-date information and reading enjoyment? In newspapers and periodicals: Die Welt of Hamburg, an excellent, non-provincial paper; Die Frankfurter Rundschau, a monthly, published at Baden-Baden, now in its 87th year, with articles on politics, history, the arts, philosophy, for foreign subscribers; Rheinischer Merkur of Cologne, a weekly newspaper covering "politics, arts, science, religion, education, sports, music, opera, theater and film, the arts, education, religion, research." No charge. German-American Trade News, a monthly issued from time to time by Presse-Gesellschaft, Spaldinghof, Hamburg 1; Welt und Wort, a monthly. Heliopolis, Tübingen.


Since it is not always easy to procure German books, the following addresses are suggested as reliable and prompt: Adler's Foreign Books, 49 West 47th St., New York 36, N.Y. Schoenhof's Foreign Books, 1280 Massachusetts Ave., Cambridge 38, Mass.


The book is a find. In a relatively small space it presents the geography of Germany (excluding the territories east of the Oder-Neisse line as regions, but including them as factors in history). It is intended for students who seek a better understanding of culture as it evolves historically within the framework of the land, its conditions and limitations. There are four parts: the land; the people; the economy, regions (including Berlin).


From Lake Constance to the Black Forest and through the Rhineland to the North Sea, eastward as far as the boundaries of 1871, and south to the Bavarian Alps, this book takes us into the villages and cities, the plains and mountains which constitute "the geographical expression" of Germany. An introductory essay sketches skilfully the historical background, and an appendix connects every picture with its particular cultural significance. The astonishing variety of landscapes and human ways of housing, dressing, working, and having fun, ranging from the very old and primitive to the emphatically modern,
from the uniquely beautiful to the regional and typical, reveals the complexity and original vitality of Germany on every page. As far as pictures can render the character and atmosphere of a country, this book succeeds and adds the visual stimulus to the study of German culture.


For anyone interested in German history as a comprehensive study of culture, this is a delightful book. It makes the printed word come alive and takes one through the ages as on a trip of personal discovery. Everyday life in past ages opens up; villages and cities are shown through maps and plans and pictures of the time. The arts and crafts become integrated with the culture of each epoch, and faces and figures of fame and prominence fit themselves into the whole. An indispensable addition to historical and cultural reading in general.


The focus is on "the German problem of today which is pivotal," but the range of presentation covers 150 years. The emphasis is on constitutional, social, and intellectual issues, on cultural trends interwoven in the historical process. The unifying theme is the struggle of liberal and democratic forces in modern Germany against the forces of nationalism and militarism, a struggle in which they were defeated time and time again, but which they always have renewed. A solid study which is, however, very readable. A bibliography and bibliographical references in notes encourage further investigation.


In contrast to many recent publications attempting to explain contemporary Germany from its history of the last hundred years, the author establishes a long perspective beginning with the early middle ages and leading up with increasing detail and fullness of discussion to the defeat of Hitler's Reich. The result is a remarkably fair and passionate presentation of Germany's case. It makes excellent reading as a historical study and a most reliable and useful companion to the study of German art and literature. Footnotes provide ant bibliographical leads.


This well-printed book covering German history from the French Revolution to the present—the first chapter summing up earlier time periods—is readable and the reader with an interest in language an exceptional chance to acquaint himself with German history in the process of a very pleasurable reading experience. There are lots of pages, filled with thought and information, but one reads them as eagerly as a work of imaginative literature in which the style and flashes of intuitive insight, poignantly worded, raise the subject matter to the level of an aesthetic experience. The author has inherited from his famous father the gift of spirited discourse and subtle irony. In the later parts, as the scene gets ever more formidable, a reassuring sense of balance, a sustained resolution, diesen schwierigen Dinge nicht pump zu vereinfachen guides the reader to a final vista of hope expressed with a skeptical smile.


The six essays of the German edition and the five essays of the English version were first published in periodicals and make easy and engaging reading. Attention centers on the struggle for supremacy in Europe with its historical reasons and political and social, indeed spiritual, consequences. The author takes a critical view of traditional German historical interpretations and stresses the need for a break with the past both in thought and in actual German policy. However, he recognizes in other national histories parallels to Germany's mistakes and views the German "problem" not as the symptom of a peculiarly German disease, but as the most extreme and dangerous example of European power politics. This point of view enables him to deal with the German situation within the framework of the western world in a very constructive manner. As a highly intelligent and interesting presentation of the German point of view, this is a valuable addition to the literature on the subject.


As a foreign correspondent with years of experience in Hitler's Germany and a thorough, perceptive student of German government, records of the Underworld, known defeat in 1945. Mr. Shirer is well qualified to attempt the forbidding task of recording Germany's recent history, not as a sensational horror story but as a human record to know and to learn from. He concentrates on political and military matters, where his material is especially plentiful. When he deals with "the roots of the Third Reich," he is on less firm ground, and dealing with the German resistance to the regime or the "German mentality" as such, he is inclined to generalize from a predominantly negative point of view. There are extensive notes and a very generous bibliography. For a somewhat different interpretation of the Hitler era, compare a very brief but competent German book, Hans Buchheiss. Das dritte Reich. Grundlagen und politische Entwicklung. München: Kösel, 1958. 94 pp. $2.00.


This translation, an abbreviated version of the German origi-


The author, a noted German historian and himself a member of the Underground, known defeat in 1945. His book combines avowed patriotism and love for German cultural traditions with a critical and informed insight into the Nazi terror and its deep roots as well as into the mistakes and limitations of its German opponents. It reveals something of the tragic element in German history which touches also on our time and its continuing problems. A bibliography and an index increase its value.


The German author, who came to this country after the war, emphasizes the urgent need for a reevaluation and re-evaluation of Franco-German relations since 1870 in order to clear up national distrust based on exaggerated or mistaken past issues and to lay a foundation for Franco-German understanding on a more humanly satisfactory than political expediency. He undertakes this task and, while his point of view is frankly, and sometimes defensively, German he furnishes ample and unbiased references to sources and pertinent literature and makes a convincing case for his thesis.
APPENDIX 1: Six Cultures: German


A series of lectures delivered at the Free University of Berlin in 1959, with a generous bibliography, this book deals with the history of Berlin, its division in 1949 and the socio-political, economic, and cultural consequences, the rebuilding of West Berlin, and Berlin's pivotal position in East-West politics. Willy Brandt, mayor of West Berlin, wrote the introduction. One of the book's many interesting thoughts: before our days, Berlin was to many Germans chiefly the capital of Prussia and not very much their concern. Today it has become for them a symbol of German resistance to Communism and of Germany's belonging to western culture, a signpost pointing to a different future.


A carefully reasoned book on the government and the chances of democracy in the Federal Republic. The author is a Swiss journalist who spent many years in Germany and considers himself a friendly and concerned critic. A second volume is planned, to deal with the German Länder, while this one concentrates on the West German state as a whole and uses the Weimar Republic for purposes of comparison. In order to diagnose the present outlook, the conclusion affords Bonn a better future than Weimar, although the problems of Germany's division and of her need and urge for unification may yet create trouble.


The author, a historian noted for his studies in the history of ideas, has undertaken a very difficult thing: the combination, often actually a fusion, of modern intellectual and political German thought. Somewhat to the surprise of many, he has arrived on a great number of analyses and evaluations of patricular German writers, thinkers, and politicians, as far removed as Goethe or as contemporary as the new school of post-war German historians, and on the other hand, on social and political events and processes involving governments, segments of society, or the nation as a whole. His knowledge and treatment are comprehensive; his democratic, humanitarian point of view is clear and uncompromising; his attitude is one of hope for the future and love and admiration for the great and exceptional minds, but of sharp and sometimes bitter criticism for the body of German social and political life. Underlying the whole book is the conviction that the German experience enlarged and put into perspective by frequent comparisons with other national situations. Themes discussed are: Christian faith and the churches, science and technology, the arts, the problems of the sciences, philosophy, economics, history, and law, the arts, poetry, novel, essay, theater, the visual arts and music, art criticism; and finally three essays which attempt to draw general conclusions relating the preceding body of critical appreciation to particular fields and situations. The reader must be ready to think hard and think seriously when tackling this book. But there is no more stimulating, disturbing, challenging introduction to our time on an admittedly high intellectual level.


This scholarly work, conceived on a large scale—the first volume takes us to the end of the Thirty Years' War in 1648—centers on the "public mind." It is a social history, a history of politically oriented sentiments, aspirations, and ideas; external events are held to a minimum. Both lines of development, the ideal and the concrete, are followed and an attempt is made to establish "what the various sections of the Germans of every rank and class were thinking of the ruling men." The influences of foreign thought are considered and comparisons drawn with the "minds" of other nations. The author, a British historian, plans to continue his work to the present time and argues the need for such a distant beginning "since understanding of the remote ages treated in this volume forms the foundation for that of our own most urgent problem."


Although this is a collection of essays by a number of authorities, it is not an anthology and does not aim at comprehensiveness but rather at a critical stocktaking of Germany's spiritual assets soon after the end of Hitler's regime. Therefore it favors a variety of points of view. Its four parts deal with changes of social structure involving the various aspects of living, research, the achievements and problems of the sciences, philosophy, economics, history, and law, the arts, poetry, novel, essay, theater, the visual arts and music, art criticism; and finally three essays which attempt to draw general conclusions relating the preceding body of critical appreciation to particular fields and situations. The reader must be ready to think hard and think seriously when tackling this book. But there is no more stimulating, disturbing, challenging introduction to our time on an admittedly high intellectual level.


This anthology of representative samples from the work of many outstanding Germans from Winckelmann to Heisenberg (excluding creative literature but including other writing by literary authors) was secretly prepared in 1959, freed from almost all publication by the Nazi regime, yet sold and later enlarged to include writers that would have completely doomed the work before. It is an inexhaustible source of ideas, reading pleasure, and cultural information derived through direct contact with the intellectual spokesmen of many generations.


These six lectures delivered by reputable scholars before the Goethe Society of Wiesbaden in 1959-60 continue a lecture series of the preceding years on the same topic and leading up to 1914 (available in book form at the same publisher). They deal with major aspects of European culture on the basis of the German experience enlarged and put into perspective by frequent comparisons with other national situations. Themes discussed are: Christian faith and the churches, science and contemporary thought, social and economic changes, schools and education in a personal sense (Bildung), the arts and music. Underlying the whole book is the conviction that we stand today at a turning point in European culture that affects Germany most directly. Strongly motivated and often captivating reading.


The remark by an American officer observing the Germans soon after the end of the war: "These peoples are dreaming," serves as a point of departure to which the actual mental state of Germany is sharply contrasted and from which it is evaluated realistically. Today, these people are not capable of dreaming as they should be, of the future, of some guiding ideas and ideals, of a national past to be proud of. They apply themselves too soberly to the job in hand, and argue that they are not more stimu-


The author, a leading German sociologist teaching at the University of Hamburg, bases his study of the family chiefly on a close analysis of 180 families deeply affected by one or more of the upsetting experiences of the Hitler era: imprisonment, incapacitation, or death of the head of the family; flight or exile; bombing raids; social degradation and unemployment. Such situations and their consequences for the structure and continuation of family life serve as examples of German trends because the entire nation was affected to a large extent. Searching discussions of the family as a basic cultural unit alternate
Italy. Editor: Donald Pitkin, Northeastern University

A bibliography of Italian culture emphasizing selectivity rather than over-all coverage will, of necessity, be weighted in some areas. In this listing politics, the South, rural life, and the visual aspect of things appear as major themes, reflecting the reality of contemporary Italian society itself.

Following the disillusion of Fascism and the catharsis of defeat in 1945, the Italian intellectual became vitally concerned with understanding the immediate past as well as the political present and future. In the middle of the twentieth century, a rapidly changing Italy finds almost half of its population still rural, composed mostly of peasants, millions of whom live in the underveloped South. This social and economic legacy now engages the creative energies of Italian and non-Italian in attempts to understand and to change.

The look of Italy and its people has always been an important way to understand them. The reader can see now that the realism of poverty has caught the photographer's eye as often as the traditional beauties of the land have appeared on canvas. Works of fiction have not been included in a list for language teachers but it might still be appropriate to call attention to some outstanding books that illuminate so much of Italian society: Giovanni Verga, I Malavoglia; Antonio Fogazzaro, Piccolo...
mondo antico; Luigi Pirandello, Novelle per un anno; Riccardo Bacchelli, Il mulino del Po; Ignazio Silone, Fontamara e Pane e vino; Elio Vittorini, Conversazione in Sicilia; Cesare Pavese, La luna e il falò; Vasco Pratolini, Cronache di poveri amanti; Alberto Moravia, La Ciociara; Giuseppe Tomasi de Lampedusa, Il Gattopardo.

An excellent source for information on all Italian publications is the monthly Libri e riviste d'Italia, Rassegna bibliografica mensile, put out by the Presidenza del Consiglio dei Ministri in Rome. An English version is also available entitled Italian Books and Periodicals. Also very useful is the Bibliografia storica nazionale, an annual compiled under the auspices of the Giunta Centrale per gli Studi Storici. Laterza in Bari is the publisher. Each number contains comprehensive listings in general subjects, science, and ancient, medieval, modern, and contemporary Italian history.

There is not space here to mention all the reviews and periodicals containing material on Italian culture, but one should take note of the publications of the Touring Club Italiano. Since 1894 the Club's monthly review, Le vie dei Ministri in Rome. There is a shorter English version called Italian Affairs.


Caizzi brings together many of the most important essays on the problem of the South over the past 75 years. The editor sets the stage for the others in a comprehensive introduction in which he shows how thinking about this "underdeveloped area" has changed from the Risorgimento until the present, including the long-enduring view that the South was "The Garden of Europe." Especially enlightening is Giustino Fortunato on the natural poverty of the South, Manlio Rossi-Doria on the special nature of its agriculture, and Guido Dorso and Gaetano Salvemini on the failure of the Southern middle class to provide leadership.


This is a book of comparatively few words and many photographs compiled by one of Italy's foremost writers on architecture. In the text Pica identifies briefly the leading "schools" of modern Italian design: "rationalist," "post-rationalist," "organist," and "neo-Liberty." It is the photographs, though, ranging from chairs, lamps, and racing cars to exhibition halls, that are the major attraction. They testify to the excitement that Italian design has stimulated abroad in recent years. There is also a generous bibliography.


From the fourth World Congress of Sociology held in Stresa comes this volume of papers. It contains contributions from thirteen social scientists of the kind one would consider themselves sociologists. It provides a good glimpse into the kinds of problems and methods of work followed by Italians involved in the investigation of their own society. Among the most important contemporary social problems covered are internal migration and the relationship of città e campagna.


Jemolo, a professor of ecclesiastical law at the University of Rome, has written the best book on a difficult subject. It deals with the modern manifestation of the ancient: Guglielmo Ghibert line feud that has divided Italy for so many years. He writes of the ascendency of the Liberal Church following the Risorgimento, the ambivalence of Church-State relations during Fascism, and the predominance of the Confessional Party, the Christian Democrats, since 1945. This study is an immense help to the American reader who wishes to understand better the role of the Church in Italian society.


Now a classic of its kind, "Cristo" has been reprinted many times and translated widely since its original publication in 1948. It recounts the experiences of the author during the period he was exiled in a Lucanian village by the Fascists in 1935. Not only a particular art form, a synthesis of fiction and documentation, makes this such a striking book, but also the fact that it substantiated the actual existence of a world first revealed in the novels of SIGNORE.


The Diaries are generally recognized to be among the outstanding historical documents of our time. These two volumes cover the period when Ciano was Italy's foreign minister. His day to day accounts, from which he would occasionally read to the Duce and to eminent visitors, provide an ultimate and vivid picture of the regime and its vacillating, megalomaniacal leader. Like a Greek tragedy the diaries lay bare the inexorable march toward final destruction of the author and of Fascism itself. The last entry was written in a Verona jail two weeks before Count Ciano was executed on the order of his father-in-law, Mussolini.


This is undoubtedly one of the best comprehensive statements about Italy in any language. The volume consists of a number of separate essays about Italian society and culture from the Middle Ages to modern times. This is not the usual historical treatment of the development of a nation but an attempt to identify major themes and to demonstrate how "Italian genius" has committed itself to successive creative expressions in the poetry of Dante, the art of Leonardo, the science of Galileo, the music of Palestrina, the statesmanship of Cavour, the philosophy of Croce. It is not an easy book for the novice but well worth the effort.


Professor Adams of Syracuse University in conjunction with Professor Barile of the University of Siena has written the first full-length analysis in English of the post-war republican government in Italy. The authors avoid the superficiality of a mere "current events" treatment and make a thorough analysis of the governmental structure. Following a profound discussion of national character, the authors consider in turn the major elements of the system, constitution, parliament, President, administration, party systems, and elections. The last chapter is an excellent interpretation of what liberal democracy means in a humanistic society.


In 1947 four Italian high-school teachers of philosophy and
three social workers, members of the Resistance, formed an organization to convert their ideas into social action in post-war Italy. They selected the South and its problems of illiteracy as the target of their attention. Friedmann evaluates the effort of the groups as it works through Adult Education Centers in many rural communities in an "experiment in democracy." His personal knowledge of the South Italian peasant and his point of view is especially valuable. He also provides a good inside look at the operations of the Italian rural community.


Kubly, known for his American in Italy and Easter in Sicily, has joined with the editors of LIFE magazine to produce this highly attractive volume. A wealth of fine photographs supplements Kubly's whirlwind survey of modern Italian life. An evening's reading is sufficient to give an initial impression of this complex country's many facets. Not available at bookstores.


This is one of a series of four studies that The Institute has been conducting on Great Britain, France, West Germany; and Italy since 1955 about the question of "neutralism" in Western Europe. Utilizing a social-psychological approach, the authors attempt to specify the way in which Italian statesmen and politicians perceive the realities of the international world and particularly how they view the United States. Especially interesting is an analysis of the source of anti-Americanism in Italian officials.


Professor Mack Smith, an authority on Cavour and Garibaldi, has written the best history of modern Italy in English. Unlike others, he does not take the creation of the Italian nation as his central theme but rather uses the Risorgimento as his starting point and then traces the consequences of the unification down to the present. His major questions are: why did Italy, so widely admired as a liberal state in the eighteen-sixties, become the first European nation to give way to totalitarianism following the First World War? And once instituted, why did Fascism last so long?


In what is undoubtedly one of his last letters, Gaetano Salve- mini said of this book: "It is one of the most beautiful that has been published on Naples in the past fifty years." A delightful combination of text and photographs which vividly focus on the particular relationship of modern Naples to its teeming residential center. It attempts to answer old questions about how in love piaces revisited after many years. Some are famous, others not, but in every case Berenson brings his particular passionate perception and discrimination to share in the beauty of his adopted land.


The Saturday Review salutes Italy on the one hundred-and-fifth anniversary of its unification. There are short survey articles on politics, arts, music, and films by American students of Italy. Best of all are the two pieces by Americans of Italian background: John Ciardi writes beautifully of the "magic" of Italy in an essay entitled "The Sense of Rapture" and Giorgio Di Santillana explains the creative thrust of Italian life that has produced so many great men in "The Genius of Italy." "Perspective of Italy" is one of the Atlantic's series of supplements on the cultures of other countries. The authors of the twenty-eight contributions are all Italian and include the President and the Prime Minister. This is comprehensive and very informative fare on poetry, food, economy, and politics, as well as the arts.


Grindrod, author of New Daly (1947), focuses again on the story of the remarkable recovery Italy has made from total defeat in 1945. As the author points out, however, it has not all been a success story either politically or economically. What comes across most clearly is the tremendous resilience of the Italian people themselves as they fought during the decade 1945-55 to create what has been referred to as the "miracle" of Italy.


This sumptuous book is the kind of luxury the lovers of Italy find difficult to resist. Rome, the magnificent treasure house of Western art and architecture, is stunningly revealed from the earliest Roman remains to the Olympic Sports palace of Pier Luigi Nervi in a series of splendid prints and photographs. Aubrey Menen writes knowingly and feelingly of his adopted city and its people.


Waste is the latest of three books written by Danilo Dolci about the physical and spiritual poverty of western Sicily. In its general format and message, it is similar to Dolci's earlier books, which have won him so much intern.ual attention, Outlaws and Report from Palermo. An architect from Trieste, he has for the last eight years dedicated himself to helping the Sicilian people help themselves. He has been called the Ghandi of Sicily. Here he writes of the incredible waste, both human and natural, symbolized by the burning of manure by people whose wrinkled crops and eroded fields barely maintain them. The book contains moving and terrifying first-hand accounts collected by Dolci from many who have lived beyond hope in this corner of the western world.


In Italy the scholar who writes of an event less than a hundred years after it happens is apt to be regarded as fanatically in-

APPENDIX I: Six Cultures: Italian
The vast amount of published material on Russia over the last forty years make the compilation of a brief bibliography on the culture of that country peculiarly difficult. And the infinitely complex nature of the subject renders selection a perilous venture. The task is further complicated by the need to represent culture both before and after the 1917 Revolution and at the same time provide information on the significant factors of continuity and change between the Russia of the tsars and the Soviet Union of the Kremlin dictators. Since many of the old worthwhile books are now out of print, it seemed advisable to draw upon works of relatively recent publication. This in turn forces an emphasis upon the Soviet period, an emphasis, however, that is probably justified in terms of contemporary interest. Since a knowledge of the Russian language is still rather limited, no other book contains so much valuable and interesting data about the country and its people in such readable form. The present volume, now in its eighth printing, is a very handsomely presented account of his voyage, region by region, city by city. Probably no other book contains so much valuable and interesting data about the country and its people in such readable form. The aerial photographs provide striking views of the layout of major cities and the town ways relate to countryside.

RUSSIA. Editor: Ernest J. Simmons, Jaffrey Center, New Hampshire

The vast amount of published material on Russia over the last forty years make the compilation of a brief bibliography on the culture of that country peculiarly difficult. And the infinitely complex nature of the subject renders selection a perilous venture. The task is further complicated by the need to represent culture both before and after the 1917 Revolution and at the same time provide information on the significant factors of continuity and change between the Russia of the tsars and the Soviet Union of the Kremlin dictators. Since many of the old worthwhile books are now out of print, it seemed advisable to draw upon works of relatively recent publication. This in turn forces an emphasis upon the Soviet period, an emphasis, however, that is probably justified in terms of contemporary interest. Since a knowledge of the Russian language is still rather limited, no other book contains so much valuable and interesting data about the country and its people in such readable form. The present volume, now in its eighth printing, is a very handsomely presented account of his voyage, region by region, city by city. Probably no other book contains so much valuable and interesting data about the country and its people in such readable form. The aerial photographs provide striking views of the layout of major cities and the town ways relate to countryside.


In 1953 the Italian radio commissioned Piovene to make a series of broadcasts on the state of Italy, based upon his first hand investigation. For three years he travelled from the Alps to Palermo to learn all about his country. The present volume, now in its eighth printing, is a very handsomely presented account of his voyage, region by region, city by city. Probably no other book contains so much valuable and interesting data about the country and its people in such readable form. The aerial photographs provide striking views of the layout of major cities and the town ways relate to countryside.
States with refugees from the Soviet Union, and it also adminis-
tered thousands of questionnaires among these men and women.
Mr. Campbell's book is perhaps the first attempt to provide
the average reader with a comprehensive, authoritative, non-
technical account of how the Soviet economy functions and
how well it performs its job. With his ability to simplify the
complex and express himself clearly, the author has been able
to convert a decade of published specialized economic research
into a realistic but always intelligible picture of the Soviet eco-

5. Cyril E. Black, ed. The Transformation of Russian Society.

Several historical studies of Soviet educational theory and prac-
tice of a few years back have been outdated by recent radical
changes in this area. It will probably be some time before a sub-
stantial treatment will appear of the significant modifica-
tions that have been introduced in the Soviet educational sys-
tem since 1958-59. The collection of essays in this book attempts,
although only in part, to provide information about the con-
tent of these changes and how they function. After a general
review of Soviet education, the authors consider specialized
subjects, such as polytechnical education and the new reforms,
party control over the schools, class tensions in education, anti-
religious aspects, the teaching of history and foreign languages,
extracurricular and extrascholastic activities, changes in the
training of secondary-school teachers, Moscow University, and
socialological perspectives on education. The studies are based
on extensive research, and in most cases the authors, representing
various disciplines, have had considerable first-hand experience
in the Soviet Union and even in its educational institutions.

4. Harold Berman. Justice in Russia: An Interpretation of Soviet
$4.75.

An exposition of the Soviet legal system, as well as a three-
fold explanation of its theory and practice of justice: first, in
terms of the requirements of a planned economy; second, in
terms of the heritage of the Russian past; and third, in terms
of the Soviet "parental" concept of man as a child to be edu-
cated and disciplined. The author's point of departure is to
study the relationship between law and force in the Soviet
system. Drawing on cases in the Soviet courts and on the ex-
periences of former Soviet lawyers who are in the United
States, the author interprets the significance of Soviet law in language
which will be readily understood by the layman.

5. Cyril E. Black, ed. The Transformation of Russian Society.
Aspects of Social Change since 1861. Cambridge: Harvard

Although many specialized studies of Soviet society have been
published, not much attention has been paid to the broader
problems of social change implicit in the transmogrification of
Russia during the past century from a predominantly peasant
state to a predominantly industrial way of life. This volume
thirty-eight scholars, specialists in various disciplines connected
with the study of Russia, attempt to fill this gap. The result is
an important series of articles which concern aspects of social
change in Russia since 1861 in the fields of law, politics, social
stratification, education, scholarship, religion, family, youth,
human welfare, and personal and social values. An emphasis on
change and continuity runs through the volume, and the exten-
sive intellectual cross-fertilization involved in these multidisci-
plinary studies lends an important new dimension to our under-
standing of the dynamic forces that have brought about such an
extraordinary degree of social change in Russia in the course of
a hundred years.

1960. xii, 209 pp. $1.95.

As a sequel to his excellent earlier study, Church and State in
Russia 1900-1917, this second volume continues the history of the
Russian Orthodox church during the period of Soviet power.
The account ends at 1930. By that time the revolutionary
changes of the relationships between the church and the Soviet
state had ended, and the accommodation achieved has deters-
mined the uneasy years of coexistence since 1950. On the basis
of an extensive collection of evidence, the author tells the ab-
sorbing story of the struggle between church and state, or
better, between the church and the Communist Party, from the
earliest days of the February Revolution to the postwar period
shortly before Stalin's death.

7. George S. Counts. The Challenge of Soviet Education. New

Though published before the most recent changes in Soviet
education, this book has the virtue of providing a comprehensive
account of the basic features of Soviet education from its be-
going to about 1956. The work is concerned a good deal with
theory, but practice is by no means neglected; the author had
opportunities to observe practice on several extended trips to
the Soviet Union. Though not a systematic historical treatment
of the subject, the work offers a wealth of information and
statistics, as well as studies of interesting special aspects, such
as the reeducation of the offender, the political education of
the soldier, and the education of the political elite.

8. John Shelton Curt a. The Russian Church and the Soviet
$6.00.

Widely regarded as the most authoritative work on the subject,
this book as described by its author, aims to analyze the
physiology, as well as the anatomy, of Soviet totalitarianism in
an effort to communicate a sense of the living political processes
in which Soviet rulers and subjects are immersed. The author
has made extensive use of the Soviet press and the published
efforts of many scholars in the Slavic field, but a substantial
part of the evidence is drawn from the careful interviewing of
Soviet refugees. The first part presents a historical analysis of
the forces that brought about the Bolshevik Revolution and
transformed it, once power had been achieved; the second deal-
s with the Communist Party and its changing role in theory
and practice; the third part is concerned with an examination of the
constitution and the hierarchy of Soviets, the bureaucracy,
the police, and the armed forces; the final section studies the
impact of controls on factory and farm, analyzes the tensions
which they produce, and concludes with an appraisal of the
strengths and weaknesses of the Soviet political system.


Univ. of Chicago Press, 1966. xi, 256 pp. $4.00.
text of "totalitarian counterweights," and that the interplay
twenty constitutes the dynamic of the system, is an interest-
ing and provocative one and perhaps raises as many questions
as it answers.

11. R. N. Carew Hunt. The Theory and Practice of Commu-
pp. $4.00.

In our concentration of the exercise of power politics by the
leaders of the Soviet Union, we are inclined to minimize or
even discount entirely the theory which guides their practice.
Communists, however, never forget their own theoretical prin-
ciples, and for a long time the great significance of Marxist
theory in the totality of Soviet practice represents a real danger.
The subject is a difficult one, but the present book provides an
introduction to it that is a model of clarity, easily comprehensi-
to the non-expert. The author deals first with the basis of
communist theory, as laid down by Marx and Engels; he then
moves on to the development of the European labor movement
in the nineteenth century, with special reference to Marxist
influence upon it; the last section is concerned with the period
when the revolutionary movement begins to be shaped by Rus-
sians and their attempts by Lenin and Stalin and their successors,
up to the 20th Party Congress in February 1956, to apply Marxist principles to the changed
conditions of the present century.

12. Alex Inkeles and Kent Geiger, eds. Soviet Society: A Book of
$10.00.

The seventy-three selections provide a survey of Soviet society
as a whole, of social organization and patterns of interaction
over the range of institutions and settings which make up the
Soviet system. The intention of the editors is to convey an
impression of the Soviet Union as a complete society by drawing
upon the published research of largely behavioral scientists who
have not only analyzed the framework of each Soviet institution
but have shown how the individual is affected by them. In addi-
tion, brief excerpts from the Soviet press reveal the more intimate
and natural side of daily life in that country. An important
objective is to stress the unfolding of policy and the emergence
of different interpretations. Although the reader may take excep-
tion to the author's emphasis, he cannot fail to be richly re-
warded by Sir John Maynard's deep knowledge of Russian cul-
ture and intellectual history which everywhere informs and il-
uminates this work.

16. D. S. Mirsky. A History of Russian Literature. From Its Be-
nings to 1900. Edited by Francis J. Whiting. New

This book has long been regarded as something of a classic,
and to read it is not only to experience the richness of a great
literature, but also to come in contact with the mind of one of
the more brilliant literary critics of our time. Like Belinsky,
Mirsky is aware that Russian literature is the conscience of the
nation, and he brings out its involvement with the country's
history and culture with impressive learning and understanding.
Every discussion of a novel, play, or poem seems to be based on
a fresh reading, and his analyses are penetrated by a personal
critical values, by originality, wit, and elegance. And
every nuance of his meaning is illuminated by a style that is
felicitous and extraordinarily precise in definition.

17. Barrington Moore, Jr. Soviet Politics: The Dilemma of
Power. Cambridge: Harvard Univ. Press, 1950, xviii,
500 pp. $6.00.

A penetrating study of the role of ideas in social change
which poses such significant questions as: To what extent is
Marxist ideology an influential factor in Soviet policy? Which
Marxist goals have been achieved, which ones discarded, and
why? Does the Soviet regime still seriously seek world revolu-
tion? What factors lie behind present and future American-
Russian tension in the international arena? What is the nature
of the actual decision-making processes in Soviet economic and
political life? In endeavoring to answer these questions the au-
thor emphasizes the dynamic course of political power in the
Soviet Union in his broad systematic study of theorizing ideol-
ists who are faced by a series of urgent practical problems.
The author's conclusions provide a valuable clarification of Soviet
power policies and of the limitations of rational control over
political and social change in a modern industrial society.

18. Philip E. Mosely. The Kremlin and World Politics. Studies
1960, viii, 557, x pp. $1.65.

In these twenty-five articles Dr. Mosely, Director of Stud-
ies for the Council of Foreign Relations, has brought together
the rich fruit of his many years of research in Soviet foreign
policy. A valuable initial section, "Continuities in Soviet Outlook," pro-
vides the author with an opportunity to make full use of his
first-hand knowledge of Russia and of his hundreds of hours of
official negotiations with the Kremlin leaders in articles dealing
APPENDIX I: Six Cultures: Russian

195
ture, mining, industry, transportation, and urbanaization. The
main section of the atlas consists of sixty regional maps divided
into groups of four, each group being devoted to one of the
fifteen principal economic regions. The work contains many
suggestive clues as to the economic challenges the West may ex-
pect from the Soviet Union in the next few decades.

15. Sir John Maynard. Russia in Flux. New York: Macmillan,
1948, xviii, 564 pp. $6.50.

In the swift progress of events which has been a character-
istic of Russian developments over the last forty years, this
highly regarded book has become somewhat dated, and the
reading of it must be approached with a certain evidence of later
authoritative studies. But a good deal of Russia in Flux has
a permanent value and a quiet wit which are rare in studies in this controversial field. Though much of the work is
dedicated to an investigation of the Russian peasant, and these
are among the most valuable chapters, the book as a whole is concerned with the social and intellectual history of the Russia
of the tsars and the Russia of the Soviets. The author pursues
the theme of continuity between the past and the present in
Russian history. His assumption is that Russia is in flux and
that the Soviet Union is the same Russia, though with a new and important psychological addition made by the Revolu-
tion. This thesis is still maintained by some scholars, though with
different interpretations. Although the reader may take excep-
tion to the author's emphasis, he cannot fail to be richly re-
warded by Sir John Maynard's deep knowledge of Russian cul-
ture and intellectual history which everywhere informs and il-
uminates this work.
APPENDIX 1: Six Cultures: Russian

with Soviet techniques of negotiations, aspects of Russian expansion, and from art and artistic expression and scientific inquiry. The remaining sections are devoted largely to Soviet foreign policy in a series of studies under the broad headings: Uneasy Alliance and Soviet-Polish Soviet Foreign Policy, 1941-1949; The Cold War; Soviet Policy Since Stalin; The Dual Challenge of Soviet Policy. Most of the major problems that have dominated Soviet international relations in the last twenty-five years are cogently analyzed and interpreted by a scholar who is regarded as one of the outstanding authorities in the field.


First published in 1919, this book has been generally regarded as the finest eyewitness reporting of the stirring revolutionary events that took place in Russia in 1917. Lenin's brief Foreword, in which he enthusiastically recommends the book to the workers of the world, appeared in the first Russian version in 1925. But after Lenin's death, the book was reissued in the Soviet Union because a number of the early revolutionary hours described in it, especially Trotsky, had been repudiated by the new Stalinist line. After Stalin's death, however, the book was released in the Soviet Union, but with certain qualifying notes. With all its factual errors and occasional na"ive interpretation of events, it has been carefiully corrected in the present edition by his introduction and notes, the book remains an absorbing record of significant detail and a precious repository of facts for the historian of those epoch-making days.


In many respects the fate of the Russia of the tsars was determined by the huge amorphous population of peasants, and in an equal degree the ultimate destiny of the present Soviet state may well be closely linked to this class. Certainly a knowledge of pre-revolutionary peasant collectivism and peasant revolt is indispensable for an understanding of the Revolution of 1917 and agricultural collectivism in the Soviet Union today. Such historical prescience directs and informs this outstanding study of the landlord-peasant world as a prologue to the peasant revolution of 1917. As a prelude to the book's principal concentration on the agrarian reforms and wholesale repressions of 1905-14—the author relates the early history of primitive peasant collectivism, describes the peasant's problems, hopes, and resentments, and gives vivid sketches of individual scenes and events. Exhauisive though brief, the book introduces the reader to the interesting synthesis of Russian agrarian history, which is written in a fluent, attractive style and enlivened by the author's deep human interest in his subject matter.


A number of books and pamphlets on the Russian Communist Party have been published over the years, but all competent authorities are agreed that Leonard Schapiro's study is the definitive one in the Western world. And anything less comprehensive and objective would seem to be inadequate for all who desire to obtain a thorough knowledge of a remarkable organization that now governs one third of the world and threatens the rest. The opening chapters reach back into the past in order to describe the formative years of the party before the 1917 Revolution. But the main body of the work is devoted to tracing the development of the party from 1917 to Khrushchev: its ideas, objectives, successes and failures, its relations with the population, and the effects which all these and other factors have had upon party machinery and the changes in the social and human composition of its membership.


This book represents the collective effort of thirty distinguished scholars to study such important questions as: How "new" is Soviet culture today; how original is its political, economic, and social thought; and what does the Soviet Union inherit from the Russia of the past? The various articles are grouped under six topics: Russian Economic Thought; Authoritarianism and Democracy; Collectivism and Individualism; Rationality and Nonrationality; Literature, State, and Society; and Russia and the Community of Nations (Messianic Views and Theory of Action). Experts review the findings in each group in terms of continuity and change between the old regime and the new. A pattern of thought emerges wherein both variables and constants reveal the interrelationships between past and present in the whole course of Russian intellectual history.


In an effort to serve the needs of those students and general readers who are concerned with fundamental issues but lack an extensive factual knowledge of the field, this book frankly aims to summarize what is known about the main lines of development of Russia and the Soviet Union since 1900. Though the work is organized around the chief threads of political change, considerable space is devoted to the transformation that occurred in the economy, literature, and the other arts, and religion. Major developments in the non-Russian border lands are also treated. In short, the story of Russia over the last sixty years. But the tale is told with a fine sense of measure and emphasis and hence provides an ideal introduction to the field.


This history of the populist and socialist movements in nineteenth-century Russia can quite correctly be described as the definitive work on the subject. The book serves as a conclusive corrective of a conviction frequently entertained that the Russian revolution was the result of the application of Marxist ideas imported from the West and possessed no significant roots in the Russian past. Employing a massive amount of evidence, much of it consulted in Russia, the author has studied in great detail the whole development of the socialist movement in Russia from 1848 to 1881, and he has particularized in considerable detail its relations to the similar movement in the West. The period was unquestionably the greatest in the development of Russian intellectual history and the book contains excellent biographical sketches of some of the leading thinkers of the period, such as Belinsky, Herzen, Chernyhevsky, and Bakunin.


There is no one-volume history of Russia in English which can claim the classical distinction that belongs to D. S. Mirsky's one-volume history of Russian literature. Among the various books devoted to the subject, however, both expert opinion and popular acceptance would single out Professor Vernadsky's treatment as perhaps the most comprehensive and authoritative. With a strict conception of historical proportion in handling so vast a subject in a single volume, the author moves smoothly forward from the Asiatic influences, which began to shape the destiny of Russia in the medieval period, to the emergence of the Soviet Union in 1917 and its subsequent development through the period of World War II. And a succinct account is given of cultural, political, and economic trends in each of the historical periods covered.


This is a slightly condensed version of the last edition of Wallace's Russia, a book that was reissued in its day (the first edition appeared in 1877) as the standard work on the subject. Combining indefatigable scholarship with years of travel and observation in the country, the author describes and
interprets the social and political institutions of the Russia of the
ears and a way of life that will never return. His pictures of urban and rural existence before the 1917 Revolution are authoritative and are embroidered with a wealth of personal experiences which are narrated in a Victorian style that is both elegant and vivid. And throughout the work runs the conviction, ably argued, that the Russia of those years was slowly moving toward the goal of fusion with the finest achievements of Western civilization.


Essentially an extended essay on intellectual history, this book seeks to define the soul of Russia or the Russian idea in terms of an analysis of the country's achievements in art and architecture, literature, music, dance, and the theater. But all these are studied in the context of political and social change, in which the relations between Russia and the West are emphasized. The author imparts his own personal interpretation on the material studied, and with unusual clarity of thought and precision in expression, he comes to the conclusion that Russia today is a tragedy for itself and for the world, but that it has not yet wholly lost the seeds of hope.


Though the triple focus of this book is on Lenin, Trotsky, and Stalin, the author does not regard it as "a biographical history." That is, the history of the Russian Revolution is studied in and through the biographies of the three extraordinary leaders who made it. The result is a fascinating narrative, copiously documented, of the way men make history, often initiating and shaping events while pursuing their own self-given purposes. In addition to writing the human and political biographies of Lenin, Trotsky, and Stalin in terms of the revolutionary movement of which they were so much a part, the author has provided a rich background of the Russian life of the times out of which these stirring and fateful events developed.

APPENDIX 1: Six Cultures: Hispanic

This is a short bibliographical introduction to the culture and ways of life of the Hispanic peoples. By Hispanic peoples we mean, of course, the peoples whose languages (Spanish and Portuguese) originated in Hispania, the Roman term for the Iberian Peninsula. The two sections, indicated by the symbols P (Hispanic Peninsular) and A (Hispanic American), are not to be considered as two separate lists, for we assume that the Hispanic peoples have a single culture. The duality stems from obvious practical and professional considerations: among them, the interests of many readers which center on only one side of the Atlantic, and the necessities of library classification.

A word of explanation is also required by the scarcity of works on Portugal in the P section. The fact that there are very few teachers and students of Portuguese in this country is no justification, but it does point up the lack of books in English on Portugal. We hope that readers interested in the Spanish-speaking nations will transcend their present linguistic boundaries by readings in the Luso-Brazilian domains. In section A the work of only one author is listed for Portuguese-speaking South America, but Gilberto Freyre's masterly interpretation of his own country's way of life and history multiplies, so to speak, Brazil's single presence in this bibliography.

Other unavoidable absences are dictated by the elementary limitations of space and do not need to be explained. A certain number of contrasts within each section and between the two should, however, be called to the reader's attention. For instance, in section P there are important historical works by Spaniards on Spain, while in section A only one general history of America (including the U.S.) by a Latin American appears.

The most important and influential book in Hispanic historical literature of the last decade. Its subtitle in the original 1948 Buenos Aires edition ("Christians, Moors and Jews") points to Castro's main theme: the roots of the Hispanic way of life are to be found in the coexistence and struggle of three cultures. And by concentrating his attention on the "New Christian" Spaniard of the 15th and 16th centuries, he shows how inner "frontier" stresses are equally decisive in Hispanic history. But he also explores new approaches to the old-time issues: Why did Spain decline? Was Spain "wrong" in the post-1492 momentous choices of ideology and policy? Like most great intellectual creations, the book has been ardently attacked by other scholars, and in particular, by the world-renowned Spanish medievalist, Claudio Sánchez-Albornoz, in his two-volume work, España: un enigma histórico, Buenos Aires, 1955. For readers who want to get acquainted with Sánchez-Albornoz's point of view in a condensed form, we suggest the recent collection of his essays, Españoles antes la historia (Buenos Aires: Losada 1958. 283 pp. $9.90).


The text of the introduction by the venerable Spanish historian to the collective Historia de España published under his general direction by Espasa-Calpe. Written in 1947, when all the 1936-39 Civil War scan were still quite visible, Menéndez Pidal's essay is a noble effort in what could be called conciliatory historical reconstruction. Perhaps too much emphasis is placed on abstract motivations ("sobriedad, "restoicismo"), and very often Menéndez Pidal's approach is plainly old-fashioned "moralizing." But his essay is an important text in the intellec-
tual tradition of "la España razonable." Many of Don Ramón's books are available in the inexpensive "Colección Austral"; professional or amateur Hispanists should own most of them.


Probably the best and most readable single-volume treatment of Spanish history among its author's similar efforts. Based on the 1929 Spanish edition, the English version was revised by Altamira, who considered it an 'edición que aumenta y mejora la española de 1929.' Altamira's concern throughout his long teaching and scholarly career with serious "divulgación" of the continuous achievements of specialized historical research found its better vehicle in this text: there is a consistency of approach to this Liberal 19th-century concept of "civilización") that makes for an elimination of the usual long lists of names and facts. His Manual de historia de España, translated by Muna Lee (A History of Spain, Princeton: Van Nostrand, 1949, 748 pp., $9.00) should not be forgotten.


Essentially a political history of Portugal, Professor Livermore's book is an example of serious objective exposition: he has obtained, obviated and refrained from any kind of ideological interpretation. A most useful volume edited by the same author is Portugal and Brazil (Oxford Univ. Press, 1955, 418 pp., $7.20). It has chapters on linguistic history, institutions, literature, music, and the visual arts by many well-known English Hispanists (A. F. G. Bell, W. J. Entwistle, W. C. Atkinson, B. Humphreys, and others). Readers who know Portuguese literature should acquire Alexandre Herculano's Historia de Portugal (7 vols., Lisbon, 1914-16), undoubtedly a great classic in Hispanic historical literature. Francisco Da Cunha Leão's O ensinna português (Lisboa: Guimarães editores, 1960, 386 pp., $2.00) is particularly useful for its Luso-Spanish perspective. A new development in Hispanic intellectual history is the increasing sense of Peninsular "unity."


For readers already acquainted with Spanish history and its traditional treatment. The late Professor Vicens Vives expressed here his opposition to the ideological and the institutional emphasis in Spanish historical research. He thought that this emphasis was in great measure a result of the Madrid-centered historical capital. "Criterios de este estilo de historia" was seen as the proper stuff of history. On the contrary, from Barcelona the historian has another more fruitful perspective: the rôle of economic and social forces. Thus, Vicens Vives' Manual de historia económica de España (Barcelona: Teide, 1959, 706 pp., 350 ptas.) is much more a history of Spain from a new point of view than a specialist's book. In this work he tries particularly to connect what he calls "estructuras mentales" with economic conditions and processes. He agrees, for instance, with Ramón Carande's views on the extraordinary psychological effects of "transhumancia" in Castilian life. Vicens Vives' works should be read if only to counterbalance the abstract proclivities of other historians of Spain.


The world-known Liberal leader traces here a clear picture of contemporary Spanish history from an almost exclusively political viewpoint. His chapters on the Civil War and the post-bellum years are to be read keeping in mind that Don Salvador was (and to a great extent still is) a "Third-spain" man: that is, the Spaniard who adopted a neutral position during the war. And though Madariga is today one of the most powerful voices among anti-Franco Spaniards, his political ideology makes him a kind of lonely guerrillero: he attacks simultaneously the dictatorial régime and the traditional direct-suffrage parliamentary democracies. That is why his reconstruction of Spanish history, in its linear clarity and high moral tone, expresses his almost "doctrinaire" moderate Liberalism. This book is probably the best "first" introduction for the new reader in Hispanic matters. But it should be complemented with the history by Ramos-Oliveira.


Written from a frank non-Communist Marxist point of view (its author was in the 1930's a foreign correspondent for the highly respected Madrid daily El Socialista), this history shows the persistency of the struggle between Spanish social and economic groups during the last century and a half. The best chapters, those leading with the Civil War, are indispensable reading for any serious work on the topic: Ramos-Oliveira's testimony is enhanced by his close association with Dr. Juan Negrín, the Prime Minister of the Spanish Republic, 1937-39. Another extremely important section of this history. "The economic geography of Spain," contains facts not available elsewhere: for instance, on the paper industry and its leaders' beneficial influence on intellectual developments. Ramos-Oliveira's original Spanish text (plus one volume of pre-1808 history) appeared in Mexico under the title Historia de España (5 v. Compañía general de ediciones, $12.50).


By scholars' consensus the best study on the social background of the Spanish Civil War. Gerald Brenan, one of thoseextraordinary Englishmen that by Spain's luck have settled there, has had a visual privilege not generally accorded to Spanish intellectual. But Brenan is obviously in love with Spain and readers should not miss his other books: South from Granada and The Face of Spain, both Evergreen paperbacks (No. 115, $1.75, and No. 41, $1.45). He is in the lineage of Don Jorgito Borrow (see below, P15).


A very contemporary type of travel guide—published originally in French in the "Petite Planète" series of Editions du Seuil publishing house—written from a very precise point of view: Tuñón de Lara's fusion of love for his country and ardent wish for fundamental reforms. It is a book to be taken along during a first trip to Spain if the traveler wants a kind of controversial companion. But it is also an excellent type of guide for the return visit; it even provides a splendid split "Spain By Records," including readings of great works of prose and poetry. We strongly recommend, as a sort of companion to this guide, Pierre Vilar's Histoire de l'Espagne, in the series "Que sais-je" of Presses Universitaires, Paris. For readers not sufficiently acquainted with French, there is a good Spanish translation (182 pp.) by Tuñón de Lara, Libreria de los Editores Espagnoles, 72 rue de Seine, Paris 6. Professor Vilar has managed to compress into a very thin volume an incredible mass of pertinent facts. Another admirable French book, Jean Mariéjol's The Spain of Ferdinand and Isabella (first published in 1892) has been recently translated and edited by Benjamin Keen (Rutgers Univ. Press, 1961, 429 pp., $7.50).


Already, only six years after its original English edition, a kind of little classic in the Hispanics' bookshelves. At the same time a traditional English English, with a preference for fundamental analysis (on Spain: Borrow, Ford, Brenan) and a pioneering work: Spain is still to be discovered by the social scientist. The Spanish scholar to whom the book is dedicated, Julio Caro Baroja, has appealed to young Spanish intellectuals to be explorers of their own country: but it is logical that Spaniards should not resist approaching their own people with the anthropologist's
temper and methods. And Pitt-Rivers' book is of course required reading for those who have an interest in Spain. It shows, together with Gerald Brenan's South From Granada, that Andalusia is not exclusively Carmen's Spain.


Probably the best book by one of the rare Spanish ethnologists, a nephew of Pio Baroja. Like his uncle, Julio Caro Baroja has always been interested in "marginal" peoples and places: a normal tendency, perhaps, for Basque intellectuals. And, also, like his uncle, Caro Baroja has felt an extreme disdain for Castilian and Andalusian "Roman rhetoric," seeing it as an obstacle to factual observation and precise description. But Caro Baroja's books are in general not well written (he declares that his own "capacidad de escritor sintético es muy limitada"). His most readable book, the historical study Los moriscos del reino de Granada (Madrid: Instituto de Estudios Políticos, 1957, 305 pp., 150 ptas.) is an indispensable background work for Andalusian life and for the so-called "Maureque" literary tradition. Another book by Caro Baroja, Razas, pueblo; y linajes (Madr.: Revista de Occidente, 1957, 358 pp., 180 ptas.) contains a very important theoretical chapter, "Introducción al estudio de las formas de vida en España."


A very representative anthology of the great Don Miguel's essays: this volume does not have an equivalent in Spanish, since most of the pieces selected by the translator belong to different series and works. Unamuno's famous essay from En torno al casticismo (a rather hermetic book for the non-Spaniard), "The Spirit of Castile," is here in a quite accessible context. Unamuno's essays in national introspection have been extremely influential in Spain and on the non-Spanish interpreters of Spain (see below, P17): one might even say that thousands of Spaniards have discovered their country's historical significance through Unamuno. And there is no doubt that the life and intellectual action of the great Basque essayist confirm once more a well-proven historical law: that a great disserter becomes in the end the high symbol of his nation. Readers who know Spanish should, of course, read his original texts, many of them easily obtainable in the United States. (The inexpensive "Colección Austral" of Espasa-Calpe carries most of them.)


Ganivet became a kind of sacrificial hero for his own generation when he committed suicide in 1898, after the publication of Ideario español (here translated) and the end of the Spanish-American War. The generation of 1898 saw in him and later in Angel Ganivet the final concern is Spanish American religious problems.


Almost at once on its publication in 1843 this book by Don Jorgito Borrow (as he was called in Spain) became a classic for Hispanists all over the world. The quixotic nature of Borrow's purpose--what he called his "somewhat remarkable errand"--gave him original insights into the "strange secrets and peculiarities" of Spanish life. Don Jorgito, like few other later travelers in Spain, was able to "live on familiar terms with the peasants, shepherds, and muleteers of Spain, whose head and bacalao I have eaten." Borrow's contemporary and fellow Hispanist, Richard Ford, is also a classic: Gatherings from Spain (Everyman's No. 152. 370 pp. $3.00).


Perhaps some readers will be surprised to find that Havelock Ellis wrote a book on Spain. He went to the Peninsula for the first time in 1891, with his friend the art historian Arthur Symons, to get acquainted with a country that "had in fundamentals escaped modernity." But Ellis' book is a new kind of travel essay: like the French writer Barrès, who went to Spain with a similar purpose, Ellis was looking for the main "secret" of Spain. In a sense, The Soul of Spain, as much as Barrès' writings on Spain, belongs to Spanish intellectual history; there is no doubt that Ellis felt at home with the Spanish group of 1898.


A very important study in Hispanic religious thought and action by the well-known ecumenical leader and former President of Princeton Theological Seminary. Deeply influenced by Unamuno, Dr. MacKay tries to formulate a philosophy of Spanish Christianity: he sees a Spanish subterranean religious tradition coming to the surface of history again. For instance, the work of some educators and writers is seen as an effort to restore a Christian sense to certain sectors of Spanish society. Of course, Unamuno's whole action is interpreted as "the resurrection of the other Spanish Christ." (Readers acquainted with Unamuno will recall his definition of "Spanish Christology;" see his essay "The Spanish Christ" in P12.) Dr. MacKay's final concern is Spanish American religious problems.


Intelectual travel book in the grand manner of Count Keyserling. Virgin Spain is perhaps the most ambitious interpretation of Spain by an author writing in English. In contrast to Borrow's deliberately "popular" perspective, Waldo Frank became closely attached to the Spanish elite of the Twenties, Ortega's group and the 1898 generation (his title comes straight from Ganivet's Ideario). Most of those Spanish intellectuals were constantly meditating about the "Spanishness" of Spain, and that is why this is an almost Spanish book. Like Havelock Ellis, Frank was looking in Spain for fundamentals that had escaped modernity but (like MacKay later) he was above all interested in what he calls "the spiritual drama of a great people." All Hispanists should also read Frank's books on Latin America: in particular, America Hispana.


The book, though hardly "breve," is a masterpiece and nobody should miss reading it. An admirer, and to a certain extent a follower, of Ortega y Gasset, Lafuente Ferrari is always faithful to the great essayist's principle: "clarity is the politeness of the writer." But the director of the Madrid Mu
seum of Modern Art is also a serious scholar and an extremely conscientious historian, he does not suffer from the capricious habits so often found in his field. The little Skira volume on Velázquez, which Lafuente Ferrari wrote in 1950, is probably the best book to come out of the tercentenary celebrations.


Adolfo Salazar was the musicologist in a great artistic group, the so-called generation of 1927 (García Lorca being its most famous name). These Spaniards never had any doubts—in contrast to the 1898 group—about their European character, and they were not obsessed with being furtively Spainish, as their expression. Salazar has written this magnificent, almost insuperable history of Spanish music guided by the following principle, very much his own generation’s: “el lenguaje musical de España se ha distinguido por un acento peculiar siempre que se expresase en un idioma de alcance universal.” This book, together with Lafuente Ferrari’s “brief” history of Spanish painting, should be on all Hispanists’ reference shelves. The only work on Spanish music in English, *The Music of Spain* by G. Chase (2nd. ed. Dover paperback T 549, $1.85) is a concise and readable book.

P21. Periodicals and Reference Works

To all readers who know Spanish, we strongly recommend, for quick and accurate information on Spanish history, the *Diccionario de historia de España*, 2 v. Madrid: Revista de Occidente.

*Destino* (Barcelona: Tallers 68-64, 3°, 453 ptas. annual subscription) is by far the best weekly illustrated magazine.

*Papeles de Son Armadans* (Palma de Mallorca: José Villalonga 87, 250 ptas. annual subscription), the best monthly “little magazine,” has had special issues on the painters Picasso and Miró, on the sculptor Ferrant, and on the historian Menéndez Pidal. *Cuadernos* (Paris: Congress for Cultural Freedom, 18 Ave. de l’Opéra. $5.00 annual subscription) is without any doubt the best monthly journal in Spanish: many Spaniards publish there articles that could not come out in Spain. It is fiercely anti-communist. *Iberica*, published in New York by a group of anti-dictatorial Spaniards and Americans (112 East 19th St. $3.00 annual subscription) is a good source of current news (mostly of political significance) from Spain.

*Insula* (Madrid: Carmen 9, $4.60 annual subscription) is an excellent monthly “bibliographical” (in a large sense) review, particularly useful for teachers of Spanish.


Probably the best introduction in English to Latin American history for the general public and also for the professional apprentice. It is quite superior to many of the numerous histories of Latin America by U.S. scholars in its readability and in the space allotted to intellectual developments and to international relations. Most U.S. Latin Americanists tend to emphasize institutional history, not realizing perhaps that “history” in Latin America is very often almost the equivalent of “history of ideas.” Professor Rippy has written, in short, an original but reliable introduction to the history of Latin America. *The Growth and Culture of Latin America* (New York: Oxford Univ. Press, 1956, 963 pp. $8.50. Text ed. $5.50) by Donald E. Worchester and Wendell G. Schaeffer is one of the less conventional textbooks.


This is a collection (limited, chronologically, mostly to Colonial life) of quite interesting essays on topics such as “The Spanish,” “The Conqueror,” “The Negro,” “The Church,” “The Woman.” Each of them has an appendix of extensive footnotes. There is no clear organizing viewpoint and therefore some of the essays are perhaps a little too much “additions” of facts and opinions. But this book opens many possibilities of further exploration: it is a good text to give to students in need of course paper themes. It is also an excellent introduction for the general reader. Professor Schurz’s famous The *Manila Galton* (now available as Dutton’s Ev-ryman No. 35. $1.75) belongs, of course, in all Hispanists’ libraries.


There is no doubt about this world-famous Liberal Spaniard’s intention in this two-volume study of Colonial Spanish America to defend his own nation from the centuries-long “Black Leg end” (“Leyenda Negra”) about Spanish actions in the Americas. As Professor Humphreys has said in his *Guide* (see below A20), Madariaga’s *Rise and Fall* is a sustained apologia: but it can’t be denied that this work is based on solid investigation and that its author has a brilliant mind. To read Madariaga is very much more than simply to learn, the Spanish *idee fixe* in this historical controversy. For reaons who know Spanish we strongly recommend his one-volume anthology *De Colón a Bolívar* (Barcelona: Editora Hispano Americana, 1955, 467 pp., $8.50).

As the title implies, it is a kind of short history of Colonial Spanish America. His very controversial *Bolivar* (where for the first time in historical literature in Spanish a great hero is considered with a Freudian approach), his more “popular” *Cristóbal Colón y Hernán Cortés* (English editions available for all) should not be forgotten.


The only reliable histories of Latin America in Spanish are voluminous collective works with consequent disadvantages, at least for the general reader. Luis Alberto Sánchez, the present Rector of the Peruvian University of San Marcos, is therefore to be praised for having tried here to fill the need for a short general treatment of Latin American history in Spanish. Although there are factual mistakes in his historical writings, his original interpretations and his lively prose should put this book in the Hispanic Americanist’s library. Perhaps it is a long “essay” than as a piece of significant scholarship. The author’s viewpoint is strongly Latin American (he has been one of the leaders of the A.P.R.A. movement), Madariaga’s defense of Spanish actions in America could well be balanced by the reading of Luis Alberto Sánchez.


This excellent book by a distinguished Venezuelan writer and diplomat is recommended only for readers well acquainted with Colonial Latin American history. It is neither a catalogue of names and facts nor a general survey: it is “cultural history” in the highest sense of the term. One of its great merits is to have avoided the excessive localism of so many Latin American historians. Picón-Salas has selected the topics and geographical zones of greater significance within his general perspective. His chapters on the conquest and on the 18th-century Jesuit humanists show the fusion of Picón-Salas’ most admirable qualities: his sense of historical balance and his elegant prose. We might say that he is the Latin American intellectual who is somehow equidistant from Madariaga and Luis Alberto Sánchez, i.e., Latin American who conceives history as a double dramatic heritage and who does not want to reject either of his conflicting lineages. Ortega y Gasset once said that there was a great need in Spanish-speaking countries for men who did not approach life and history with the traditional dogmatic Hispanic attitude of either/or: Picón-Salas’ intellectual personality is an example of Ortega’s new Hispanic man, “who does not want to renounce any of his legacies.”
The great Brazilian sociologist (in the best literary tradition of French sociological authors) has given here a kind of résumé of his main historical thesis. That ethnic and social “fusiónismo” has made of our own nation a very original and exciting human society. Some readers, like some critics, will probably find Freyre too much of a traditionalist, but his belief in the “possibilities of combining unity with diversity” is not an abstract sociological attitude. Freyre has extraordinary sensitivity for regional nuances and that is why he is a great historian. His study of the agrarian patriarchal society of Brazil, The Masters and The Slaves (New York: Knopf, 1956, 537 pp. $8.50) is a work of genius, probably unsurpassed in the Hispanic countries. It is in itself an example of the advent-ages of intellectual “fusiónismo.” Freyre has applied to his country’s past contemporary U.S. sociological methods, but he has not imitated the North American social scientists’ abstruse language.

Irving A Leonard. Bc....its of th, applied to his country’s past contemporary US. sociological (New York: Knopf, 1956. 537 pp. $8.50) is a work of genius, patriarchal old society of Brazil, The Masters and The Slaves of combining unity with diversity” is not an abstract sociological society. Some readers, like some critics, will probably find Freyre has made of his own nation a very original and exciting human.

German Arciniegas. Caribbean: Sea of the New World. First published in 1945, this unique history of ideas in modern Latin America was too long out of print. For readers who know Spanish his Obras completas are, like Ortega’s, an almost indispensable set of “companions” works.

APPENDIX 1: Six Cultures: Hispanic


First published in 1945, this unique history of ideas in modern Latin America was too long out of print. It is aimed as much as the specialized audience of the Latin Americans as at the general public. For the former it offers a systematic discussion of “pensadores” from independence to our own times, and it counterbalances somehow the excessive U.S. emphasis on Latin American institutional history already mentioned. Its general usefulness and present relevance come mostly from Professor Crawford's extreme faithfulness to the Latin American cosmists and philosophers he describes: he wants his fellow North Americans to listen to the Latin American’s voices, without any kind of interpretative interference. This is required reading for an understanding of today's inter-American problems.


One of the most distinguished Latin Americanists of this half-century, Professor Hauke manages to cover in two hundred pages of his own text today’s problems and conditions in “a continent in ferment”; for the student as well as for the general public these two little volumes are indispensable background for current news. Half of each volume consists of selected, very diversified, fragments of Latin American texts (political speeches, essays, etc.) and passages from the best known U.S. scholars’ writings on Hispanic America. Professor Hauke’s book, The Spanish Struggle for Justice in the Conquest of America (Philadelphia: Univ. of Pennsylvania Press, 1949, 217 pp., $5.00) is probably one of the most widely admired studies by a U.S. Hispanic Americanist.
In the almost exclusively English-speaking domain of sociological and anthropological studies of Hispanic peoples *Sons of the Shaking Earth* is one of the most ambitious: it does not limit itself to a community or a group of families (such as Oscar Lewis's studies mentioned below) but aims at tracing "the life-line of a culture" (Middle America, in its ethno-cultural meaning). To a great extent its aims are achieved, although there are obviously many somewhat shaky generalizations (mostly in historical statements). But it is an original, even a "bravi" book. Its technical appearance should not discourage non-professional readers; it scarcely uses the specialists' vocabulary. It might be recommended as a first general introduction to the study of Latin American societies.


A very original study (in contents and in its novel-like form) of five Mexican families or (as the author puts it in the subtitle) "Mexican case studies in the culture of poverty." Professor Lewis strongly believes "that anthropologists have a new function in the modern world: to serve as students of the great mass of peasants and urban dwellers of the underdeveloped countries. He considers his method in this book a "frank experiment in anthropological research": he has centered his attention on each of the five families instead of describing a village community. It is written for the general public as well as for the specialist; the "characters" speak for themselves and the author, as in good fiction, is invisible. A more "conventional" book is Professor Lewis' *Teojestlan: Village in Mexico* (New York: Holt, 1960. 104 pp. $1.75), an abridged version of his earlier work on that Mexican peasant community with the additional results of later field investigation.*


An exceptional Latin American sociological study. A Colombian, the author can make use of Colombian peasant linguistic nuances. It is not, however, so distinctive as Wallis's or so new in its content and form as Oscar Lewis's *Five Families*, but it is an almost exhaustive type of investigation. Sometimes it appears not to offer much new to the professional Hispanist, but this fact in itself is significant since it emphasizes the basic similarities of Latin American rural societies. There is a Spanish translation by the author with a new title, *El hombre y la tierra en Boyacá* (Bogotá: Ediciones Documentos Colombianos, 1957. 259 pp.) with the following subtitle: "Bases socio-historicas para una reforma agraria."


A study of general Latin American significance since it shows, as Professor Julian H. Steward indicates in its foreword, that the culture (in its broad sense) of the Guaraní Indians is often "what may be considered a lower-class Iberian sub-culture." The authors seek to emphasize, following Professor Steward's criticism of the conventional community studies, many aspects of the dependency of a town such as Tobati to a "larger cultural entity" (economic region, nation). Like Fals-Borda, the Servives have given an almost total picture of Tobati's life.


This is a U.S. foreign policy oriented study: the contributors met in discussions organized by the Council on Foreign Relations with a clearly practical purpose. The countries discussed by well-known Latin Americanists are Bolivia, Brazil, Guatemala, Peru, and Mexico. The first chapter, "Some Signposts for Policy," by John P. Gillin, should be required reading for all Hispanists and, it might be added, for all U.S. citizens actively concerned with the future of this country and of this continent. A somewhat similar and equally important recent book is John J. Johnson's *Political Change in Latin America: The Emergence of the Middle Sectors* (Stanford Univ. Press, 1958. 272 pp. $5.00).


The text of two lectures given in several Latin American countries by the director of the Hispanic Institute of Columbia University: "España y los Estados Unidos: ojeada histórico cultural" and "Hispanoamerican y los Estados Unidos: pasado, presente, futuro." Professor del Río, a Spaniard who has taught for more than thirty years in the U.S., has the same intellectual qualities of some of the 18th-century authors he has studied so well: "mesura" and "equilibrio." And his discussion of the "choque y atracción de dos culturas" is a perfect example of those qualities. This is a little book that should be read by all Hispanists and that should be translated into English for an even wider public.

A20. Periodicals and Reference Works

For Latin Americanists the world over there is an indispensable and unique annual bibliographical volume: the *Handbook of Latin American Studies* (Harvard Univ. Press, 1956-51; Univ. of Florida Press, 1951--), prepared by the Hispanic Foundation of the Library of Congress.

Latin American History: A Guide to the Literature in English (New York: Oxford Univ. Press, 1960. 197 pp. $2.50) by Professor R. A. Humphreys is another work important for the professional Hispanic Americanist, and even more so for the general reader in the field.

*Hispanic American Report*, edited by Ronald Hilton (Bolivar House, Stanford Univ.) is an extremely useful monthly publication covering primarily political developments in Spanish America and Brazil. Annual subscription, $7.00, includes membership in the Hispanic American Society.

*Américas* (editions in Spanish, Portuguese, and English), published monthly by the Pan American Union (Washington 6, D.C., $4.00 a year), has non-political contributions from all Latin American authors. It is particularly useful on national customs and artistic trends.

*México en la cultura* is the top Latin American Sunday literary supplement to a newspaper *Novedades*, Bucareli 23, México 1, D.F.), 35 pesos a year for the supplement.

*Sur* (San Martin 689, Buenos Aires, $6.00 a year) is the leading Latin American review, though because of its strong interest in contemporary European literature it will not always be useful to the U.S. Latin Americanist interested in native authors.

*Política* (Apartado 9359, Candelaria, Caracas, Venezuela; 5 Bvr. a number), as its title indicates, is an excellent political monthly journal, seeking to define the Venezuelan middle-of-the-left anti-communist social ideology. It is not a local journal: contributors are from all of Latin America's liberal groups.


* Published in 1961 is Lewis' *The Children of Sanchez: Autobiography of a Mexican Family* (Random House, $7.50) This is one of the Five Families.
APPENDIX 2: CRITERIA FOR THE EVALUATION OF MATERIALS

(March 1961, Revised May 1961)

These criteria were developed pursuant to a contract with the U.S. Office of Education, Department of Health, Education, and Welfare.

CATEGORIES OF CRITERIA

Basic Texts
Bibliographies & Resource Lists
Books of Culture & Civilization
Books of Songs
Books, Pamphlets, & Bulletins on Methodology
Conversation Books
Dictionaries
Discs & Tapes

Basic Criteria
Additional Criteria: Recordings for Special Purposes
Cultural
Language
Literary
Songs
Elementary Readers
Films
Dramatic & Documentary
Language
Filmstrips & Slides
Integrated Programs
Linguistics
Literary Texts
Maps
Periodicals
For the Teacher
For the Student
Pictures & Wall Charts
Reference Grammars
Review Grammars
Supplementary Materials
Teachers Course Guides

APPENDIX 2: CRITERIA FOR THE EVALUATION OF MATERIALS

Basic Texts

1. DEVELOPMENT OF THE FOUR LANGUAGE SKILLS

E: Listening comprehension and speaking represent the major concern at the beginning and throughout the period covered by a basic text, followed by the teaching of reading and writing, which occupy no more than one third of the total teaching time.

A: The text recognizes the importance of introducing all four skills and generally observes the accepted relative emphases.

U: The text is not written in accordance with the principles above.

2. SCOPE

EA: (a) The text reflects one dominant objective, language competence, to which are eventually added two others, cultural insight and literacy acquaintance. (b) It is designed to familiarize the student with high-frequency structural patterns in the three systems of sound, order, and form (phonology, syntax, and morphology).

U: (a) The emphasis on cultural insight or literary acquaintance is so great as to be detrimental to the development of language competence. (b) The text does not distinguish between structures and usages that are important because frequently used and those that are full description of the language would include, their importance being relatively minor. It places a principal effort upon the learning of irregular and exceptional forms.

3. ORGANIZATION FOR SCHOOL SCHEDULES

EA: The material to be learned is organized to fit into the schedule of the usual class periods and school terms.

U: The material is not so organized.

4. PRESENTATION OF MATERIAL

EA: (a) The material of the first weeks or months of the course (depending on age level) is designed for a period of oral presentation by the teacher, with or without the help of recorded material. In this first stage of delayed use of the written language, the student has little or no need to refer to the printed word. (b) The text presents new learnings in the FL in dialogue form or in the form of narrative or model sentences usable in conversation. (c) Structure is

* Based on a work paper by Nelson Brooks of Yale Univ.
APPENDIX 2: Criteria: Bibliographies & Resource Lists

learned by use rather than by analysis. (d) Exercises enable the student to adapt new learnings to his own conversation without reference to English.

U: (a) The text does not provide for an initial audio-lingual period or for the oral introduction of new material and the beginner is obliged to refer to the printed word in order to carry on his class work. (b) The text is based on an inventory of the parts of speech or it presents sentences in the FL that "translate" English sentences literally but are not authentic in the foreign culture. (c) It assumes that the analysis of structure must precede the learning and use of that structure. (d) No provision is made for the student's gradual and guided progress from mimicry and memorization to free use of the FL in conversation.

5. PSYCHOLOGY OF LEARNING
EA: It presents language models and exercises that, in their selection and preparation, sequence, apparatus, and appearance on the printed page, reflect concern for the basic principles of the psychology of learning: (a) The text is based on the development of skills (habit formation) rather than the solving of problems. (b) It provides models to be imitated for both spoken and written language. (c) It observes the principle of small increment in which problems are isolated and drilled one at a time, making the chance of error negligible, before two or more related but contrasting structures are drilled in a single exercise. (d) It provides for repetition and reintroduction of material previously learned. (Repetition is the mainstay in overlearning and habit formation.)
U: The text shows little or no awareness of these basic principles of the psychology of learning.

6. EXERCISES
E: (a) There are copious and varied drills dealing with language elements that have occurred in the utterances presented in dialogue, narrative, or sentence form. (b) It includes no exercises in which the FL is to be translated into English.
A: It contains much drill material as in (a) above and no exercises as in (b).
U: (a) There is a paucity of drill material. (b) The exercises include translation from English into the FL of sentences not previously learned by the student.

7. READING MATERIAL (if present)
EA: Any reading materials foster the cultural or literary objectives. (a) Cultural information should be factual, authentic, representative, important, and of interest to the learner. (b) Other reading selections should be chosen for their quality as examples of literature, for the appropriateness of their length, their interest to the learner, and their adaptability to his competence in the new language.
U: The reading material given has no cultural or literary merit, or it is faulty in information or in language, or it is inappropriate to the learner. (b) Dialogues, narratives, and reading material in the FL can be read without English being visible.

8. WORD STUDY
E: The text promotes the learning of vocabulary by observation and use of words in context and not in lexical lists. (The learning of vocabulary is minimized while the learning of structure is maximized during the period in which a basic text is appropriate.)
A: Only a few vocabulary items are added which are not necessary to the drilling of structures.
U: Many unnecessary vocabulary words must be memorized to the detriment of the learning of structures.

9. STRUCTURE ANALYSIS
EA: (a) The explanations are in English. (b) In the latter part of the text, the structures that have been gradually learned are drawn together in a clear and systematic way for ready reference.
U: (a) The text attempts to explain structures in the FL. (b) It presents structure summaries before examples have been learned through use.

10. LESSON- AND END-VOCABULARY
EA: Appropriate lists of the foreign phrases, idioms, and words, with or without English equivalents, appear at the end of sections, or in a complete list at the end of the book, or both.
U: The lexical aids offered are inadequate or the glossary is inserted in the running text or in other ways that hinder learning.

11. USE OF ENGLISH
EA: English is used for directions, comments, explanations, and for establishing the meaning of what is to be learned. It is occasionally used as an aid in distinguishing between forms in the FL that are otherwise not easily learned.
U: The text presents the learnings in the FL as a series of translations from English, rather than as selections from a language code that is entirely independent of English. It presentsious and faulty English designed to "lead" the learner into the patterns of the FL.

12. INSTRUCTIONS FOR THE TEACHER
E: There is a separate manual containing instructions for the teacher concerning: (a) preparatory explanation and ground rules for the class (b) presentation of the material to the class (c) techniques for overlearning the basic material (dialogue or narrative) (d) techniques for drilling sound patterns, structure, and vocabulary (e) techniques for checking in class the outside work (f) techniques and suggested plans providing for the frequent re-entry into class work of previously learned items (g) techniques of audio-lingual review and testing (h) instructions for procedure with a particular unit whenever the material demands it.
A: No compromise is acceptable for (a), (b), (c), or (d).
U: The instructions for the teacher do not meet the standard for or are not applicable as given.

13. LAYOUT
EA: (a) The type size and arrangement reflect the relationships between language models, drills, and explanations and their relative importance to the learner. (b) Dialogues, narratives, and reading material in the FL can be read without English being visible.
U: (a) The layout does not reflect these relationships or it is confusing to the learner. (b) It is printed so as to encourage constant reference to English.

BIBLIOGRAPHIES & RESOURCE LISTSA

1. SCOPE
E: Covers the subject and contains many significant items.
A: Has many significant items, but the treatment is not thorough.
U: Fails to cover the subject and lists few significant items.

2. ANNOTATIONS
E: Factual and indicate clearly the nature and scope of each item.
A: Factual and indicate the nature and scope of most of the items listed.
U: Inadequately describe the scope and nature of many items listed.

3. DATA
E: All pertinent data are stated accurately.
A: A few items lack pertinent data.
U: The data of many items are inaccurate or incomplete.

4. FACILITY OF REFERENCE
E: The format is easily read and understood.
A: The format is difficult to locate needed items.
U: It is difficult to locate needed items.

A Based on a work paper by Elizabeth Keesee, Specialist in FLs, USOE, Washington 25, D.C.
BOOKS OF CULTURE & CIVILIZATION

They range from little anthologies of *belles-lettres* (brasas escogidas), or a series of more-or-less connected chapters on life and customs in a given country, to a book written expressly for the purpose by an outstanding interpreter, native to the culture he is describing. These texts have also been designed for various levels of instruction. It seems advisable to have books on culture in English for home assignments during the first grades (except in the primary grades) and then, beginning with Level III, to have books on culture and civilization written in the FL for use both in and out of class. The teacher should have reference books giving a more comprehensive and deeper analysis of the foreign culture. The chief defect found hitherto in even the most outstanding of these books has been the failure to work from a sufficiently wide concept of a national culture; some cultural elements have been exaggerated, others underplayed, and still others omitted entirely.

Culture and civilization texts, to put it simply, should reflect and communicate the whole cultural environment of the linguistic area or country concerned. This means that these books ideally should include the approach of the cultural anthropologist to the country in question: physical characteristics of the people, their family customs, social organization, government, religion, organization of work and division of labor, the role of the sexes and the division of power, in addition to the more traditional elements of political, intellectual, and literary history. The author of such a book must be competent in many fields of knowledge other than language, and such people are not numerous in teaching or any other area. But once the attention of the profession has been focused upon the great need for texts of this sort, and their characteristics established in a general way, we may confidently expect that some of our colleagues will attempt to meet the challenge presented by the composition of such books.

1. CONCEPT OF CULTURE

E: Comprehensive coverage of the impo tant aspects of culture: psychology, behavior, family relationships, work, social customs, education, recreation, economy, intellectual history, government, showing both similarities and differences in relation to the culture of the United States. For the teacher, the book should be comprehensive or, if it treats a limited subject, exhaustive. For younger children, the aspects may be limited to the concerns of foreign children of the same age.

A: It covers only some of the aspects of the foreign culture, but these are treated fully with both differences and similarities.

U: The foreign culture is presented as strange, exotic, or quaint, or as a replica of the culture of the U.S.; or the book gives a distorted view of the culture.

2. ORGANIZATION

E: The chapters or sections are logically related; there is a balance of fact and interpretation, and proper balance in the treatment of the various aspects of culture chosen.

A: These are occasional faults in balance or organization, but in general the purpose of sections is clear and the cultural view is not distorted.

U: The organization is confused or the sections are not related, there is a notable lack of either fact or interpretation, or a poor choice of the aspects of culture is presented.

3. PSYCHOLOGICAL APPROPRIATENESS

E: The method of presentation (narrative, essay, etc.) and the concepts presented are appropriate to the intended readers. The aspects of the culture presented should correspond to the concerns of persons in the foreign culture of the same age as the intended readers.

A: One or two topics are somewhat inappropriate.

U: The method or concepts are generally inappropriate.

4. LANGUAGE (English or foreign)

E: The language is appropriate to the intended readers both in choice of words and complexity of sentence structure.

A: The words are too simple; the tone is inappropriate; or the book, if in the FL, is so difficult that the students will translate instead of reading.

5. UP-TO-DATENESS (if treating contemporary life)

E: The factual material, maps, charts, and photographs are a good indication of the present state of the foreign culture. (It has been suggested that books in this class should be published as looseleaf books so that new chapters or revisions can be added.)

A: The material concerning contemporary life is now out of date.

U: The material concerning contemporary life is out of date.

6. APPEARANCE

E: The illustrations are attractive, clear, and chosen to exemplify significant points in the text. In general, the book is attractive and sturdy.

A: The illustrations are to the point, if not especially artistic.

U: The illustrations are irrelevant or confusing.

7. EXERCISES (for books in the FL for students)

E: The book has text and exercises which are good for practising reading and perhaps other language skills (listening, speaking, writing) at the intended proficiency level.

A: The teacher can create or adapt the exercises.

U: The book has translation or free composition exercises.

BOOKS OF SONGS

1. FEATURES

E: A description of the background for each song, the complete lyrics in the FL, and a musical score in a singable key, including syllabication, tempo, and a good arrangement for piano accompaniment.

A: All the above except that the background material is general for all of the songs and the music is reduced to the melody only.

U: The keys are not singable or the lyrics are given only in English, or there is no background material.

2. CHOICE OF SONGS

E: They belong to the foreign culture, are given in an authentic version, and are appropriate to the intended age group.

A: Almost all are authentic, their origin is indicated, and they are appropriate to the age group.

U: A considerable proportion are not authentic or are not appropriate to the age level.

BOOKS, PAMPHLETS, & BULLETINS ON METHODOLOGY

1. SCOPE

E: Discusses thoroughly all important aspects of the subject.

A: Most of the important aspects are discussed well.

U: Omit many significant aspects.

2. CONTENT

E: The discussions of techniques and practices reflect a thorough knowledge of the accepted principles of language learning.

A: The discussions of techniques and practices reflect a thorough knowledge of the accepted principles of language learning.

U: The discussions of techniques and practices reflect a thorough knowledge of the accepted principles of language learning.
APPENDIX 2: Criteria: Conversation Books

U. The discussions reflect a faulty concept of the principles of language learning.

3. CLARITY OF STYLE
EA: The concepts are clearly and adequately expressed.
U: They are presented in an obscure or difficult manner.

4. FACILITY OF REFERENCE
E: The format and indexes permit the teacher to find references quickly.
A: There is no index, but the format permits the teacher to locate references.
U: There is no index, and the format does not permit the teacher to find references easily.

CONVERSATION BOOKS

Conversation requires a speaker, a hearer, and a situation. The imminent presence of all three should be felt in any sentence or dialogue or conversation that presumes to give models for learning. Many so-called conversation manuals do not respect the true nature of conversation (very little of which, for example, is in terms of question-and-answer), and evaluation should be very critical in this regard.

1. SCOPE
EA: There is a representative sampling of high-frequency structures and typical, important situations that students might often encounter.
U: The sampling of structures or situations does not relate to their usefulness and frequency.

2. SEPARATION OF THE TWO LANGUAGES
E: English equivalents are printed so that the FL can be read without English being visible. Examples: They are printed on the reverse side of the page or in a separate part of the book.
A: The two languages are arranged so that the English can be covered up easily and completely.
U: The two languages are intermingled.

3. TRANSLATIONS (if present)
E: Any translations are in good, idiomatic English which contains to hint of the foreign constructions it is translating.
A: Any translations are in good, idiomatic English.
U: Unused or nonsense English is used in translating foreign constructions.

4. SITUATIONS
E: The situations are culturally authentic and have a likelihood of reality: the geographical setting, the individual personalities, the relationships between individuals, the problem being discussed, and the emotional attitudes are all normal to the culture and are clearly established.
A: The situations are culturally authentic and seem real; the situations and individuals are quite well defined.
U: The situations are not typical of the foreign culture or they are vague or confused in setting.

5. UTTERANCES
EA: The separate utterances are: (a) brief enough to be learnable, (2) largely in the form of statement and rejoinder rather than question and answer, (b) what a native speaker would be likely to say in the situation.
U: They are too long to be learned as dialogue or unnatural to native speakers.

6. WORD STUDY
EA: Vocabulary learning is integrated with the structures and conversations and is not emphasized for its own sake.
U: It is emphasized at the expense of the learning of structures and conversations.

7. LESSON- AND END-VOCABULARY
E: Appropriate lists of the foreign phrases, idioms, and words, with English equivalents, appear at the ends of sections and complete lists at the end of the book.
A: Such lists appear only at the ends of sections or at the end of the book.
U: There are no lexical aids, or those offered are incomplete, or the glossary is inserted in the text or margins.

8. SOUND SYSTEM
E: A consistent graphical representation of pronunciation and intonation patterns is given wherever new problems occur throughout the book.
A: The book contains some useful comments on the sound system, especially on intonation patterns.
U: There are no comments on the foreign sound system or misleading comparisons with English sounds are given.

DICTIONARIES

1. PREFACE AND EXPLANATIONS FOR USE
EA: The preface states for what use the dictionary was written and whether British or American English is used, describes the scope, and explains the arrangement of the entries and each part of individual entries: all with accuracy and clarity.
U: The preface omits essential information or is generally not clear.

2. SELECTION OF WORDS
EA: The words are very carefully selected for frequency, usefulness, currency, and complete coverage of student need.
U: A number of rare or obsolete or too special words are included or the useful words are not adequately defined.

3. DEFINITIONS
E: The definitions are accurate, clear, concise, and never circular; the dominant meanings are indicated; synonyms are distinguished.
A: The definitions have all the above qualities, including illustrative phrases, but dominant meanings are not indicated.
U: The definitions are misleadingly incomplete, unclear, inaccurate or sometimes circular; or phrases needed to illustrate the definition are missing.

4. ILLUSTRATIVE PHRASES (except in young children's dictionaries)
EA: Illustrative phrases are given to show how a word is used in context and are well-chosen to show special extensions and limitations in the use of a word.
U: There are no illustrative phrases.

5. PICTURES (if used)
EA: They are small and clear, and they aid understanding of the entries. (Those in picture dictionaries for children may be larger and colored.)
U: They are not clear or they clutter the page so that it is difficult to find entries.

6. ETYMOLOGY (for advanced dictionaries)
EA: Etymologies are clearly indicated and consistent with the latest studies.
U: There are no etymologies or many of those given are no longer accepted.

7. SYLLABIFICATION, STRESS, AND PRONUNCIATION
E: The orthographic division of syllables is marked as well as

*Based on a work paper by Nelson Brooks of Yale Univ.
the phonetic stress and sound, the latter by use of the International Phonetic Alphabet.

A. The systems for indicating syllabification, stress, and pronunciation are easily learned, although the IPA is not used.

U: Syllabification, stress, and pronunciation are not indicated or are difficult to decipher.

8. TYPE

E: Even the smallest type is large and clear enough to be easily read and the main entries are quickly located.

A: Some type is a little difficult to read but the entries are easily located.

U: The type does not distinguish the various parts of the entries or it is in general difficult to read.

9. PAPER AND BINDING

E: The dictionary is not heavy for its size, the print does not show through, and the paper and binding withstand heavy use.

A: The print does not show through and the book is durable.

U: The paper is too thin or the paper and binding are delicate.

DISCS & TAPES

BASIC CRITERIA FOR ALL RECORDINGS (except Sony)

1. CONTENT APPROPRIATE TO GRADE LEVEL

EA: The content (subject and its treatment) is appropriate to the abilities and interests of the age group to which the item has been assigned by the evaluator on the basis of the language in the recording.

U: The content is appropriate for a decidedly different age group from the one for which the language is appropriate.

2. & 3. LANGUAGE FOR LISTENING OR FOR IMITATION

Note: In the presentation of language for learning, we distinguish between language for listening and language for imitation. Recorded language "for listening" helps a non-native to develop the ability to understand easily when addressed by a native speaker of the language. Recorded language for imitation, on the other hand, while it may help to develop listening skills, has a quite different main purpose. It serves as a model for the student's own oral production. Recorded materials rated as excellent are planned and executed with the primary aim of each passage, each drill clearly in mind. The result is that language for listening and language for imitation are never confused, and one is never used in a place where the other is appropriate.

2. LANGUAGE FOR LISTENING (not for imitation)

EA: (a) The language for listening is linguistically and culturally authentic in every respect; it has normal pace, intonation, and pauses, and it corresponds to the situation and age of the speaker. At Levels I and II it never departs from speech accepted as standard in all parts of the culture. At Level III and above, a few regional or class variations are admissible. (b) There is no recorded English equivalent or translation, except in an occasional drill where cues are given in English. (c) The pace, accent, intonation, and junctures of the full utterances are preserved in the partial utterances.

A: No compromise is acceptable for (a)-(d) but in (e) it is also acceptable that the partials have a consistently neutral intonation allowing the student to concentrate on other elements of pronunciation.

U: The material does not meet the A standards.

3. LANGUAGE FOR IMITATION

EA: (b) The material has silent spaces for student imitation or pauses, it is close to native speech accepted as standard, and pauses, and it corresponds to the situation and age of the speaker. At Levels I and II it never departs from speech accepted as standard in all parts of the culture. At Level III and above, a few regional or class variations are admissible. (c) Immediately after the silent space, in a re- 

A: No compromise is acceptable for (a) or (b). In (c)-(e) some deviation from the excellent standard is acceptable.

U: The material does not meet the A standards.

4. VOICES

E: (a) All voices are crystal clear, giving the impression of a face-to-face encounter when played on a good machine at normal volume. (b) They are leveled: none having greater or less volume than the others. (c) They are phononentic: pleasing and natural, showing no haste, irritation, fatigue, boredom, forced gaiety, or forced friendliness, not too obvious an intent to teach. Female voices are not disagreeably shrill. (d) They are appropriate to the situation and characters portrayed. (e) They are varied: of both sexes, and differing in timbre if of the same sex. However, a single voice, of excellent quality and contriving to remain attractive and interesting at all times, is acceptable in single narrative items not exceeding 30 minutes in length.

A: No compromise is acceptable on (a) or (b). In (c)-(e) some deviation from the excellent standard is acceptable.

U: The material does not meet the A standards.

5. AUDIO CHARACTERISTICS: DISCS & TAPE

Note: If the recorded materials are to be used primarily in a language laboratory or other installation using headphones, good quality headphones should be used to evaluate audio characteristics. Materials acceptable when heard over a loudspeaker may not be acceptable when headphones are used.

E: (a) Studio noises (clicks, coughs, lip noises, etc.) are completely eliminated. However, this does not apply to occasional unobtrusive realistic background noises or effects in recordings made for listening only. (b) When the material is played on a good machine such as an Ampex tape playback, the unvoiced consonant sounds, in particular th, s, sh, th, are clearly distinguishable one from another. (c) Disc surface noise or tape hiss is barely audible when the material is played on a good machine at normal volume. (d) Dead silence (spliced-in dead or virgin tape) is not substituted. (e) No noise in silent spaces. (f) No variation in recorded volume is present on the disc or tape so that it is not necessary to adjust the volume on the playback periodically.

A: No compromise is acceptable for (a) or (b). In (c)-(f) some slight deviation is acceptable.

U: The material does not meet the A standards.

6a. PHYSICAL CHARACTERISTICS: DISCS

E: (a) The surface is free of broken grooves, pinholes, cracks, and other imperfections. (b) The maximum length of recorded time (to assure maximum durability and minimum groove echo) on discs of various diameters is as follows (the figures include time for band separations): for 33 1/3 rpm 7 in. 7 min., 10 in. 15 min., 12 in. 22 min.; for 45 rpm 7 in. 5 min. (c) For use by the teacher or at the lab console, no maximum diameter is set. For student use, the diameter is small (7 or 10 in.). The smaller discs are easier to handle and cost less to replace if damaged or broken. (d) The label has large, clear type for side and band identification as well as for the title. (e) The space between bands is wide enough (about 1/16 inch) to facilitate finding the band desired and placing the needle on it. (f) The center is raised to protect the playing surfaces of the discs when stacked. (g) The disc is flexible, indicating resistance to breakage.

Neutral intonation: a relatively flat intonation contour: no marked rising or falling of the tone.

Based on a work paper by Frederick D. Eddy of George-town Univ. and Filomena C. Peloro of the Hackensack Public Schools.

Standard: the normal, unaffected speech of cultivated, educated natives that shows no conspicuous regional or class characteristics.
APPENDIX 2: Criteria: Discs & Tapes

A: No compromise is acceptable for (a) or (b). In (c)-(g) some deviation is acceptable.
U: The material does not meet the A standards.

6b. PHYSICAL CHARACTERISTICS: TAPES

2. (a) Tapes played at the slower speeds (3/4 or 1/2 ips.) generally do not equal the audio performance of tapes played at 71/2 ips. A slower-speed tape should be listened to very carefully or tested electronically to determine whether it equals, or very nearly equals, the audio performance of a tape played at 71/2 ips. on the same machine. (b) Tape reels are not completely filled. At least 1/4 in. is left between the tape and the outside edge of the reel. (Full reels often cause threading difficulties.) (c) The tape is flexible enough not to crack when bent double and the magnetic coating is uniform (no bare or thin spots). (d) The recording is full-track. (e) A small reel (5 in.) is best for language study to facilitate locating the material desired, particularly for individual student use. (f) Printed and spoken identification is simple, clear, and complete. Essentials are: title of the material, including the name of the language (Beginning French), and reel number if there is more than one reel. All of this appears on the box, on a light-colored tape leader, and on the reel. It is spoken in English at the beginning of each tape. The end of each tape is signaled by an appropriate announcement. Sections of the tape are identified by an appropriate announcement, or by leader tape or an silent space of several seconds duration.
A: No compromise is acceptable for (a)-(c). In (d) a two-track recording is acceptable; in (e) a 71/2 ips reel is acceptable; in (f) a detail or two can be missing.
U: The material does not meet the A standards.

7. RECORDED INSTRUCTIONS TO STUDENTS

E: Before the students work with recorded material in the school or at home, the teacher should present the material and conduct a practice session. Therefore: (a) All recorded instructions are as brief as possible, ideally single-word commands. (b) They are in the FL, except that there may be a brief English equivalent of a particular instruction in the FL the first time or two it appears.
A: Brief recorded instructions in English (not both languages) are acceptable.
U: The instructions are long or complicated. They interfere English and the FL.

8. PRINTED TEXT TO ACCOMPANY MATERIAL

E: (a) For the teacher, there is at least one complete text of the recorded material. (b) At appropriate points in the teacher's and student's texts—preferably in the margin—the corresponding recorded material is identified: reel number and section or disc side and band.
A: No compromise is acceptable: for (a).
U: The material does not meet the A standards.

ADDITIONAL CRITERIA: RECORDINGS FOR SPECIAL PURPOSES

CULTURAL (Level III-

Items that take an important step beyond language study by giving the student an authentic experience in depth with the foreign culture. Some are accompanied by filmstrips or slides: some are on the sound track of carefully chosen animated moving pictures. If such experiences are to be authentic, they require a certain audio-lingual competence. (a) Up through Level II the student's cultural experiences have been an integral part of his language study. Although the basic language skill involved is listening, the materials may have short exercises in speaking practice, and may be accompanied by printed scripts for student reading practice. For example: a recorded dialogue or narrative about school life in the foreign country; a newsreel with a specially prepared foreign language sound track, or with, without corresponding tapes or discs.
Note: For 1-8 see Basic Criteria.

9. CONTENT

EA: Usually designed or edited for use above Level II, the material (through dialogue or narrative, or both) gives the student the opportunity to participate in an authentic, interesting, and important manifestation of the language and culture as a supplement to the regular course work.
U: The material does not meet these standards.

DISCS & TAPES: LANGUAGE

Note: For 1-8 see Basic Criteria.

9. LISTENING AND SPEAKING PRACTICE (for material comprising a full course)

EA: The material provides listening and speaking practice, both of the quality described in Basic Criteria 2 and 3.
U: Such material provides only listening practice, or only speaking practice, or a poor balance between the two.

10. DELAYED REFERENCE TO THE WRITTEN LANGUAGE (in beginning courses)

E: To use the recorded material the beginner is never asked to refer to the printed word.
A: He is required only occasionally to refer to the printed word.
U: He is obliged to refer constantly to the printed word.

11. PRONUNCIATION DRILLS (if present)

FA: They concentrate on: (a) sounds especially difficult for native speakers of English and (b) contrasts within the foreign language which have no counterpa in English: du and dox, Wahn and wahn, mess and mess. (c) Individual sounds are drilled in isolation less than they are drilled in context.
A: There is occasional compromise with these principles.
U: The material shows little or no consideration for these principles.

12. DRILL MATERIAL

E: (a) It contributes to an early oral mastery of structures of high frequency, concentrating on those which create special difficulties for speakers of English, followed by those of lower frequency, and uses oral pattern practice and analogy. (b) The principle of small increment (see 14, b, below) is carefully observed.
A: Some words are introduced that are not necessary to the situation and structure presented.
U: Many unnecessary words are introduced. There are recorded lists of words.

13. VOCABULARY (for: Level I)

E: Especially in the early weeks or months of the course, vocabulary, like everything else, is kept under careful control. The number of words is just sufficient to permit cumulative substitution in previously learned patterns. The choice of vocabulary depends on the situations contained in the basic material and on the structures drilled. There are no recorded lists of words.
A: Some words are introduced that are necessary to the situation and structures presented.
U: Many unnecessary words are introduced. There are recorded lists of words.

14. FORMAT

E: (a) The sequence in the presentation of basic material to be over-learned is (i) for listening (no spaces); (ii) for learning (by partials and full utterances, with spaces); (iii) for fluency (by full utterances, with spaces). (b) Small increment: (i) Basic material (such as a line of dialogue) is presented both as a whole and by partials so that the student can master it by easy stages and yet make progress. (ii) Drills eliciting student response require the student to make only one new structural change at a time; manipulation of two or more structural changes in the same response is always preceded by drills which provide mastery of each change separately. (c) Average length of the selections to be over-learned (dialogue or narrative) is 12 utterances or sentences for grades 7 and 9 and 16 for grades 10-12. The selection is broken into quarters, thirds, or halves (3 to 8 utterances in each segment) for effective presentation and practice. (d) Average length of full utterance or sentence in basic material to be over-learned: 8 syllables (1st 8 weeks), 10 syllables (2nd 8 weeks, 12 syllables thereafter). (e) Length of a partial utterance or sentence in basic material to be over-learned is about 5 syllables when new material is be-
APPENDIX 2: Criteria: Elementary Readers

ing presented. Example: "Robert, / please open the window / next to you." (f) The length of a repeat or response space is enough to allow the student to make the utterance at the same speed as the model voice, plus about a one-second margin for utterance up to 6 syllables. For longer utterances, the margin increases proportionately. Example: The margin would be 1 1/2 to 2 seconds for an utterance of 12 syllables. Note: Seconds can be estimated as follows: A few utterances of the material are timed to determine about how many syllables per second are being produced on an average. If, for example, this figure is three syllables per second, then a one-second margin in a repeat space is simply the time needed to utter three syllables. For the sentence "He's leaving with me" the entire repeat space is long enough to say the sentence through once, plus "He's leaving." (g) All recorded apparatus for identification and explanation is concise: no numbering of items in a drill or of sentences in basic material, no lengthy explanation of any kind. The language to be practiced occupies almost all the recording. (h) Timing between sections and items. A careful balance is maintained between a hurried pace that frustrates the student and a deliberateness that puts him to sleep; there are no long pauses (except as separators between sections of the tape) nor any short pauses in a sentence or drill that the student can mistake for a space in which he tries to repeat or respond.

E: No compromise is acceptable in (a), (b), or (h). In (g) sound deviation is acceptable. In (c)-(d), where average measurements are given, a deviation of up to 25% is acceptable.

U: The material does not meet the A standards.

15. PRINTED INSTRUCTIONS FOR THE TEACHER

E: The material has adequate instructions on (a) preparatory explanation and ground rules for the class, including specific directions for the use of recorded materials. (b) presentation of the material to the class. (c) techniques for over-learning the basic material (dialogue or narrative). (d) techniques for drilling structure and vocabulary. (e) techniques for checking in class the home and laboratory work done with the recorded materials. (f) techniques and suggested plans providing for the re-entry into class work at frequent intervals of previously learned items. (g) techniques of audio-lingual review and testing. (h) instructions for procedure within a particular unit, even for a particular item in a unit, whenever the material demands it.

A: No compromise is acceptable for (a)-(d). The others may be partially covered or omitted.

U: The material does not meet the A standards.

DISCS & TAPES: LITERARY

Use Basic Criteria 2, 4, 5, 6, and 8, renumbered 1 through 5. In view of the artistic and other special characteristics of the language and voices found in literary presentations, the Basic Criteria can be modified according to the evaluator's best linguistic, literary, and aesthetic judgment.

1. LANGUAGE FOR LISTENING

2. VOICES

3. AUDIO CHARACTERISTICS

4a. PHYSICAL CHARACTERISTICS: DISCS

4b. PHYSICAL CHARACTERISTICS: TAPES

5. PRINTED TEXT TO ACCOMPANY MATERIAL

6. CONTENT

E: (a) The materials consist of recordings of the best in literature: plays, poems, short stories, and other prose. (b) In their content and pronunciation they make the most of dramatic and emotional appeal. (c) They are produced by the finest native talent available (example: a play by Molère recorded by the Comédie Française).

A: The material satisfies two of the three criteria.

U: The material does not meet the A standards.

DISCS & TAPES: SONGS

There is no lack of recorded songs, and many of these are very good for listening. But only a very small fraction of this material is suitable for learning purposes. We must have more songs recorded and presented for student participation and learning.

The audio and physical characteristics should not disqualify a recording otherwise meeting all of the criteria below, but any serious failings in these two areas should be noted in the evaluation for the guidance of prospective purchasers.

1. SONGS FOR IMITATION

E: (a) Words and music correspond to the interests and abilities of the students: in Grade 5, no love songs; in Grade 11, no nursery rhymes. (b) Words, music, and interpretation are authentic, existing in the foreign culture. (c) Songs are recorded by artists having a near-native pronunciation. (d) The recording provides a voice singing in a key within the student's singing range. (e) It also provides an instrumental accompaniment for student singing in the same key as the one the recorded singer uses.

A: The material satisfies all but (e).

U: The material fails to satisfy criterion (e) and one other.

2. SONGS FOR LISTENING

EA: See the first three criteria under 1 above.

U: The material does not meet these standards.

3. SONGS FOR REPEITION

EA: Refer to Songs for Imitation; 6 applies to both types of song.

3. RECORDED INSTRUCTIONS TO STUDENTS (Songs for Imitation)

E: Before the students practice with the recorded material, the teacher should present the song and conduct a practice session. Therefore, all recorded instructions are as brief as possible, ideally a single-word command, given in the foreign language without translation.

A: Brief explanations of procedure, given in English, are acceptable.

U: The recorded instructions are unnecessarily long or they interlard English and the foreign language.

4. SMALL INCREMENT (Songs for Imitation)

EA: The material presents a line to be practiced with as a whole and by partials so that the student can master it by small increments and yet keep moving constantly ahead in a satisfactory way.

U: The material does not meet this standard.

5. LENGTH OF SILENT SPACES FOR REPEITION (Songs for Imitation)

E: A repeat space must be long enough to allow one to make the utterance or sing the phrase at the same speed as the model voice, plus about 1 second.

A: A deviation of up to 25% from the figure given is acceptable.

U: The material does not meet the A standard.

6. PRINTED TEXT TO ACCOMPANY MATERIAL (for both imitation and Listening)

E: (a) For the teacher, there is at least one complete text of the recorded material and musical notation at least of the melody. (b) At appropriate points in the teacher's and student's texts (preferably in the margin) the corresponding recorded material is identified: reel number and section or disc side and band.

A: No compromise is acceptable for (a).

U: The material does not meet the A standard.

ELEMENTARY READERS

Children's books and readers either written or simplified for Levels I and II which are not works of literature.

1. CONTENT

E: The book is psychologically appropriate to the age level for which it is intended and has literary merit or offers cultural insight.
5. TECHNICAL QUALITY OF THE RECORDING
E: The recording is always clear, devoid of extraneous sound, and of even volume.
A: There are only occasional and slight deviations from the standards above.
U: The voices are not clear, or there is extraneous noise that interferes with listening, or the volume is uneven.

6. CONTENT
EA: It stimulates thought at a level which the students can discuss in the FL and it gives them an insight into part of the foreign culture.
U: It stimulates little thought or thought of such complexity that the viewers can discuss it very little in the FL, or it gives a distorted view of the foreign culture.

7. SCOPE
EA: The film is an impressive, rounded, meaningful treatment of a well-chosen subject.
U: The scope is too great to be treated or too narrow to be significant or the purpose of the film is hazy.

8. VISUAL QUALITY
E: The images are artistic and imaginative, and they instantly evoke the idea intended.
A: They are attractive and appropriate.
U: They are unattractive, inappropriate, or confusing.

9. RUNNING TIME (for use in class, not for feature films)
E: The film is no more than 20 minutes long.
A: It is 20 to 30 minutes long.
U: It is over 30 minutes long.

10. AUXILIARY AIDS (for films to be shown in class, not for feature films)
E: There is a complete script, a study guide with exercises appropriate to the students' language proficiency level, and a teacher's guide with a summary of the film and suggestions for pre- and post-showing class activity in line with recommended teaching methods.
A: There is a teacher's guide containing a summary of the film, a vocabulary list, and suggestions for pre- and post-showing class activity in line with recommended teaching methods.
U: There is no script or summary, or the teacher's guide offered is inadequate, or it suggests activities which are not recommended.

FILMS: LANGUAGE
Films for language study should be evaluated according to the Basic Criteria for Discs and Tapes 1, 2, 4, and 8, Discs and Tapes-Language Study 11, 12, 13, and 15, and, in addition, according to 5, 8, and 9 from Films, Dramatic and Documentary.

The sequence of criteria is as follows:
From Discs and Tapes: Basic Criteria and Language Study
1. CONTENT APPROPRIATE TO GRADE LEVEL
2. LANGUAGE FOR LISTENING
3. STRUCTURE
4. VOCABULARY: for Level I
5. VOICES
6. PRONUNCIATION DRILLS: if present
7. PRINTED TEXT TO ACCOMPANY MATERIAL
8. PRINTED INSTRUCTIONS FOR THE TEACHER

From Films: Dramatic & Documentary
9. TECHNICAL QUALITY OF THE RECORDING
10. VISUAL QUALITY
11. RUNNING TIME: for classroom films

FILMSTRIPS & SLIDES
Filmstrips and slides are evaluated only if they are accompanied by recordings made for the language class.
APPENDIX 2: Criteria: Periodicals: For the Teacher

1. VISUAL QUALITY
   E: The images are artistic, imaginative, and instantly evoke the idea intended.
   A: The images are attractive and appropriate.
   U: The images are unattractive, or inappropriate, or confusing.

2. TECHNICAL QUALITY
   E: The pictures are sharp, balanced in exposure, and true in color (if not black and white).
   A: A few frames are not up to this standard.
   U: A number of frames are fuzzy, distorted, or untrue in color.

3. NOTES AND END-VOCABULARY
   A: It was not written specifically for the FL teacher but it has linguistic help and literary and cultural references.
   U: (a) The text is poorly printed. (b) The aesthetic quality of the illustrations falls far below that of the text.

4. APPEARANCE
   E: The introduction, addressed to the student, tells him what he needs to know to appreciate the text. The text is in tact, or the abridgement and simplification are of minor degree, and the reader is told to what extent the text has been changed.
   A: The introduction, addressed to the reader and to the teacher, gives more information than the former can digest. There is no clear indication of the degree of textual revision, but changes are minor.
   U: The text is drastically abridged or simplified.

2. EDITORIAL TREATMENT
   E: Its introduction, addressed to the student, tells him what he needs to know to appreciate the text. The text is intact, or the abridgement and simplification are of minor degree, and the reader is told to what extent the text has been changed.
   A: The introduction, addressed to the reader and to the teacher, gives more information than the former can digest. There is no clear indication of the degree of textual revision, but changes are minor.
   U: The text is drastically abridged or simplified.

3. NOTES AND END-VOCABULARY
   A: It was not written specifically for the FL teacher but it has linguistic help and literary and cultural references.
   U: There are footnotes or legends that constantly juxtapose English and the FL, or the entries do not answer the students' needs.

4. APPEARANCE
   E: (a) The text is easily legible. (b) The illustrations are attractive and relevant.
   U: (a) The text is poorly printed. (b) The aesthetic quality of the illustrations falls far below that of the text.

MAPS

1. VISUAL QUALITY
   E: The maps are in color and, if wall maps, they are large enough so that areas can be seen from the students' positions.
   A: The maps are clear and as large as above, but are not in color.
   U: The areas of wall maps are too small or too indistinct to be seen from the students' positions.

2. LABELS
   E: Labels are in English or illegible.
   U: Labels are in English or illegible.

3. UP-TO-DATENESS (for political maps)
   E: Current boundaries and political status are shown.
   U: Boundaries and political status shown changed more than a year ago.

4. DURABILITY
   E: The paper and ink will withstand school use for five or more years.
   U: The paper or ink will not meet this standard.

PERIODICALS: FOR THE TEACHER

1. QUALITY OF ARTICLES
   E: They are eminently worth reading for content.
   A: Most of them are important and interesting.
   U: They are trivial or vulgar.

2. QUALITY OF LANGUAGE
   E: The style is literary merit, is intelligent, and is current.
   U: The style in many articles is faulty or the FL has been corrupted by English.

3. APPEARANCE
   E: It is well-printed with clear type on good quality paper; illustrations are artistic and interesting.
   A: The print is easily legible; illustrations are attractive and relevant.
   U: It is badly printed and poorly laid out.

*Linguistics*:

1. ORIENTATION
   E: The book presents the new concepts of language that scientific analysis has elaborated.
   U: The book is too technical, or it has little relevance to language teaching.
   A: Most of them are important and interesting.

2. SCOPE
   E: (a) The book presents a general linguistic analysis and also shows the application of principles to one or more given languages. (b) It concerns itself with writing as well as speech. (c) It deals primarily with contemporary language, touching on historical analysis only enough to put the contemporary in proper perspective.
   A: It is concerned only with general linguistic analysis, or only with speech. It may deal at some length with historical analysis, provided that the presentation of the contemporary is not slighted or confused.
   U: It does not meet the A standards.

3. RELEVANCE TO LANGUAGE TEACHING
   E: The book was written specifically for the FL teacher to aid in solving the problems of language teaching and learning.
   A: It was not written specifically for the FL teacher but it has a distinct relevance to language teaching.
   U: The book is too technical, or it has little relevance to language teaching.

4. CLARITY
   E: The text is organized and worded so as to make the new concepts now incomplete or obsolete, or the underlying linguistic principles are not made clear.
   A: Most of them are important and interesting.
   U: The wording is so recondite that most FL teachers would find the book difficult to understand, or the presentation is too diffuse to make the underlying principles clear to the average FL teacher.

5. QUALITY OF LANGUAGE
   E: It is an outstanding work of literature.
   A: It is worth reading as literature or for its insights into the foreign culture.
   U: It has neither literary nor cultural merit.

*Literary Texts*:

6. QUALITY OF ARTICLES
   E: They are eminently worth reading for content.
   A: Most of them are important and interesting.
   U: They are trivial or vulgar.

7. QUALITY OF LANGUAGE
   E: The style is literary merit, is intelligent, and is current.
   U: The style in many articles is faulty or the FL has been corrupted by English.

8. APPEARANCE
   E: It is well-printed with clear type on good quality paper; illustrations are artistic and interesting.
   A: The print is easily legible; illustrations are attractive and relevant.
   U: It is badly printed and poorly laid out.
4. DISTRIBUTION OF TOPICS
E: The countries or languages covered are represented in proper proportion and there is a good range of points of view.
A: No areas supposedly covered are greatly neglected and there is some range of points of view.
U: The periodical has a single strong political or aesthetic bias.

5. PROFESSIONAL INFORMATION (For a pedagogical periodical)
EA: Some of the articles discuss new developments in the field; there is reliable reporting of professional meetings and events; there are good reviews of all important new textbooks and teaching aids; and advertising promotes items truly useful to teachers.
U: Professional news and developments are reported meagerly or unreliably; reviews are sporadic or unreliable.

PERIODICALS: FOR THE STUDENT 19

FL editions of American magazines are excluded because they generally reflect only American cultural attitudes.

1. HUMAN INTEREST
E: The articles appeal to the students' interest without becoming sentimental or sensational.
A: Most of the articles are appealing.
U: The articles generally have little human interest or they are sensational.

2. CULTURAL CONTENT
E: The articles present the foreign culture faithfully to adolescents and help to give them good insight into the culture.
A: They generally present a true picture of the foreign culture with some breadth and interest.
U: The cultural content is mainly American or is otherwise unfaithful to the foreign culture or unsuitable to adolescents.

3. INTELLECTUAL CONTENT
E: The ideas presented are stimulating even to the brighter students and relate to other fields of study.
A: With rare exceptions, the intellectual level is appropriate to the age level.
U: The ideas expressed are either childish and trivial or too difficult for the intended age level.

4. EXERCISES (if present)
EA: (a) The exercises are in the FL only. (b) They derive from the content of the periodical and emphasize important points. (c) They are appropriate to the language proficiency of the students.
U: (a) The exercises contain sentences with the two languages intermingled. (b) They are not related to the articles, or they pick out unimportant details. (c) They do not correspond to the language proficiency of the students.

5. APPEARANCE
E: The type and paper make reading easy and there are interesting, appropriate, and artistic illustrations. (Illustrations are desirable at least until the students are mature and proficient enough to begin to read periodicals for adults.)
A: The type is legible and there are significant illustrations.
U: The print is difficult to read and the illustrations are unappealing or insignificant; there are no illustrations.

PICTURES & WALL CHARTS 20
Sets of pictures or wall charts will be evaluated only if they accompany language programs.

APPENDIX 2: Periodicals: For the Student

1. SUBJECTS
E: They are an integral part of the language program.
A: They illustrate vocabulary and structures that have been covered in the course and are appropriate to the age level.
U: They present the students with situations they have not learned to describe, are inappropriate to the age level, or present a series of unrelated objects.

2. VISUAL QUALITY
E: The drawing is clear, artistic, and in color.
A: The drawing is clear and attractive, but not in color.
U: The drawing is unclear or unattractive.

3. SIZE
E: The details of the scene are large enough to be seen easily by the class.
A: The major features of the scene are large enough to be seen by each pupil.
U: Even major details of the scene are too small or indistinct to be seen by all of the class.

REFERENCE GRAMMARS 21
They should treat the whole spectrum of language usage "from sound to sentence." There should be a complete description of the grammar of the sound system, without reference to the written language. In addition, there should be sections on morphology and syntax that deal with the written language. Such grammars should be predicated upon the traditional approach of philology and the newer point of view of descriptive linguistics. Any type of reference grammar should be evaluated in regard to the following aspects:

1. ORGANIZATION OF THE MATERIAL
2. DEPENDABILITY AND CLARITY OF THE STATEMENTS MADE
3. AUTHENTIC ILLUSTRATIVE EXAMPLES
4. INDEX
5. LAYOUT

REVIEW GRAMMARS 22
A review grammar should be a systematic summary of structures already familiar, with a deeper penetration into known areas, resulting in a comprehensive survey of all structures frequently used. All the classes and patterns of language, from simple sound clusters through words, phrases, and sentences, should be systematically discussed. Rules should be given that summarize typical patterns of form and function and should be phrased for easy retention by the student.

1. ORIENTATION
EA: The grammar clearly states what knowledge is assumed on the part of the learner and indicates the direction in which this is to be augmented.
U: The grammar is a basic text in disguise for it does not distinguish between treatment of what is assumed to be known and what is to be learned.

2. SCOPE
E: (a) The book reviews the grammar of the spoken language as well as that of the written language. (b) It is concerned with completeness of presentation of all forms likely to be of use to the intermediate student.
A: (a) The book reviews only speech or only writing and states this specialization prominently. (b) It is concerned with completeness of presentation, but only for speech or for writing.
U: (a) The grammar purports to be complete but ignores the grammar of either speech or writing, or it confines the two grammars. (b) It attempts to be as complete as a reference grammar.

---

21 Based on a work paper by Nelson Brooks of Yale Univ.
22 Based on a work paper by Nelson Brooks of Yale Univ.
APPENDIX 2: Teachers Course Guides

3. GRAMMAR OF THE WRITTEN LANGUAGE

EA: The book explains both the grammar of form (inflections) and the grammar of syntax.

U: The book does not recognize that form presents one type of learning problem and the syntax of an utterance presents another.

4. GRAMMAR OF THE SPOKEN LANGUAGE (if included)

EA: (a) The grammar reviews especially those features of spoken language that present particular difficulty to one whose native language is English. (b) A consistent graphical representation of pronunciation and intonation patterns is used.

U: (a) The grammar attempts to give, without adequate discrimination, a complete account of the phenomena of the spoken language, or the points selected for discussion are not of high frequency, or of special use to the English-speaking student. (b) The graphical representation of sounds is inconsistent, or misleading comparisons with English sounds are given.

5. STRUCTURES

EA: The structures exemplified and discussed are of relatively high frequency, and primary concern is with those that differ from structures of English.

U: The grammar tries to account for all the usages that may occur in the FL without regard for frequency, or it unduly stresses irregular or unusual forms and structures.

6. MANNER OF PRESENTATION

EA: (a) Rules are briefly expressed in simple language, even if scientific accuracy must occasionally be sacrificed. (b) Structures are made clear by the use of examples drawn from the FL, and are not presented as translations from English. Such examples may afterwards be restated in English to make their meaning clear.

U: (a) The rules are stated in a difficult manner. (b) The rules are given without sufficient examples, or the examples suggest 'at the FL is attempting to express the structures and limitations of English. (For example, 'To express 'some' or 'any' the French say . . . '.)

7. ORGANIZATION

EA: The discussion is systematic.

U: The presentation of the grammatical review does not help the student to arrange the different problems systematically in his own mind.

8. EXAMPLES

E: (a) The rules are accompanied by many illustrative examples. (b) The examples are pertinent, of interest to the student, and of immediate value in his use of the FL.

A: (a) The rules are accompanied by sufficient illustrative examples. (b) The examples are pertinent and useful, but not especially interesting in content.

U: (a) The number of illustrative examples is insufficient. (b) The examples given contain faults in language or are extremely dull.

9. EXERCISES

EA: The exercises are in the FL only.

U: The exercises are restricted to groups of isolated English sentences to be translated into the FL or they contain sentences with the two languages intermingled.

10. END- VOCABULARY

EA: There is a complete list of the foreign phrases and words used in the book, with English equivalents.

U: No such lexicon is given, or the one given is not complete.

11. LAYOUT

EA: The type size and arrangement of the page reflect the relationships between the language models, drills, and explanations and their relative importance to the learner.

U: The layout does not reflect these relationships, or it is confusing to the reader.

SUPPLEMENTARY MATERIALS

Miscellaneous materials have been included when they were thought to be of interest to teachers, even though no criteria had been written for them.

TEACHERS COURSE GUIDES

1. ADAPTATION TO THE LISTENING-SPEAKING-READ-WRITING PROGRESSION (for Level I)

E: The guide provides for an initial oral presentation.

A: It provides materials which can be adapted to an initial oral presentation.

U: It is not adaptable to an audio-lingual period.

2. PRESENTATION AND RE-ENTRY OF LANGUAGE PAT- TERTS

E: The guide presents the material in the form of sentence patterns (in use), provides for extension in the use of these, and provides for their re-entry.

A: It presents the greater part of the material in sentence patterns and makes some provision for their re-entry.

U: Most of the material consists of nouns to be learned, with a minimum number of sentence patterns.

3. AUTHENTICITY (OF THE FL) AND SELECTION OF STRUCTURES

E: The language is native, the sentence patterns are of high frequency, and the introduction of these follows the normal usage (rather than such artificial arrangements as all of the present tense first, past tense, future tense, etc.)

A: The language is near-native, the sentence patterns are needed frequently, and the introduction of these follows somewhat the normal usage.

U: The language is awkward, the patterns will not be needed in other situations, and only one or two tenses are used.

4. PROVISION FOR EVALUATION OF PROGRESS

E: The guide provides tests to determine the mastery of audio-lingual skills at regular intervals.

A: It provides sample questions to evaluate progress.

U: It provides no tests.

5. PSYCHOLOGICAL APPROPRIATENESS

E: The situations, language, and activities are interesting and suitable to the age group for which the guide has been written.

A: The material is adaptable to the age group for which the guide has been written.

U: The situations, language, and activities are not appropriate to the age group for which the guide has been written.

6. CULTURAL CONTENT

E: The dialogues, stories, and other activities are those typical of the foreign children.

A: Some of the situations and stories are typical of American rather than the foreign culture.

U: There is very little material related to the foreign culture.

7. PROVISION FOR CLASSROOM ACTIVITIES (in the Elementary School)

E: The guide provides a sufficient number of songs, games, and activities which reinforce the sentence patterns and phrases being learned.

A: The guide provides some songs, drill, and activities which lend variety to the classroom procedures and reinforce some vocabulary.

U: The guide does not include any songs, games, or activities, or those included represent completely different material from that of the regular classwork.

Based on a work paper by Elizabeth Keesee, Specialist in FLs, USOE, Washington 25, D.C.
**APPENDIX 3: SOURCES OF MATERIALS**

Firms are listed alphabetically by their code names. Materials produced abroad can be purchased directly or through U.S. importers. Importers are indicated by an asterisk before the code name, and the languages and materials they handle are noted. Foreign materials can sometimes be obtained through importers other than those given in the entries. Many importers have extensive catalogues useful to the FL teacher. Prices may vary with changes in rates of exchange and with discount policies. Some importers have one, or one, list of prices and others list higher prices but allow discounts. Prices are usually lower if materials are ordered directly from the foreign producers.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAASS</td>
<td>Amer. Assn. for the Advancement of Slavic Studies, Ralph T. Fisher, Jr., 397 Lincoln Hall, Univ. of Illinois, Urbana</td>
</tr>
<tr>
<td>A-AC</td>
<td>Anglo-American Center, Hawk Ridge, Mullsjö, Sweden</td>
</tr>
<tr>
<td>AATF</td>
<td>Amer. Assn. of Teachers of French, George B. Watts, Davidson College, Davidson, N.C.</td>
</tr>
<tr>
<td>AATSEEL</td>
<td>Amer. Assn. of Teachers of Slavic and East European Languages, Sec. Treas., Irwin Well, Brandeis Univ., Waltham 54, Mass.</td>
</tr>
<tr>
<td>AATSP</td>
<td>Amer. Assn. of Teachers of Spanish and Portuguese, Sec. Treas., Lazier Turk, De Pauw Univ., Greencastle, Ind.</td>
</tr>
<tr>
<td>ABELARD</td>
<td>Abelard-Schuman, 6 W. 57 St., New York 19</td>
</tr>
<tr>
<td>ABRAMS</td>
<td>Harry N. Abrams, 6 W. 57 St., New York 19</td>
</tr>
<tr>
<td>ACE</td>
<td>Amer. Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D.C.</td>
</tr>
<tr>
<td>ACLME</td>
<td>Acme Agency, Casilla 1166, Buenos Aires</td>
</tr>
<tr>
<td>ADLER</td>
<td>Adler's Foreign Books, 110 W. 47 St., New York 36. Imports books, records, and maps in French, German, and Spanish.</td>
</tr>
<tr>
<td>AFFILIATED</td>
<td>Affiliated Publishers, Educational Div., 630 3rd Ave., New York 20</td>
</tr>
<tr>
<td>AFTONBLADETS</td>
<td>Aftonbladets Förlag, Depesch &amp; Totenkolonien, Torevatnet 2, Stockholm C</td>
</tr>
<tr>
<td>AGUIULAR</td>
<td>M. Aguilar, Apto. 1279, Serrano 24, Madrid</td>
</tr>
<tr>
<td>AHLEN</td>
<td>Ahlén ock Åkerlunds Förlag, Sveavägen 51, Stockholm C</td>
</tr>
<tr>
<td>AKTUELL</td>
<td>Aktuell, Youngstorg 28, Oslo</td>
</tr>
<tr>
<td>ALA</td>
<td>Amer. Library Assn., 50 E. 61 St., Chicago 11</td>
</tr>
<tr>
<td>ALIANZA</td>
<td>Alianza Editorial, Apto. 917, Madrid 6</td>
</tr>
<tr>
<td>ALINARI</td>
<td>Fratelli Alinari, <em>studio di edizione Artistica</em>, Via Nazionale 6, Firenze</td>
</tr>
<tr>
<td>ALLENS</td>
<td>George Allens &amp; Unwin, 40 Museum St., London, W.C. 1</td>
</tr>
<tr>
<td>ALTROCHI</td>
<td>Mrs. Rudolph Altrocchi, 129 Tamalpais Rd., Berkeley 8, Calif.</td>
</tr>
<tr>
<td>ALMQVIST</td>
<td>Almqvist &amp; Wiksell, Ganda Brogatan 26, Stockholm C</td>
</tr>
<tr>
<td>ALROCH</td>
<td>Mrs. Rudolph Altrocchi, 129 Tamalpais Rd., Berkeley 8, Calif.</td>
</tr>
<tr>
<td>AM</td>
<td>American Book Co., 5th Ave., New York 3</td>
</tr>
<tr>
<td>AMERICAN</td>
<td>American Library Color Slide Co., 222 W. 23 St., New York 11</td>
</tr>
<tr>
<td>AM. LIB. SLIDE</td>
<td>American Library Color Slide Co., 222 W. 23 St., New York 11</td>
</tr>
<tr>
<td>AM. MAP</td>
<td>American Map Co., 3 W. 61 St., New York 23</td>
</tr>
<tr>
<td>AM. SCAND.</td>
<td>American-Scandinavian Foundation, 127 E. 73 St., New York 21</td>
</tr>
<tr>
<td>AM. SWED.</td>
<td>America-Swedish News Exchange, 8 E. 69 St., New York 21</td>
</tr>
<tr>
<td>AMTC</td>
<td>Amer. Traveler's Companion, 1228 Crestview Ave., Tallahassee, Fla.</td>
</tr>
<tr>
<td>AM. ZION.</td>
<td>American Zionist Council, Dept. of Educ. &amp; Culture, 515 Park Ave., New York 22</td>
</tr>
<tr>
<td>APPLETON</td>
<td>Appleton-Century-Crofts, 94 W. 53 St., New York 1</td>
</tr>
<tr>
<td>ARS POLONA</td>
<td>Ars Polona, Krakowski Prezencivce 7, Warsaw</td>
</tr>
<tr>
<td>ARTEX</td>
<td>Artex Prints, Westport, Conn.</td>
</tr>
<tr>
<td>ARTIA</td>
<td>Artia, 600 5th Ave., New York 20</td>
</tr>
<tr>
<td>ARTIKINO</td>
<td>Artikino Pictures, 223 7th Ave., New York 36</td>
</tr>
<tr>
<td>ASCHEHOUG</td>
<td>H. Aschehoug &amp; Co., Sehestedsgatan 3, Oslo</td>
</tr>
<tr>
<td>ASSOC. BOOK</td>
<td>Associated Booksellers, 1582 E. State St., Westport, Conn.</td>
</tr>
<tr>
<td>ASSOC. FILMS</td>
<td>Association Films, Broad &amp; Elm, Ridgefield, N.J. Dist. of Italian short films.</td>
</tr>
<tr>
<td>ATC</td>
<td>Audio-1 Teaching Center, 137 Hamilton St., New Haven, Conn.</td>
</tr>
<tr>
<td>ATLANTIS</td>
<td>Atlantis Verlag, Zeltweg 16, Zürich 24, Switzerland</td>
</tr>
<tr>
<td>ATLAS</td>
<td>Ediciones Atlas, Apto. 840, Madrid 14</td>
</tr>
<tr>
<td>AUDIO</td>
<td>Audio Devices, 444 Madison Ave., New York 27</td>
</tr>
<tr>
<td>AUDIO FILM</td>
<td>Audio Film Center, 10 Fiske Place, Mount Vernon, N.Y. Dist. of international feature films.</td>
</tr>
<tr>
<td>AUDISION</td>
<td>Audition Language Teaching Service, Suite 1825, 100 Church St., New York 7</td>
</tr>
<tr>
<td>AUGSBURG</td>
<td>Augsburg Publ. House, 126 S. 5th St., Minneapolis 15</td>
</tr>
<tr>
<td>AUGUSTANA</td>
<td>Augustana Book Concern, 639 38 St., Rock Island, Ill.</td>
</tr>
<tr>
<td>AUREA</td>
<td>Aurea Publ., Central Valley, N.Y.</td>
</tr>
<tr>
<td>AV-ED</td>
<td>AV-Ed, 7954 Santa Monica Blvd., Hollywood 46, Calif.</td>
</tr>
<tr>
<td>ATC</td>
<td>Audio-Visual Teaching Machines, 216 E. Diamond Ave., Gaithersburg, Md.</td>
</tr>
<tr>
<td>AVTONOMOFF</td>
<td>N. P. Avtonomoff, 310 29th Ave., San Francisco 21</td>
</tr>
<tr>
<td>AYMÁ</td>
<td>Aymá, Apto, 12002, Barcelona</td>
</tr>
<tr>
<td>BANTAM</td>
<td>Bantam Books, 271 Madison Ave., New York 16</td>
</tr>
<tr>
<td>BERLITZ</td>
<td>Berlitz Publ., 630 5th Ave., New York 20</td>
</tr>
<tr>
<td>BERCZY</td>
<td>Berzsky-Cardy Co., 1900 N. Narragansett, Chicago 39</td>
</tr>
<tr>
<td>BENSON</td>
<td>W. S. Benson &amp; Co., Box 1077, Austin 60, Tex.</td>
</tr>
<tr>
<td>BERGVAL</td>
<td>Aktiebolaget Magn. Erygval, Drottninggatan 108, Stockholm Va</td>
</tr>
<tr>
<td>BIAL</td>
<td>Bialitz, Belitz Publ., 630 5th Ave., New York 20</td>
</tr>
<tr>
<td>BFA</td>
<td>Broadcasting Foundation of America, Attn. Mrs. Pomex, 10 Columbus Circle, New York 19</td>
</tr>
<tr>
<td>BIASS</td>
<td>Société Nouvelle des Editions Bias, 129 Blvd. Diderot, Paris 12*</td>
</tr>
</tbody>
</table>
**APPENDIX 3: Sources of Materials**

<table>
<thead>
<tr>
<th>Location</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago, Ill.</td>
<td>Univ. of Chicago Press, 5750 Ellis Ave., Chicago 57</td>
</tr>
<tr>
<td>Child. PRESS</td>
<td>Children’s Press, Jackson Blvd. &amp; Racine Ave, Chicago 2</td>
</tr>
<tr>
<td>CIVILIZACAO</td>
<td>Editora Civilizacao Brasileira, Rua 7 de Setembro 97, Rio de Janeiro</td>
</tr>
<tr>
<td>Cla.s</td>
<td>Clasa-Mohme, 1219 S. Wabash Ave., Chicago 5</td>
</tr>
<tr>
<td>Colecio</td>
<td>Colecio El Colegio Americano, Apto. 83, Guatemala</td>
</tr>
<tr>
<td>COLO. A-V</td>
<td>Univ. of Colorado, Bureau of A-V Instruction, Boulder</td>
</tr>
<tr>
<td>COM. MEDIA</td>
<td>Communications Media Service, Sager Film Prod., 1551 W. Bonnifeld Rd., Mequon, Wisc.</td>
</tr>
<tr>
<td>COOP. TEST</td>
<td>Cooperative Test Div., Educational Testing Service, P.O. Box 592, Princeton, N.J.</td>
</tr>
<tr>
<td>COPACABANA</td>
<td>Copacabana, Industria e Comercio, Avenida Nelson Cardoso 627, Rio de Janeiro</td>
</tr>
<tr>
<td>CORNELL</td>
<td>Cornell Univ. Press, 124 Roberts Place, Ithaca, N.Y.</td>
</tr>
<tr>
<td>CORONET</td>
<td>Coronet Instr. Films, 65 E. South Water St., Chicago 1. Films also available from rental libraries. Write for list.</td>
</tr>
<tr>
<td>CORRIE</td>
<td>Corriere della Sera, Via Soferino 28, Milano</td>
</tr>
<tr>
<td>Cortina</td>
<td>Cortina Acad., 155 W. 52 St., New York 19.</td>
</tr>
<tr>
<td>CRACOW</td>
<td>Cracovia Book Co., 58 Pembroke Rd., London W 8. Imports and distributes books and periodicals from Poland.</td>
</tr>
<tr>
<td>CRAM</td>
<td>Geo. F. Cram Co., 730 E. Washington St., Indianapolis 6.</td>
</tr>
<tr>
<td>CROWNson</td>
<td>Crowson International Publ., Box 6188, Washington, D.C.</td>
</tr>
<tr>
<td>CUAP</td>
<td>Catholic Univ. of America Press, 620 Michigan Ave., N.E., Washington 17, D.C.</td>
</tr>
<tr>
<td>CULT. HIST.</td>
<td>Cultural History Research, Harrison 1, N.Y.</td>
</tr>
<tr>
<td>CULTURAL</td>
<td>Cultural, Havana, Cuba. Includes La Moderna Poesia, Apto. 605, and Libreria Cervantes, Apto. 1115.</td>
</tr>
<tr>
<td>Dana</td>
<td>Dana Records, 318 W. 48 St., New York 56.</td>
</tr>
<tr>
<td>Data</td>
<td>Data-Guide, 154-01 Barclay Ave., Flushing 55, N.Y.</td>
</tr>
</tbody>
</table>
APPENDIX 3: Sources of Materials


FL. EM. French Embassy, 2555 Belmont Rd., N.W., Washington, D.C.


FRIEND Friendship Press, 475 Riverside Drive, New York 27

FRITH Frith Films, 1816 N. Highland Ave., Hollywood 28, Calif.


FSU Florida State Univ., A-V Center, Reynolds Annex, Tallahassee, Fla.

FUNK Funk & Wagnalls Co., 153 E. 24 St., New York 10

GALLMARD Librairie Gallimard, 5 rue Sébastien-Bottin, Paris 7th.

GARRARD Garrard Press, 510 N. Hickory St., Champaign, Ill.

GATEWAY Gateway Film Prod., 470 Green Lanes, Palmers Green, London, N. 13

GBF* Golden Bell Press, 2400 Curtis St., Denver, Colo.

GELLES The Gelles-Widmär Co., 898 Manchester Ave., St. Louis 17, Mo.

GEORGETOWN Georgetown Univ. Inst. of Langs. and U. S. Culture, Washington 7, D.C.

GEORGIA Univ. of Georgia Press, Athens

GEO. WASH. George Washington Univ. Bookstore, 2120 H St., N.W., Washington 7, D.C.

GER. CONS. GEN. Consulate-General of the German Federal Republic, 400 Park Ave., New York 22. General information on German culture and government.


*GER. NEWS German News Co., 200 E. 86 St., New York 23. Imports German periodicals and books. House of Breunlin, 218 E. 86 St., imports German discs, tapes, slides, and filmstrips.


GIPPIN Ginn and Co., 77 5th Ave., New York 11

GIORNALINO "Giornalino," 519 Sundale Dr., Silver Spring, Md.

GLA Generalstabens Litografiska Anstalt, Postfack, Stockholm 16

GLEERUP Gleerup Bokförlag, Oresundsv. 1, Lund


GOTTLEB W. P. Gottlieb Co., 202 E. 44 St., New York 17

GPO Supt. of Documents, G.P.O., Washington 25, D.C.


GRANT House of Grant, 29 Mobile Drive, Toronto 16, Canada

GRAVAÇÕES Grawações Elétricas, Largo da Misericôrdia 24, Rio de Janeiro

GRF. D. Editors, Gredos, Apto. 8021, Madrid 8

GROLIER Grolier Society, 575 Lexington Ave., New York 22

GRÖNDÄHL Gpöndahl & Sön. Munkedamsvågen 35, Oslo

GROES GL Gross & Dunlap, 1107 Broadway, New York 10

GROVE Grove Press, 64 University Place, New York 3

GUERRA Manuel H. Guerra, Mt. Eden School District, Hayward, Calif.

GYLDENDAL Gyldendal Norsk Forlag, Universitetsgatan 16, Oslo


HAFNER Hafner Publ. Co., 51 E. 10 St., New York 3


*HAMMOND, V. C. Vernon C. Hammond, 211 S. Main St., McAllen, Tex. Distributor of Spanish-speaking-world periodicals. Subscriptions or single copies can be ordered in many special ways: assorted titles, weeklies once a month, and others. Write for descriptive price list, including recordings, books, song books, greeting cards, and calendars.

HANDY Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

HARCOURT Harcourt, Brace & World, 750 3rd Ave., New York 17

HARDEF Prof. Jacques Hardré, Box 771, Chapel Hill, N.C.

HARPER Harper & Bros., 49 E. 33 St., New York 16

HARVARD Harvard Univ. Press, 79 Garden St., Cambridge 38, Mass.


HATIER Hatier, 8 rue d'Assas, Paris 7th

HCSH Hebrew Culture Service Comm., 436 W. 58 St., New York 19

HEATH D. C. Heath & Co., 285 Columbus Ave., Boston 16

HEATH-DE-ROCH Heath de Rochemont Corp., 16 Arlington St., Boston 16

HEBREW Hebrew Publ. Co., 77 Delancey St., New York 22

*HEINMAN W. S. Heinman, 400 E. 72 St., New York 21. Imports books in all 10 FLs.

HENLEY Norman Henley, The Johns Hopkins Univ., Baltimore 18, Md.


HERITAGE Heritage Filmstrips, 89-11 62rd Drive, Rego Park 74, N.Y.

HISPANIC Hispanic Soc. of America, Broadway at 155 St., New York 32

HOEPLER see DISNEY

HOEPLI Casa Editrice Ulrico Hoepli, Via U. Hoepli 5, Milano

HOFBERG Hoffberg Prod., 592 W. 44 St., New York 18

HOFMANN Hoffmann & Campe Verlag, Harveschuder Weg 41, Hamburg 13

HOLT Holt, Rinehart & Winston, 383 Madison Ave., New York 17

HOPKINS Johns Hopkins Press, Baltimore 18, Md.

HOUGHTON Houghton Mifflin Co., 2 Park St., Boston 7; 727 California Ave., Palo Alto

HÖVIK Håvik Bokhandel, Håvik, Norway

HUEBER Max Hueber Verlag, Amalienstrasse 7, München 18

IAC Les Editions de Lyon, 58 rue Victor-Lagrange, Lyon 7th

*IACONI M. M. & M. Iaconi, 500 Pennsylvania Ave., San Francisco. Imports books (primarily for children) in French, German, Italian, and Spanish.

IBERIA Iberia Airlines, 385 Madison Ave., New York 17
APPENDIX 3: Sources of Materials

*IFB International Film Bureau, 332 S. Michigan Ave., Chicago 4. Films may be purchased only through IFB. For rental or loan, apply to local educational film libraries, or BAILLY. For further information, write IFB. Imports feature and short films in French, German, Italian, Spanish, and Swedish.

*IFC Israel Film Center, 515 Park Ave., New York 22. Imports documentary films from Israel.

IC Italian Information Center, 685 Park Ave., New York 21. Lends films, photographs, discs, and tapes. Distributes free publications on Italy and handles all distribution for Italian Embassy.


ILLINOIS Dept. of Italian, Spanish, and Portuguese, Univ. of Illinois, Urbana

ILL. OSPI Office of the Superintendent of Public Instruction, Springfield, Ill.


IND DISCOS Cia Industrial de Discos, rua Visconde de Inhauma 154, Rio de Janeiro

INDIANA Indiana Univ. Press, Box 567, Bloomington

INDIANA A-V Indiana Univ. A-V Center, Div. of Univ. Extension, Bloomington

INDIANA RC Director of Publ. Research Center in Anthropology and Linguistics, Indiana Univ., Bloomington

INDUSTR Industria Magazine, Kungsholmstorg, 1, Stockholm


INST. CINEMA Institutional Cinema Service, 41 Union Sq. W., New York 3

INST. LANG. Institute for Language Study, 24 Clifton Ave., Montclair, N.J.

INTERCULTURAL Intercultural Publ.. 335 6th Ave., New York


INTRA. UNIV. Inter. Univ. Press, 227 W. 13 St., New York 11

IOWA Iowa State Univ., Bureau of A-V Instr., Extension Div., Iowa City

ISRAEL Government of Israel, Office of Information, 11 East 70 St., New York 21

ISRAEL MUS. Israel Music Foundation, 751 Broadway, New York 3

ISTR Librairie Istra, 15 rue des Juifs, Strasbourg, France

ITAL BOOK Italian Book Co., 147 Mulberry St., New York 13. Imports books, records, maps, and pictures.

ITAL CLUB Italian Book & Record Club, Box 2750, Grand Central Station, New York 17. Offers imported books and discs at advantageous prices to members. Non-members may purchase in quantities.

ITAL. EDUC. Ministero della Pubblica Istruzione, Direzione Generale degli Scambi Culturali e delle Zone di Confine, Viale Trastevere, Roma

ITAL. PUB. Italian Publ., 1475 Broadway, New York 36. Handles subscriptions for Italian periodicals and newspapers.

JAI Jewish Agency for Israel, Amer. Section, Publ. Dept., 515 Park Ave., New York 22. Clearing house for publications, educational and program material, and audio-visual aids on Israel, Zionism, and other Jewish subjects.

JAN Jan-Förlag, J. Prechaska, Lützengatan 6, Stockholm

JARRETT Jarrett Press, 111 W. 27 St., New York 1


JNF Jewish National Fund, 42 E. 69 St., New York 21


JONES Marsha". Jones Co., Fraaestown, N.H.

*KAMKIN Victor Kamkin, 2906 14 St., Washington 9, D.C. Imports books in Russian.

KANSAS EXT. Univ. of Kansas, Bureau of Visual Ed., Extension Div., Lawrence

KANSAS STC Kansa STC, 1200 Commercial St., Emporia

KAPP Kapp Records, 156 E. 57 St., New York 22

KAYDEN Kayden Records, 12210 Ventura Blvd., Studio City, Calif.

KENT Kent State Univ., A-V Center, Kent, Ohio

KENTUCKY Univ. of Kentucky Press, Lexington


KLEINBERG Ernest Kleinberg Films, 5950 Edgeview Drive, Pasadena, Calif.

KNOPF Alfred A. Knopf, 501 Madison Ave., New York 22

KOSCIUSZKO Kosciuszko Foundation, 15 E. 65 St., New York 21

KTAV Ktav Publ. House, 47 Can St., New York 2

LA Elem. Div., Office of County Supt. of Schools, 836 No. Spring St., Los Angeles 12

LIALDLOW Lialdlow Bros., Thatcher & Madison Sts., River Forest, Ill.


LAMBERT Lambert Foundation, 93 South St., Northampton, Mass.

LANG. ARTS Language Arts, 1111 S. Congress, Austin, Tex.

LANGENSCHIEDT see BARNES & NOBLE

LA ST UP Louisiana State Univ. Press, Baton Rouge

LE MONNIER Felice Le Monnier, Via Scipione Amirato 100, Firenze

LENZ Prof. Harold Lent, Dept. of German, Queens College, Flushing 67, N.Y.

LESSON Your Lesson Plan Filmstrips, 1319 Vine St., Philadelphia 7

LFR Landers Film Reviews, 4930 Coliseum St., Los Angeles 16

*LIB. DE FRANCE see FR. & EURO.

LIB. FILMS Library Films, 25 W. 45 St., New York 19

LIFE Life Filmstrips, 9 Rockefeller Plaza, New York 20

LINGUAPHONE Linguaphone Inst., 30 Rockefeller Plaza, New York 20

LINGUISTICA Linguistica, Box 619, Ithaca, N.Y.

LIPPINCOTT J. B. Lippincott, E. Washington Sq., Philadelphia 5

LITTLE Little, Brown & Co., 34 Beacon St., Boston 6

LIVING Living Language Courses, 100 6th Ave., New York 15

LIVRE Le Livre Contemporain, 116 rue du Bac, Paris 7e

LL Language Learning, 3038 North Univ. Bldg., Univ. of Michigan, Ann Arbor

LLA Language Learning Aids, Box 850, Boulder, Colo.

LOSECHER Loechser-Chiantore, Via Vittorio Amedeo 18, Torino


LONDON REC. London Records Distri. Corp., 207 W. 25 St., New York 1

LONGMANS Longmans, Green & Co., 119 W. 40 St., New York 18

*LORRAINE Lorraine Music Co., 98-47 42 St., Long Island City 4, N.Y. Imports French sheet music and French and German records. Subscriptions for all French periodicals and some German and Spanish. Provides texts for some recordings.

LOSS Lost Cause Press, 235 S. Galt Ave., Louisville 6, Ky.

LOUZING Gregory Louzine, 17 E. 45 St., New York 17

LTA Language Training Aids, Language Center, Boyd, Md.

LYCHE Harald Lyche & Co., Musikforlag, Oslo

MACMILLAN Macmillan Co., 60 5th Ave., New York 11

MACRAE Macrae Smith Co., 225 South 15 St., Philadelphia 2
APPENDIX 3: Sources of Materials

159

*MESTON Minton's Travels, 3811 N. Piedras, El Paso, Tex. MG & B Mary Glasgow & Baker, 129 Industrial Rd., Richmond Hill, Ontario, Canada
*MICHIGAN A-V Univ. of Michigan Press, Ann Arbor
*MICHIGAN S U Press Michigan State Univ., A-V Center, A-5 South Campus, East Lansing
*MIEKE H. Mieleke Co., 242 E. 86 St., New York 28. Imports German records and limited number of German books.
*MILLS Mills Music, 1619 Broadway, New York 19
*MILTON Milton Bradley Co., 500 5th Ave., New York 10
*MINNESOTA A-V Univ. of Minnesota Press, 2037 University Ave. E., Minneapolis 14
*MINNESOTA AIR Minnesota School of the Air, Station KUOM, Univ. of Minnesota, Minneapolis 14
*MINNESOTA A-V Univ. of Minnesota A-V Extension Service, Minneapolis 14
*MLAB MLA abstracts, Orange County State College, Fullerton, Calif.
*MLA FL MLA FL Program Research Center, 70 5th Ave., New York 11
*MODERN Modern Talking Picture Service, 3 E. 54 St., New York 22
*MODERN LIBRARY see RANDOM
*MONATSHEFT Monatshefte, Bascom Hall, Univ. of Wisconsin, Madison 6
*MONATSPOST Monatspost, 237 Andrews St., Rochester 4, N.Y.
*MONDADORI Arnoldo Mondadori Editore, Ufficio Vendite Estero, Via Bianca di Savoia 20, Milano
*MONITOR Monitor Recordings, 445 W. 49 St., New York 19

MONTGOMERY Mrs. Genevieve S. Blew, Montgomery County Board of Ed., Rockville, Md.
*MORITHE E. L. Morthole, 8555 Lincolnwood Drive, Evanston, Ill.
*MOUTON Mouton & Co., Ker Jaan 74—Rijswijk (Z.-W.), The Netherlands
*MP L’écaudique Populaire, 154 rue du Faubourg St. Denis, Paris 10
*MRI Magnetic Recording Industries, 126 5th Ave., New York 11
*MURRAY John Murray, 50 Albemarle St., London, W. 1
*MUSIC Music Library Records, 2439 47th Ave., San Francisco 16
*MUSIKFVY Musikfrey, Nordisk Tidskrift för Musik och Grammofon, Grevsplan 5, Stockholm 6

NAL New Amer. Library of World Lit., 501 Madison Ave., New York 22
*NAPI Nat'l Assn. of Professors of Hebrew in Am. Inst. of Higher Learning, 30 Washington Square East, New York 3
*NATIONALS NAijonalforlaget A/S, Karl Johans Gade 6, Oslo
*NASS Nat'l. Assn. of Secondary School Principals, NEA, 1301 16th St., N.W., Washington 6, D.C.
*NAT. FILM CANADA National Film Board of Canada, 680 5th Ave., New York 19
*NAT. GAL. National Gallery of Art, Ed. Dept., Washington, D.C.
*NAT. GEO. National Geographic Soc., 16 & M Sts. N.W., Washington 6, D.C.
*NATHAN Ferdinand Nathan, 18 rue Monseigneur-le-Prince, Paris 6
*NAT. TAPE Tapes for Teaching, A-V Center, Kent State Univ., Kent, Ohio. The National Tape Recording Catalog, 2nd ed., 1957, $1.00, the 1958 Supplemen.t, $0.50, and the 1960 Supplement, $0.50, should be ordered from the Dept. of A-V Instruction, NEA, 1201 16th St., N.W., Washington 6, D.C. It lists 8500 master tapes on many subjects for all ages obtained from both foreign and domestic agencies. The tape programs described are available at KSU for re-recording for a service charge. There is a subject index.
*NATUR Natur och Kultur, Tongatan 31, Stockholm
*NCIS Nat'l Council of Independent Schools, 84 State St., Boston 9
*NGJE Nat'l Council for Jewish Educ., 101 5th Ave., New York 3
*NEA Nat'l Educ. Assn., 1201 16th St., N.W., Washington 6, D.C.
*NEA A-V Dept. of A-V Instruction, NEA, 1201 16th St., N.W., Washington 6, D.C.
*NEBRASKA A-V Univ. of Nebraska, Bureau of A-V Instr., Univ. Extension Div., Lincoln 8
*NELSON Theos. Nelson & Sons, i8 E. 41 St., New York 17
*NEUBACHER Neubacher Prod., 1750 Westwood Blvd., Los Angeles 24
*NEW DIRE New Directions, Norfolk, Conn.
*N. MEX State Dept. of Educ., Santa Fe, N. Mex.
*NORDISKA Nordiska Uppblagshöcker, Sveriges 92, Stockholm
*NORD. MUSIK Nordiska Musikförlaget, Fack 8, Stockholm Tull
*NOREGS Noregs Bogakl, Rosenkrantzgatan 8, Oslo
*NOR. NEWS The Norwegiun News, Arnesen Press, 5515 5th Ave., Brooklyn 9, N.Y.
*NORSKE Der Norske Samlaget, Kr. Augustsgt. 15, Oslo
*NORSK GRAM Norsk Grammonkompani, Vargelandsveien 1, Oslo
APPENDIX 3: Sources of Materials

NORTON W. W. Norton & Co., 55 5th Ave., New York 3
NORWAY Norwegian Embassy, Inf. Office, 3516 Massachusetts Ave., N.W., Washington 7, D.C.
NOVOYE Novoye Russkoye Slovo, 243 W. 56 St., New York 19
NOWOSIELSKA Maria Nowosielnska de Gonzalez, 505 5th Ave., Suite 203, New York 17
NYBE Board of Educ. Publ. Office, 110 Livingston St., Brooklyn 1, N.Y.
NYTT Nytt fra Norge, Prinsesgate 3, Oslo
NYU NYU Press, Washington Square, New York 3
OBOLENSKY Ivan Obolensky, 219 E. 61 St., New York 21
ODYSSEY Odyssey Press, 55 5th Ave., New York 3
OKLAHOMA Univ. of Oklahoma Press, Norman
OLER Oliver & Boyd, Tweeddale Court, 14 High St., Edinburgh 1
OLIVETTI Olivetti Corp., 580 5th Ave., New York 36
OSLO National Summer School, Univ. of Oslo
OTTENHEIMER Othenheimer Publ., 4805 Nelson Ave., Baltimore 15, Md.
OWENS J. Henry Owens, Dept. of FIs, Eastern Michigan Univ., Ypsilanti
OXFORD Oxford Univ. Press, 16-00 Folliott Dr., Fair Lawn, N.J.
OXFORD BOOK Oxford Book Co., 71 5th Ave., New York 3
*PACKAGE Package Library of Foreign Children’s Books, 69-41 Groton St., Forest Hills 75, N.Y. Distributes imported children’s books in all 10 languages, in packages or singly. Showroom at 141 5th Ave., N.Y.
PAN AM Pan American World Airways, 28-01 Bridge Plaza N., Long Island City, N.Y.
PANTHEON Pantheon Books, 335 6th Ave., New York 11
*PAQUETE Pueque Faquete, Box 817, Calix Gables, Fla. Imports children’s books in Spanish.
PARDÉS Pardès Publ. House, 28 Canal St., New York 2
PARIS-MATCH Paris-Match, 51 rue Pierre-Charron, Paris 9e
PARK Park Films, 228 N. Almont Drive, Beverly Hills, Calif.
PARKISH Max Parrish & Co., 55 Queen Anne St., London W. 1
PAU Pan American Union, Washington 6, D.C.
PAYNE Payne Educ. Soc. Found., NYU, New York 3
PENN Penn SU Film & Tape Library, University Park
PENN PRESS Univ. of Pennsylvania Press, 3436 Walnut St., Philadelphia 4
PENN STATE Penn. SU Press, Old Main, University Park
PENSEE Pensée Française, 58 W. 37 St., New York 19
FERSPEKTIV Perspektiv, Postfack 1, Stockholm 1
PH. HOUSE Phoenix House, 10 Bedford St., London W.C. 2
PHILOS. Philosophical Library, 15 E. 40 St., New York 16
PHILOSOPHICAL Philosophica! Research Soc., 3910 Felix Blvd., Los Angeles 27
PHOENIX Phoenix Disc Dist. Corp., 345 E. 72 St., New York 21
PICCOLI Casa Editrice. Piccoli, Via N. Bataglia 8, Milano
PICKWICK Pickwick International, 8-15 45th Ave., Long Island City 1, N.Y.
PITMAN Pitman Publ. Corp., 2 W. 45 St., New York 36
PITTSBURGH Univ. of Pittsburgh Press, Pittsburgh 13
PIX Pix Film Service, 34 E. Putnam Ave., Greenwich, Conn.
*PLAZOLES Joseph Plazoales, 2286 Pelham Ave., Los Angeles 64. French, German, Italian, Spanish importer, wholesale and retail. West coast agent for Hacette.
POLIGLOTTA Casa Editrice Poliglotta, Viale Parioli 10, Roma
*POC. ES Polish Book Importing Co., 156 5th Ave., New York 11
PORTUGUESE Tourist Inf. Bureau, Casa de Portugal, 447 Madison Ave., New York 2
PRAEGER Frederick A. Praeger, 61 University Place, New York 3
PRESKA La Presa, 115 Perry St., New York 14
PRENTICE Prentice-Hall, Englewood Cliffs, N.J.
PRESSES Les Presses de la Cité, 116 rue du Bac, Paris 7e
PRINCETON Princeton Univ. Press, Princeton, N.J.
PROD. Production & Marketing Co., Newton, Conn.
PROGRESSIVE Progressive Pictures, 6531 Thornhill Drive, Oakland 11, Calif.
PROGRESSO Il Progresso Italo-Americano, Subscription Dept., 155 Perry St., New York 14
PROTHMANN Konrad Prothmann, 2378 Soper Ave., Baldwin, L.I., N.Y.
PSEYCH. Psychological Corp., 301 E. 45 St., New York 17
PURDUE Purdue Univ. A-V Center, Lafayette, Ind.
PUTNAM G. P. Putnam’s Sons, 210 Madison Ave., New York 16
QUEBEC Province de Québec Tourist Bureau, 48 Rockefeller Plaza, New York 20
*RABINOWITZ Rabinowitz Hebrew Book Store, 30 Canal St., New York 2. Imports Hebrew books from Israel and other countries.
RAND Rand McNally & Co., 405 Park Ave., New York 22
RANDOM Random House, 577 Madison Ave., New York 22
RASK Förlag E. Raul, Väst, Sweden
RCA RCA Victor Record Div., 155 E. 24 St., New York 10
REDAZIONE Redazione, Amministrazione e Tipografia, Via Solferino 28, Milano
REGENCY Henry Regnery Co., 14 E. Jackson Blvd., Chicago 4
REPUBLIC Republic Book Co., 104-16 Roosevelt Ave., Flushing 98, N.Y.
RIVERSIDE Riverside, 554 W. 51 St., New York 19
RONDAL Ronald Press Co., 15 W. 26 St., New York 10
*ROSENBERG Mary S. Rosenberg, 100 W. 72 St., New York 23. Imports French and German books, records, calendars, periodicals, and games.
ROSSIGNOL Editions Rossignol, Hachette, 79 Blvd. St.-Germain, Paris 6e
ROY Roy Publishers, 40 E. 74 St., New York 21
RR Russian Review, Box 146, Hanover, N.H.
*RUCH Ruch, Ul. Wilcza Nr. 46, Warsaw 10, Poland. Handles subscriptions to Polish periodicals. Address check or international money order to account No. 1584-671 with Narodowy Bank Polski XII Oddzial Mrzezy, Warsaw 10, or to address above.
*RUSSIAN Russian Language Specialties, Box 646, Chicago 80. Imports Russian records and books.
**APPENDIX 3: Sources of Materials**

RUTGERS Rutgers Univ. Press, 30 College Ave., New Brunswick, N.J.

SANSONI Libreria Commissionaria Sansoni, Via Gino Capponi, 56, Firenze


SASS Soc. for Advancement of Scandinavian Study, Thomas R. Buckman, Univ. of Kansas, Lawrence

SCC Swedish Chamber of Commerce of the USA, 8 E. 69 St., New York 21

SCHIBSTEDS Chr. Schibstedt Förlag, Pilestr. 10, Oslo


*SCHOENHOF Schoenhof’s Foreign Books, 1290 Massachusetts Ave., Cambridge 38, Mass. Imports books in all 10 languages, also records and periodical subscriptions.

SCHREIBER J. F. Schreiber Verlag, Esslingen am Neckar, Germany

SCOTT Scott, Foresman & Co., 435 E. Erie St., Chicago 11

SCHRIBNER Charles Scribner’s Sons, 597 5th Ave., New York 17

SFUS Samfundet for Unison Sang, Guillemarv, 9 VI, Johaneshov, Sweden

SHILIN SHLO shlo pub. House, 88 Division St., New York

SHOE Shoe String Press, 965 Dixwell Ave., Hamden 14, Conn.

*SIFREI Sifrei Israël, 270 Lafayette St., New York 12. Imports books from Israel.

SIGMAR Editorial Sigmar, 945 Chile, Buenos Aires

SIGNET SeeNAL

SILVER Silver Burdett Co., Park Ave. & Columbia Rd., Morristown, N.J.

SIMON See AFFILIATED


SMC Spanish Music Center. 127 W. 48 St., New York 26

SMU Southern Methodist Univ. Press, Dallas 22, Tex.


S-NYT Sverige-Nytt, Brunkebergstorg 14, Stockholm C

SONOPRESSE Sonopresse, 117 rue Réaumur, Paris 2e

SONS The Sons of Norway, 1312 West Lake St., Minneapolis 8

SONZOGNO Casa Editrice Sonzogno, Corso Europa 17, Milano

SPERLING Sperling & Kupfer, Editori, Via Boccaccio 23, Milano

SPIEGEL Der Spiegel, Auerdruick, Speensort 1, Hamburg

SPOKEN ARTS Spoken Arts, 95 Valley Rd., New Rochelle, N.Y.

SPOKEN WORD Spoken Word, 10 E. 39 St., New York 16

STANDARD Standard Phonograph Corp., 163 W. 23 St., New York 11

STANFORD Stanford Univ. Press, Stanford, Calif.

START Star Educ. Records, 1609 Pandora Ave., Los Angeles 24

*STECHELT Stechert-Hafner, 31 E. 10 St., New York 3. Imports books and periodicals from all countries.

STECK Steck Co., Box 16, Austin 61, Tex.

STERLING Walt Sterling Color Slides, 224 Haddon Rd. Woodmere, L.I., N.Y.

STINSON Stinson Records, 2149 W. Washington Blvd., Los Angeles 18

ST. MARTIN St. Martin’s Press, 175 5th Ave., New York 10

ST. OLAF St. Olaf College Book Store, Northfield, Minn.

ST-T Svensk Trävaru-Tidning, Kungsstaden 17, Stockholm C

STUDENT Student, Box 1627, Washington 27, D.C.


STUDYSCOPES Studyscopes Prod., 7556 Santa Monica Blvd., Hollywood 46, Calif.

SVEK Soc. for Visual Educ., 1345 Diversey Pkwy., Chicago 14

SVENSK Svensk Litteratudnings Forlag, Kungsgatan 17, Stockholm

SVENSKA INSTITUTSETSvenska Institutet, Kungsgatan 42, Stockholm 5

SYRACUSE Syracuse Univ. Press, Box 87, Univ. Sta., Syracuse 10, N.Y.

SYRACUSE A-V Syracuse Univ. A-V Center, Educ. Film Library, Syracuse 10, N.Y.

TANUM Johan Grundt Tanum Forlag, Kr. Augustsgt. 7A, Oslo

TAOS Taos Music Center, Box 492, Taos, N. Mex.

TAV Teaching Audials & Visuals, 220 W. 57 St., New York 19

TAVOR Tavor Aids, 302 5th Ave., New York 1

TC Columbia Teachers College, Bureau of Pubbl., New York 27

TCI Touring Club Italiano, Corso Italia 10, Milano. The prices of their many publications are radically reduced for members. Membership fee: 1 yr. $5.00, 3 yrs. $14.00. Admission fee $0.30. Write for application form and information.

TENAS Univ. of Texas Press, Austin 12

TFE Teaching Film Custodians, 25 W. 43 St., New York 56

THEATRE Theatre Arts Books, 533 6th Ave., New York 14

THOMPSON Thompson Ramo Woolridge, 126 5th Ave., New York 11

THRIFT Thrift Press, Box 85, Ithaca, N.Y.

TIRVA Tirva Records, AMA Distributors, 22 E. 17 St., New York 3

TORAH Torah Umesorah, 156 5th Ave., New York 10

*TORRES Eliseo Torres, 1499 St. Lawrence Ave., New York 60. Imports Spanish books.

TRADITION Tradition, 151 Christopher St., New York 14


TRICOLOR Tricolor Publ., 127 E. 81 St., New York 28

UBC University Book Center, Box 81, Johanneskiv 1, Stockholm. Export department of Scandinavian University Books. Exports for many Swedish publishers.

UCLA Dept. of Italian, UCLA, Los Angeles 24

U.S. Secretaria Administrativa, Università Italiana per Stranieri, Perugia

U. MEXICO Univ. de México, Servicios de Radio, Televisión y Discos, Ciudad Universitaria, México 20, D.F.

UNESCO UNESCO Publ. Center, 801 3rd Ave., New York 22

UNGAR Ungar Publ., 151 E. 23 St., New York 10. Also imports German books and periodicals.

UNITED United World Films, Educ. Film Dept., 1445 Park Ave., N.Y., New York 29

UNIV. University Publ., 239 Park Ave. South, New York 3


UNIVERSITAIRES Editions Universitaires, 72 Blvd. St.-Germain, Paris 5e

UNIV. PRINTS University Prints, 15 Brattle St., Cambridge 36, Mass.

U. N. MEX. Univ. of New Mexico Press, Albuquerque

U. N. MEX. BOOK Assoc. Students’ Bookstore, Univ. of New Mexico, Albuquerque

UN PUB. INFO. U.N. Office of Public Information, United Nations, N.Y.

*UPSHAW Banks Upshaw & Co., 703 Browder St., Dallas 1, Tex. Imports French and Spanish realia and publishes educational materials.

USC Univ. of So. Calif., A-V Services, Dept. of Cinema, 3518 University Ave., Los Angeles 7

USCJE United Synagogue Commission on Jewish Educ., 3080 Broadway, New York 27

USNI U.S. Naval Institute, Annapolis, Md.


USSR The U.S.S.R., 1706 18th St., N.W., Washington 9, D.C.
APPENDIX 3: Sources of Materials

UTAH  Univ. of Utah, A-V Bureau, Univ. Extension, Salt Lake City 12
UTFT  Unione Tipografico-Editrice Torinese, Corso Raffaello 28, Torino
U. WASH. A-V  Film Center, Univ. of Washington, Seattle 5. Distribution limited to Pacific Northwest.

VANDERBILT  Vanderbilt Univ. Press, Nashville 5, Tenn.
VANGUARD  Vanguard Recording Soc., 151 W. 14 St., New York 11
VANIDADES  Vanidades Continental, 60 E. 42 St., New York 17
*VANNI  S. F. Vanni, 30 W. 12 St., New York 11. Imports Italian books and spoken records.

VAN NOSTRAND  D. Van Nostrand Co., 120 Alexander St., Princeton, N.J.

VEA  Visual Educ. Asn., 307 S. Perry St., Dayton 2, Ohio
VIKING  Viking Press, 625 Madison Ave., New York 22

VOCARIUM  Vocarium, c/o Frederick C. Packard, Jr., 126 Commonwealth Ave., Boston 16

WAGNER  Harr Wagner Publ. Co., 609 Mission St., San Francisco 5
WAHLSTROM  Wahlström & Widstrand, Regeringsgatan 83, Stockholm C
WALCH  J. Weston Walch, Box 1075, Portland, Me.
WALCK  Henry Z. Walck, 101 5th Ave., New York 3

WASHINGTON  Univ. of Washington Press, Seattle 5
WASHINGTON A-V  Washington State Univ., A-V Center, Pullman
WATTS  Franklin Watts, 575 Lexington Ave., New York 22
WAYNE  Wayne State Univ., A-V Utilization Center, Detroit 2, Mich.

WEST  Richard West, Box 6084, Philadelphia 45
WESTERN  Western Viking, 1756 N.W. Market St., Seattle 7
WESTON  Weston Woods Studio, Weston, Conn.

WIBLE  Wible Language Inst., Hamilton Law Bldg., Allen-
town, Pa. Imports books, periodicals, and audio-visual aids in all 10 languages.

WILEY  John Wiley & Sons, 440 Park Ave. South, New York 16
WILMAC  Wilmac Recorders, 921 E. Green St., Pasadena, Calif.
WISCONSIN  Univ. of Wisconsin Press, 450 Sterling Court, Madison 6
WISCONSIN A-V  Univ. of Wisconsin, Bureau of A-V Instr., Madison 6
WISCONSIN EXT.  Univ. of Wisconsin, Univ. Extension Div., Madison 6
WISCONSIN GERMAN  Univ. of Wisconsin, Univ. Extension Div., German Service Bureau, Madison 6. Subscribers may borrow books of plays, fairy tales, dances, songs, and special programs. Bulletins sent free. Subscription 1 yr. $0.35; 3 yrs. $1.00.

WOLFE  Wolfe Worldwide Films, 1657 Sawtell Blvd., Los Angeles 25
WORLD TAPES  World Tapes for Educ., World Tape Pals, P.O. Box 9211, Dallas 15, Tex.


YESHIVA  Yeshiva Univ., A-V Center, 526 W. 187 St., New York 35

YORK  York City School District, 329 S. Lindbergh Ave., York, Pa.

YOSLOFF  Thomas Yosloff, 11 E. 36 St., New York 16

YVON  Yvon (Les Editions d'Art), 15 rue Martel, Paris 10e

ZANICHELLI  Nicola Zanichelli, Editore, Società per Azioni, Bologna
ZIMELCO  Zimelco Taping Service, 156-20 101 St., Howard Beach 14, N.Y.