

A SELECTED, ANNOTATED LIST OF BOOKS FOR BILINGUAL
STUDENTS IN THE GRANTS, NEW MEXICO,
HIGH SCHOOL

A THESIS
SUBMITTED TO THE DEPARTMENT OF
LIBRARY SCIENCE AND THE GRADUATE COUNCIL OF THE KANSAS STATE
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

by
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The writer is eager
to receive any valuable suggestions
from the body of the

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sign language, these develop feelings of inferiority, all of which is evidenced by the anti-social attitudes of the Spanish High School Spanish-speaking students in their school relationships. To date the education and reading materials of the Spanish-speaking students, as viewed from the standpoint of the state, have received little attention in the State Department. The purpose of this study is to examine native Spanish and to determine the extent to which the materials used in the schools are suitable for the Spanish-speaking students. The study is intended to provide a basis for the selection of materials for the Spanish-speaking students. The study is intended to provide a basis for the selection of materials for the Spanish-speaking students. The study is intended to provide a basis for the selection of materials for the Spanish-speaking students.

Wanda J. ... (New York: ... 19-3), p.

Thomas G. ... (Albuquerque, ...)

INTRODUCTION

Misunderstandings occur among the adults of Grants, New Mexico, because the majority of the long established residents are of Spanish background and speak no other language than Spanish. This "minority group," speaking a foreign language, tends to develop feelings of inferiority,¹ all of which is evidenced by the anti-social attitudes of the Grants High School Spanish-speaking students in their school relationships. To date the education and reading problems of the Spanish-speaking students, as viewed from the librarian's point of view, have received little attention in the Grants High School. The English language is required as a teaching medium throughout the State, although the teaching of Spanish is required in the fourth grade.²

This study is the report of an attempt by the writer to set up reading materials designed to lessen these "feelings" on the part of the Spanish-American students and to enable them to build up an appreciation for their dual cultural heritage. The books selected in this bibliography are intended to help Spanish-speaking students resolve their

¹Erna Fergusson, New Mexico; A Pageant of Three Peoples (New York: Alfred A. Knopf, 1951), p. 230.

²Thomas C. Donnelly, The Government of New Mexico (Albuquerque, University of New Mexico, 1947), p. 207.

cultural conflict and build up pride and confidence in the face of discriminations to which they are subjected. This discrimination has resulted from the unprecedented pressure by people moving into Grants from the East and South.³ Owing to the discovery and exploitation of uranium in the area, the influx of new-comers has posed a tremendous problem of social integration for the Grants High School, which is accentuated by the fact that the school building, built three years ago with the idea of taking care of a population increase, is already overcrowded. The conflict between the English and Spanish-speaking students is based on the resentments engendered by differences in racial and religious backgrounds, which have come about almost overnight, rather than gradually. This conflict has proved at once to be a source of bitterness and hatred, as well as a challenge, and many problems have thus developed in the Grants High School.

When the writer first began work in his position as Librarian of Grants High School, he was faced with the problem of developing a collection of books and other reading and resource materials. With the year-by-year increase in the Anglo-American population, it was evident that books selected would have to cover the reading needs and interests of both groups, and help each group and the teachers toward an understanding and solution to the problem of social integration.

³Fergusson, op. cit., p. 276.

It is hoped that the materials presented in this study will be found helpful and stimulating by other librarians faced with similar problems of book selection for bilingual readers.

THE PROBLEM

Statement of the Problem. The purpose of this study is to develop a selected, annotated list of books for bilingual students useful to the librarian at the Grants, New Mexico High School, and to librarians at any high school having Spanish-speaking students.

It is assumed that reading books from this selected list of titles will not only give the Spanish-American students a more thorough knowledge, appreciation, and understanding of their own people, but will enable them to understand better the English language and the customs of English-speaking people. It is further assumed that through reading these same books the Anglo-American students will gain a better knowledge of the Spanish heritage of the Southwest, will come to know the Spanish-speaking students as they really are, and will become more aware of their contributions to our way of life in the Southwest.

Limitations. This study is not intended to be inclusive of all the books written especially for the bilingual student. It is representative of types of books which the writer regards as useful and which meet the criteria for

selection and evaluation discussed in Chapter II of this study. The selections will be limited to books published from June, 1948, to June, 1958, inclusive.

The writer has not depended entirely on his own judgment for the inclusion of books selected in this list, but has relied upon the recommendations of outstanding authorities for the inclusion of most of these titles. The selected list of books written in Spanish especially reflect this treatment. The writer can read and speak only a little of the Spanish language; therefore, most of the books in the Spanish section were selected on the recommendations of authorities in the field.

Although the writer is concerned about all the school libraries in New Mexico, and the states adjoining New Mexico, he will concern himself only with the Grants High School Library and will limit his selected list of books to the needs of that library.

NEED OF THE STUDY

There are two reasons for making this selected, annotated list of books for bilingual students. One is that a selected list of books for bilingual students would be useful to the Grants High School librarian and perhaps useful to all high school librarians working with Spanish-speaking students. The second reason is to offer a reading guide to both the Anglo-American and the Spanish-American

students which will give them a better understanding of each other's culture and language. This in turn should help to develop better school and interpersonal relationships among the students and enable them to live happily and democratically in a bilingual society.

METHODS OF PROCEDURE

The primary sources of data, the Education Index and Library Literature, were consulted first to see if there was enough material available to set up a list of books for bilingual students. Although there seemed to be no great amount of material, the writer felt that there was enough to proceed with the problem.

The Constitution and School Laws of New Mexico were studied to learn the existing laws concerning bilingualism.

The census was consulted to find the extent of the bilingual problem in Grants, New Mexico.

To provide the writer with an understanding of the background of bilinguals, references were chosen and studied in the fields of history, social and economic conditions, education and migratory workers.

A great deal of research has been done on the problem of the bilingual child in the schools of New Mexico. Reports of this research were examined by the writer of this study. Some of it proved to have a connection with the problem of this study and merited close investigations.

A survey was made of the Grants, New Mexico, schools to learn how much Spanish is being taught and the number and type of individuals pursuing the subject.

A survey was made of Grants, New Mexico, to discover the books and related materials already available to the Spanish-speaking population. Rental libraries, newstands, club libraries and book stores, as well as school and public libraries, were investigated in the interest of this problem.

SOURCES OF DATA

At the beginning of this study, both books and periodicals relating to bilingualism were examined, with particular attention to the publications of the Pan-American Union and the United States Office of Education. Life and Literature of the Southwest, by J. Frank Dobie and A Southwestern Century, by Dr. Lawrence Clark Powell were also examined.

Books and articles pertaining to the subject of bilingualism in the William Allen White Library and the Topeka Public Library were surveyed. Particularly helpful were articles by Dr. George I. Sanchez, Dr. H. T. Manuel, and P. M. Rojas in various issues of Hispania; Review of Educational Research, and the Elementary School Journal.

The basic selection catalogs were consulted to compile a preliminary list from which to set up a list of books for further reviews. After examination of these catalogs,

it was found that the data needed for this study could be secured from the following sources: The Booklist; Bookman's Manual; New York Times Book Review; Winchell's Guide to Reference Books; Standard Catalog for High School Libraries; catalogs of books from the University of New Mexico, Banks-Upshaw & Company, and the Steck Company, of Dallas. Catalogs from established publishers in Mexico City, Mexico, and Madrid, Spain, were also included.

REVIEW OF PREVIOUS RESEARCH

Since the establishment of the public school system in the State of New Mexico in 1891, educators have become aware of the challenge that bilingual students presented to the schools. Much research has been done on the problem of bilingualism in the Southwest. During the period from 1925 to the present time, many articles and books have been written concerning the problems and methods of teaching the bilingual students.

The Encyclopedia of Educational Research, edited by Walter Scott Monroe, presents a comprehensive discussion of bilingualism and includes findings of other authorities, with their bibliographies. A Guide to Materials Bearing On Cultural Relations in New Mexico, compiled by Lyle Saunders, contains an excellent bibliography on the general bilingual problem in both Texas and New Mexico.

Many pertinent articles about bilingualism were found in various issues of Hispania; Review of Educational Research;

Journal of Applied Psychology; Elementary School Journal; and the New Mexico School Review. A survey of the articles in these magazines published before 1940 seemed to indicate that the major interest was related to the problems inherent in the teaching of bilingual children.

In examining some of the more recent articles in these same magazines, it was discovered that Spanish teachers and educators in general have become increasingly interested, not only in the problem of teaching bilingual students, but also in the selection of special teaching and reading materials aimed at stimulating the interest and reading habits of the bilingual student. That a collection of books for bilingual students would be an asset to librarians having Spanish-speaking students was acknowledged in 1943 by a resolution passed at the American Hemispheric Solidarity Conference which recommended:

"That Spanish instruction for the Spanish-speaking students be enriched through books and materials suited to his needs."⁴

Perhaps the most recent and complete study to deal with the problem of bilingualism in New Mexico is Dr. Loyd Tireman's Teaching Spanish-speaking Children.⁵ One chapter is devoted to definitions concerning the various groups in New Mexico

⁴Marjorie Johnson, "Notes and News on the Claremont Conference," Hispania, XXVIII (December, 1943), p. 479.

⁵Loyd Spencer Tireman, Teaching Spanish-Speaking Children (Albuquerque: Univ. of New Mexico Press, 1948), pp. 3-19.

and the rest of the book deals with the teaching of bilingual students.

DEFINITIONS OF TERMS

Bilingual. The term "bilingual" is used to designate a person or group whose natural or parent language is not the language of the Anglo-American. Thus a bilingual group is one whose parent or natural language is not English. In this study, the term applies to that group whose parent language is Spanish, but who may speak both Spanish and English.

Mexican-American. The term "Mexican-American" will mean those people who have emigrated from Mexico or who are descendants of those who did. In some parts of the Southwest and particularly the southern part of New Mexico, there are native Spanish-speaking people who look with more or less affection upon Mexico as their native land. They do not want to be called Spanish-Americans.⁶

Spanish-Americans. "Spanish-Americans" and "Spanish-speaking Americans" will be used interchangeably. The term refers to Spanish-speaking people who have come from Spain, or are descendants of the early Spanish colonials. They are justly proud of their Spanish ancestry, their pure Spanish blood, and resent being called Mexicans.⁷

⁶Tireman, op. cit., p. 14.

⁷Ibid.

Criollos. The term "criollos" refers to those people living in Mexico, who are descendants of Spain.⁸

Southwest. "Southwest" will be defined as the southwestern and western parts of Texas, New Mexico, southern Colorado, Arizona, and southern California.⁹

Mexican. The term "Mexican," as used here, will mean a citizen of Mexico. It is a common error by Anglo-Americans coming into the Southwest to refer to all Spanish-speaking people as Mexican. This is not true as the term is used in the Southwest; any Spanish-speaking person who is a citizen of the United States is either a Mexican-American or a Spanish-American.¹⁰ It must be granted that the term "Mexican" is used in general throughout the United States to refer to these people.

Anglo-American. "Anglo-American" will refer to all the elements in the population that are not of Spanish or Mexican background. The Anglo group includes Asiatics, Eastern Europeans, Germans, Irish, Italians, Scandinavians, and Negroes. Erna Fergusson relates the answer of a Negro bootblack, when asked what was being paid for votes this

⁸Frank Tannenbaum, Mexico, The Struggle for Peace and Bread (New York: Knopf, 1950), p. 15n.

⁹Tireman, loc. cit.

¹⁰Lloyd Spencer Tireman, Teaching Spanish-Speaking Children (Albuquerque: Univ. of New Mexico Press, 1948), p. 14.

year ... "I dunno, boss, they ain't got round to us Anglos yet."¹¹ The term "Anglo-Americans" is more generally used by the Spanish-speaking people of the Southwest, than by the English-speaking people.

In this introductory chapter, the writer has presented a description of the problems of bilingual students in the high schools of the Southwest; a statement of the problem of this study; established the writer's views regarding the need for the study; outlined the methods and procedures used; designated the sources of data; reviewed relevant literature; and defined the new and unusual terms used in this study. The writer's basic purpose in Chapter I has been to present an overview of the study as a whole.

The following chapters will contain lists of criteria for the selection of books for bilingual students, a selected, annotated list of books written in English, followed by a selected, annotated list of books written in Spanish for bilingual students. The final chapter will contain the summary and conclusions with recommendations.

¹¹Fergusson, op. cit., p. 217.

CHAPTER II

CRITERIA OF BOOK SELECTION

FOR BILINGUAL STUDENTS

The same criteria used in selecting books for native English-speaking students cannot always be successfully applied to the selection of books for bilingual students. The same criteria for the selection of books for bilingual students must follow somewhat similar criteria for selection of books for other students. Excellent criteria of the latter type can be found in materials written by Helen Haines, Mary Peacock Douglas, John Keese Drury, and Amelia Munson.

P. M. Rojas in the Elementary School Journal says:

In the case of the Spanish-speaking child a common objection made to standard materials is by the time the child knows enough English to read a given book, he has passed the age when its subject matter appeals to him. Another objection is based on the fact that the cultural background reflected in materials prepared for native English-speaking children is often unfamiliar to Spanish-American children and, therefore, not meaningful to them. A third objection refers to the vocabulary difficulties met by pupils whose experience with English is limited.¹²

Although the findings of Rojas dealt with the selection of reading materials for the elementary school, the same criteria used in her study may in part be applied to the criteria for selecting high school reading materials.

There are three important points based on this investigation which the high school librarian must keep in mind

¹²P. M. Rojas, "Selecting Reading Materials for Bilingual Children," Elementary School Journal, Vol. 47 (December, 1946), p. 204-5.

when selecting books for Spanish-speaking students. These points are as follows:

1. The same criteria used in selecting books for native English-speaking students cannot always be successfully extended to that of the Spanish-speaking students.
2. In setting up the curriculum and selecting reading materials for all the students, administrators, as well as librarians have overlooked the language handicap of the bilingual students.
3. Practically all the books written about the Spanish-speaking people have been stereotyped caricatures and do not present an honest portrayal of Spanish-American life.

The criteria formulated for the selection of books in this list will include some general statements regarding selection as a whole, and some specific statements dealing with the needs and interest level of bilingual students, vocabulary, print, and illustrations.

The most important point which the librarian must consider when selecting books for bilingual students is knowing how to match the book with the reader. Spanish-speaking students in almost every instance have been living in an entirely different language and cultural environment from that of the English-speaking students. Books chosen for the Spanish-speaking students should have a bearing on their Spanish or Mexican background, and at the same time

contain material that will help them understand and gain an appreciation of the newer surroundings in their school experience. The criteria of selection must consider the needs of the bilingual students, and the collection itself must contain a variety of books suited to the interests and abilities of these students. In short, the books selected must be ones that help the students to understand themselves and others. They must not arouse prejudice or intolerance, nor must they show favor toward race, creed, or color.¹³

The English-speaking students use standard recognized words they have already learned to read and understand. When these students start to school, they approach the learning process with a language experience of six years. During the six years prior to entering school, the English-speaking students have been exposed to their native tongue, with a fair knowledge of the English language. Thus, the English-speaking students have a distinct advantage of six years of language over that of the Spanish-speaking students who have only been exposed to their native tongue. The librarian should remember that because of their difficulty, the bilingual students on the whole are not advanced readers, nor even average readers. The bilingual students are often sub-average readers, though they are usually more serious than the monolingual students.

¹³Helen Haines, Living With Books (2nd. ed.; New York, Columbia University Press, 1950), p. 26.

The librarian should choose books that are written in good English; and the vocabulary should be such that it will enrich the vocabulary of the students and motivate them to continue their reading habits. The books selected should be written in a non-technical language, and yet not be too simple. The books must not be too juvenile in appearance or the students may feel insulted; however, if the books are too difficult to understand, they may lead to discouragement rather than pleasurable reading.

A selection of reading matter for bilingual students should contain a collection of literature from the best authors, both classic and contemporary, and should include both recreational and work-type material. While cultivating the English language of the bilingual students, these students should also have their experience enriched by selections from both the classic and contemporary authors who are recognized interpreters of our past and present-day life.

If the bilingual students once become interested in good literature which they can read and understand, they will have the desire to read more, and the librarian need not fear that they are being neglected in the library program. The high school librarian, then, faced with the task of selecting books for bilingual students should keep the following general and specific criteria in mind:

2. Does the subject matter presented in the books have bearing on the students' Spanish-American background?

General Criteria

1. Is the author an authority in the field on which he has written? Has he studied original sources, or is he writing from his own experience or skill?
2. Is the material in the book well organized and written in a good literary style that will appeal to high school students?
3. Does the scope of the book cover the whole subject field, or is it confined to just one area?
4. Are the stories well-written, in a popular style with a well-developed plot that comes alive as the student reads?
5. Is the subject matter suitable for high school students?
6. Does the subject matter help develop better understanding, appreciation, and attitudes among all the students?
7. How does the author treat controversial subjects-- does he present both sides of the issue, or give his own opinion?

Specific Criteria

1. Are the books selected on the needs and interest level of bilingual students?
2. Does the subject matter presented in the books have a bearing on the students' Spanish-American background?

3. Is the vocabulary in the book such that it will enrich the vocabulary of the bilingual students?
4. Is the print large enough for bilingual students to read the book without too much difficulty?
5. Do the illustrations portray Spanish-American life as it really is, or are they stereotyped caricatures?

In this chapter the writer has attempted to set up both general and specific criteria for the selection of books for bilingual students. The ability to determine book values lies in the application of defensible criteria. These criteria are based on the knowledge of the interests and personal tastes of the students and the community as a whole, as well as a knowledge of books. The necessary knowledge of books to meet the needs of the bilingual students can come only through wide reading, study, and experience.

In the next chapter, the writer will present a selected, annotated list of books written in English, and in the following chapter, one written in Spanish for bilingual students which will meet the criteria for selection set up in this study. In applying the criteria for the selection of books in the two lists, the writer compiled a twelve-point chart listing both the general and specific criteria set up in this chapter for the selection of books for bilingual students. A copy of this chart may be seen in Appendix D (page 66). When considering books for

inclusion in this list, the writer compared the book with each of the criteria listed on the chart, and rated the book as fair, good, or excellent in meeting each of the criteria.

This selected, annotated list of books with a special focus for bilingual students has been compiled for use by teachers and students of the Grants, New Mexico, High School.

Grants, New Mexico, High School

Grants, New Mexico, High School

CHAPTER III

A SELECTED, ANNOTATED LIST OF BOOKS WRITTEN IN ENGLISH FOR BILINGUAL STUDENTS

This selected, annotated list of books written in English for bilingual students has been compiled to meet the current needs of the Grants, New Mexico, High School Library. No list of books is without limitations imposed by human nature itself and by the tastes and backgrounds of those compiling it; however, the intent of the writer of this study has been to develop a list of books that are representative of types which he regards as useful to him in his work, and which will help better school and interpersonal relationships among the Spanish-American and Anglo-American students of Grants High School.

The primary purpose of this selected list of books is to assist librarians having Spanish-speaking students in the acquisition and selection of materials that provide English vocabulary enrichment of the Spanish-speaking students, and enable them to better understand the customs of the Anglo-American. For each book the author, title, publisher, pages, price, and short annotation will be given. In parentheses, on the left of each annotation will be the letters E, F, or G, to indicate how the book compared with each of the criteria on the chart compiled for this purpose.

AMERICAN HISTORY

Baity, Elizabeth Chesley. Americans before Columbus. Viking, 1951. 256 p. \$4.00.

- (E) In dramatic episodes, legends, and reports of archaeological findings, the author, with sound knowledge and imagination, describes the ways and life and culture of the peoples on the American continents from the Ice age down to Columbus and tells what happened to them.

Feininger, Andreas. Changing America. Crown, 1955. 170 p. illus. \$5.95.

- (G) A huge, cumulative picture of the United States in 200 photographs, depicting the vastness of the country, the diversity of its landscape, its rivers and roads, its power of transportation, and the changing face of the land from city to village, and from mountain to plain.

Melbo, Irving Robert. Our America. Bobbs-Merrill, 1948. 438 p. illus. \$1.72.

- (E) A textbook used for study of American history and social conditions at the elementary school level, but it is suitable for high school students with limited reading ability. The Spanish-speaking students might find facts about Americans and American life that would interest them, and would at the same time not be offended by the schoolroom approach.

Reeder, Russell Potter. The Story of the Civil War. Duell, 1958. 212 p. illus. \$3.95.

- (G) Gives a simple factual account of the Civil War. The author surveys the progress of the conflict from the bombardment of Fort Sumter to Lee's surrender at Appomattox, describing major campaigns and battles, characterizing important leaders on both sides, and recounting minor human interest episodes which give life and color to history.

ANTHOLOGIES

Palgrave, Francis Turner. Golden Treasury of Songs and Lyrics. Revised and enlarged edition. Dodd, 1949. 350 p. \$3.00.

- (E) "An anthology of poems of both living and non-living authors, selected with almost faultless discrimination, with the aid of Tennyson's advice and criticism. The overwhelming reception and usefulness justify its modern reprinted edition." Book Review Digest.

Read, Herbert (comp.) This Way, Delight. Pantheon, 1957. 155 p. \$3.50.

- (E) "One of the most imaginative, discriminating, and mature anthologies of poetry for young people since Palgrave. From William Blake's "Infant Joy" to Harold Monro's "Overheard on a Saltmarsh," these poems are all special. Large type and illustrations add to its usefulness." Booklist.

Utermeyer, Louis, editor. Treasury of Great Poems: English and American. Simon, 1955. \$6.50.

- (G) "The poems in this large anthology are in general the ones usually selected, with some personal variations as to choice, but the book is distinctive for the interpretative text which accompanies the poems. The compiler characterizes the poet, appraises his work, and gives some biographical data." Book Review Digest.

Wrinm, Mary J. J. The Hollow Reed. 2nd. ed. Harper, 1955. \$2.75.

- (E) "A book for high school students of poetry which could be used both for verse writing and appreciation. The author has simplified her subject and presented poetry as a form of expression common to everyone. She explains why poets write as they do and analyzes the ways in which poets think, in images and rhythms." Lib. J.

ARCHAEOLOGY

Edel, May (Mandelbaum). The Story of Our Ancestors.
Little, 1955. 199 p. illus. \$3.00.

- (G) "Surveys the history and evolution of man, describing important discoveries and research and explaining the methods by which scientists have fitted together scattered pieces of evidence to prove their theories, and to evolve the history of prehistoric man as it is today. Written with authority and animation." Standard Cat.

Gladwin, Harold Sterling. A History of the Ancient Southwest. Freeport, Maine, Bond Wheelwright, 1957.
361 p. illus. \$8.50.

- (E) "Gives a vivid, dynamic description of the Southwest, placing the people in their various habitats, and portraying their cultural attainments. The author sets forth his history of the Ancient Southwest with considerable variety: fact, picturesque accounts, natural settings, envisages possibilities and speculations, sources of available materials, time factors, lively depictions of the former dwellers, suggestions regarding their modern survivors, linguistic affiliations, classificatory systems, etc. He achieves a neat introduction to certain techniques, such as the production of stone implements by pressure flaking, and gives a graphic presentation of stratigraphy." El Palacio Mag.

BIOGRAPHY

Beals, Carleton. Stephen F. Austin, Father of Texas.
McGraw-Hill, 1953. 377 p. illus. \$3.50.

- (E) An accurate, readable biography of the man, who though often abused and criticized by both Mexicans and Americans, subordinated private interests and personal gain in order to establish a free and independent Texas.

Graham, Shirley. Booker T. Washington; Educator of Hand, Head, and Heart. Messner, 1956. \$2.95.

- (F) An inspiring biography of the great American Negro educator. Follows with warmth and sympathy Washington's childhood in slavery and in the saltworks and coal mines of West Virginia, his struggle to get an education, his teaching experiences in Malden and at Hampton Institute, his founding of Tuskegee Institute, and his rise to fame.

Havighurst, Walter. George Rogers Clark, Soldier in the West. McGraw-Hill, 1952. 215 p. illus. \$2.50.

- (F) This combination of biography and history interprets the role George Rogers Clark played in the drama of the early American West. Clark, a man of strength and inspiring boldness, typified the frontiersman, his instinct for freedom and leadership made possible the exploration and campaigns which opened the Ohio River Highway.

Hill, Ralph Nading. Robert Fulton and the Steamboat. Random, 1955. 181 p. illus. \$1.50.

- (G) The information on Robert Fulton covers his early attempts to become a great painter, to build a submarine, as well as his courageous struggle to build and operate the first commercially successful steamboat.

Johnson, Enid. Great White Eagle; the story of Dr. John McLaughlin. Messner, 1954. 192 p. \$2.75.

- (E) "An informative, exciting story for young readers interested in learning about the greatness of our nation through the lives of those who made it great. The author has included a bibliography for anyone who might want to know more about her fascinating subject." Booklist.

Judson, Clara (Ingram). Benjamin Franklin. Follett, 1957. 204 p. \$3.50.

- (E) "This biography of Benjamin Franklin for young readers takes him from the age of twelve, when he was a printer's apprentice in Boston, to the time many years later when he was a world leader at eighty-four." Booklist.

Judson, Clara (Ingram). Mr. Justice Holmes. Follett,
1956. 192 p. illus. \$3.50.

- (E) "With her thoroughness and quietude and her understanding of people that is integral in her narrative rather than outspoken, Mrs. Judson presents a warm and human picture of Mr. Holmes, though it is one of a man rather than a jurist." Book Review Digest.

Pond, Seymour Gates. Magellan, Master Mariner. Random,
1957. 180 p. \$1.95.

- (E) "The story of Magellan's life from early youth to his return from the circumnavigation of the globe in 1522. The attention to detail, the almost photographic descriptions, and the well-portrayed courage and determination of Magellan makes this a worthy book for high school students." Booklist.

Riesenberg, Felix. Balboa: Swordsman and Conquistador.
Random, 1956. 178 p. illus. \$1.50.

- (E) "The odd sequences of events that turned Balboa into one of the greatest and most mistreated of the Conquistadores is given full play here by the author. The indebtedness of his family, his expert swordmanship and experience in the Moorish wars, his emotional needs to go to the New World and win back family honor, all these are well registered in the build up to his amazing feat and ruin." Booklist.

Ripley, Elizabeth. Goya. Oxford, 1956. 68 p. \$3.00.

- (F) "Story of the famous Spanish painter, who was a rapid worker and painted very close likenesses of his subjects. Examples of his works show his court paintings, his love of children, and hatred for the Napoleonic invasion. Format is good, each page of text is accompanied by a full page illustration in black and white." Booklist.

Schoor, Gene. Jim Thorpe Story, America's Greatest Athlete.
Messner, 1951. 186 p. \$2.95.

- (G) "Jim Thorpe, an Indian, excelled in many different sports and continued to play professional ball beyond the age of most men. The story of his life is filled with all the great sports personalities of the time and with excitement of sports history in the making." Booklist.

Yaukey, Grace (Sydenstricker). Romulo, Voice of Freedom.
Day, 1953. 256 p. \$3.00.

- (G) "Popularized biography that deals largely with Romulo's constant fight for freedom, as a soldier in WW II, as a statesman instrumental in Philippine independence." Booklist.

COLLECTIVE BIOGRAPHY

Hazeltine, Alice (Isabel), comp. We Grew Up in America.
Abingdon, 1954. 240 p. illus. \$2.95.

- (E) "Twenty-four autobiographical excerpts by well-known people in various fields and professions from different parts of the country, each selected to indicate childhood interests and influences which shaped the writer's adult vocation, and all demonstrating the unique opportunity which America offers everyone." Booklist.

Hughes, Langston. Famous American Negroes. Dodd, 1954.
147 p. illus. \$2.75.

- (F) Well-written biographical sketches of seventeen outstanding Negroes. There are also figures less familiar to the average reader, such as Ira Aldridge, the actor of 19th century Europe. The sketches of the lesser known men make this collection a particularly interesting addition to the biography shelf.

Untermeyer, Louis. Makers of the Modern World. Simon,
1955. 809 p. \$6.50.

- (E) "Short critical and biographical studies of 92 men and women who, in the opinion of the author, have during the last century helped make the modern world what it is. These pioneers and innovators include writers, composers, scientists, statesmen, founders of religion, painters, and philosophers who in one way or another have left an impact upon modern life, whether for good or for bad." Booklist.

DRAMA

Chute, Marchette Gaylord. Stories from Shakespeare. World, 1956. 351 p. illus. \$3.75.

- (G) "A retelling of plays, comedies, tragedies and histories included in Shakespeare's First Folio. Its purpose is to give the reader a preliminary idea of each of the 36 plays by telling the stories and exploring in a general way the intentions and points of view of the characters." Standard Catalog.

Kronenberger, Louis (editor). The Best Plays of 1956-57. Dodd, 1957. \$5.00.

- (E) "The latest annual of the ten best plays - excerpted and summarized - of the 1956-57 theatre season on Broadway." Book Review Digest.

Miller, Helen Louise. Prize Plays for Teen-Agers. Plays, Inc., 1956. 504 p. \$5.00.

- (E) "24 one-act non-royalty plays with production notes, and suggestions for use all year around. Over half the plays are comedies that appeared in Plays magazine." Booklist.

Wouk, Herman. Caine-Mutiny Court-Martial; a play. Doubleday, 1954. 128 p. \$2.75.

- (G) "Dramatizes the pivotal episodes from The Caine Mutiny, in which Lieutenant Maryk stands trial for having taken over command of the mine sweeper from the captain." Booklist.

ETHICS

Gregor, Arthur S. Time Out for Youth. Macmillan, 1951. 235 p. \$2.50.

- (G) "Sensible advice for teen-agers, written in an easy, friendly style. The emphasis is on cooperation with family and friends and on understanding of one's self in preparation for the responsibilities of adulthood." Booklist.

Daly, Maureen. What's your P. Q. (personality quotient)?
Dodd, 1952. 244 p. \$2.50.

- (E) "Advice for teen-agers in question and answer form, based on letters received by the author as Sub-deb editor of the Ladies' Home Journal. The clever chapter headings are preceded by a paragraph of teen-age conversation in which a problem is posed." Booklist.

Landis, Judson T., and Mary G. Landis. Teen-Agers' Guide for Living. Prentice-Hall, 1957. 218 p. \$3.95.

- (E) "A comprehensive guide for teen-agers concerned with the problem of adolescence. Informal discussions amply illustrated by individual cases, covering such subjects as health and personal appearance, study habits, emotional maturity, family and social relationships, dating and sex attitudes, etiquette, codes of conduct, leisure-time hobbies, and vocational choices. Reliable counsel, serious and direct in approach, but understanding in tone." Booklist.

FICTION

Gather, Willa. Death Comes for the Archbishop. Knopf, 1951. 395 p. \$3.95.

- (E) "Story of two missionary priests who lived and worked in the beautiful New Mexico desert country. The simplicity of the prose brings it within reach of those who, though not advanced in English, have sufficient background in their own language to enjoy its rare human quality." Book Review Digest.

Chavez, Angelico. From An Altar Screen; El Retablo; Tales from New Mexico. New York, Farrar, 1957. 117 p. \$3.75.

- (F) "All these quietly told tales by a Catholic priest have New Mexico as a locale and all, whether taking place in the early nineteenth or the twentieth century, have religion as a central theme. The sudden appearance of patron saints in times of crisis, a wake that turned into a celebration, and a strange visitation of the devil are parts of a colorful mosaic cemented by a common landscape and the certitude of faith." Booklist.

Goldsmith, Martin. The Miraculous Fish of Domingo Gonzales.
Norton, 1950. 208 p. illus. \$2.75.

- (G) "A book that will appeal especially to the student of Spanish origin with limited reading ability. The story as well as the vocabulary has Spanish flavor. The dramatic quality of the writing will help carry the less-skilled over some of the vocabulary difficulties." Booklist.

LaFarge, Oliver. Behind the Mountains. Houghton, 1956.
179 p. \$2.50.

- (E) "In a dozen separate sketches, some of which have appeared in the New Yorker, the author relives memories of love and life in a far corner of New Mexico, some three decades ago, based on episodes in the childhood of the author's wife." Book Review Digest.

Lawson, Robert. The Great Wheel. Viking, 1957. 188 p.
illus. \$3.00.

- (E) "From the true account of the first ferris wheel, the author has created a charming story, illustrated with black and white drawings. He has made the people and situations so real that one cannot tell where fiction ends and fact begins." Booklist.

Means, Florence (Crannell). Alicia. Houghton, 1953.
266 p. illus. \$2.75.

- (G) "Nineteen-year-old Alicia Baca felt inferior in her home city of Denver because of her Spanish ancestry. After two years in an eastern college, she spent a year at the University of Mexico, where her California roommate helped her to make the needed adjustments." Booklist.

Means, Florence (Crannell). Hetty of the Grande Deluxe.
Houghton, 1951. 188 p. illus. \$2.50.

- (G) "High School classmates of many races and different social backgrounds become well integrated in this story. But girls will read the book because they will find themselves in Hetty and understand her, and because the story moves quickly from one situation to another and is lively and modern." Booklist.

Means, Florence (Crannell), and Carl Means. The Silver Fleece; A Story of the Spanish in New Mexico. Winston, 1950. 213 p. \$2.50.

- (E) "A tale of the Spanish resettlement of New Mexico from Old Mexico in 1695, fourteen years after the Spaniards had been driven away by hostile Indians. This story describes the arrival of the Rivera family, with their flocks; their difficulties in resettling the lands once owned by them; their search for family silver presumably buried years before; and their final success." Booklist.

Meyers, Barlow. Last of the Wild Stallions. Westminster, 1949. 176 p. illus. \$2.50.

- (F) "When the Wyoming ranchers caught and branded horses which were stealing their mares, Jeff Bunting chose Sky High, a spirited young stallion. Jeff subdued and trained Sky High only to have him stolen and sold to a rodeo for a buckner. He traced Sky High, rode in the rodeo and won him back." Booklist.

Parrish, Anne. A Clouded Star. Harper, 1948. 242 p. \$3.00.

- (G) "A poetic and moving tale based on the exploits of Harriet Tubman, one-time slave who acted as a conductor for the underground railroad. The story is told in retrospect by Samuel who recalls how he, as a small boy, accompanied Harriet and eight other passengers on the grueling and perilous journey to Canada and freedom." Booklist.

Stoker, Catherine Ulmer. Under Mexican Skies. Banks-Upshaw, 1953. 288 p. illus. \$2.00.

- (F) "A pleasing story of the present day for young teenagers, about hidden treasure, dangerous episodes, and light romance. Written in easy English, to give young Spanish-speaking students and interest in their neighboring country. The story takes the reader to Mexican homes, to a silver mine, a Christmas celebration, a wedding, and on railroad trips." Booklist.

FOLK TALES

Dobie, James Frank. The Mustangs. Little, 1952. 376 p.
illus. \$6.00.

- (E) A mingling of factual and legendary tales of the wild horses of the American prairie and the men who rode them - Spaniards, Indians, Mexicans, and cowboys. History, habits and the importance of the horse in social history take special meaning because of the author's experience on the subject.

Friedman, Albert B. (editor). Viking Book of Folk Ballads of the English-speaking World. Viking, 1956. 476 p.
illus. \$4.95.

- (G) Traditional folk songs of English, Scottish, Irish, American, and Canadian ballads, arranged by type. The editor has chosen the best loved ballads of these countries and combined them into one volume. Explanatory notes and musical notations add to the pleasure and usefulness for the high school student.

Hazeltine, Alice (Isabel), comp. Red Man, White Man.
Lothrop, 1957. 309 p. illus. \$3.50.

- (E) An anthology of legends and tales about the American Indians. Selections are from such writers as Alice Marriott, Oliver LaFarge, Julia Davis, and others.

Ives, Burl, comp. The Burl Ives Song Book; American Song in historical perspective. Ballentine Books, 1953.
303 p. illus. \$5.00.

- (F) American history unfolds in these folk songs, collected and arranged for informal singing by one of America's most popular troubadours. Ranging from colonial to frontier America, these are the psalms, hymns, chantys, rounds, ballads, blues, square dances and minstrel tunes that the people adopted for their own in their lyrical, dramatic, and humorist moods. The piano accompaniments are simple, the type is large, and the book is sturdily bound; guitar accompaniments are also included. Many selections, especially the patriotic, are seldom seen in other collections.

INDIANS

LaFarge, Oliver. Pictorial History of the American Indian.
Crown, 1956. 272 p. illus. \$7.50.

- (E) "A panoramic portrait of the Indians of North America from the time the first white men landed to the present. All the great events, major developments and notable chiefs and heroes of Indian history are covered."

Marriott, Alice. Indians on Horseback. Crowell, 1948.
136 p. \$2.50.

- (E) "Authentic account of the history, mode of life and character of the North American Indians of the plains told by a trained ethnologist. The style is good and the vocabulary sufficiently simple for the reader with limited reading ability. Would be especially useful with Spanish-American students. Excellent heavy print." Booklist.

Mason, Bernard Sterling. Book of Indian Crafts and Costumes.
Barnes, 1948. 118 p. illus. \$5.00.

- (E) "A study of the crafts, customs, and ways of life of the Indians. The roamers of the northern wildwoods, the wigwam canoe Indians; and the riders of the prairie, and the horse Indians. Included too, are instructions for making various items that comprise the Indian costume as well as pipes, tomahawks, beading, bands, and wigs." Booklist.

Wiseler, Clark. Indians of the United States. 2nd. ed.
Doubleday, 1956. 319 p. illus. \$4.50.

- (E) "A readable and comprehensive account of the Indian's struggles during frontier days, of their ways of living before and after the coming of the white man, and of outstanding Indian personalities." Standard Cat.

LANGUAGE

Funk, Charles Earle. Thereby Hangs a Tale; Stories of Curious Word Origins. Harper, 1950. 303 p. \$3.50.

- (G) "This work is devoted to the ancestry, birth and growth of words. In addition to grouping of related words, inclusion of acquired meanings and information concerning the historical background of each word, the alphabetical list of words includes some slang and curious expressions." Book Review Digest.

Hofsinde, Robert (Gray Wolf). Indian Sign Language. Morrow, 1956. 96 p. illus. \$2.50.

- (G) Five hundred words have drawings to indicate gestures used for communications between different tribes and with white men in the council lodge. Some are simple enough for children to enjoy reading them.

Lambert, Eloise. Our Language: The Story of the Words We Use. Lothrop, 1955. 181 p. \$3.00.

- (E) "An animated, understandable study of the English language, particularly as used in the U. S. Discusses the origin, history, and development of words and the importance of proper and effective use of oral and written language. Amply illustrated with examples, the book is as interesting and readable as it is informative." Booklist.

Laird, Helene, and Charlton Grant Laird. The Tree of Language. World, 1957. 233 p. illus. \$3.50.

- (E) "An introduction to language for junior and senior high school students. The second part of the book, which contains a series of word stories, is a sort of thesaurus of interesting facts about 100 common words." Booklist.

Pei, Mario. All About Language. Lippincott, 1954. 186 p. illus. \$2.75.

- (E) "A well-known philologist brings the story of the English language to the level of junior and easy senior high school reading in this discussion of the origin, nature, history, and social importance of language. Linguistic material presented by simple analogy and example in a colloquial style." Booklist.

Pei, Mario. Language for Everybody; What it is and how to Master it. Devon-Adair, 1955. 340 p. \$5.00.

- (E) "The parts of our speech which form our most complete means of communication are explained once again here in a general introduction to language which covers not only its forms and formation, but also its history, distribution, cultural significance, and practical usage." Booklist.

Stevick, Earl W. Helping People Learn English. Abingdon, 1957. 138 p. illus. \$2.50.

- (G) "Recognizing that command of a language does not in itself constitute adequate equipment for teaching that language, a professor of linguistics has prepared this simple manual in which he outlines the rudiments of teaching English as a foreign language." Booklist.

LATIN-AMERICAN COUNTRIES

Fergusson, Erna. Mexico Revisited. Knopf, 1955. 346 p. illus. \$5.00.

- (E) A picture of Mexico as it is today. The people rather than the scenery were the concern of the author, during a tour of Mexico; and her traveling is mainly descriptive of the way people live, with notes on historical background and the development of social conditions.

Goetz, Delia. Neighbors to the South. Harcourt, 1956. 179 p. illus. \$3.50.

- (E) Describes the geography, customs and occupations of each of the Central and South American countries, and the islands of Haiti, Cuba and the Dominican Republic. The most valuable aspects of the book are its modern viewpoints and its discussion of the cultural and economic relations between those countries and the U. S.

Goetz, Delia. Other Young Americans; Latin America's Young People. Morrow, 1948. 255 p. illus. \$3.50.

- (E) "A summing up of the lives of modern young people in different parts of Latin America. Many of the personal facts about them that never appear in geography books are told: What they do for fun, how they dress, home life, jobs and language." Standard Cat.

Ross, Patricia. Made in Mexico: Story of a Country's Arts and Crafts. Knopf, 1952. 329 p. illus. \$4.00.

- (E) Points out which of Mexico's arts are an inheritance from the Indians, which are Spanish crafts, which are Mexican, and a combination of the two. There are chapters on science, music, dance, and drama.

SOCIAL SCIENCES

Bailey, Stephen Kemp, and Howard D. Samuel. Congress at Work. Holt, 1952. \$5.00.

- (G) "Attempts to give the average reader a reasonably comprehensive picture of how Congress functions. Describes three distinct types of congressional elections and takes the reader through a day in the legislative life of three Congressmen. Treats problems of organization, procedure, appointments, lobbyists, investigations, using case histories for each example." Booklist.

Banning, Kendall. Annapolis Today. U. S. N. Institute, 1957. 300 p. illus. \$4.00.

- (E) A picture of life at the United States Naval Academy with a general history of the establishment and development of the academy, with details of the training and the customs of the midshipmen.

Brown, Harriet McCune, and Joe F. Guadagnolo. America is My Country. Houghton, 1955. 268 p. illus. \$3.75.

- (G) "A readable book designed to foster patriotism and good citizenship, with a wealth of valuable, easily accessible information about the United States. The book covers the meaning and significance of being an American, symbols of our democracy, documents of freedom, government, the capitol, landmarks and monuments, expressions of great Americans, patriotic poems, songs and holidays, democracy as a way of life, and communism and its threat to democracy." Booklist.

Buchanan, Lamont. Ballot for Americans. Dutton, 1956. 192 p. illus. \$4.95.

- (G) "The author has collected a fine assortment of pictures, and while the text is necessarily condensed, his book gives a satisfactory survey of how Americans have campaigned and voted, the issues they debated, and men they either elected or turned down." Book Review Digest.

Crump, Irving. Our State Police. Dodd, 1955. 238 p. \$3.00.

- (E) Tells of the peacetime heroes who range the nation's highways and byways maintaining law and order. Includes pursuit of criminals, disaster patrol, and prison riots.

Sterling, Dorothy. United Nations, New York. Doubleday, 1953. 80 p. \$2.50.

- (E) Answers to questions about the United Nations are found here. Of special interest is the section about the children of the delegates and the International School where they learn the three R's and also a respect for each other's customs, race and religion.

Wagner, Ruth H. Put Democracy to Work. Abelard, 1955. 117 p. \$3.00.

- (E) Explains how democracy works out in actual practice, written clearly, concisely and objectively. Excellent photographs add to its readability.

SOUTHWEST

Cleaveland, Agnes (Morley). Satan's Paradise, from Lucien Maxwell to Fred Lambert. Houghton, 1952. 274 p. illus. \$3.00.

- (E) Contains entertaining, briskly told yarns of men, good and bad, who made Cimarron, New Mexico. The author re-creates a phase of American growth - the transition from the wild days of the mountain men to the present atomic civilization with the establishment of Los Alamos.

Dobie, James Frank. Up the Trail from Texas. Random, 1955. 182 p. illus. \$1.50.

- (E) Description of the Texas longhorns and the men who drove them to the northern markets. Includes some of the history and development of beef cattle in the Southwest.

Dodge, Natt H. and Herbert S. Zim. The American Southwest. Simon & Schuster, 1955. 160 p. \$1.95.

- (E) Although essentially a pocket guide for the tourist, this first volume of a series will be of interest to the general reader as a pictorial introduction to the Southwest. Includes travel and sight-seeing suggestions and information on the geography, geology, and history of the region, cities, state and national parks, natural wonders, Indian lore, plants and animals.

Fergusson, Erna. New Mexico; A Pageant of Three Peoples. Knopf, 1951. 408 p. illus. \$5.00.

- (E) Divided into three sections: Indians; Spanish; Gringo. In each section, the condition and appearances of the present day are described as they are derived from the past. From primitive Indians to Spanish grandees, cattles rustlers, and atomic scientists at Los Alamos. The author's emphasis is on the landscape and its people.

Lummis, Charles Fletcher. Land of Poco Tiempo. University of New Mexico, 1952. 236 p. \$3.95.

- (E) "A reissue under new imprint. Originally published in 1884. An old standby on life in New Mexico, interestingly written with value for its pictures of Indian customs." Booklist.

Pillsbury, Dorothy L. Adobe Doorways. University of New Mexico, 1952. 197 p. illus. \$3.50.

- (E) "A sentimentalized picture of the American way of life in Santa Fe, New Mexico, where Anglos, Indians, and Spanish Americans live side by side in tranquility and understanding." Booklist.

Pillsbury, Dorothy L. No High Adobe. University of New Mexico, 1950. 198 p. illus. \$3.50.

- (E) "Charming sketches of Tenorio Flat - the Spanish-American section of Santa Fe - told by an Anglo who has lived in the area for many years. The tone is warm and appreciative, with no supercilious effusion about quaintness." Booklist.

STORY COLLECTIONS

Fenner, Phyllis R. (editor). Heroes, Heroes, Heroes. Watts, 1956. 246 p. illus. \$3.00.

- (E) A collection of short stories with special appeal to boys, although there is a magnetic quality that will attract any reader. There are stories of bravery for the airplane enthusiast, deep-sea diving, and rail-roading. All the stories have a mature interest level with easy vocabulary and should be useful for slow readers in high school.

Hazeltine, Alice Isabel, comp. Selected Stories for Teenagers: for pleasure and understanding. Abingdon, 1952. 240 p. illus. \$3.00.

- (E) A collection of carefully chosen short stories of meaningful and enduring human values, depicting a variety of characters and situations. Some of the stories are complete and some are excerpted from books.

James, Will. Will James' Book of Cowboy Stories. Scribner, 1951. 242 p. illus. \$2.50.

- (E) A selection of the cowboy-author's best stories and sketches, with his illustrations arranged to give year-around life on the ranch. Particularly valuable for its sketches of life in the Southwest.

Knight, Ruth Adams (Yingling). It Might Be You. Doubleday, 1949. 206 p. \$2.00.

- (E) These stories concern boys and girls of different periods of history, whose particular race or religion or party happened to be the target of hate of the ignorant, cruel majority of the moment: a Huguenot boy in Paris in the massacre of St. Bartholomew's Eve; a young colored girl whose essay on America takes her on a "segregated" trip to Washington as a prize, and others.

CHAPTER IV

A SELECTED, ANNOTATED LIST OF BOOKS WRITTEN IN SPANISH FOR BILINGUAL STUDENTS

This selected, annotated list of books written in Spanish is presented expressly for the purpose of developing a collection of books for Spanish-speaking students that will aid them in keeping and developing their Spanish language. It is the hope of the writer that this list will also cause the English-speaking students to become interested in Spanish as a second language, and thus come to appreciate the Spanish traditions of the Southwest.

The fundamental duties of all institutions of learning are twofold: to preserve the culture of the communities they serve and to advance such a culture. The first of these duties is carried out by the elementary and secondary schools. The school has an obligation due the Spanish-speaking students to offer them the opportunity to study and read in their own language. As the Spanish-Americans in the high school learn of such a collection, they will ask for materials to read. More books and reading materials in Spanish will then be justified in the librarian's book budget. For these purposes, the writer offers the following list of suggested titles for purchase:

ANTHOLOGIES

Irving, Thomas Ballantine, and Robert Kirsner. Paisajes Del Sur. Ronald, 1954. 223 p. \$3.00.

- (E) "A collection of readings introducing the distinctive characteristics of the Spanish-American way of life. Selections are from the prose and poetry of Spaniards, Indians, Griollos (pure Spanish who grew up in Mexico), and travelers and cover from pre-conquest times to the present. The readings deal with the troubles following independence, today's spiritual unrest and the people." Hispania.

Leavitt, Sturgis E., and Sterling A. Stoudemire. Tesoro de Lecturas. Holt, 1957. 257 p. \$3.90.

- (G) "An anthology or omnibus reader intended for high school students. Although designed primarily for reading Spanish it may also be used as a basis for conversation and oral and written composition. There are forty exercises, each based on four or five pages of the text. Attractive format, large type, and high quality of editorial work." Hispania.

Perry, Janet E., comp. The Heath Anthology of Spanish Poetry; with an introductory essay on the development of metrical forms. Heath, 1953. 468 p. \$3.75.

- (E) "Starts with the earliest Spanish poetry of the 12th century and continues through Rafael Alberti. The poems selected in the anthology are in general well-known, but there are in each category some poems not easily found in our standard anthologies." Hispania.

Sanchez, Jose. Nineteenth-Century Spanish Verse. Appleton, 1949. 374 p. \$2.37.

- (E) "An anthology which presents in convenient form a collection of representative poems with explanatory material for the study of Spanish verse for this period. The biographical and critical introduction to each writer is intended to aid the student in a better understanding and appreciation of the poet and his works."

Tenneborn, P. D., comp. Spanish Lyrics of the Golden Age.
London, Bell, 1952. 208 p. \$6.00.

- (F) "Offers 123 pages of poetry by twelve poets, preceded by an admirable fifty-page introduction on the background of history and ideas of the period, with a critical summary of the characteristics and importance of each of the poets." Hispania.

CULTURE AND HISTORY

Arjona, Doris K., and Carlos V. Arjona. Mas Cuentos de las Espanas. Scribner, 1956. 162 p.

- (E) "Stories from two hemispheres, illustrate both Spanish and Spanish-American life. Some of them are old favorites, already edited repeatedly for American students, others have not appeared previously. To make these stories suitable for reading by high school students, the editors have not only given them varying degrees of adaptation, but have also made an effort to preserve artistic and cultural values." Hispania.

Grismer, Raymond L., and Margarita Molinas. Conquistadores y Defensores. Heath, 1953. 167 p. \$2.00.

- (E) "Contains stories of the Spanish conquests in the New World and the heroic defense of their homes from the Indians. In preparing the book, the authors consulted original sources and accounts written by those who participated in the exploration of America. Beginning with Columbus, the reader passes to Balboa, Cortes, Bernal Diaz del Castillo, the Incas, and Pizarro. The panorama is completed with Garcilaso de la Vega, el Inca - a most graceful arrangement of material, since Garcilaso may be taken as a symbol of the blending of civilizations." Hispania.

Harrison, Salomay Lauderdale. Mexico Simpatico, Tierra de Encantar. Heath, 1957. 278 p. illus. \$2.60.

- (E) "Aims to give training in reading Spanish and to develop in students a sympathetic appreciation of the history, traditions, customs, and ideals of our southern neighbors, with special emphasis on the artistic and aesthetic side of Mexican life." Hispania.

Leal, Luis. Mexico, Civilizaciones y Culturas. Houghton, 1955. 205 p. illus. \$2.75.

- (F) "Presents a cultural picture of Mexico that begins with early Indian civilization and extends up to the present. Its twenty chapters extensively survey Mexico's history, literature, arts, and folklore. At the end of each chapter are pleasant interludes of anecdotes and poetry. Each chapter is well supplemented by a comprehensive "cuestionario" and another exercise that suggests themes for conversation and composition." Hispania.

Lopez, Juvencio Vasquez, and James B. Thorp. Mexico de Hoy. Appleton, 1948. 258 p. \$2.00.

- (F) "Purposes to present to English-speaking students of Spanish a faithful, authentic account of the mode of life in present-day Mexico. The scene is a modest, middle-class family in Mexico City; and through its activities and those of certain visiting friends from their northern neighbors republic, the intimate customs, festivals, legends, traditions, thoughts, and aspirations of the Mexican people are sympathetically revealed." Hispania.

Marin, Diego, and Neale Hamilton Taylor. La Vida Espanola. Appleton, 1957. 251 p. illus. \$3.25.

- (G) "A candid picture of the life and customs of the Spanish people, without undue emphasis on the picturesque. Marin, a native of Spain, contrasts life in the city with life in the rural areas, pointing out the diversity of local customs in various sections." Hispania.

Rodriguez, Mario B. The Spirit of Spanish America. Appleton, 1958. 183 p. \$3.00.

- (G) "Presents the highlights of Spanish-American civilization and culture through the simplified works of its outstanding writers. Students are introduced to Spanish-America's best literature in selections which convey the flavor of the original works." Hispania.

Taylor, N. H., and Emilio Goggio. Lecturas Iberoamericanas. Heath, 1957. 311 p. illus. \$2.40.

- (E) "Offers a brief unified survey of Spanish American thought and culture by means of short selections from writers who best represent their respective countries. Many kinds of writing are included - legends, short stories, essays, poetry, a play, etc. Selections are grouped into units according to countries, and the units are introduced by a cultural and historical outline in English." *Hispania*.

DRAMA

Martinez, Ruiz Jose. Dos Comedias de Azorin. Edited by Francisco Ugarte. Houghton, 1952. 164 p. \$2.00.

- (G) "Contains two of the best plays of Azorin: Comedia del arte and Old Spain. The texts are unabridged and unaltered, and the plays constitute appropriate and effective reading material for high school students." *Hispania*.

Mooock, Armando. Rigoberto. Edited by Willis K. Jones. Heath, 1954. 94 p. \$1.80.

- (F) "Here is a delightful little three-act play about an Argentine milquetoast. Rigoberto has been badgered all his married life by his wife and in-laws. But Rigoberto, with the help of his wife's suitor, rises to magnificent heights, asserts his independence, and assumes the full duties as head of his house." *Hispania*.

Nale-Roxlo, Conrado. Una Viuda Dificil. Edited by Ruth C. Gillespie and Beth Noble. Norton, 1953. 115 p. \$1.50.

- (E) "Concerns a young and alluring widow who finds herself besieged by suitors with thoroughly dishonorable intentions, among them the man she had loved before her marriage. Finally, she marries a man convicted of seven murders, whose death sentence the Viceroy is willing to commute to that of marriage in honor of the anniversary of his own marriage. The short introduction gives a biographical sketch of the author and a list of his works." *Hispania*.

ESSAYS

Garcia-Prada, Carlos, and Williams E. Wilson, eds. Nuevas Lecturas. Heath, 1952. 324 p. \$2.60.

- (G) "Interspersed among its thirty-seven stories are ten original essays which give an interpretation of the past and present of Spanish-America, and present a vision of the Nations to the south of us that, if only it could be more widely held, would result in a deeper understanding on our part and better inter-American relations." *Hispania*.

Martinez, Jose Luis. Literature Mexicana, siglo XX, 1910-1949. Mexico: Antiqua Libreria Robredo, 1949. 360 p.

- (E) "The first of the two volumes by this author. Contains a collection of essays, that were published previously in literary journals and newspapers or appeared as prologues to books - written between 1941 and 1949 about Mexican literature of the twentieth century." *Hispania*.

Nale-Roxlo, Conrado. Cuentos y Poesias. Edited by Ruth C. Gillespie. Appleton, 1954. 169 p. \$1.75.

- (E) "Humorous sketches by a well-known Argentine writer are here made available for the first time for classroom use. After the 90 pages of prose selections, there are six pages of poems. Footnotes explain the more difficult phrases." *Hispania*.

FICTION

Barnes, Edin. El Hombre de Negro. Macmillan, 1949. 111 p. illus. \$2.00.

- (F) "An exciting and exhilarating novel of espionage during W. W. II. The book is attractively bound, and the printing is clear and easily legible. The illustrations are in black and white." *Hispania*.

- (G) "A useful guidebook for club sponsors, containing Spanish constitutions in Spanish, details concerning membership and organization, models for minutes, programs, and elementary drills, songs, poetry, recipes, and other material for club activities and for the Spanish Club." *Hispania*.

Lopez Luna, Anastasio. El Gaucho Smith. Edited by Laurel Turk. Heath, 1952. 202 p. illus. \$2.40.

- (E) "The priceless story of an addle-pated but enduring eccentric who, following the example of his hero, Don Quijote, equips himself and rides out into the world to redress its ills." Hispania.

Perez Galdos, Benito. Marianela; edited by Nicholson B. Adams. Ginn, 1951. 197 p. \$1.75.

- (F) The romantic story of the blind youth Pablo and of Nela, the devoted but deformed Waif who guides him about the mines of Socrates. Pablo knows of Nela only that she is beautifully kind and tender; the story and its resolution comes when his sight is restored and when Nela fears that he, seeing her outward ugliness, will spurn her devotion.

FINE ARTS

Federal Writers' Program, W. P. A., New Mexico. The Spanish-American Song and Game Book. Barnes, 1948. 126 p. illus. \$3.00.

- (E) "Designed for use by children although directions are given in Spanish and English for parents, school teachers, and folk festival directors. The origin of the songs and games is given in English in the introduction." Booklist.

Luce, Allena. Vamos a Cantar. Heath, 1956. 112 p. \$1.20.

- (G) "Sixty-three Spanish songs with accompaniments from continental Spain and Latin America, and from other countries; designed to enliven the class period and enrich cultural teaching, or to increase the gaiety of Spanish club meetings." Hispania.

Roach, Eloise. Spanish Club Manual. Banks-Upshaw, 1958. 112 p. \$1.80.

- (G) "A useful guidebook for club sponsors, containing specimen constitutions in Spanish, details concerning membership and organization, models for minutes, programs, parliamentary drill, games, poetry, recipes, and a wealth of other material for organizing and sustaining the Spanish Club." Banks-Upshaw.

FOLKTALES

Hills, E. C., and Juan Cano. Cuentos y Leyendas. Heath, 1957. 180 p. illus. \$2.00.

- (G) "Tales and legends for beginners in Spanish, written in a simple style with much skillful repetition. Has oral exercises and composition passages based on the text of the book." Hispania.

Cuentos Espanoles de Colorado y Nuevo Mexico. Stanford University, 1957. 2 vols. 1378 p. \$10.00.

- (E) "This collection of over five hundred folk tales from southern Colorado and Northern New Mexico bears witness to the strong imprint left by the Spanish Conquistadores on what is now part of the Southwestern United States. Brief English summaries of all the stories are found at the end of the second volume." Hispania.

White Lea, Aurora Lucero. Literary Folklore of the Hispanic Southwest. Naylor, 1953. 247 p. \$4.50.

- (G) "A comprehensive collection of the Spanish folklore of New Mexico and southern Colorado, for the most part, from northern New Mexico. Many traditional plays of New Mexico that have never been printed before are included. The book is divided into six parts: the plays; the romances (ballads - corridos); the cuentos (folk-stories); the folkways; and the folksay. The English version of all the stories is given also.

LANGUAGE

Resnick, Seymour. Welcome to Spanish. Ungar, 1952. 192 p. illus. \$2.50.

- (E) "Intended as a complete basic course in Spanish reading, writing and speaking, either for school use or for self-teaching, with a brief summary of pronunciation, followed by the narration of twelve connected incidents." Hispania.

Sacks, Norman P. Spanish for Beginners. Ronald, 1951.
256 p. \$3.00.

- (G) "In this new addition to the list of Spanish grammars for high school students, there are twenty lessons, each consisting of "modismos y frases", a reading section in Spanish, a section on grammar, "Ejercicios" in Spanish and English, and a vocabulary. Beginning with lesson six, a brief selection of Spanish and Spanish-American poetry closes each lesson." Hispania.

Turk, Laurel H. Foundation Course in Spanish. Heath, 1957. 462 p. illus. \$4.50.

- (E) "A brilliant new grammar planned for a solid, practical language foundation and for stimulating reading. It will be appreciated and enjoyed by high school students whose mental development requires a more mature presentation of study materials." Hispania.

SHORT STORIES

Alarcon, Pedro Antonio de. Novelas Cortas. Edited by Joseph G. Fucilla. Ginn, 1952. 167 p. \$1.75.

- (F) "Tales well-known to most Spanish teachers, touching on a variety of them and many facets of Spanish life are presented here. The editor has prepared a short but excellent introduction on the life and works of Alarcon." Hispania.

Grismer, Raymond L., and Mary B. MacDonald, eds. El Tesoro Enterrado y otros Cuentos. Adopted from the Spanish of Alberto Edwards. Houghton, 1952. 205 p. \$2.00.

- (E) "This collection of Chilean detective stories is connected loosely by the central character, a kind of South American Sherlock Holmes. The tales are full of suspense, interest, and Chilean local color." Hispania.

Osborne, Robert E., ed. Cuentos del Mundo Hispanico. American Book, 1957. 138 p. \$2.60.

- (E) "Collection of twelve short stories that present four Spanish and six Latin American authors of the nineteenth and twentieth centuries. There is wide variety of interest and stylistic characteristics." Hispania.

Rodriguez, Mario B., ed. Cuentos de Ambos Mundos. Houghton, 1950. 94 p. \$0.75.

(F) "An interesting volume of short stories designed to represent the major Latin American countries." *Hispania*.

Turk, Laurel H., and Agnes M. Brady, eds. Cuentos y Comedias de America. Houghton, 1950. 318 p. \$2.20.

(E) "In this collection, twenty-two short stories by nineteen different authors and three (comedias" by three additional writers provide a rich sampling of Spanish American prose in these genres. Because of the variety of themes, the stories are certain to appeal to students, for they contain humor, satire, suspense, adventure, folklore, and superstition." *Hispania*.

Vazquez, Alberto, ed. Cuentos de la America Espanola. Longman's, 1952. 279 p. n. p. 1.

(G) "A collection of twenty short stories from as many authors, ranging from three to eighteen pages in length. The text occupies 194 pages, and the vocabulary 85. Each story is preceded by a half page introduction with data concerning the author's life and works." *Hispania*.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was initiated to ascertain the desirability and usefulness of developing a collection of books written in English and in Spanish for bilingual students suited to their interests and needs, and which would help better inter-personal relationships among the students of the Grants, New Mexico, High School.

Summary. This study has convinced the writer that many educators, administrators, as well as librarians have become increasingly interested in providing special reading materials for bilingual students. A review of the literature has shown that bilingualism is by no means confined to the Southwest, but that it is a problem almost international in scope. Much research has been done on the problem of bilingualism, but this research is confined largely to the problems inherent in the teaching of bilingual students.

In Chapter I of this study, the writer presented a statement of the problem, with the limitations and methods of procedure of this study, followed by sources of data and definitions of terms which were pertinent to this investigation. In Chapter II, the writer attempted to set up a list of defensible criteria for the selection of books for bilingual students. In Chapters III and IV, the writer's

purpose was to present two limited lists of books written in English and in Spanish that seemed most adequately to represent the thought, social conditions, and collective ideals of the Spanish-speaking people.

The writer has included titles, which in his opinion, are representative of national divisions, collective ideals, and literary value. The titles were chosen also with a view to their availability on the market. The writer believes that the titles listed have practical and immediate value, and that both the English and Spanish-speaking students will find much material that is stimulating and constructive in its bearing on the present-day problem of social integration in the Grants High School.

Conclusions. In view of the evidence submitted in this study, it may be said with a measure of certainty that:

1. Language and communication skill can be developed more rapidly through providing carefully selected books and reading materials for Spanish-American students in the high school library. Collections planned around the student's immediate environment will stimulate Spanish-speaking students in developing a desire to communicate with others.
2. The cultural and social differences of Spanish-speaking students should be utilized by the librarian as a contribution to the total library program.
3. The use of materials of all kinds--books, visual aids, periodicals, and charts--help make experiences broad,

comprehensive, and meaningful.

4. There is a growing, cooperative interest on the part of educators, administrators, and librarians in developing a better library program for the Spanish-speaking students.

The writer believes that Spanish-speaking students who have the opportunity to read and use the English language are able to make progress equal to that of the English-speaking students. However, there is no conclusive evidence to support this belief.

Conclusions applicable to a practical high school library program are as follows:

1. Effective human relations by librarians of high schools having Spanish-American students leads to a better program for all students.

2. A resourceful librarian in a high school with Spanish-speaking students can particularly serve English and Spanish teachers by providing materials that will aid them in a better developmental program for native Spanish-speaking students.

Recommendations. The writer recommends that Spanish be made a required course in the Grants High School, instead of being merely an elective. This requirement would help the Spanish-speaking students to keep and develop their native tongues. As for the English-speaking students, the

required course should cause them to appreciate better the Spanish traditions of the Southwest.

It is recommended that a special collection of books written in English and in Spanish for bilingual students be placed in the Grants, New Mexico, High School Library.

The writer recommends that the librarian begin at once to educate the public on this new service by sending representatives to the various community organizations in the city of Grants, namely the Parent Teachers Association, the local Chamber of Commerce, the local teacher associations, and the Business and Professional Women's Club to explain this policy of developing this special collection of books for bilingual students.

It is also recommended that an extensive campaign be organized among the adults as well as the students of the Grants community to arouse the interest in this special book collection and cause them to recognize the important part it plays in the community and the high school.

The writer has expressed the belief that Spanish-speaking students, given an opportunity, can make progress in language and communication skills comparable to that of English-speaking students. Research relating to this problem appears to be needed. Therefore, the writer recommends that scholars interested in the problems of educating bilingual students give attention to this type of research.

These recommendations and this thesis has been

presented with the one thought in mind: to help develop better interpersonal relationships among the English and Spanish-speaking students in the Grants, New Mexico, High School.

APPENDIX

- Wright, Thomas G. The Government of New Mexico. London: George Allen and Unwin Press, 1934.
- Wright, Thomas G. New Mexico: A History of the Territory. New York: George Allen and Unwin Press, 1934.
- Wright, Thomas G. Spain and the World. Second edition. New York: Columbia University Press, 1950.
- Wright, Thomas G. Spain: The Struggle for Peace and Unity. New York: George Allen and Unwin Press, 1934.
- Wright, Thomas G. Spain: Spanish-Speaking Peoples. New York: Columbia University of New York Press, 1934.

APPENDIX

BIBLIOGRAPHY

- Wright, Thomas G. "Notes and News on the Clerical Conference," Hispania, XV:11 (December, 1931), 475-476.
- Wright, Thomas G. "Selecting Materials for Biological Collections," Evolutionary Journal, 47:206-207, December, 1931.

Library
of Herbert Hoover
at Hoover

A. BOOKS

Donnelly, Thomas C. The Government of New Mexico. Albuquerque: University of New Mexico Press, 1947.

Fergusson, Erna. New Mexico; A Pageant of Three Peoples. New York: Alfred A. Knopf, 1951.

Haines, Helen. Living With Books. Second edition. New York: Columbia University Press, 1950.

Tannebaum, Frank. Mexico, the Struggle for Peace and Bread. New York: Alfred A. Knopf, 1950.

Tireman, Loyd Spencer. Teaching Spanish-Speaking Children. Albuquerque: University of New Mexico Press, 1948.

B. PERIODICAL ARTICLES

Johnson, Marjorie. "Notes and News on the Claremont Conference," Hispania, XXVIII (December, 1943), 479.

Rojas, P. M. "Selecting Reading Materials for Bilingual Children," Elementary School Journal, 47:204-205, December, 1946.

C. BOOK SELECTION AIDS

Booklist, The. Chicago: American Library Association, 1948/1958.

Book Review Digest. New York: H. W. Wilson Company, 1948/1958.

Hispania. Washington, D. C.: American Association of Spanish Teachers, 1948/1958.

Jackson, Mabel E. "Books on Minority Groups for High Schools," New York: Wilson Library Bulletin, May, 1949.

Library Journal. New York: R. R. Bowker Company, 1948/1958.

Library Literature. New York: H. W. Wilson Company, 1948/
1958.

National Council of Teachers of English. Books for You.
Champaign, Illinois: National Council of Teachers of
English, 1951 with 1954 supplement.

Spanish Books, 1951-58 (Catalogue). Dallas, Texas, D. C.
Heath & Company.

Spanish Cultural Index. Madrid, Spain, January, 1955.

Standard Catalog for High School Libraries. New York:
H. W. Wilson Company, 1957 with 1958 supplement.

APPENDIX A

TEACHING FOREIGN LANGUAGES TO SPEAKERS OF BILINGUAL SPANISH

Widdowson, Leonard. Outline Guide for the Practical Study of Foreign Languages. Washington, D. C., Linguistic Society of America, 1942. 16 pp.

Widdowson, Leonard. Modern Methods of Teaching English as a Foreign Language: A Guide to Modern Materials with Particular Reference to the Far East. New York, 150 Fifth Avenue, United Board for Christian Colleges in China, 1942. 98 pp.

Conference on the Education of Spanish-Speaking Children. Teachers Guide to the Education of Spanish-Speaking Children. Bulletin of the California State Department of Education, Sacramento, October, 1952. 88 pp.

El Paso Public Schools. A Manual of First and Second Year Teaching Learning Materials for Spanish Speaking Children. El Paso, Texas, 1947. **APPENDICES** Level One 1948. 95 p. Level Two 1948. Three volumes \$1.00 each.

Gearty, Joseph, and others. A Guide to the Teaching of English to Puerto Rican Pupils in the Junior High Schools. Language Policy Series, Puerto Rican Study. New York, Board of Education of the City of New York, 1954. 114 p.

Gearty, Joseph, and others. Spanish Speaking Pupils in the Junior High Schools. Language Policy Series, Puerto Rican Study. New York, Board of Education of the City of New York, 1954. 114 p.

Gearty, Joseph, and others. Spanish Speaking Pupils in the Junior High Schools. Language Policy Series, Puerto Rican Study. New York, Board of Education of the City of New York, 1954. 114 p.

Gearty, Joseph, and others. Spanish Speaking Pupils in the Junior High Schools. Language Policy Series, Puerto Rican Study. New York, Board of Education of the City of New York, 1954. 114 p.

APPENDIX A

BIBLIOGRAPHY FOR TEACHERS OF BILINGUAL STUDENTS

- Bloomfield, Leonard. Outline Guide for the Practical Study of Foreign Languages. Washington, D. C., Linguistic Society of America, 1942. 16 p. 50¢
- Cochran, Anne. Modern Methods of Teaching English as a Foreign Language: A Guide to Modern Materials With Particular Reference to the Far East. New York, 150 Fifth Avenue, United Board for Christian Colleges in China, 1952. 95 p. \$1.25.
- Conference on the Education of Spanish-Speaking Children. Teachers Guide to the Education of Spanish-Speaking Children. Bulletin of the California State Department of Education, Sacramento, October, 1952. 84 p. 50¢
- El Paso Public Schools. A Manual of Aids and Devices for Teaching Beginning Non-English-Speaking Children. El Paso, Texas, 1945. 87 p. Level One, 1946. 95 p. Level Two, 1946. 99 p. Three volumes, \$1.00 each.
- Kavetsky, Joseph, and others. A Guide to the Teaching of English to Puerto Rican Pupils in the Junior High Schools. Language Guide Series, Puerto Rican Study. New York, Board of Education of the City of New York, 1955. 134 p. Free.
- Language Learning, A Journal of Applied Linguistics. Published by the Research Club in Language Learning, University of Michigan, Ann Arbor. 4 issues per year, \$2.00.
- Smith, Henry Lee, Jr. Linguistic Science and the Teaching of English. Inglis Lecture - 1954. Cambridge, Mass., Harvard University Press, 1956. 61 p. \$1.50.
- Tucker, Charlotte B. English for Foreign Students, Common Two-word Verbs with a Few Idiomatic Expressions. Syracuse, New York, Syracuse University, 1949. 40 p. 75¢. Revised edition, 1956.

APPENDIX B

DIRECTORY OF PUBLISHERS FOR ANNOTATED LIST

- Abelard-Schuman, Ltd.
404 4th Avenue. New York 16, N. Y.
- Abingdon Press, Hdqrs.
810 Broadway. Nashville 2, Tennessee.
- American Book Company.
55 5th Avenue. New York 3, N. Y.
- Appleton-Century-Crofts.
35 W. 32nd Street. New York 1, N. Y.
- Ballantine - See Houghton.
- Banks Upshaw & Company.
707 Browder Street. Dallas 1, Texas.
- Bobbs-Merrill Co., Inc.
724-30 N. Meridian St. Indianapolis 7, Ind.
- Columbia University Press.
2960 Broadway. New York 27, N. Y.
- Thomas Y. Crowell Company.
432 Fourth Avenue. New York 16, N. Y.
- Crown Publishers.
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- Devin-Adair Company.
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- Doubleday & Company, Inc.
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- Dryden Press, Inc.
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- E. P. Dutton & Co., Inc.
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- Follett Publishing Company.
1000 W. Washington Blvd. Chicago 7, Ill.
- Fondo de Cultura Economica.
975 Ave. de la Universidad. Mexico 12, D. F.
- Funk & Wagnalls Company.
153 East 24th Street. New York 10, N. Y.
- Ginn & Company.
Statler Bldg. Boston 17, Mass.
- Harcourt Brace & Company, Inc.
383 Madison Avenue. New York 17, N. Y.
- Harper & Brothers.
49 E. 33rd Street. New York 16, N. Y.
- Harvard University Press.
38 Quincy Street. Cambridge 38, Mass.
- D. C. Heath & Company.
285 Columbus Avenue. Boston 16, Mass.
- Henry Holt & Company.
383 Madison Avenue. New York 17, N. Y.
- Houghton Mifflin Company.
2 Park Street. Boston 7, Mass.
- Alfred A. Knopf, Inc.
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- J. B. Lippincott Company.
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- Little Brown & Company.
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- Lothrop, Lee & Shepard Co., Inc.
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- The Macmillan Company.
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- McGraw-Hill Book Company.
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- W. W. Norton Company.
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- Oxford University Press.
114 5th Avenue. New York 11, N. Y.
- Pantheon Books.
333 6th Avenue. New York 14, N. Y.
- Plays, Inc.
8 Arlington Street. Boston 16, Mass.
- Prentice-Hall, Inc.
Route 9 W. Englewood Cliffs, N. J.
- G. P. Putnam's Sons.
210 Madison Avenue. New York 16, N. Y.
- Rinehart & Company, Inc.
232 Madison Avenue. New York 16, N. Y.
- The Ronald Press Company.
15 E. 26th Street. New York 10, N. Y.
- Roy Publishers.
30 E. 74th Street. New York 21, N. Y.
- Scott, Foresman & Company.
433 E. Erie Street. Chicago 11, Ill.
- Charles Scribner's Sons.
597 5th Avenue. New York 17, N. Y.

APPENDIX C

NEW MEXICO LAWS RELATING TO SPANISH-AMERICANS

PUBLIC SCHOOL CODE

1953

CHAPTER 73

ARTICLE 4

STATE SUPERVISOR OF SPANISH

- Section 73-4-1. Position created.
73-4-2. Supervisor's duties.
73-4-3. Requirements.
73-4-4. Appointment by superintendent.
73-4-5. Three-year term.
73-4-6. Supervision by superintendent of public instruction.
73-4-7. Payment of Compensation.

73-4-1. Position created. - "In order to bring about an improvement in the teaching of Spanish in the schools of the State, and in order to insure the retainment and the development of the Spanish language, with a view of future Inter-American relations, there is hereby created the position of a State Supervisor of Spanish."

73-4-2. Supervisor's duties. - "The duties of the state supervisor of Spanish shall be:

(a) In cooperation with the state board of education to formulate the requirements for the certification of teachers of Spanish and to assist in the administering of adopted requirements.

(b) To inspect all schools teaching Spanish with a view of improving the instruction in Spanish and of helping teachers in their work.

(c) To see to it that there is correlation between the teaching of Spanish in the grades and in the high schools.

(d) To advise the state board of education on basic texts, readers, and other mechanical aids to be adopted.

(e) To have a course of study written to guide teachers.

(f) To give tests and measure the progress made by students.

(g) To see to it that English-speaking students learn to converse in Spanish as well as to read and write.

- (h) To see to it that teachers take care of the special need of Spanish-speaking students studying Spanish.
- (i) To work in cooperation with all school authorities."

73-4-3. Requirements. - "The requirements for the appointment of the Spanish supervisor shall be:

- (a) The Bachelor of Arts degree with a major in Spanish.
- (b) The ability to speak Spanish well and fluently.
- (c) Not less than two (2) years of successful teaching experience in Spanish.
- (d) To be thoroughly familiar with the educational and the social conditions of New Mexico."

73-4-4. Appointment by superintendent. - "The appointment of the supervisor of Spanish shall be made by the superintendent of public instruction."

73-4-5. Three-year term. - "The appointment to be for periods of three (3) consecutive years."

73-4-6. Supervision by superintendent of public instruction. "The supervisor of Spanish shall work under the supervision of the superintendent of public instruction who shall be his immediate superior."

73-4-7. Payment of compensation. - "The salary of the supervisor of Spanish shall be paid from the funds of the superintendent of public instruction, not to exceed (\$2,500.00) twenty-five hundred dollars."

CONSTITUTIONAL PROVISIONS CONCERNING
PUBLIC SCHOOL EDUCATION

CONSTITUTION
of the

STATE OF NEW MEXICO

ARTICLE XII

EDUCATION

Sec. 8. Teachers to learn English and Spanish. - "The Legislature shall provide for the training of teachers in the normal schools or otherwise so that they may become proficient in both the English and Spanish languages, to qualify them to teach Spanish-speaking pupils and students in the public schools and educational institutions of the state, and shall provide proper means and methods to facilitate the teaching of the English language and other branches of learning to such pupils and students."

Sec. 10. Educational rights of children of Spanish descent. "Children of Spanish descent in the state of New Mexico shall never be denied the right and privilege of admission and attendance in the public schools or other public educational institutions of the state, and they shall never be classed in separate schools, but shall forever enjoy perfect equality with other children in all public schools and educational institutions of the state, and the legislature shall provide penalties for the violation of this section. This section shall never be amended except upon a vote of the people of this state, in an election at which at least three-fourths of the electors voting in whole state and at least two-thirds of those voting in each county in the state shall vote for such amendment."

Words and phrases
used in this document

Background of subject
matter

Vocabulary

Index

Table of Contents

APPENDIX D

CRITERIA CHART FOR EVALUATING BOOKS
FOR BILINGUAL STUDENTS

Author _____

Title _____

Publisher _____ Pages _____ Illus. _____

General Criteria

F G E

1. Author's Background
2. Organization of Material
3. Scope
Complete
Partial
4. Style of Writing
5. Suitability of subject material
6. Purpose of subject matter
7. Treatment of controversial subjects

Specific Criteria

1. Needs and interest level of students
2. Background of subject matter
3. Vocabulary
4. Print
5. Genuine illustrations