



International Bibliography of Studies on Reading Primers and Basal Readers (IBSP)

Edited on behalf of the Reading Primers Special Interest Group (RP-SIG)

by

Vitaly Bezrogov, Kira Mahamud Angulo, Wendelin Sroka and Joanna Wojdon

in conjunction with



1st edition, May 2011

Vitaly Bezrogov, Kira Mahamud Angulo, Wendelin Sroka, Joanna Wojdon (eds.):
International Bibliography of Studies on Reading Primers and Basal Readers (IBSP)

Published in 2011 by the
Reading Primers Special Interest Group (RP-SIG) of the International Society for Historical
and Systematic Research on Schoolbooks

RP-SIG, c/o Wendelin Sroka, Suebenstr. 3, 53175 Bonn, Germany
rp-sig@arcor.de · www.schulbuch-gesellschaft.de/en/rp

in conjunction with
Centro de Investigación MANES
UNED, Facultad de Educación. Departamento de Historia de la Educación
y Educación Comparada. Despacho 204-3, 7 - 28040 Madrid, Spain
www.uned.es/manesvirtual/portalmunes.html

© Reading Primers Special Interest Group, 2011 – All rights reserved.

Foreword

The purpose of the International Bibliography of Studies on Reading Primers and Basal Readers (IBSP) is to allow insights into the wealth of studies on textbooks for reading instruction at international level. IBSP has been compiled to serve as a tool for researchers, librarians, organisers of exhibitions and other persons with an interest in these genres of educational media. An added value of this bibliography is that titles of studies written in languages other than English are also presented in the English language.

IBSP is an activity of the Reading Primers Special Interest Group (RP-SIG), an international expert network founded in 2009 under the umbrella of its parent organisation, the International Society for Historical and Systematic Research on Schoolbooks. The bibliography has been prepared in conjunction with MANES, the Spanish Centre for School Textbook Research, Madrid.

Members and friends of RP-SIG and MANES have supported the preparation of this bibliography in many ways. Special thanks for providing data and advice go to Juris Cibuls, Riga (Latvia), Wolfgang Fickert, Erlangen (Germany), Olga Kabasheva, Moscow (Russia), Veronika Kalmus, Tartu (Estonia), Tuija Laine, Helsinki (Finland), Aneta Lewińska, Gdańsk (Poland), Jadranka Nemeth-Jajić, Split (Croatia), Gabriela Ossenbach Sauter, Madrid (Spain), Franciszek Pilarczyk, Zielona Góra (Poland), Alla Salnikova, Kazan (Russia), Dagrún Skjelbred, Tønsberg (Norway) and Anette Uphoff, Braunschweig (Germany). Olga Kabasheva has also helped to transliterate titles from Cyrillic script into Latin script. References to works of RP-SIG members are marked by an asterisk (*) preceding author's name.

This first edition of the bibliography is made up of two parts, and it contains 412 references. Part 1 – devoted to studies on primers and basal readers in individual countries – has 387 references. According to continents, the figures are 24 (Africa), 68 (The Americas), 14 (Asia), 7 (Australia and the Pacific) and 274 (Europe). 25 references to international / comparative studies are included in Part 2.

The information found in this first edition of IBSP is certainly uneven, not least in terms of coverage of continents, countries and language groups. However, we see the compilation of the bibliography as an ongoing project, and we strive to present enhanced editions in the future. Users should feel encouraged to contribute and share with us their knowledge. The next edition of IBSP will be published in spring 2012. Please send comments and suggestions concerning additional references to rp-sig@arcor.de.

Moscow/Madrid/Bonn/Wrocław

May 2011

Content

Introduction	9
List of abbreviations and key to character	14
1. Studies on primers and basal readers in individual countries	15
1.1 Africa	15
Benin	15
Botswana	15
Burkina Faso	15
Cameroon	15
Central African Republic	15
Chad	15
Congo (Democratic Republic)	15
Congo (Republic)	16
Côte d'Ivoire	16
Ethiopia	16
Ghana	16
Guinea	17
Kenya	17
Morocco	17
Mozambique	17
Niger	17
Nigeria	17
Senegal	17
South Africa	17
Sudan	18
Tanzania	18
Togo	18
Uganda	18
Zimbabwe	19
1.2 The Americas	19
Argentina	19
Brazil	19
Canada	20
Costa Rica	20
Guatemala	20
Mexico	21
USA	21
1.3 Asia	24
China	24
India	24
Israel	25

	Japan	25
	Korea (South)	25
	Nepal	25
	Singapore	25
	Syria	25
1.4	Australia and the Pacific	26
	Australia	26
	New Zealand	26
	Papua New Guinea	26
1.5	Europe	26
	Austria	26
	Belarus	27
	Belgium	27
	Bosnia and Herzegovina	27
	Croatia	27
	Czech Republic	28
	Denmark	29
	Estonia	29
	Finland	30
	France	31
	Germany	32
	Greece	37
	Hungary	37
	Ireland	37
	Italy	37
	Latvia	38
	Lithuania	38
	Luxembourg	38
	The Netherlands	38
	Norway	39
	Poland	39
	Portugal	42
	Romania	42
	Russia	42
	Serbia	45
	Slovakia	45
	Slovenia	45
	Spain	46
	Sweden	48
	Switzerland	48
	Turkey	49
	Ukraine	49
	United Kingdom	49

2.	International / comparative studies	50
2.1	Cross-national historical and comparative studies on primers and basal readers in selected countries	50
2.2	Regional studies on primers and basal readers	53
	Latin America	53
	Europe	53
2.3	Studies on primers and basal readers in a worldwide perspective	53
	Exhibition catalogues and bibliographies	53
	Studies	54

Introduction

Reading literacy is widely regarded today as a core competence, important for everybody to master the challenges of the modern world. As described by the OECD in the context of its Programme for International Student Assessment (PISA): "Reading literacy is understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society." (OECD 2003, p. 108) Definitions of reading literacy, different as they have been over time and as they are today between academic disciplines and schools of thought, are always based on assumptions on a great number of issues: on humans as cultural beings, on the role of individuals in society, on the transmission of knowledge, on languages in which literacy is acquired, and also on tasks of education systems.

In a historical perspective, the expansion of reading literacy – generally conceived as reading and writing literacy – is closely linked with the development of education systems. Schooling and especially schooling at primary level includes the teaching of reading, regardless of its specific settings in public or in private schools, in group lessons or in individualised teaching, in the instruction of children or in adult education. This applies to societies which make formal schooling available only for parts of the population, but also to societies where universal access to education is guaranteed and enforced by law. The omnipresence of printed matter in modern societies, the promotion of early literacy skills in infancy and the advent of electronic media have so far hardly changed the basic link between reading literacy and schooling. As Robert Calfee and Marilyn Chambliss (1999, p. 179) point out with reference to the United States: "Most children are immersed in print from the moment they open their eyes, but school is where the acquisition of print-dependent skill and knowledge become critical."

School-based instruction, including reading instruction, relies heavily on textbooks. The invention of the printing press in China and later in Europe has facilitated mass produced textbooks. In Europe, Protestant reformers also introduced the use of people's languages in liturgy and the Bible, and they supported the circulation of catechisms (Gilmont 2003, p. 220). Here, in addition to catechisms, specific types of booklets or books have been printed since early modern times for the purpose of reading instruction: primers – in early modern Europe often designed as catechism primers – and basal readers. The historic link between letterpress printing and the teaching of reading by means of textbooks is underlined by the fact that primers are among the first printed books in a number of European languages, e.g. in Croatian (1527), Finnish (1543), Lithuanian (1547) and Slovenian (1551) (Sroka 2011). From that time, primers and readers have been created and used in school systems all over the world. Subject to underlying theories of learning to read, curriculum, the role assigned to illustrations and material design they have developed considerably. This includes the formation of specific national or regional traditions in the preparation and use of tools for teaching reading comprehension. Nowadays sets of media for initial reading instruction often include, in addition to primers, also workbooks, teachers' manuals, CD-ROMs and other interactive multimedia provided online. Moreover, the question of how best to teach reading is answered today in very different ways, and in some countries teaching practices become more and more important which do not make use of a primer or of basal readers, in favour of e.g. trade books or "experimental programmes". Academic critique expressed especially since the last quarter of the 20th century describes the primer as "boring", as not responding to the diverse needs of groups of learners and as retarding rather than improving reading skills. While some experts discuss the actual or impending "end of the primer" (Bergk 2002), in a global perspective primers as well as basal readers still enjoy remarkable market success today.

Considering the role of primers and basal readers over time and across language communities and systems of schooling it is not surprising that these types of textbooks have for decades been the object of public and academic attention. Proofs of this are special collections, exhibitions, exhibition catalogues and not least scholarly contributions in the perspectives of various academic disciplines and sub-disciplines. Disciplines involved in studies on primers and readers range from psychology and linguistics to history, ethnography, pedagogy, socio-linguistics, cultural studies, theology/religious studies and book or media studies, including book history. Often, primers and basal readers are also considered under the heading of school textbook or educational media research. More recently social perspectives have shed light on important features of schoolbooks in general and primers and basal readers in particular. As Allan Luke (1999, p. 186) describes it:

The forms and contents, ideologies and discourses of textbooks constitute an official and authorized version of cultural knowledge and literate practice. The writing, production, selection, and teaching of textbooks thus are part of the selective traditions of curriculum, the complex historical processes through which particular cultural and political interests construct what will count as valued knowledge. Because of their centrality in educational and language planning in nation-states, textbooks remain key and frequently contested elements in the social construction of literacy.

Another characteristic of primers and readers aimed at pupils in the first grades of the primary school is that they include simple images and illustrations as a reinforcing resource for the teaching of sounds, syllables and words. Thus, linguistic and iconic codes are very much related and in close association in the teaching of reading at the primary level. This characteristic has added to the interest of researchers from various disciplines in the study of primers and readers.

Studies on primers and basal readers, either specifically focused on these types of schoolbooks or related to school textbooks in general, usually cover phenomena in individual countries, and they are written in a great number of languages. This results in a scarcity of communication across language communities – a considerable hindrance for in-depth research. From this background, the purpose of the International Bibliography of Studies on Reading Primers and Basal Readers (IBSP) is to contribute to cross-cultural as well as to cross-disciplinary awareness by providing basic information about the wealth of studies on textbooks for reading instruction at international level. An added value is provided by the translation of titles of studies written in languages other than English into the English language. The bibliography is elaborated to serve as a tool for researchers, librarians, organisers of exhibitions and other persons with an interest in this field.

An endeavour of this kind is faced with a great number of challenges. Major challenges relate to

- the definition of primers and basal readers in an international perspective,
- the scope of the bibliography,
- the arrangement of entries about various types of studies,
- the acquisition and processing of information.

Reading primers and basal readers

IBSP encompasses studies on two types of textbooks for reading instruction: reading primers and basal readers. The terms “reading primer” and “primer” are used to describe books or series of booklets, developed as tools at the initial stage of reading instruction for the hands of learners. In this instructional process the primer quite often represents “the first book” not only in reading, but in textbook-based schooling as a whole, and it is typically used as a textbook in grade one. It is then often followed by series of basal (elementary) readers which are

employed in the early grades of schooling, i.e. at the primary level of education systems. A distinction between a primer and a reader is often made when reading instruction starts with the introduction of individual letters or syllables – the latter a typical content of primers. Nevertheless, also primers of this type quite often also contain a separate part with reading exercises. In certain cases this is reflected in denominations like “primer and reader for grade one” or “primer and first reader”, as in Estonian (*‘aabits ja esimene aasta lugemik’*) or in German (*‘Fibel und erstes Lesebuch’*). Moreover, the title of a book does not always announce that it is a primer or a reader, but here the books are as a rule identified as educational tools for specific purposes in the context of professional and cultural practices. Finally, a distinction between a primer and a basal reader is less easy in other cases.

As our primary interest is in textbooks for initial reading instruction we have focused on studies of readers for the primary grades of schooling. This implies that studies on readers with an explicit focus on readers for the secondary level of school systems are excluded.

As mentioned earlier, in a comparative perspective the specific settings of reading instruction differ greatly, and thus primers and basal readers are produced and used for example as textbooks for children as well as for adults, for use in state approved schools and for use e.g. in evening or Sunday schools, in group lessons or in individualised private teaching, e.g. home schooling, and instruction in official or minority languages.

The definition of the ‘primer’ as suggested here follows a pragmatic approach, and especially in an international perspective it is not always easy to decide whether or not an individual text should be regarded as a primer or not. However, in a great number of languages special terms exist for what we call primers in the sense described above: *Ābece* (Latvian), *abecedar* (Romanian), *aberi* (Karelian), *abetare* (Albanian), *alfabetario* (Greek), *alifba* (Tatar), *bukvar* (Serbian, Ukrainian, Belorussian), *elementarz* (Polish), *elementorius* (Lithuanian), *fibla* (Sorbian), *početnica* (Bosnian, Croatian), *šlabikár* (Slovakian). Frequently, the term used to denominate a primer has changed over time, e.g. in German (*‘ABC-Buch’*, *‘Laien-Schule’*, *‘Namen-Büchlein’*, *‘Silben-Büchlein’*, *‘Syllabir-Buch’*) or Slovenian (*‘abecedarium’*, *‘abecedar’*, *‘plateltaf’*, *‘abecdnik’*, *‘abc bukvice’*, *‘začetnica’*, *‘prvo berlilo’*). But even in these cases the terminology is as a rule clear enough to avoid major uncertainties in identifying textbooks as primers.

A decision which had to be made in the preparation of IBSP was to find consistent translations into English of the terms used in languages other than English for the first textbook employed in formal reading instruction. We have decided in favour of the terms ‘reading primer’ and ‘primer’ at the expense of the terms ‘abc’ and ‘abc-book’. We have done so because at least since the 20th century abcs and abc-books normally represent a genre which differs from primers in that it designates books of art rather than resources developed mainly for instructional purposes (for a terminological discussion of ‘abc-book’ see Indictor 2000). English language literature is far from being consistent in this question. For example, the relevant terms in some European languages – e.g. Finnish *aapinen*, Estonian *aabits* and even more so *abc* and *abc-bok*, used in Scandinavian languages – are often translated into English literally as abc or abc-book. Moreover, in Russian two terms exist side by side: *bukvar’* and *azbuka*. While the term *bukvar’* in our context is undoubtedly used in the sense of reading primer, an *azbuka*, which can again be translated literally as abc-book, is either a textbook based on an elaborated didactics of reading instruction or a book containing an illustrated alphabet. As far as didactically informed *azbuki* are considered in Russian language literature we have used the term abc-primer in our translations. Every effort has been made to be consistent in translations of non-English titles into English as pointed out in this paragraph, but consistency for the reader of this bibliography certainly ends where titles of studies in English rely on other terminology.

Document scope

This bibliography considers publications on reading primers and basal readers from all over the world written in the perspectives of various disciplines and covering a great number of thematic approaches. No restrictions are made in relation to place of origin, language or quality of content. References to reviews of books and articles are included, added to the respective works. Coverage of this bibliography includes books, journal articles, reviews, selected chapters, working papers, conference papers and proceedings. In addition, Doctoral and Masters' theses are included provided that they have been published. Studies on text-books in general or on children's books are included in this bibliography only in those cases when they cover primers and/or readers to a considerable extent. In some of these instances short editorial notes are added indicating to what extent the content of the work relates to primers and/or readers.

As a rule (with some exceptions in individual cases) only texts with a minimum of five printed pages are considered. Otherwise no restriction is made on the physical type of works. In addition to truly scholarly studies the bibliography also incorporates references to other types of text, including bibliographies and exhibition catalogues.

Arrangement of entries

Each reference in this bibliography is given in full only once. Cross references are used to identify works in Part 2 of the bibliography which are relevant under more than one heading.

The bibliography has two parts: Part 1 presents studies with a focus on primers and/or basal readers in individual countries. This part is structured according to continents and then countries in alphabetical order. The guiding principle employed to assign studies to a country is the destination of the primers and/or readers considered in these studies. In Part 1, for each country in principle the following groups of studies are distinguished: a) bibliographies, exhibition catalogues, booklets accompanying exhibitions and descriptions of library collections, b) historical studies, c) studies on contents of contemporary primers and readers (in the sense of "contemporary" at the time the study was published), d) studies on illustrations in primers and readers and e) studies on the use and impact of primers and readers in reading instruction.

Part 2 presents works with a cross-national perspective on primers and/or basal readers. This part has three sections: Section 1 presents cross-national historical and comparative studies on primers and/or readers in individual countries (in most cases: in two countries). This section is structured according to countries in alphabetical order, as a rule based on the first country mentioned in the title of the study. In the case of literature of a comparative nature we have added an identifier to each entry consisting of COM (for 'comparative'), the name of the country and a serial number. These identifiers allow for cross references both in the same section, under the heading of the second or third country considered in the respective comparative study, and in Part 1 of this bibliography. – Regional studies – with a focus on the situation in Latin America and Europe – are considered in section 2. Section 3 presents references to literature on primers and/or readers in a global perspective. The first subsection considers catalogues, bibliographies etc.; bibliographical entries in this subsection also have an identifier, consisting of GC (for 'global catalogue') and a serial number, which again allows for cross references in Part 1. The second subsection presents genuine studies, and it is structured according to authors, editors etc. in alphabetical order.

Acquisition and processing of information

Members of the Reading Primers Special Interest Group (RP-SIG) have been helpful to collect bibliographical references and to translate titles of works in languages other than English into English. MANES, the Spanish Centre for School Textbook Research, an institutional member of RP-SIG, has provided substantial support. Use has also been made of bibliographies and databases of school textbook research, especially of the online catalogue of the Georg-Eckert-Institute for International Textbook Research and of MANES databases (BIBLIOMANES).

RP-SIG and MANES are aware of gaps and limitations of this bibliography. The editors therefore look forward to comments and to suggestions.

References

Bergk, Marion (2002): Alternative Formen des Schriftspracherwerbs – das Ende der Fibel? [*Alternative ways of written language acquisition – the end of the primer?*]. // Arnold Grömminger (ed.): *Geschichte der Fibel*. Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien, pp. 391-403.

Calfee, Robert; Chambliss, Marilyn (1999). *Cognitive Perspectives on Primers and Textbooks*. // Daniel A. Wagner; Richard L. Venezky; Brian V. Street (eds.): *Literacy: An International Handbook*. Boulder, CO.: Westview Press, pp. 179-185.

Gilmont, Jean-François (2003). *Protestant Reformations and Reading*. // Guglielmo Cavallo; Roger Chartier (eds.): *A History of Reading in the West*. Amherst & Boston: University of Massachusetts Press, pp. 213-237.

Indictor, Nyr (2000). *The Alphabet Book: Notes on Typology and History*. // *ABC Books and Related Materials: Selections from the Nyr Indictor Collection of the Alphabet*. Exhibition Catalogue. Broward/FL: Broward County Library's Bienes Center for the Literary Arts.

Luke, Allan (1999). *Social Perspectives on Primers and Textbooks*. // Daniel A. Wagner; Richard L. Venezky; Brian V. Street (eds.): *Literacy: An International Handbook*. Boulder, CO.: Westview Press, pp. 186-91.

OECD (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris: Organisation for Economic Co-Operation and Development.

Sroka, Wendelin (2011). *Fibeln und Fibel-Forschung in Europa – eine Annäherung* [*Primers and research on primers in Europe – a rapprochement*]. // *Bildung und Erziehung* 64, no. 1, pp. 23-38.

List of abbreviations and key to character

COM	'comparative', part of the identifier for bibliographic references to cross-national and comparative works
GC	'global catalog", part of the identifier for bibliographic references to global catalogs and similar works
N.N.	indicates studies where no name of author or editor is given
*	asterisk, used to mark bibliographic references to works of RP-SIG members, preceding authors' names

1. Studies on primers and readers in individual countries

1.1 Africa

Benin

Bibliography

▶ see GC-001

Botswana

Bibliography

▶ see GC-001

Study on the use and impact of primers and readers

Biakolo, Margaret; Afemikhe, Omaze Anthony (2002). The effect of literature-based reading on gifted students in Botswana. // *Research in Education*, no. 68, pp. 15-25.

Burkina Faso

Bibliography

▶ see GC-001

Cameroon

Bibliography

▶ see GC-001; GC_004

Central African Republic

Bibliography

▶ see GC-001

Chad

Bibliography

▶ see GC-001

Congo (Democratic Republic)

Catalogues and descriptions of library holdings

*Vinck, Honoré (1998). Catalogue des Manuels scolaires aux Archives Africaines à Brussel [*Catalogue of school textbooks in African Archives in Brussels*]. // *Annales Aequatoria* 19, pp. 403-408

*Vinck, Honoré (2001a). Manuels scolaires du Congo Belge dans la Herskovits Library, Northwestern University, Evanston, Illinois, U.S.A. [*School textbooks from Belgian Congo in the Herskovits Library, Northwestern University, Evanston, Illinois, U.S.A.*]. // *Annales Aequatoria* 22, pp. 427-431.

*Vinck, Honoré (2001b). Manuels scolaires conservés dans les Bibliothèques des Jésuites à Kimwenza (R.D. du Congo) et à Heverlee (Belgique) [*School textbooks kept in the Library of the Jesuits in Kimwenza (R.D. du Congo) and in Heverlee (Belgium)*]. // *Annales Aequatoria* 22, pp. 433-435.

► see also GC-001

Historical studies

*Vinck, Honoré (1995). The Influence of Colonial Ideology on School Books in the Belgian Congo. // *Paedagogica Historica* (Gent), 23, 2, pp. 355-406.

*Vinck, Honoré (1997). Le concept et la pratique de l'autorité tels qu'enseignés dans les livres scolaires du Congo Belge [*The concept and practice of authority as taught in the school textbooks of the Belgian Congo*]. // *Revue Africaine des Sciences de la Mission*, Kinshasa, n°6, pp. 115-128.

*Vinck, Honoré (2002). A l'école au Congo Belge. Manuels scolaires de 1933-1935. Introduction, texte, notes et commentaire [*At school in the Belgian Congo. School textbooks from 1933-1935. Introduction, notes and comments*]. // *Annales Aequatoria* 23, pp. 21-193.

*Vinck, Honoré (2004). Un livre scolaire au Congo belge 1932. *Mambi ma botangi ndenge na ndenge*. Premier partie. *Buku ya basatu*. Introduction, commentaire et traduction (en collaboration avec Baudouin Bofeko Etaka) [*A 1932 school textbook from the Belgian Congo. Mambi ma botangi ndenge na ndenge. Part 2. Buku ya basatu. Introduction, comments and translation (in collaboration with Baudouin Bofeko Etaka)*]. // *Annales Aequatoria* 25, pp. 7-93.

*Vinck, Honoré (2006). Un livre scolaire au Congo belge 1932. *Mambi ma botangi ndenge na ndenge*. *Buku ya babale*. Deuxième partie. Introduction, commentaire et traduction [*A 1932 school textbook from the Belgian Congo. Mambi ma botangi ndenge na ndenge. Buku ya babale. Part 2. Introduction, comments and translation*]. // *Annales Aequatoria* 27, pp. 173-217.

Study on the use and impact of primers and readers

Biniakunu, Dianzungu Dia (1980). Learning to Read Kikongo. A Primer Makes a Difference. // *The Reading Teacher*, vol. 34, no. 1, pp. 32-36.

Congo (Republic)

Bibliography

► see GC-001

Côte d'Ivoire

Bibliography

► see GC-001

Ethiopia

Bibliography

► see GC-001

Ghana

Bibliography

► see GC-001

Study on the use and impact of primers and readers

Bendor-Samuel, David, Margaret Bendor-Samuel (1983). Community literacy programs in northern Ghana. Dallas: Summer Institute of Linguistics.

Guinea

Study on the use and impact of primers and readers

▶ see GC-001

Kenya

Bibliography

▶ see GC-001

Study on contents of contemporary primers and readers

Kobia, John M. (2009). Femininity and Masculinity in English Primary School Textbooks in Kenya. // *International Journal of Language Society and Culture*, no. 28, pp. 57-71.

Morocco

Study on the use and impact of primers and readers

Wagner, Daniel A. (1993). *Literacy, Culture, and Development: Becoming Literate in Morocco*. Cambridge: Cambridge University Press, 1993, 396 p.

Mozambique

Bibliography

▶ see GC-001

Niger

Bibliography

▶ see GC-001

Nigeria

Bibliography

▶ see GC-001

Historical study

Iwunna, Peter (2010). Textbook Illustrations as Tools of Educational Reinforcement in Catholic Primary Schools in Igboland, Southeast Nigeria (1925-1960). // Matthes, Eva; Heinze, Carsten (eds.): *Das Bild im Schulbuch*. Bad Heilbrunn: Klinkhardt, pp. 219-232.

Study on the use and impact of primers and readers

Apeji, E. Adeche (2000). Books as the foundation of the educational process in Nigeria. // *New Review of Children's Literature and Librarianship*, vol. 6, no. 1, pp. 115-142.

Senegal

Bibliography

▶ see GC-001

South Africa

Study on contents of contemporary primers and readers

Doke, Clement M. (1935). Vernacular text-books in South African native schools. // *Africa: Journal of the International African Institute*, vol 8, no. 2, pp. 183-209.

Studies on the use and impact of primers and readers

Howie, Sarah; Venter, Elsie; van Staden, Surette (2008). The effect of multilingual policies on performance and progression in reading literacy in South African primary schools. // Educational Research and Evaluation: An International Journal on Theory and Practice, vol. 14, no. 6, pp. 551-560.

Pretorius, Elizabeth J. (2000). "What they can't read will hurt them": reading and academic achievement. // Innovation no. 21, December 2000, pp. 33-41.

Pretorius, Elizabeth J.; Mokhwesana, Matseleng M. (2009). Putting reading in Northern Sotho on track in the early years: changing resources, expectations and practices in a high poverty school. // South African Journal of African Languages, vol. 29, no. 1, pp. 54-73.

Study on illustrations in primers and readers

► see COMP_Zimbabwe-001

Sudan

Bibliography

► see GC-001

Tanzania

Historical study

► see COMP_Suriname-001

Studies on contents of contemporary primers and readers

Mkuchu, Syney Gamaliel Valentino (2004). Gender roles in textbooks as a function of hidden curriculum in Tanzanian primary schools. Submitted in accordance with the requirements for the degree of Doctor of Education in the subject Comparative Education at the University of South Africa. 329 pp.

Web: <http://uir.unisa.ac.za/bitstream/handle/10500/1894/thesis.pdf?sequence=1>

Wedin, Åsa (2004). Literacy practices in and out of school in Karagwe: the case of primary school literacy in rural Tanzania. Doctoral Dissertation. Stockholm: Stockholm University, Centre for Research on Bilingualism, XII + 193 p.

Togo

Bibliography

► see GC-001

Study on the use and impact of primers and readers

Wiegräbe, Paul (1931). A reader in the vernacular for West Africa. // Africa: Journal of the International Institute of African Languages and Cultures 4, pp. 435-444.

Uganda

Bibliography

► see GC-001

Study on contents of contemporary primers and readers

Nganda, Cecilia Namulondo (1996). Primary education and social integration: a study of ethnic stereotypes in the Ugandan basic text books for primary school English and social studies. Bayreuth: Breitingen, 183 p. (Bayreuth African studies, 38).

Zimbabwe

Study on contents of contemporary primers and readers

Dube, Bevelyn (2006). "Shall the Lamb Feed Together with the Fox?: Destroying Race and Gender stereotypes in Zimbabwean Children's Readers. // *Journal of African Children's & Youth Literature*, vol. 15-16 (2004-2006), pp. 17-26.

Study on illustrations in primers and readers

► see COMP_Zimbabwe-001

1.2 The Americas

Argentina

Bibliography / Exhibition catalogue

N.N. (= López, Marta; de Watters, Marta Vera) (2000). *Mi primer libro de lectura: Exposición de libros de lectura 1890 – 1990 [My first reader. An exhibition of readers 1890 - 1990]*. Proyecto de Extensión "Biblioteca Móvil", Facultad de Bromatología, UNER & Biblioteca Pedagógica "Ana Etchegoyen", Dirección Departamental de Educación Gualeguaychú. Gualeguaychú: Dirección Departamental de Educación, 76 pp.

► see GC_004

Historical studies

Pineau, Pablo (2007). L'enseignement de la lecture et de l'écriture, livres scolaires et culture politique en Argentine: les années les plus sombres (1976–1983) [*The teaching of reading and writing, school books and political culture in Argentina: the darkest years*]. // *Paedagogica Historica* 43: 5, pp. 653-667.

Wainerman, Catalina; Heredia, Mariana (1999). ¿Mamá amasa la masa? Cien años en los libros de lectura de la escuela primaria [*Does mother kneade the dough? One hundred years of readers for elementary schools*]. Buenos Aires: Universidad de Belgrano, 210 p.

Brazil

Bibliography / Exhibition catalogue

Maciel, Francisca Izabel Pereira (2002). *Ler, escrever e contar... a história da alfabetização em Minas Gerais. Catálogo de exposição [Reading, writing and counting ... the history of reading instruction in Minas Gerais. Exhibition catalog]*. Belo Horizonte: SEE.

► see GC_004

Historical studies

Batista, Antonio Augusto Gomes; Galvão, Ana Maria e Kinkle, Karina (2002). *Livros escolares de leitura: uma morfologia (1866-1956) [School textbooks for reading: a morphology (1866-1956)]*. // *Revista Brasileira de Educação*, issue 2, pp. 27-47.

Maciel, Francisca Izabel Pereira; Frade, Isabel Cristina Alves da Silva (2003). *A história da alfabetização nas cartilhas escolares: práticas pedagógicas, produção e circulação em Minas Gerais (1834-1997) [The history of teaching to read in school textbooks: teaching practices, production and circulation in Minas Gerais (1834-1997)]*. Comunicação a II

Congresso de Pesquisa e Ensino em História da educação em Minas Gerais, 6 a 9 de maio de 2003, Uberlândia, Minas Gerais, Brazil, conference volume, pp. 545-557.

Web: <http://www.faced.ufu.br/nephe/images/arg-ind-nome/eixo7/completos/hist-alfabe.pdf>

Studies on illustrations in primers and readers

Belmiro, Celia Abicalil (2007). Um estudo sobre relações entre imagens e textos verbais em cartilhas de alfabetização e livros de literature infantil [*A study on the relationship between pictures and written texts in reading primers and children's literature books*]. Tese apresentada ao Curso de Pós-Graduação em Educação da Universidade Federal Fluminense, como requisito parcial para obtenção do Grau de Doutor.

Web: http://www.uff.br/pos_educacao/joomla/images/stories/Teses/abicalil.pdf

Canada

Historical studies

Aziz-Al Ahsan, Syed (1983). The School Primers and the Political Culture of British Columbia, 1880-1980. A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in the Faculty of Graduate Studies, Department of Political Science, University of British Columbia. Vancouver: University of British Columbia, 71 p.

Web: <https://circle.ubc.ca/handle/2429/24963>

Baldus, B.; Kassam, M. (1996). 'Make me truthful, good, and mild': Values in Nineteenth Century Ontario Schoolbooks. // Canadian Journal of Sociology – Cahiers Canadiens de Sociologie, vol. 21, no. 3, pp. 327-357.

Luke, Allan (1988). Literacy, textbooks and ideology: Postwar literacy and the mythology of Dick and Jane. London, New York and Philadelphia: Falmer Press, 224 p.

Patterson, Joyce Isobel (1977). Vocabulary load of beginning readers authorized for British Columbia schools, 1872 to 1977. A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in the Faculty of Graduate Studies, Department of Reading Education, University of British Columbia. Vancouver: University of British Columbia, 53 p.

Web: <https://circle.ubc.ca/handle/2429/21018>

Studies on contents of contemporary primers and readers

Young Women's Christian Association (1977). A study of sexism in grade one readers =: Une étude sur le sexisme dans les manuels scolaires de première année. Montreal: Women's Centre, YWCA.

Swenson, Patricia Louise (1985). Family portrayal in two elementary reading series: Canadian versus textbook realities. A thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts (Education) in the Faculty of Education, Simon Fraser University. Simon Fraser University, 130 p.

Costa Rica

Historical study

Solano Rojas, Yamileth (1988). Acercamiento a un discurso pedagógico-religioso del siglo XVI: la cartilla para enseñar a leer, de Fray Pedro de Gante [*A rapprochement to a educational and religious discourse of the sixteenth century: the primer for teaching reading by Fray Pedro de Ghenf*]. // Revista de filología y lingüística de la Universidad de Costa Rica, vol. 14, no 2, pp. 157-166.

Guatemala

Historical study

Noda, Maria Rosa (1994). Libros de texto y materiales de lectura para la educación primaria en Guatemala [*Textbooks and reading materials for primary education in Guatemala*]. Guatemala: UNESCO, Office Subregional de Educación, 139 p.

Study on the use and impact of primers and readers

Church, Catarina Maas de (1962). Algunas observaciones de la elaboración de cartillas de alfabetización en lengua alcateca [*Some considerations about the elaboration of primers for spelling in Jacalteco*]. Guatemala Indígena, vol. 5, pp. 29-34.

Mexico

Bibliography

Ziga Espinosa, F. (1975). Bibliografía Pedagógica. Libros de texto para enseñanza primaria, 1850-1970. Libros de Lectura [*Pedagogical bibliography. Textbooks for primary education, 1850-1970. Readers*]. México, Boletín del Instituto de Investigaciones Bibliográficas de la Universidad Nacional Autónoma de México.

Historical studies

Greaves Laine, Cecilia (1991). De la cartilla al libro de texto gratuito. Una experiencia en los Altos de Chiapas [*From the primer to the free textbook. An experience in the Highlands of Chiapas*]. // Hernández, A. et al (eds.): Cincuenta años de Historia en México. En el Cincuentenario del Centro de Estudios Históricos, México, El Colegio de México, 1991, Vol. 2, pp.183-198.

Magallanes Delgado, M^a del Refugio (2007). Las cartillas rústicas: educación a favor del campo a finales del siglo XVIII [*Primers for rural areas: education for agriculture at the end of the 18th century*]. // Memoria, conocimiento y utopía (Sociedad Mexicana de Historia de la Educación), Número 3, pp. 31-53.

Torre Villar, Ernesto de la (1881). Estudio crítico en torno de los catecismos y cartillas como instrumentos de evangelización y civilización [*Critic study on catechisms and primers as evangelization instruments*]. // de Gante, Fray Pedro: Doctrina Christiana en lengua mexicana. México: Centro de Estudios Históricos Fray Bernardino de Sahagún, pp. 13-103.

Valton, Emilio (1947). El primer libro de alfabetización en América [*The first book of literacy in America*]. México: Antigua Librería Robredo.

Study on contents of contemporary primers and readers

Heathcoate, Olivia (1981). Sex Stereotyping in Mexican Reading Primers. Paper presented at the Annual Meeting of the International Reading Association, New Orleans, LA, April 27-May 1, 1981.

USA

Bibliographies and exhibition catalogues

American Primers and Readers. Featuring the words and collection of Richard L. Venezky. Bibliography of the online exhibition of the Cubberley Education Library, Stanford University Web: <http://venezky.stanford.edu/bibliography/>

Heartman, Charles Frederic (1935). American primers, Indian primers, Royal primers, and thirty-seven other types of non-New-England primers issued prior to 1830; a bibliographical checklist embellished with twenty-six cuts, with an introduction & indexes. Highland Park: H.B. Weiss, 159 p.

Monaghan, E. Jennifer, & Barry, Arlene L. (1999). *Writing the past: Teaching reading in colonial America and the United States, 1640–1940*. Newark, DE: International Reading Association.

Web: <http://www.historyliteracy.org/download/Book5.pdf>

University Publications of America (ed.) (1990). *American Primers. Guide to the Microfiche Collection, with an introductory essay by Richard L. Venetzky*. Bethesda, Maryland: University Publications of America, 174 p.

Web: http://www.lexisnexis.com/documents/academic/upa_cis/3453_AmericanPrimers.pdf

Historical studies

Butterworth, Charles C. (1949). *Early primers for the use of children*. New York: Bibliographical Society of America, pp. 374-382.

Chall, Jeanne S. (1994). *What Students Were Reading 100 Years Ago: Selections from the Classic American Readers*. // *American Educator*, vol. 182, pp. 26-33.

de Charms, Richard; Möller, Gerald H. (1962). *Values expressed in American children's readers: 1800-1950*. // *The Journal of Abnormal and Social Psychology*, vol. 64(2), pp. 136-142.

Crain, Patricia (2000). *The Story of A. The Alphabetization of America from the New England Primer to The Scarlet Letter*. Stanford: Stanford UP, 315 p.

Ford, Paul Leicester (Ed.) (1897). *The New-England Primer: A history of its origin and development with a reprint of the unique copy of the earliest known edition*. New York: Dodd, Mead.

Heathorn, Stephen (1995). 'Let Us Remember That We, Too, Are English': *Constructions of Citizenship and National Identity in English Elementary School Reading Books, 1880-1914*. // *Victorian Studies: A Journal of the Humanities, Arts and Sciences* 383, pp. 395-427.

Hvenekilde, Anne (1992). "Hvad gjør vi saa med arven?" *En studie av abc-er og lesebøker utgitt til norsk morsmålsundervisning i Amerika ["What do we do with the legacy?" A study of primers and readers published for Norwegian language instruction in America]*. Avhandling til graden dr. philos. Oslo: Universitetet i Oslo. Institutt for lingvistik og filosofi, Avdeling for norsk som fremmedspråk.

Huey, Edmund Burke (1908). *The Psychology and Pedagogy of Reading; with a Review of the History of Reading and Writing and of Methods, Texts, and Hygiene in Reading*. New York: Macmillan, 469 p.

Johnson, Clifton (1963). *Old-Time schools and School-books. With many illustrations collected by the author. With a new introduction by Carl Withers*. New York: Dover Publications 1963, 381 p.

This book, first published by The Macmillan Company in 1904, includes chapters on the New England Primer, on Noah Webster and his Spelling-book, on other Spelling-Books, on Primary Readers and on Advanced Readers.

Klinefelter, Walter (1973). *The ABC books of the Pennsylvania Germans*. // *Publications of the Pennsylvania German Society, Volume VII, Breinigsville, PA: The Pennsylvania German Society*, pp. 1-104.

London, Gary (1984). *Finnish American primers: the abc's of conservative and socialist ideologies*. // *Oulun Yliopisto Historian Laitos. Erikoispainossarja No 111*, pp. 169-205.

Monaghan, E. Jennifer. (1994). *Gender and textbooks: Women writers of elementary readers, 1880–1950*. // *Publishing Research Quarterly*, 10, pp. 28-46.

Monaghan, E. Jennifer (2005). *Learning to read and write in colonial America*. Amherst, MA: University of Massachusetts Press.

Reeder, Ralph R. (1900). *The historical development of school readers and of methods in teaching reading*. New York: Macmillan.

Watters, David H. (1985–1986). "I Spake as a Child": *Authority, metaphor, and the New-England Primer*. // *Early American Literature*, 20, pp. 193–213.

Venezky, Richard L. (1987). A History of the American Reading Textbook. // *Elementary School Journal*, 87 (3), pp. 246-65.

Venezky, Richard L. (1990). *American primers: Guide to the microfiche collection; introductory essay*. Frederick, MD: University Publications of America.

Zimet, Sara Goodman (1972). *Values and Attitudes in American Primers from Colonial Days to the Present*. // Zimet, Sara: *What Children Read in School; Critical Analysis of Primary Reading Textbooks*. New York: Grune & Stratton, pp. 87-97.

Studies on contents of contemporary primers and readers

van Belle, Leah Allison (2010). "Gentle Doses of Racism": Racist Discourses in the Construction of Scientific Literacy, Mathematical Literacy, and Print-Based Literacies in Children's Basal Readers. A dissertation submitted in partial fulfillment of the requirements for the Doctor of Philosophy (Education) in The University of Michigan. VIII+ 314 p.

Web: http://deepblue.lib.umich.edu/bitstream/2027.42/77874/1/vanbelle_1.pdf

Byers, Loretta (1964). Pupil's interests and the content of primary reading texts. // *The Reading Teacher*, vol 17, no. 4, pp. 227-233.

Fillmer, H. Thompson; Rita E. Meadows (1986). The portrayal of older characters in five sets of basal readers // *The Elementary School Journal*, 86, pp. 651-662.

Jackson, Sue (2007). "She Might Not Have the Right Tools...and He Does: Children's Sense-making of Gender, Work and Abilities in Early School Readers." // *Gender and Education*, vol. 19, no. 1, pp. 61-77.

Kealey, Robert J. (1980). The image of the family in second grade readers. *Momentum* 113, pp. 16-19.

Knafle, June D.; Rodriguez-Brown, Flora V.; Budinsky, Marcia (1991). Values in American and Hispanic Children's Readers. // *Journal of Educational Issues of Language Minority Students*, vol. 8, pp. 53-70.

Vaughn-Roberson, C.; G.E. Tompkins, M.E. Hitchcock, and M. Oldham (1989). Sexism in Basal readers: An analysis of male main characters. // *Journal of Research in Childhood Education*, vol. 4, no 1, pp. 62-68.

Zimet, Sara G. (ed.) (1972). *What children read in school: Critical analysis of primary reading textbooks*. N.Y.: Grune & Stratton.

Studies on the use and impact of primers and readers

Bader, Lois; Veatch, Jeannette; Eldridge, J. Lloyd (1987). Trade books or basal readers? // *Reading Improvement*, vol. 24, pp. 62-67.

Chall, Jeanne S. (1996). *Learning to read: The great debate* (3rd ed.). Fort Worth, TX: Harcourt College. (Original work published 1967)

Cloud-Silva, C.; Sadoski, M. (1987) Reading Teachers' Attitude Toward Basal Reader use and State Adoption Policies. // *Journal of Educational Research*, vol. 81, no. 1, pp. 5-16.

Criscuolo, Nicholas (1964). Exploring the value of basal readers. // *Peabody Journal of Education*, vol. 42, no. 2, pp. 98-

Diack, Hunter (1965). *The teaching of reading in spite of the alphabet*. New York: Philosophical Library.

Farnham, George (1881). *The sentence method of teaching reading, writing and spelling*. Syracuse, NY: C.W. Bardeen.

Farr, Rodger, M. A. Tulley & K. Powel (1987). The evaluation and selection of basal readers. // *The Elementary School Journal*, 87, pp. 267-281.

Fritchie, Patricia P. (1989). Impact of Censorship Cases on Basal Reader Selection and Reading Curriculum. // *Publishing Research Quarterly*, vol. 5, no. 2, pp. 85-91.

Hall, G. Stanley (1886). *How to teach reading and what to read in school*. Boston: D.C. Heath.

Harste, Jerome C. (1989). The basalization of American reading instruction: one researcher responds. // *Theory into Practice*, vol. 28, no. 4, pp. 265-273.

Hoffman, James V.; McCarthey, Sarah J.; Elliott, Bonnie, Bayles, Debrah L.; Price, Debra P.; Ferree, Angela; Abbott, Judy A. (1998). The Literature-Based Basals in First-Grade Classrooms: Savior, Satan, or Same-Old, Same-Old? // *Reading Research Quarterly*, vol. 33, no. 2, pp. 168-97.

Huey, Edmund Burke (1968). *The psychology and pedagogy of reading*. Cambridge, MA: M.I.T. Press (Original work published 1908).

Osborn, Jean; Stein, Marcy (1985). Basal Reading Programs: Development, Effectiveness, and Selection. // *Publishing Research Quarterly*, vol. 1, no. 2, pp. 38-48.

Oxendine, Linda (1989). *Dick and Jane Are Dead: Basal Reader Takes a Back Seat to Student Writings*. Charlston: Appalachia Educational Laboratory, 22 p.

Jordan, Nancy L. (2005). Basal Readers and Reading as Socialization: What Are Children Learning? // *Language Arts*, v. 82, no. 3, pp. 204-213.

Shannon, Patrick; Crawford, Patricia (1997). Manufacturing descent: Basal readers and the creation of reading failures. // *Reading & Writing Quarterly*, vol. 13, no. 3, pp. 227-245.

1.3 Asia

China

Historical studies

Bai, Limin (2005). *Shaping the ideal child: children and their primers in late imperial China*. Hongkong: Chinese UP, 2005. xxiv, 311 p.

Reviews:

Elaman, Benjamin (2006). // *The China Quarterly*, vol. 185, pp. 199-202.

Knapp, Keith N. (2005), *Journal of Chinese Studies*, vol. 45, pp 395-401.

Sari, John (2007). // *China Review International*, vol. 14, no. 2, pp. 369-372.

Culp, Robert (2008). *Teaching Baihua: Textbook Publishing and the Production of Vernacular Language and a New Literary Canon in Early Twentieth-Century China*. // *Twentieth Century China*, vol. 34, no. 1, pp. 4-41.

Web: http://muse.jhu.edu/journals/twentiethcentury_china/v034/34.1.culp.html

Lee, Thomas H.C. (2000). *Literacy, Family and Technical Education*. // Lee, Thomas H.C.: *Education in traditional China: a history (= Handbuch der Orientalistik. Vierte Abteilung, China)*. Leiden, Boston, Köln: Brill, pp. 431-542.

More widely used primers and elementary texts used throughout China are introduced and discussed in this chapter.

Liu, James T.C. (1985). *The Classical Chinese Primer: Its Three-Character Style and Authorship*. // *Journal of the American Oriental Society* 1005.2, pp. 191-96.

Study on contents of contemporary primers and readers

Li, Lai (2003). A Tentative Analysis of the Stereotyping of Gender Roles in Illiteracy-Elimination (IE) Teaching Materials. // *Chinese Education and Society*, vol. 36, no. 3, pp. 55-68.

India

Study on contents of contemporary primers and readers

Qazi, Nishat (1973). *Research report evaluation of textbooks: Sindhi primer, Sindhi reader I, Arithmetic for class II*. Hyderabad: Sind Textbook Board.

Studies on the use and impact of primers and readers

Gustafsson, Uwe (1991). Can literacy lead to development? A case study in literacy, adult education, and economic development in India. Dallas: Summer Institute of Linguistics; University of Texas at Arlington.

Patel, P.G.; Soper, Henry V. (1987). Acquisition of Reading and Spelling in a Syllabo-Alphabetic Writing System. // *Language and Speech*, vol. 30, no. 1, pp. 69-81.

▶ see also COMP_USA-003

Israel

Study on the use and impact of primers and readers

Karniol, Rachel; Gal-Disegni, Michal (2009). The Impact of Gender-Fair versus Gender-Stereotyped Basal Readers on 1st-Grade Children's Gender Stereotypes: A Natural Experiment. // *Journal of Research in Childhood Education*, vol. 23, no. 4, pp. 411-420.

▶ see also COMP_USA-003

Japan

Studies on contents of contemporary primers and readers

Jassey, Ikuko Anjo (1998). Gender in Elementary School Texts. // *Japan Quarterly*, vol. 45, pp. 87-93.

Nordeborg, Martin (2007). The 'Good Child' and nation building in Japan: the first Japanese primary school reader. Göteborg: Acta Universitatis Gothoburgensis, 180 p.

▶ see also COMP_USA-003

Korea (South)

▶ see COMP_USA-003

Nepal

Study on contents of contemporary primers and readers

Joshi, Govinda Prasad; Anderson, Jean (1994). Female motivation in the patriarchal school: an analysis of primary textbooks and school organisation in Nepal, and some strategies for change. // *Gender and Education*, pp.169-182.

Singapore

Study on contents of contemporary primers and readers

Fraser Gupta, Anthea; Lee, Ameline SuYin (1990). Gender representation in English language textbooks used in the Singapore primary schools. // *Gender and Education*, vol. 4, no. 1, pp. 29-49.

Syria

Historical study

Matut, Diana (2003). Ein syrisches Alphabet-Büchlein [*A Syrian Alphabet-Booklet*]. // Link, Heike (ed.): *Zeichen und Wunder. Geheimnisse des Schriftenschranks in der Kunst- und Naturalienkammer der Franckeschen Stiftungen; kulturhistorische und philologische Untersuchungen*. Halle/Saale: Franckesche Stiftungen, pp. 83-93.

1.4 Australia and the Pacific

Australia

Historical studies

Musgrave, P.W. (1994). Readers in Victoria, 1896-1968, I: The School Paper and Children's World. // *Paradigm*, 15, pp. 9-22.

Musgrave, P.W. (1995). Readers in Victoria, 1896 -1968, II: The Victorian Readers. // *Paradigm*, 15, pp. 9-22.

Studies on contents of primers and readers

Baker, Carolyn D.; Freebody, Peter (1986). Representations of Questioning and Answering in Children's First School Books. // *Language in Society* no. 154, pp. 451-483.

Freebody, Peter; Baker, Carolyn D. (1985). Children's First Schoolbooks: Introductions to the Culture of Literacy. // *Harvard Educational Review*, no. 554, pp. 381-398.

Freebody, Peter; Baker, Carolyn D.; Gay, Jan (1987). The Use of Expressive Words in Children's First School Books. // *Language and Communication: An Interdisciplinary Journal*, no. 71, pp. 25-38.

New Zealand

Historical study

Price, Hugh (1993). "Lo, it is my Ox!". Reading books and reading in New Zealand schools 1877-1900. // *Paradigm*, 12, pp. 1-14.

Papua New Guinea

Study on the use and impact of primers and readers

Malone, Susan (1991). Planning for literacy in Papua New Guinea: A handbook for literacy co-ordinators. Papua New Guinea: Department of Education.

1.5 Europe

Austria

Bibliography

► see GC_004

Historical studies

Boyer, Ludwig (1997). Johann Ignaz Felbigers Fibeln und ihr Beitrag zur Alphabetisierung in Österreich [*Primers compiled by Johann Ignaz Felbiger and their contribution to alphabetisation in Austria*] // *Internationale Schulbuchforschung*, 19:3, p. 221-238.

Boyer, Ludwig (1991). Zur Geschichte des Erstlese- und Erstschreibunterrichts in Österreich bis zur Reform 1919 [*About the history of beginning reading and writing instruction in Austria until the 1919 Reform*] // *Erziehung und Unterricht*, 141, p. 800-814.

Boyer, Ludwig (2004). Das Prunk-ABC-Buch für Maximilian I.: Österreichs älteste Fibel (um 1466); eine pädagogisch-didaktische Studie [*The „Prunk-ABC-Buch“ for Maximilian I.: Austria's oldest primer (around 1466) – a pedagogical-didactical study*]. Wien: Österreichischer Bundesverlag, 204 p.

Review: Fijałkowski, Adam (2007). *Kwartalnik Pedagogiczny* [Warsaw], V. 52, no. 3, pp. 176-181.

Göttlicher, Willi (2010). Ländliche Lebenswelt und Modernisierung in österreichischen Erstlesebüchern der Jahre 1948-1964 [*Rural living environment and modernisation in Austrian reading primers 1948-1964*]. // Österreich in Geschichte und Literatur (ÖGL) 54, no. 2, pp. 162-179.

Kissling, Walter (2006). Österreichs Langzeitfibel *Wir lernen lesen* als Gegenstand der Revision im Nationalsozialismus. Ein Textvergleich der Ausgaben 1926 und 1940 [*Austria's long-term primer 'Wir lernen lesen' as an object of revision in the era of national socialism. A comparison of texts of the editions 1926 and 1940*]. // Teistler, Gisela (ed.): Lesen lernen in Diktaturen der 1930er und 1940er Jahre. Fibern in Deutschland, Italien und Spanien. – Hannover: Hahn, 2006, pp. 155-174.

Kissling, Walter (2007). Ein „Aufbruch in eine neue Zeit“? Kontinuität und Diskontinuität im österreichischen Erstlesebuch *Frohes Lernen* (1948) [*A 'departure into a new era'? Continuity and discontinuity in the Austrian reading primer 'Frohes Lernen' (1948)*]. // Hackl, Bernd; Pechar, Hans (eds.): Bildungspolitische Aufklärung. Um- und Irrwege der österreichischen Schulreform. – Innsbruck: Studienverlag, pp. 87-105.

Kissling, Walter (2008). Guten Morgen in der Ersten Republik! Aufsteh- und Waschszenen in österreichischen Erstlesebüchern 1918-1933. [*Good morning in the First Republic! Scenes of getting up and washing in Austrian reading primers 1918-1933*]. // Ernst Seibert/Susanne Blumesberger (Eds.): Kinderliteratur als kulturelles Gedächtnis. Beiträge zur historischen Kinder- und Schulbuchforschung (1). Wien:Ed. Praesens, pp. 211-247.

Pleschberger, Alice (1995). „Wo man des Jesuskind im Herrgottswinkel find't, aber andererseits a's Hakenkreuz“: Religion im Spiegel des national-sozialistischen Volksschullesebuches der „Ostmark“ [*Where the Infant Jesus is found in the domestic shrine, but on the other hand also the swastika'. Religion as reflected in the Nazi elementary reader of the 'Ostmark'*]. Innsbruck: Univ., 1995. Diss. part 1: pp. 1-267, part 2: pp. 269-587.

Belarus

Historical studies

Botvinnik, Marat (1983). Otkuda est' poshel bukvar' [*Where our primer comes from*]. Minsk: Vysheishaja Shkola, 192 + 6 p.

Botvinnik, Marat (2003). Azbuka na use chasy [*The primer in all the times*]. Minsk: Belaruskaja Navuka, 288 p.

Belgium

Historical studies

► see **Congo (Democratic Republic)** for studies on primers and readers in the Belgian Congo

Bosnia and Herzegovina

Historical study

Pandžić, Vlado (1994). Hrvatske početnice u Bosni i Hercegovini u 19. Stoljeću [*Croatian primers in Bosnia and Herzegovina in the 19th century*]. // Pranjić, Marko; Kujundžić, Nedjeljko; Biondić, Ivan (eds.): Uloga Katoličke crkve u razvoju hrvatskoga školstva. Zagreb: Hrvatska akademija odgojnih znanosti, pp. 125-138.

Croatia

Bibliography

► see GC_004

Historical studies

Bratulić, Josip (2007). Hrvatske početnice do Narodnoga preporoda, pogovor pretisku Prve hrvatskoglagoljske početnice 1527 [*Croatian primers until the national revival, an afterword to the reprint of the first Croatian Glagolitic primer 1527*]. // Biblioteka Starine, Sv. 2, Zagreb: HAZU – NSK – Školska knjiga, pp. 15–29.

Damjanović, Stjepan (2007). Tri najstarije tiskane hrvatske početnice [*The three oldest printed Croatian primers*]. // Zagreb: Hrvatski, časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture. god. V, br. 2, pp. 9-21.

Jembrih, Alojz (1980). Najstarije hrvatske početnice [*The oldest Croatian primers*]. // Istra, br. 3-4, pp. 69-77.

Malić, Dragica (1996). Jezik glagoljičke početnice Jurja iz Slavonije [*The Language of the Glagolitic Primer by Juraj from Slavonia*]. // Filologija, časopis Razreda za filološke znanosti Hrvatske akademije znanosti i umjetnosti u Zagrebu 1, 26, pp. 25-40.

Nazor, Anica (1964). Kožičićev bukvar [*The Kožičić primer*]. // Slovo 14, pp. 121–128.

Nemeth-Jajić, Jadranka (2010). Jezikoslovna obilježja hrvatskih početnica u 19. stoljeću [*Linguistic characteristics of Croatian primers in the 19th century*]. // Pavličević-Franić, Dunja; Bežen, Ante (eds.): Društvo i jezik - višejezičnost i višekulturalnost. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu i ECNSI - Europski centar za sustavna i napredna istraživanja, pp. 218-233.

Tandarić, Josip (1983). Prva hrvatskoglagoljska početnica 1527 [*The first Croatian Glagolitic primer 1527*]. // Slovo 32-33, pp. 255-261.

Velagić, Zoran (2000). Štokavska početnica Jurja Muliha iz 1737. godine [*A Štokavian primer by Juraj Muliha (1737)*]. // Gazophylacium: časopis za znanost, umjetnost, gospodarstvo i politiku, 5, 1-2, pp. 16-48.

Study on the use and impact of primers and readers

Nemeth-Jajić, Jadranka (2008). Učenička postignuća u početnome čitanju i pisanju na kraju prvoga razreda osnovne škole [*Student achievement in initial reading and writing at the end of the first grade of primary school*]. // Pavličević-Franić, Dunja; Bežen, Ante (eds.): Konferencijski zbornik. Drugi međunarodni specijalizirani znanstveni skup Rano učenje hrvatskoga jezika. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu i ECNSI - Europski centar za sustavna i napredna istraživanja, pp. 400-414.

Czech Republic

Bibliographies and exhibition catalogues

Schreiberová, Jarmila; Schreiber, Hugo (2003). Okouzlené oči -- lístky z českých slabikářů [*Enchanted eyes – pages of Czech primers*]. Vydáno u příležitosti výstavy Cestička do školy - nejkrásnější české slabikáře. Praha: Obecní dům, 224 p.

Vlková, Bela (ed.) (1991). České slabikáře: slabikáře a první citanky z let 1547 - 1950 ve fondu SPKK [*Czech primers: primers and first readers from 1547 to 1950 in the collection of the Comenius State Pedagogical Library*]. Ustav pro Informace ve Vzdělávání. Praha: Státní Pedagogická Knihovna Komenského, 30 p.

► see GC_004

Historical study

Kubálek, Josef; Hendrich, Josef; Šimek, František (1929). Naše slabikáře. Od nejstarší doby do konce století XVIII [*Our primers. From the earliest times to the end of the 18th century*]. Praha: Státní nakladatelství, 531 p.

Denmark

Bibliography

► see GC_004

Historical study

Appel, Charlotte (2001). *Abc'er og katechismer [Primers and catechisms]*. // Appel, Charlotte: Læsning og bogmarked i 1600-tallets Danmark. Det Kongelige Bibliotek og Museum Tusulanums Forlag, pp. 161-188.

Muller, Poul (1948). *Gamle danske ABCer og Læsebøger [Old Danish primers and readers]*. // Bogvennen Ny række 3, pp. 3-43.

Study on contents of contemporary primers and readers

Jansen, Mogens (1969). *Danske læsebøger 1.-7. skoleår I. del, Registrering og analyse, II. del, Forfatter-og titelregister [Danish Textbooks for grades 1-7. Volume 1, Registration and analysis; Volume 2, Author and title index]*. Copenhagen: Danish Institute for Educational Research, 307 + XX p.

Estonia

Bibliography

► see GC_004

Historical studies

Andresen, Lembit (1993). *Eesti aabits reformatioonist iseseisvusajani [The Estonian primer from the times of Reformation to independence]*. Tallinn: Koolibri, 112 p.

*Kalmus, Veronika (1998). *Estonian ABC-books 1900-1997: reflections of cultural and ideological changes*. Master thesis. Oslo: University of Oslo, Institute for Media and Communication, Tartu: University of Tartu, Department of Sociology, 216 p.

*Kalmus, Veronika (1999). *Väärtused Eesti aabitsais käesoleval sajandil [Values in Estonian primers in the present century]*. // Jaan Mikk (ed.). *Värtuskasvatus oppekirjanduses*. Tartu: Tartu Ülikool, pp. 23-37.

*Kalmus, Veronika (2000). *Õpikudiskursus muutuvus ühiskonnas [Textbook Discourse in a Changing Society]*. // Ruus, V.-R. (ed.), *Kõnelev ja kõneldav inimene: Eesti erinevate eluvaldkondade diskursus*. Tallinn: Tallinn Pedagogical University, pp. 205-218.

*Kalmus, Veronika (2001a). *Soorollid möödunud sajandi aabitsates [in Estonian] (Gender Roles in the ABC-Books of the Past Century)*. // Kukemelk, H.; Karlep, K.; Krull, E.; Mikk, J.; Pilli E.; Trasberg, K. (eds.), *Kasvatus ja aated: artiklite kogumik*, Tartu: Tartu Ülikooli Pedagoogika osakonna väljaanne nr. 11, pp. 22-28.

*Kalmus, Veronika (2001b). *Socialisation to Values: Collectivism and Individualism in the ABC-Books of 20th Century Estonia*. // *Trames: Journal of the Humanities and Social Sciences*, Vol. 5, No. 2, pp. 120-136.

*Kalmus, Veronika (2002). *Values in the ABC-Books of 20th-Century Estonia*. // Selander, S.; Tholey M.; Lorentzen, S. (eds.), *New Educational Media and Textbooks: The 2nd IARTEM Volume*, Stockholm Institute of Education Press (HLS Förlag), Stockholm, pp. 99-111.

Krusten, Reet (ed.) (1993). *Vanad aabitsajutud [Old primers]*. Tallinn: Tiritamm, 240 p.

*Laherand, Meri-Liis (2001). *Von den Ermahnungen des ABC-Hahns bis zu den selbständigen Wahlentscheidungen: zum autonomen Lerner in den estnischen ABC-Büchern 1951-1994 [From the admonitions of the primer-rooster to independent voting decisions: on the autonomous learner in Estonian primers 1951-1994]*. // Liimets, Airi (ed.). *Integration als Problem in der Erziehungswissenschaft*. Frankfurt am Main: Peter Lang, pp. 165 – 171.

*Laherand, Meri-Liis (2007). *Presentations of relationships between the learner and the society in primers published in socialist and post-socialist Estonia*. // Bernat, Simona-Elena;

Chis, Vasile; Juncan, Dana Amalia (eds.). Predare de calitate pentru invatare de calitate: educarea gandirii critice. Quality teaching for quality learning: Education for critical thinking. Cluj-Napoca, Romania: Presa Universitara Clujeana, pp. 226 – 231.

*Mürsepp, Mare (2008). Pippi, Lenin and Hesse: literature in primary school textbooks. // Acta Humanitarica Universitatis Saulensis, vol. 5, pp. 305-313.

► see also: COMP_Estonia-001; COMP_Estonia-002; COMP-Russia-001

Studies on contents of contemporary primers and readers

*Kalmus, Veronika (2002). Ethno-Political Discourse in Estonian School Textbooks, in: Lauristin, M.; Heidmets, M. (eds.), The Challenge of the Russian Minority: Emerging Multicultural Democracy in Estonia. Tartu: Tartu University Press, pp. 255-264.

*Kalmus, Veronika (2003). School Textbooks in the Field of Socialisation. Dissertationes Sociologicae Universitatis Tartuensis, No. 1. Tartu University Press, Tartu, 206 p. [The dissertation has both a historical and a contemporary focus.]

*Kalmus, Veronika (2004). What do pupils and textbooks do with each other? Methodological problems of research on socialization through educational media // Journal of Curriculum Studies, vol. 36, no. 4, pp. 469-485.

*Laherand, Meri-Liis (2004). Analysing Estonian primers: What can verbs tell us about learning conceptions? Värds un tä pētīšanas aspekti. Rakstu krājums 8. Liepāja: Liepājas Pedagoģijas akadēmija, pp. 348-252.

Reidolf, Malle (1997). Väärtushinnangud ja varjatud hoiakud eesti aabitsates [*Values and hidden attitudes in Estonian primers*]. // Lapse probleemid ja probleemid lapsega. Artiklide kogumik. Tartu: Tartu Ülikool, pp. 169-176.

Reidolf, Malle (2003). Aabits muutuv asjas: väärtushinnangud 1990ndate aastate Eesti aabitsates [*A primer in the changing time: Values in Estonian primers of the 1990s*]. Master's thesis. Tallinn: Tallinn Pedagogical University.

Study on the use and impact of primers and readers

*Mürsepp, Mare (1998). Laps on hakanud lugema [*The child begins to read*]. Tallinn, Estonia: Riiklik Eksamija Kvalifikatsioonikeskus, 209 p.

Finland

Exhibition catalogue

Pitkäranta, Inkeri (2002). ABC. Lukeminen esivallan palveluksessa. / ABC. Läsandet i överhetens tjänst [*ABC. Reading in the service of authorities*]. Kansalliskirjaston Gallerian julkaisu nro 2. Helsinki: Kansalliskirjasto, 166 p.

Historical studies

*Fickert, Wolfgang; Fickert, Rauni (1997). Sprachen und Fibeln in Finnland / Suomalaisen kielten ja aapiset [*Languages and primers in Finland*]. Erlangen: author's edition, 80 p.

Häkkinen, Kaisa (2007). Suomen kieli Mikael Agricola Abckiriassa [*The Finnish language in Michael Agricola's primer*]. // Häkkinen, Kaisa (ed.): Mikael Agricola – Abckiria. Kritinen edition. Helsinki: Suomalaisen Kirjallisuuden Seura, pp. 62-92.

Heininen, Simo (2007). Abckirian sisältö ja lähteet [*The contents and sources of the primer*]. // Häkkinen, Kaisa (ed.): Mikael Agricola – Abckiria. Kritinen edition. Helsinki: Suomalaisen Kirjallisuuden Seura, pp.42-61.

Koski, Leena (1998). From god to friendship: The changing moral orders of education stories in Finnish ABC books. // Kalekin-Fishman, D. (ed.). Designs for alienation. Exploring diverse realities. Jyväskylä: SoPhi, pp. 227-245.

Koski, Leena (1999a). Moral education and the Finnish ABC books. // Mikk, Jaan (ed.). Värtuskasvatus oppekirjanduses. Tartu: Tartu Ülikool, pp. 38-57.

Kotkaheimo, Liisa (1989). Suomalaisen aapisen viisi vuosisataa. Aapisten sisältö ja tehtävät kansanopetuksessa [*Five centuries of Finnish ABC books. The content and purposes of first readers in popular education*]. Joensuu: Joensuun yliopiston kasvatustieteellisiä julkaisuja N 10

Kotkaheimo, Liisa (1994a). Aapinen alusta Aukusti Saloon [*The primer from the beginning to Aukusti Salo*]. // Vanhan kirjallisuuden vuosikirja. Vammala: Vanhan kirjallisuuden päivät.

Kotkaheimo, Liisa (1994b): Suomalaisaapisia kansainvälisessä taustassaan ja kansainvälisissä yhteyksissään 1600-luvulta 1950-luvulle [*Finnish primers from the 17th century to the 1950s in their international background and international connection*]. Joensuu: University of Joensuu, Research Reports of the Faculty of Education, Nr. 55.

Laine, Esko M. (2002): Pelottava ja kauhistava lukeminen. Det skrämmande och hemska läsandet [*Frightening and horrifying reading*]. // ABC. Lukeminen esivallan palveluksessa. ABC. Läsandet i överhetens tjänst. Kansalliskirjaston Gallerian julkaisuja nr 2. Helsinki, Kansalliskirjasto, pp. 11–31.

*Laine, Tuija (1993). Johannes Gezelius vanhemman katekismus ja sen lähteet. [*Johannes Gezelius the older's Catechism and its sources*]. Teologinen Aikakauskirja.

*Laine, Tuija (1997). Aapinen, 1629 [*Primer, 1629*]. Vanhimman suomalaisen kirjallisuuden käsikirja. Ed. Tuija Laine. Suomalaisen Kirjallisuuden Seuran Toimituksia 686. Helsinki: Suomalaisen Kirjallisuuden Seura.

*Laine, Tuija (2002). Kirkossa, kaupungissa, kolhoosissa. Suomalaisten aapisten arvoista Agricolasta 1960-luvulle. I kyrkan, i staden, i kolchosen. Om värderingar i finländska abc-böcker från Agricola till 1960-talet. [*Church, city, collective farm. Values in Finnish primers from Agricola to the 1960s*]. – ABC. Lukeminen esivallan palveluksessa. ABC. Läsandet i överhetens tjänst. Kansalliskirjaston Gallerian julkaisuja nro 2. Helsinki, Kansalliskirjasto, pp. 78-133, 164-166.

Parvio, Martti (1986). Suomalaiset varhaisaapiset Agricolasta Gezeliukseen. [*The oldest Finnish primers from Agricola to Gezelius*]. – Album amicorum. Kirja- ja kulttuurihistoriallisia tutkielmia Eeva Mäkelä-Henrikssonille 29.7.1986. Helsingin yliopiston kirjaston julkaisuja 50. Helsinki: Helsingin yliopiston kirjasto.

Parvio, Martti (1994). Suomalainen varhaisaapinen ja sen aatehistoriallinen tausta [*The old Finnish primer and its background in terms of the history of ideas*]. – Vanhan kirjallisuuden vuosikirja. Vammala: Suomen vanhan kirjallisuuden päivät.

Rapola, Martti (1967). Agricolan aapiskirja uudessa valossa [*A new light on Agricola's primer*]. – Virittäjä, pp. 1-18.

Studies on contents of contemporary primers and readers

Koski, Leena (1999b). Hyvä tyttö ja hyvä poika – ihanteelliset yksilöt aapisten moraalisisissa kertomuksissa [*A good girl and a good boy – ideal individuals in the moral stories of the primers*]. // T. Tolonen (ed.). Suomalainen koulu ja kulttuuri. Tampere: Vastapaino, pp. 21-49.

► see also: COMP_Estonia-001; COMP_Finland-001; COMP_USA-001; GST-002

Study on illustrations in primers and readers

Perälä, Anna (2007). Mikael Agricolan teosten painoasu ja kuvitus [*Typography and illustration of Michael Agricola's works*]. // Kaisa Häkkinen (ed.): Mikael Agricola – Abckiria. Kritinen edition. Helsinki: Suomalaisen Kirjallisuuden Seura, pp.10-40.

France

Bibliography

► see GC_004

Historical studies

Aquilon, Pierre (1983). De l'Abécédaire aux rudiments: les manuels élémentaires dans la France de la Renaissance [*From the primer to the basics: elementary textbooks in Renaissance France*]. // Penigault-Duhet, Paule-Marie (ed.): L'Enfance et les ouvrages d'éducation. Volume I : avant 1800. Nantes: Université de Nantes, pp. 51-72.

Bruter, Annie (2007). History as a Tool for Acquiring Literacy in 19th-Century French Schools. // *Tidskrift för lärarutbildning och forskning – Journal of Research in Teacher Education*, no 4/2007, pp. 55-66.

Le Men, Ségolène (1984). Les Abécédaires français illustrés du XIXe siècle [*Illustrated primers of the 19th century*]. Paris: Promodis, 338p.

Study on contents of contemporary primers and readers

Guibbert, Pierre (1997). Le petit monde des manuels d'apprentissage de la lecture [*The small world of reading primers*] // *Internationale Schulbuchforschung*, 19:3, pp. 259-272.

► see COMP_USA-003

Germany

Bibliographies and exhibition catalogues

Havekost, Hermann ; Klattenhoff, Klaus (eds.). (1982). Lesen lernen. Abc-Bücher, Fibeln und Lernmittel aus drei Jahrhunderten. Eine Ausstellung im Rahmen der 8. Oldenburger Kinder- und Jugendbuchmesse aus den Beständen der Universitätsbibliothek Oldenburg und aus Privatbesitz. 7. bis 28. November 1982, Stadtmuseum Oldenburg [*Learning to read. ABC-books, primers and educational media of three centuries. An exhibition in the context of the 8th children's book fair, Oldenburg, with holdings of the Oldenburg University Library and of private hands, November 7 to 28, 1982, in the Oldenburg City Museum*]. Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg, 104 p.

May, Markus; Schweitzer, Robert (1984). Wie die Kinder lesen lernten. Die Geschichte der Fibel. Ausstellungskatalog. Ausstellung der Württembergischen Landesbibliothek in Zusammenarbeit mit der Sammlung Pöggeler [*How the children learned to read. The history of the primer. Exhibition catalogue. Exhibition of the Württemberg Regional Library in cooperation with the Pöggeler collection*]. Stuttgart, 2., verbesserte und erweiterte Auflage 1984. 277 p.

Müller, Helmut (1984). Studire fleissig, spät und früh, Sey munter wie der Kükehüh. Eine Ausstellung zur Geschichte der Fibel in Deutschland vom 6. November bis zum 30. Dezember 1984 im Gutenberg-Museum Mainz [*Study eagerly, late and early, be awake like the rooster! An exhibition on the history of the primer in Germany from November 6 to December 1984 in the Gutenberg-Museum Mainz*]. Mainz: Gutenberg-Museum.

Stadtbücherei Itzehoe (ed.) (1998). Bildwelten deutscher Lesebücher 1883 – 1989: eine Auswahl aus der Lesebuch-Sammlung von Ernst Scheffel in der Stadtbücherei Itzehoe 10. Januar 1998 bis 6. Februar 1998 [*Visual worlds of German readers 1883 – 1989: A selection of the Ernst Scheffel reader collection in the city library of Itzehoe*]. Ms. Itzehoe: Stadtbücherei, 77 p.

Urban, Elke; Haaker, Sven (2008). Die Familie im Schulbuch. Fibeln aus aller Welt [*The family in the school textbook. Primers from all over the world*]. Begleitheft zur Ausstellung im Schulmuseum Leipzig, Werkstatt für Schulgeschichte Leipzig. Remshalden: Verlag Bernhard Albert Greiner, 57 p.

Historical studies

Due to the large number of bibliographical references to historical studies on primers and readers in Germany, this part contains five sections: a) cross-epochal studies; b) studies on primers and readers published until 1932; c) studies on primers and readers of the 'Third Reich' (1933-1945); d) studies on primers and readers of the Soviet Occupational Zone and the German Democratic Republic' (1946-

1990); e) *historical studies on primers and readers of the Western Occupational Zones and the Federal Republic of Germany' (since 1946)*

a) *Cross-epochal studies*

Alwall, Ellen (1993). *Der Dichter im Schulbuch. Die Auswahl von Dichtern in Deutschen Lesebüchern 1875 – 1964 [The Selection of Poets in German Schoolbooks 1875 – 1964]*. Stockholm-Lund: Almqvist & Wiksell (Scripta Minora Regiae societatis humaniorum litterarum Lundensis, 1992-1993:2).

Baumgaertner, Alfred C. (1991). *Lesebücher – zweihundert Jahre alt und immer im Wandel [Readers – two hundred years old and always changing]*// *Grundschule*, 23:, 1991. S.40-43.

Baumgaertner, Alfred Clemens; Pleticha, Heinrich (eds.) (1985). *Abc und Abenteuer. Texte und Dokumente zur Geschichte des deutschen Kinder- und Jugendbuches [ABC and adventures. Texts and documents on the history of the German books for children and young people]*. 2 vols. Muenchen: dtv.

Bayer, Gerhard (1993). *Die religiöse Dimension der Erstlesefibeln und Lesebücher der bayerischen Grundschule von 1870 bis 1960 [The religious dimension of reading primers and readers of the Bavarian primary school from 1870 to 1960]*. Inaugural-Dissertation zur Erlangung des Doktorgrades der Philosophischen Fakultät der Universität Augsburg vorgelegt von Gerhard Bayer aus Neusäss, 511 p.

Bünger, Ferdinand (1972). *Entwicklungsgeschichte des Volksschullesebuches. Unveränderter Neudruck der Ausgabe Leipzig 1898. Mit einem Vorwort von Ingeborg Hass [Phases of development of the elementary reader. Unmodified reprint of the Leipzig 1898 edition. With a preface by Ingeborg Hass]*. Glasshütten i. Ts.: Auvermann

Freitag, Inga (2008). *Fibeln im 20. Jahrhundert: eine formale und inhaltliche Analyse ausgewählter Fibeln in Bezug auf die Geschichte des 20. Jahrhunderts [Primers in the 20th century: an analysis of content and form of selected primers considering the history of the 20th century]*. Regensburg: Roderer, 147 p.

Gabele, Paul (1962). *Pädagogische Epochen im Abbild der Fibel [Pedagogical eras as depicted in primers]*. München: List, 71 p.

Götz, Gerhard (1972). *Das Gottes- und Jesusbild in Fibeln des 19. und 20. Jahrhunderts [The picture of god and Jesus in 19th and 20th century primers]*. Inaugural-Dissertation zur Erlangung des akademischen Grades Doktor der Philosophie an der Kulturwissenschaftlichen Fakultät der Universität Bayreuth vorgelegt von Gerhard Götz (Dipl.Theol./Dipl.Päd.) aus Bayreuth. Augsburg: Wissner, 374 p.

Grömminger, Arnold (ed.) (2002a). *Geschichte der Fibel [History of the primer]*. Frankfurt am Main-Berlin-Bern: Peter Lang, 411 p.

Grömminger, Arnold (2002b). *Das Bild der Schule in der Fibel [The picture of the school in the primer]*. // Grömminger, Arnold (ed.). *Geschichte der Fibel*. Frankfurt am Main-Berlin-Bern: Peter Lang, pp. 99-108.

Helmers, Hermann (1970). *Geschichte des deutschen Lesebuchs in Grundzügen [Introduction to the history of the German reader]*. Stuttgart: Klett, 295 p.

Hinz, Renate; Topsch, Wilhelm (1998). *Jüdische Grundschulbücher aus drei Jahrhunderten [Jewish textbooks for primary schools from three centuries]*. // Hyams, Helge-Ulrike (ed.): *Jüdisches Kinderleben im Spiegel jüdischer Kinderbücher. Eine Ausstellung der Universitätsbibliothek Oldenburg mit dem Kindheitsmuseum Marburg*. Oldenburg: Bibliotheks- u. Informationssystem der Univ. Oldenburg, pp. 167-191.

Schmack, Ernst (1960). *Der Gestaltwandel der Fibeln in vier Jahrhunderten [The alteration of the design of primers in four centuries]*. Ratingen: Henn, 229 p.

b) *Studies on primers and readers published until 1932*

Benzing, Josef (1959). *Zur Entstehung der Hahnenfibel [On the origin of the ,rooster primer']* // *Philobiblon*. Eine Vierteljahrsschrift für Buch- und Graphiksammler, März 1959, 1.Heft 3.Jahrgang, Hamburg (Maximilian Gesellschaft e V), pp. 9-19.

Teistler, Gisela (1999). Fibel als Dokumente für die Entwicklung der Alphabetisierung [*Primers as documents for the development of literacy*]. // Bödeker, Hans E.; Hinrichs, Ernst (eds.): Alphabetisierung und Literalisierung in Deutschland in der frühen Neuzeit. Tübingen: Niemeyer, pp. 255-281.

Teistler, Gisela (2006a). Deutsche Fibel vom 16. Jahrhundert bis zum Ende der Weimarer Republik. Ihre Gestaltung und Entwicklung im Spannungsfeld gesellschaftlicher und politischer Einflüsse [*German primers from the 16th century to the end of the Weimar Republic in the conflict of social and political influences*]. // Teistler, Gisela (ed.). Lesen lernen in Diktaturen der 1930er und 1940er Jahre. Fibel in Deutschland, Italien und Spanien. Hannover, Hahnsche Buchhandlung, pp. 13-37.

Teistler, Gisela (2006b). Die Elementarisierung des Elementarlesebuches. Von der Katechismusfibel zur Fibel „vom Kinde aus“ [*The elementarization of the elementary reading book. From the catechism primer to the primer "in the perspective of the child"*]. // Matthes, Eva; Heinze, Carsten (eds.). Elementarisierung im Schulbuch. Bad Heilbrunn: Klinkhardt, pp. 37-58.

c) *Studies on primers and readers of the 'Third Reich' (1933-1945)*

Blackburn, Gilmer W. (1985). Education in the Third Reich: a study of race and history in Nazi textbooks. Albany: State of New York UP, 217 p.

*Heinze, Carsten (2010). Die Fibel in der Zeit des Nationalsozialismus - reformpädagogischer Anspruch und Ästhetisierung der Gewalt [*The primer in the time of National Socialism – the claim of the New Education movement and the aestheticization of violence*]. In: Ehlers, Swantje (ed.): Empirie und Schulbuch. Vorträge des Giessener Symposiums zur Leseforschung. Frankfurt am Main 2010, pp. 129-147.

Henke, Johannes (2005). Jugend unter Hitler. Die Fibel ‚Gute Kameraden‘ [*Youth under Hitler. The primer ‚Gute Kameraden‘*]. // Böhm, Wolfgang (ed.): Chronik Mennighüffen. Mennighüffen: Vereinsring Mennighüffen, p. 245-265.

Miller-Kipp, Gisela (2006). Die Familie in Fibel des „Dritten Reiches“ – Idyll und politische Funktion [*The family in primers of the "Third Reich" – idyll and political function*]. // Matthes, Eva; Heinze, Carsten (eds.). Die Familie im Schulbuch. Bad Heilbrunn: Klinkhardt, pp. 89-110.

Miller-Kipp, Gisela (2010): Zwischen pädagogischem Zweck und politischer Funktion – Das Vaterland in Fibel des „Dritten Reiches“. [*Between educational intention and educational function – the fatherland in primers of the "Third Reich"*]. // Hoffmann-Ocon, Andreas; Metz, Peter (eds.): Schuljugend unter nationalem Anspruch. Bildungshistorische Untersuchungen zur schulpädagogischen Publizistik und zu visuellen Medien in der Schweiz und in Deutschland in der ersten Hälfte des 20. Jahrhunderts. Hohengehren: Schneider, pp. 154–176.

Thiele, Jan (2005). Der Beitrag der Fibel des Dritten Reiches zur Vermittlung der nationalsozialistischen Ideologie – eine kritische Analyse ihrer Inhalte [*The contribution of primers of the „Third Reich“ to mediate the national socialist ideology – a critical content analysis*]. Dissertationsschrift, vorgelegt an der Fakultät 1 (Erziehungs- und Bildungswissenschaften) der Carl von Ossietzky Universität Oldenburg, 322 p.

Web: <http://oops.uni-oldenburg.de/volltexte/2005/183/pdf/thibei05.pdf>

d) *Studies on primers and readers of the Soviet Occupational Zone and the German Democratic Republic' (1946-1990)*

Czech, Gabriele (1992). Das Lesebuch der DDR zwischen 1966 und 1989 [*The reader in the German Democratic Republic 1949-1989*] // Deutschunterricht in der DDR 1949-1989. Frankfurt/M., pp. 373-380.

Fischer, Helmut (1971). Sprache und Weltauffassung im DDR-Leselernbuch ‚Unsere Fibel‘ [*Language and world view in the GDR-primer ‚Unsere Fibel‘*]. // Pädagogik und Schule in Ost und West 19, pp.129-136.

Linau, Andrea (1996). Die Darstellung der Geschlechterrollen in Fibeln der DDR [*The presentation of gender roles in primers of the GDR*]. 86 p.

*Matthes, Eva; Teistler, Gisela (2008). Von "Guck in die Welt" zum "Lesen und Lernen" - schulpolitische Entwicklungen in der SBZ am Beispiel der Fibel [*From "Guck in die Welt" to "Lesen und Lernen" – developments of educational policy in Germany's Soviet Occupational Zone, using the example of the primer*]. // Zeitschrift für Grundschulforschung. Bildung im Elementar- und Primarbereich. Volume 1, number 2, pp. 116-132.

Schallenger, Ernst Horst (1973). Politische Einflußnahmen in einer Fibel des Jahres 1940 [*Political interferences in a primer published in 1940*]. // Das Schulbuch – Produkt und Faktor gesellschaftlicher Prozesse. Ratingen: Henn, pp. 86-96.

e) *Historical studies on primers and readers of the Western Occupational Zones and the Federal Republic of Germany (since 1946)*

*Stürmer, Verena (2009): Kinderalltag in den Fibeln der Nachkriegszeit. Heile Welt in Zeiten der Not? [*Everyday life of children in post-war primers: Ideal world in times of need?*]// Zeitschrift für Museum und Bildung, 70, pp. 79-99.

Teistler, Gisela; *Matthes, Eva (2008). Fibelproduktion 1945 bis 1949: Zwischen Notprogramm und Kontinuität [*Production of primers 1945 to 1949. Between emergency programme and continuity*]. // Zeitschrift für Grundschulforschung. Bildung im Elementar- und Primarbereich, volume 1 (2008), number 1, pp. 122-136.

► see also: COMP_Germany-001; COMP_Sweden-001

Studies on contents of contemporary primers and readers

Beck, Oswald. Hinführung zum Kinder- und Jugendbuch im Lesebuch der Primarstufe [*Introduction to books for children and young people in the reader for primary grades*] // Barthel, Henner (ed.): Aus "Wundertüte" und "Zauberkasten". Über die Kunst des Umgangs mit Kinder- und Jugendliteratur. Festschrift zum 65. Geburtstag von Heinz-Juergen Kliever. Frankfurt/Main: Peter Lang, 2000, pp. 271-290.

Boedeker, Hans. Das Kind als Leser. Untersuchungen über die Entwicklung der Lesefähigkeit des Kindes im 2. und 3. Schuljahr [*The child as a reader. Studies on the development of reading literacy of the child in grades 2 and 3*]. // Jugendschriften-Warte, 14, 1962. pp. 25-26, 29-31.

Clausen, Jeanette (1982). Textbooks and (in-)equality: a survey of literary readers for elementary and intermediate German. *Die Unterrichtspraxis*, 15: 244-53.

Conrady, Peter; Rademacher, Gerhard (eds.) (1987). Fibeln in Gespräch: Kriterien zur Analyse [*In Focus: Primers. Criteria of analysis*]. Essen: Die Blaue Eule, 132 p.

Dehn, Mechthild (1975). Texte in Fibeln und ihre Funktion für das Lesen. Eine Sprachanalyse als Beitrag zur Didaktik des Lesenlernens [*Texts in primers and their function for reading. A speech analysis as a study on the didactics of learning to read*]. Kronberg/Ts.: Scriptor

Ehlers, Swantje (2006). Die Struktur der deutschen und ausländischen Familie im Lesebuch für den Deutschunterricht der Gegenwart [*The structure of the German and of the foreign family in the contemporary German reader*]. // Matthes, Eva; Heinze, Carsten (eds.). Die Familie im Schulbuch. Bad Heilbrunn: Klinkhardt, pp. 319-340.

Freese, Andrea (1985). Die Darstellung von Mädchen und Frauen in Berliner Grundschullesebüchern [*The presentation of girls and women in Berlin's readers for primary schools*]. Berlin: Gleichstellungsstelle der SPD-Fraktion, 1985. 77 p.

Friedrich, Ingrid (2004). Die Darstellung älterer Menschen in der Fibel: Forschungsbericht [*The presentation of elder people in the primer: a research report*]. Kassel: Kassel University Press, 142 p.

Geiss, Manfred (1972). Die Konservierung sozialer Rollen – Eine Analyse von Verhaltensmustern in Schulfibeln [*The preservation of social roles – an analysis of behaviour patterns in school primers*]. // Doderer, Klaus (ed.). Bilderbuch und Fibel. Eine kritische Analyse der Lite-

ratur für Leseanfänger. Reihe Jugendliteratur heute. Schriftenreihe des Instituts für Jugendbuchforschung der Johann Wolfgang Goethe-Universität Frankfurt am Main. Weinheim, Basel: Beltz, pp. 9-95.

Gümbel, Ruth (1969). Das Bild der Schule in Fibel und Lesebuch [*The presentation of the school in the primer and the reader*]. // Westermanns Pädagogische Beiträge 21, pp. 376-389.

Grömminger, Arnold (1970). Die deutschen Fibeln der Gegenwart. Eine Analyse ihrer Bildungsinhalte, aufgezeigt an der Darstellung des kindlichen Lebensraumes [*Contemporary German primers. An analysis of their educational contents, with a focus on the depiction of the child's living space*]. Weinheim: Julius Beltz, 1970. 316 p.

Gruenberg, Wolfgang (1985). Das ABC der Erziehung, oder die Fibel als Spiegel [*The ABC of education, or the primer as a mirror*]. // Zeitschrift für Paedagogik, 31, pp. 463-480.

Jeuk, Stefan (ed.) (2009). Wissenschaftliche Analyse von aktuellen Fibeln, Sprachbüchern und Sprachlehrwerken für den Deutschunterricht (Klasse 1 & 2). Gutachten für die Anton-Bruckner-Grundschule Ludwigsburg [*Scientific analysis of current primers, language textbooks and study sets for German classes (grades 1 and 2). Survey for the „Anton Bruckner“ primary school, Ludwigsburg*]. Erarbeitet von Studierenden der Pädagogischen Hochschule Ludwigsburg, Sommersemester 2009, Seminar "Fibel- und Sprachbuchkritik" unter der Leitung von Prof. Dr. Stefan Jeuk. Ludwigsburg: Pädagogische Hochschule, 135 p.

Review: Sroka, Wendelin (2010). // Reading Primers International, V. 2, pp. 5-7.

Kennedy, Katharine (2002). African Heimat: German colonies in Wilhelmine and Weimar reading books. // Internationale Schulbuchforschung / International textbook research, vol. 24, no. 1, pp. 7-26.

Menzel, Wolfgang (1975). Fibeln und Lesebücher für die Primarstufe: kritische Analysen [*Primers and readers for primary schools: critical analyses*]. Paderborn: Schöningh, 154 p.

Pöggeler, Franz (1982). Die Fibel, ein politisches Buch [*The primer, a political book*]. // Katholische Bildung 83, pp. 610-616.

Pöggeler, Franz (1985). Politik in Fibeln [*Politics in primers*]. // Franz Pöggeler (ed.). Politik im Schulbuch. Bonn: Bundeszentrale für politische Bildung, pp. 21-50.

Topsch, Wilhelm (1994). „Weicher Schnee tut nicht weh! ...“ Über gesellschaftliche und politische Einflüsse auf die Gestaltung von Fibeln [*Soft snow doesn't hurt. On social and political influences on the layout of primers*]. Oldenburg: Universität Oldenburg, 44 p.

N.N. (1804). Kritik der in den meisten protestantischen und allen katholischen Volksschulen gebräuchlichen Fibel. [*Critique of the primer which is used in most Protestant and all Catholic schools*]. // Bibliothek der pädagogischen Literatur verbunden mit e. Correspondenzblatte, welches pädagogische Abhandlungen, Aufsätze, Anfragen, Nachrichten, Wünsche, Zweifel, Vorschläge enthält, und e. Anzeiger; Year 1804, vol 2, pp. 81-103.

Studies on illustrations in primers and readers

Dankwerth, Hartwig (1974). Verordnete Illusionen: zum Bildangebot in Lehrmaterialien für Schulanfänger. Analyse und Kritik [*Prescribed illusions: On illustrations in teaching materials for first graders. Analysis and critique*]. Berlin: Basis-Verlag, 80 p.

Grömminger, Arnold (2002c). Die Funktion der Illustration in der Geschichte der Fibel [*The function of the illustration in the history of the primer*]. // Grömminger, Arnold (ed.). Geschichte der Fibel. Frankfurt am Main-Berlin-Bern: Peter Lang, pp. 77-97.

Pressler, Christine (1979). Alte ABC-Bücher: lernen durch das Bild [*Old ABC-books: learning with the help of illustrations*]. Novum Gebrauchsgraphik 50, pp. 44-52.

Studies on the use and impact of primers and readers

Ehlers, Swantje (ed.) (2003). Das Lesebuch: zur Theorie und Praxis des Lesebuchs im Deutschunterricht [*The reader. On the theory and practise of the reader in German classes*]. Baltmannsweiler : Schneider-Verl. Hohengehren, c 2003. vi, 209 p. (Diskussionsforum Deutsch ; 12).

Giehrl, Hans E. (1977). Der junge Leser. Einführung in Grundfragen der Jungleserkunde und der literarischen Erziehung [*The young reader. Introduction to basic issues of knowledge about young readers and literacy education*]. Donauwörth: Ludwig Auer, 1977. 158 p.

Hasler, Herbert (1979). Die Funktionen der Fibel beim Erwerb der Schriftsprache [*The functions of the primer in the process of written language acquisition*]. // Osnabrücker Beiträge zur Sprachtheorie, vol. 11, no. 1, pp. 109-134.

Helmers, Hermann (ed.) (1969). Die Diskussion um das Deutsche Lesebuch [*The discussion about the German reader*]. Darmstadt: Wissenschaftliche Buchgesellschaft, 1969. 394 p.

Hein, Juergen (1985). Umgang mit dem Lesebuch: Gattungsorientierung versus Problemorientierung [*Handling of the reader: Genre-based vs. problem-based approaches*] // Mitteilungen des Deutschen Germanisten-Verbandes, 32:1, pp.10-14.

Heus, Gertraud E. (1984). Lesen lernen ohne Fibel? [*Learning to read without a primer?*] // Pädagogische Welt, vol. 38, pp. 450-456.

► see also COMP_USA-003

Greece

Study on contents of contemporary primers and readers

Deliyanni-Kouimtzi, Kiki (1992). "Father is out shopping because Mother is at work..." Greek primary school reading texts as an example of educational policy for gender equality. // Gender and Education, vol. 4, no 1-2, pp. 67–79.

Hungary

Bibliography

► see GC_004

Historical study

Adamik-Jászó, Anna (2006). Literacy in Hungary. Past and Present. Budapest: National Educational Library and Museum, 102 p.

Ireland

Historical study

► see: COMP_United-Kingdom-001

Italy

Bibliography

► see GC_004

Historical studies

Cajani, Luigi (2006). „I bimbi d'Italia sin tutti Balilla“. Die Kinder Italiens sind alle Balilla. Politische Erziehung in den Fibeln des faschistischen Italiens [*„Italia's children are all Balilla.“ Political education in the primers of Fascist Italy*]. // Teistler, Gisela (ed.). Lesen lernen in Diktaturen der 1930er und 1940er Jahre. Fibel in Deutschland, Italien und Spanien. Hannover, Hahnsche Buchhandlung, pp. 227-254.

Eberhöfer, Andrea (2009). Die Entwicklung der in Südtirol eingesetzten Schulbücher von 1919 bis in die 1960er Jahre. Inhaltliche Transformationsprozesse in den Fibeln [*The development off school textbooks used in the South Tyrol from 1919 to the 1960s. Transformation processes of contents of primers*]. Binationale Inaugural-Dissertation / Binationales Forschungsdoktorat zur Erlangung des Doktorgrades der Philosophisch-Sozialwissenschaftlichen Fakultät der Universität Augsburg und der Fakultät für Bildungswissenschaften der

Freien Universität Bozen „Allgemeine Pädagogik, Sozialpädagogik und Allgemeine Didaktik“, 283 p.

Web: <http://d-nb.info/1010108964/34>

► see also COMP_Germany-002; COMP_USA-003

Latvia

Bibliography

► see GC_004

Historical studies

Krūze, Aīda (2009). Fibeln und Lesebücher als Geschichtsquelle (17. – 19. Jh.) [*Primers and readers as a source of historiography (17th to 19th century)*]. // Angelo van Gorp & Marc Depaepe (eds.): Auf der Suche nach der wahren Art von Textbüchern. Bad Heilbrunn: Klinkhardt, pp. 165-171.

Labrence, Līvija (1988). Latviešu ābece [*The Latvian primer*]. Riga: Zvaigzne

*Cibuļs, Juris (2009). Latgaliešu ābece 1768-2008 [*Latgalian primers 1768-2008*]. Rīgā: Zinātne 173 p.

Review: Sroka, Wendelin (2009). // Reading Primers International, no. 1, pp. 5-6.

Study on illustrations in primers and readers

Ločmele, Jana (2009). Tekstuālā un vizuālā materiāla mijiedarbība ābecē. Diploma darbs [*Interaction of Textual and Visual Material in the primer, Diploma thesis*]. Rīga: Latvijas Universitāte, Pedagoģijas un psiholoģijas fakultāte, Izglītības zinātņu nodaļa.

Review: Cibuļs, Juris (2010). // Reading Primers International, no. 2, pp. 7-8.

Lithuania

Bibliography

► see GC_004

Historical studies

Juška, Albertas (1997). XVII-XIX a. Mažozios Lietuvos elementoriai [*17th to 19th century primers in Lithuania Minor*]. // Tiltai, humanitariniai ir socialiniai mokslai 1, pp. 49-54.

Rabačiauskaitė, Aurelija; Korsakaitė, Ingrida (2000). Lietuviški elementoriai [*Lithuanian primers*]. Kaunas: Šviesa, 373 p.

Luxembourg

Bibliography

► see GC_004

The Netherlands

Exhibition catalogue

Linden, Jaap ter (1995). A is een aapje. Opstellen over ABC-boeken van de vijftiende eeuw tot heden [*A is an ape. Exhibition on primers from the 15th century until today*]. Amsterdam: Querido, 157 p.

Historical study

Remery, Marry (2005). Een halve eeuw Veilig leren lezen [*Half a century of 'Veilig leren lezen'*]. // De School Anno. Periodiek van de Vereniging Vrienden van het Nationaal Onderwijsmuseum. Amsterdam: Nationaal Onderwijsmuseum, 16 pp.

Norway

Bibliographies

Skjelbred, Dagrun (1991). Norske abc-bøker 1777 - 1990: en bibliografi [*Norwegian primers 1777-1990: a bibliography*]. Sogndal: Skriftserien ved Sogndal lærarhøgskule nr. 7.

Skjelbred, Dagrun (2000). Norske ABC-bøker 1777 -1997. [*Norwegian primers 1777 -1997*] Tønsberg: Høgskolen i Vestfold, Rapport 2/2000

Web: <http://www-bib.hive.no/tekster/hveskrift/rapport/2000-02/>

Historical studies

Bjarvin, Kjellfrid (1950). Fra fibelbrett til moderne abc`er. En studie over norsk abc-litteratur [*From the battledore to modern primers*]. Oslo: J. W. Cappelens Forlag.

Skjelbred, Dagrun (1999): "... de umisteligste Bøger". En studie av den tidlige norske abc-tradisjonen. [*....The dearest books". An investigation on the early Norwegian tradition of primers*] Doctoral dissertation. University of Oslo

Steen, Adolf (1960). Samiske abc-bøker i fire århundrede. *Sameliv nr. 4 Samisk Selskaps årbok 1959 - 1960*, pp. 141-156.

Sveum, Tor (1994). Samiske abc-bøker. En historisk oversikt. Etterord. [*Sami primers. An historical overview. Epilogue*] // Kiil, Randi; Sveum, Tor (red.): *Bibliografi over Margarethe Wiigs samling av abc-bøker fra mange land*. Tromsø: Universitetsbiblioteket i Tromsø & Tromsø museum, pp. 97-107.

► see also COMP_USA-003

Poland

Bibliographies

Frąckowiak, Wiktor (1977). Wydawnictwa z zakresu elementarnej nauki języka polskiego na Pomorzu Gdańskim w latach 1840-1920 [*Publications regarding elementary Polish language instruction in Gdansk Pomerania 1840-1920*]. Gdańsk: Zakład Narodowy im. Ossolińskich, 165 p.

Pilarczyk, Franciszek (1990). Elementarze polskie II. Materiały bibliograficzne [*Polish primers II. Bibliographical material*]. Zielona Góra : Wydaw. Wyższej Szkoły Pedagogicznej im. Ta-deusza Kotarbińskiego, 382 p.

Pilarczyk, Franciszek (2003). Opisy bibliograficzne w układzie alfabetycznym . [*Bibliographic descriptions arranged in alphabetical order*]. // Pilarczyk, Franciszek (2003). Elementarze polskie od ich XVI-wiecznych początków do II wojny światowej: próba monografii księgoznawczej [*Polish Primers. Since their beginnings in the 16. century until the Second World War: An attempt of a monography on book-studies*]. Zielona Góra: Oficyna Wydawnicza Uniwersytetu Zielonogórskiego, pp. 295-411.

► see GC_004

Historical studies

Antoś, Jan; Wileński, Kazimierz (1991). Sesja i wystawa na temat dziejów polskiego elementarza [*A session and exhibition about the history of the polish reading primers*]. // Przegląd Historyczno-Oświatowy, V. 34: 1991, no. 3/4, pp. 248-249.

Bergmann, Martin; Maasch, Jörg (1997). Die polnische Fibel während der dritten Teilungsperiode Polens (1795-1915). Eine quantitative Analyse [*The Polish primer during the Third Division (1795-1915). A quantitative analysis*]. // Internationale Schulbuchforschung, 19:3, pp. 305-318.

Brańska, Ewa (2005). Zapomniany autor "Elementarza" [*The Forgotten Author of „Elementarz” [Marian Falski]*]. // Wychowanie w Przedszkolu. V. 58 (2005), no. 10, pp. 13-17.

Czerwień, Henryk; Kapuśniak, Magdalena (2004). Elementarze szkolne wydawane w jasnogórskiej drukarni [*The School Elements [i.e. reading primers] published by the printing press of Jasna Góra*], with an English summary // *Studia Claromontana*. V. 22 (2004), pp. 391-404.

Cegielski, Tadeusz (1999). "Ala ma kota": pamięci Mariana Falskiego [*'Ala has got a cat': in memory of Marian Falski*] // *Ars Regia*, V. 13/14 (1998/1999), pp. 272-275.

Chmielowski, Bogusław (2000). Marian Falski and his handbook: on the occasion of the ninetyeth anniversary of the edition of the "Abecadło" // *Scientific Annales AWF Katowice*, No. 28 (2000), pp. 57-62.

Falski, Marian (2007). Z okrucichów wspomnień [*From the bits of memories*]. Bydgoszcz, 256 p.

Review: Chętkowski, Dariusz (2007). *Życie rozproszone* // *Nowe Książki* 2007, no. 12, p. 19.

Frąckowiak, Wiktor (1977). Wydawnictwa z zakresu elementarnej nauki języka polskiego na Pomorzu Gdańskim w latach 1840-1920 [*Elementary Polish learning publications in Western Pomerania between 1840 and 1920*]. Gdańsk: Zakład Narodowy im. Ossolińskich, 165 p.

Grzegorzczak, Barbara (2000). Marian Falski - przyjaciel dzieci [*Marian Falski – a friend of children*] // *Podlaskie Zeszyty Pedagogiczne*, No. 2 (2000), pp. 91-98.

Jaroszewicz-Pierestawcew, Zoja (2004). Zdobnictwo elementarzy tłoczonych cyrylicą w XVI-XVIII wieku z oficyn Wielkiego Księstwa Litewskiego [*Decorative art in the cyrillic reading primers of the Grand Duchy of Lithuania of the 16.-18. centuries*] // *Series Byzantina*, V. 2 (2004), pp. 219-224.

Kochan, Katarzyna Barbara (2009). Edukacja elementarna i elementarze porozbiorowe w II Rzeczypospolitej [*Elementary education and post-partition reading primers in the Second Polish Republic*]. Kraków: Impuls, 96 p.

Review: Wojdon, Joanna (2010) // *Reading Primers International*, no. 2, pp. 4-5.

Kowolik, Piotr (2000). Marian Falski - twórca elementarza polskiego [*Marian Falski – the founder of a Polish reading primer*]. // *Nauczanie i Szkoła*, 2000, no. 1, pp. 104-112.

Landau-Czajka, Anna (2002a). Co Alicja odkrywa po własnej stronie lustra: życie codzienne, społeczeństwo, władza w podręcznikach dla dzieci najmłodszych 1785-2000 [*What does Alice discover on her side of the mirror: everyday life, society, authority in the textbooks for the youngest children 1785-2000*]. Warszawa: Neriton, 437 p.

Landau-Czajka, Anna (2002b). Diet patterns in 19th-20th century school manuals // *Acta Poloniae Historica*, V. 85 (2002), pp. 265-284.

Łażnia, Beata (2002). Elementarz obrazkowy Ignacego Szufy [*A picture reading primer by Ignacy Szufa*] [comment: it was one of the first Polish reading primers published after WWI]. *Zeszyty Historyczne Miasta Jaworzna*, V. 6 (2002), pp. 21-23.

*Lewińska, Aneta (2005). Bóg w pomorskich elementarzach [*God in the Pomeranian reading primers*]. // *Język, Szkoła, Religia*. V. 1 (2005), pp. 113-127.

*Lewińska, Aneta (2006). Katechizm jako integralna część dawnych elementarzy [*The catechism as an integral part of old reading primers*]. // *Język, Szkoła, Religia*. V. 2 (2006), pp. 217-229.

*Lewińska, Aneta (2007a). Elementarz jako źródło do badań językoznawczych [*Primers as a source of language studies research*]. // *Rozprawy Komisji Językowej*. Łódź: Łódzkie Towarzystwo Naukowe, pp. 125-134.

*Lewińska, Aneta (2007b). Obraz Kościoła w dawnych elementarzach [*The image of the Church in old primers*]. *Język, Szkoła, Religia*. V. 3 (2007), pp. 165-174.

Maćkowiak, Antoni (1960). Elementarze Promyka [*Promyk's reading primers*]. Warszawa, 65 p.

Madeja, Józef (1960). Elementarze i nauka elementarna czytania i pisania na Śląsku w wiekach XVIII i XIX (1763 - 1848) [*Primers and rudimental teaching of reading and writing in Silesian schools in the eighteenth and in the nineteenth century (1763 - 1848)*], vol.1. Katowice: Śląsk, 314 p.

Madeja Józef (1965). Elementarze i nauka elementarna czytania i pisania na Śląsku w wiekach XIX i XX (1848-1930) [*Primers and rudimental teaching of reading and writing in Silesian schools in the nineteenth and twentieth century (1848-1930)*], vol. 2. Katowice: Śląsk, 324 p.

Mędelska, Jolanta (2009). Kowieńskie wydanie Elementarza powiastkowego dla dzieci Mariana Falskiego [*The Kowno [Kaunas] edition of Elementarz powiastkowy dla dzieci by Marian Falski*]. // *Język Polski*, vol. 89, no. 3, pp. 199-207.

Narloch, Magdalena (2008). Świat malowany słowami w Elementarzu Mariana Falskiego i jego modyfikacjach [*The world painted with words in Marian Falski's Elementarz and its modifications*] // *Język Polski*, V. 88 (2008), No. 2, pp. 152-155.

Pilarczyk, Franciszek (2001). Biblia w elementarzach staropolskich [*The bible in Old Polish primers*]. // Tomasz Jaworski; Wiesław Pyżewicz (red.): Nowy Testament w dziejach i kulturze Europy. 450 rocznica przekładu Nowego Testamentu przez Mikołaja Jakubicę na język dolnośląski. Zielonogórske Studia Łużyckie nr 3. Zielona Góra: Uniwersytet Zielonogórski, pp. 189-195.

Pilarczyk, Franciszek (2003a). Elementarze polskie od ich XVI-wiecznych początków do II wojny światowej: próba monografii księgoznawczej [*Polish Primers. Since their beginnings in the 16. century until the Second World War: An attempt of a monography on book-studies*]. Zielona Góra: Oficyna Wydawnicza Uniwersytetu Zielonogórskiego, 456p.

Review: Kabacińska, Katarzyna (2005). // *Łużyckie Zeszyty Naukowe*, V. 1 (2005), pp. 80-83.

Review: Ratajczak, Tomasz (2003). // *Edukacja Humanistyczna (Zielona Góra)*. V. 3 (2003), pp. 217-219.

Pilarczyk, Franciszek (2003b). Elementarze w dobie Księstwa Warszawskiego i Królestwa Kongresowego [*Polish reading primers in the Duchy of Warsaw and Congress Poland era [1807-1830]*]. // *Filologia Polska*, V. 1 (2003), pp. 169-205.

Ryś, Jan; Ślęczka, Ryszard (2004). Polskie elementarze do nauki domowej w XIX wieku [*Polish reading primers for homeschooling in the 19. century*]. // *Nauczanie domowe dzieci polskich od XVIII do XX wieku. Zbiór studiów*, ed. Jakubiak, Krzysztof and Winiarz, Adam. Bydgoszcz: Wydawnictwo Akademii Bydgoskiej im. Kazimierza Wielkiego, pp. 221-228.

*Wojdon, Joanna (1998). Propagandowe aspekty świata polskich elementarzy z lat 1945-1989 [*Propaganda aspects in the world of Polish primers 1945-1989*]. Wrocławskie Studia z Historii Najnowszej, pod red. W. Wrzesińskiego, t.V, Wrocław 1998, pp.179-187.

Studies on contents of contemporary primers and readers

Chmura-Rutkowska, Iwona (2002). "Fartuchowce" i strażacy - czyli płęć w elementarzu [*'Apronnettes' and firemen - sexes in reading primers*]. // *Forum Oświatowe*, 2002, no. 2, pp. 47-64.

Jakimik, Elżbieta Alina (2009). Elementarz dla dzieci romskich „Miri skoła – romano elementaro” [Review of the first primer in Romanes published in Poland].

Web: <http://elementaro.org> (menu: elementarze).

Marszałek, Magdalena (2000). Płęć jako element obrazu świata we współczesnych elementarzach polskich [*Gender as an element of the image of the world in contemporary Polish reading primers*]. // *Język a Kultura*, vol. 13, pp. 283-309.

Marszałek, Magdalena (2001). Kulturelle und sprachliche Aspekte der Geschlechterkonstruktion in modernen polnischen Fibeln [*Cultural and linguistic aspects of the construction of gender roles in modern Polish primers*]. // *Journal of Empirical Text and Culture Research*, vol 1, pp. 6-15.

Rogowska-Cybulska, Ewa (2005). Słownictwo religijne w kaszubskim elementarzu [*Religious Vocabulary in the Kashubian reading primer*]. // *Język, Szkoła, Religia*, V. 1 (2005), pp. 155-169.

Rogowska-Cybulska, Ewa; Cybulski, Marek (2005). Nazwy własne w kaszubskim elementarzu [*Proper names in the Kashubian reading primer*]. // *Acta Cassubiana*, V. 7 (2005), pp. 171-183.

Wencel, Wojciech (2003). Murzynek Bambo zszedł z drzewa [*Bambo Negro climbed down the tree. Annotation: On the Elementarz by Marian Falski and contemporary Polish textbooks for the 1st graders*]. Fronda 2003, no. 30, pp. 290-297.

Wydra, Wiesław (2003). O najdawniejszej drukowanej książce w Poznaniu [*About the oldest printed book in Poznań (which was Nauka ku czytaniu dziatek małym pisma polskiego – Reading instruction of the Polish script for the small children, by P. Sextilis, published in the 16th c.)*] Poznań: Biblioteka Uniwersytecka, 31 p

Studies on the use and impact of primers and readers

Awramiuk Elżbieta (2004). Gdzie jest głoska "b" w wyrazie "zab", czyli jak współczesne polskie elementarze kształtują pojęcia głoski i litery [*Where is phone 'b' in the word 'zab' or how contemporary Polish reading primers form the concept of a phone and a letter*]. // Poradnik Językowy 2004, no. 5, pp. 43-54.

Borowiec, Helena (1996). Słownictwo elementarzy a możliwości umysłowe dziecka [*Reading primers' vocabulary and the mind capabilities of a child*]. Lublin: Wydawnictwo UMCS, 233 p.

Grelowska, Wanda (1996). Przegląd metod nauki czytania we współczesnych polskich elementarzach [*Review of methods of reading instruction in the contemporary Polish reading primers*]. // Zeszyty Wszechnicy Świętokrzyskiej, Z. 3 (1996), pp. 87-100.

Jakubowicz-Bryx, Anna (1997). Metody nauki czytania i pisania we współczesnych elementarzach polskich [*Methods of reading and writing instruction in the contemporary Polish Reading primers*]. Bydgoszcz: "Arcanus", 43 p.

Portugal

Studies on contents of contemporary primers and readers

Fernandes, Rogério (1994). Os caminhos do ABC. Sociedade portuguesa e ensino das Primeiras Letras [*The ways of the ABC. Portuguese society and the teaching of first letters*]. Porto: Porto Editora.

Fontaine, Anne-Marie (1977). A discriminação sexual dos papéis sociais nos manuais portugueses de aprendizagem da leitura [*Sexual discrimination in social roles in Portuguese readers*]. // *Revista Portuguesa de Pedagogia*, ano XI, pp. 149-183.

Romania

Bibliography

► see GC_004

Historical study

Wagner, Erika Erna (1994). Fibeln in Siebenbürgen: Betrachtungen [*Primers in Siebenbürgen: Examinations*]. Wissenschaftliche Hausarbeit zur 1. Staatsprüfung für das Lehramt an Grund- und Hauptschulen. Ludwigsburg: Pädagogische Hochschule, 102 p.

Russia

Bibliographies and descriptions of library holdings

Aver'yanova L. N. (2001). Obzor kollektsii bukwarey iz sobraniya Gosudarstvennoy pedagogicheskoy biblioteki im. K. D. Ushinskogo, pechat. izd. XVI-XVII vv. [*The collection of primers from the corpus of the Public Pedagogical Ushinsky Library, printed in the 16th and 17th centuries – an overview*] // *Nachalnaya shkola: plyus-minus.* – 2001, № 4, pp. 58-65; № 11, pp. 68-74.

Aver'yanova L. N. (2006). ‚Bukvari‘ v biblioteke im. K. D. Ushinskogo [*'Primers' in the Ushinsky library*]. // *Novoe v psichologo-pedagogicheskikh isslidovaniyakh*, issue 1. Moscow: MPSI, pp. 30-41.

Aver'yanova L. N. (2010). Ukazatel' azbuk, buvarej i knig dlya chteniya v nachalnoj shkole, izdannuich v period 1900 po 1917 gg. [A register of abc-primers, primers and readers for the primary school, published between 1900 and 1917]. // 'Pora chitat': Bukvari i knigi dlya chteniya v predrevolyutsionnoj Rossii, 1900-1917. Sbornik nauchnih trudov i materialov [It is time to read': Primers and readers in pre-revolutionary Russia, 1900-1917. A compilation of studies and material]. Pod red. T.S. Markarovej, V.G. Bezrogova. Moscow: NPB K.D. Ushinskogo, Yazyki slavyanskoj kultury, pp. 286-368.

*Makarevich, G. (ed.), Markarova, T., *Bezrogov, V. (red.) (2009). Rebenok 18 – 20 stoletij v mire slov: istoriya rossijskogo bukvarya, knigi dlya chteniya i uchebnoj khrestomatii. Sbornik bibliograficheskikh materialov k Mezhdunarodnoj nauchnoj konferentsii „Istoriya detstva kak predmet issledovaniya: nasledie Philippa Arjesa v Evrope i Rossii“, Moskva, RGGU, 1-2 oktjabrya 2009 g. Sost. Otv. red. [The child of the 18th, 19th, and 20th centuries in the world of the words: A history of Russian primers, readers and chrestomathies (literature anthologies for elementary reading instruction). A collection of bibliographical material for the international conference “The history of childhood as a research topic: the legacy of Philippe Ariès in Europe and Russia”, Moscow, Russian State University of the Humanities, October 1-2, 2009. Compiled by G. Makarevich. Ed. by T. Markarova and V. Bezrogov]. Moskva, Tver: Nauchnaya Kniga, 2009. 234 p.

Sen'kina, A. A. (2008). Knigi dlya chteniya i khrestomatii dlya shkol I stupeni, izdannuie v Sovetskoj Rossii s 1918 po 1932 gg. Materialui k bibliograficheskomu ukazatelyu [Readers and chrestomathies for schools of stage I, published in Soviet Russia from 1918 to 1932. Material for a bibliographical account]. // Leont'eva, S.G.; Maslinskij, K.A. (sost.): Uchebnuij tekst v sovetskoj shkole: sbornik statej. SPb., M.: Institut logiki, kognitologii i razvitiya lichnosti, pp. 425-459.

► see GC_004

Historical studies

Aver'yanova L. N. (2000). Uchebniki-rekordsmenui, uchebniki-dolgozhiteli: 'Azbuka' I. Fedorova (XVI v.), 'Arifmetika' L. Magnitskogo (XVIII v.), 'Detskiy mir', 'Khrestomatiya' i 'Rodnoe slovo' K. D. Ushinskogo (XIX v.) [Textbooks as record holders, textbooks as long-living products – I. Fedorov's ABC-book (16th century), L. Magnitskij's 'Arifmetika' (18th century), K. D. Ushinkij's 'Detskiy mir', 'Khrestomatiya' and 'Rodnoe slovo' (19th century)]. // Narodnoe obrazovanie v Rossii. Moscow, pp. 306-310.

Barannikova, N. B., *Bezrogov, V.G., *Makarevich, G.V. (2010). Evolyuciya pedagogicheskikh idealov v bukvaryakh V. P. Vakhterova 1900-1920 [The development of educational ideals in the primers of V. P. Vakhterov 1900 - 1920]. // 'Pora chitat': Bukvari i knigi dlya chteniya v predrevolyutsionnoj Rossii, 1900-1917. Sbornik nauchnih trudov i materialov. Pod red. T.S. Markarovej, V.G. Bezrogova. Moscow: NPB K.D. Ushinskogo, Yazyki slavyanskoj kultury, pp. 262-269.

Barannikova, N. B., *Bezrogov, V.G., *Makarevich, G.V., Markarova, T.S. (2010). Uchebnik dlya nachalnoj shkolui 1900-1940 gg. Kak zapovedik pedagogicheskikh idealov [The textbook for primary schools 1900 – 1940 as a reserve of educational ideals]. // 'Pora chitat': Bukvari i knigi dlya chteniya v predrevolyutsionnoj Rossii, 1900-1917. Sbornik nauchnih trudov i materialov. Pod red. T.S. Markarovej, V.G. Bezrogova. Moscow: NPB K.D. Ushinskogo, Yazyki slavyanskoj kultury, pp. 7-40.

Bogdanov, V. P., Karpjuk, G. V. (1994). Ot azbuki Ivana Fedorova do sovremennogo bukvarya [From Ivan Fedorov's Azbuka to the contemporary primer]. Moskva: Prosveshchenie, 239 p.

Afnas'tva, T. A. (1979). Izdanie azbuk i bukvariej kirillicheskoj pečati v XVIII veke [Editions of abc-primers and primers in Cyrillic script in the 18th century]. // Iz istorii rukopisnuich i staropechatnuich sobranij. Issledovaniya. Obzorui. Publikatsii. L.: izd-vo GPB im. M.E. Saltuikova-Shchedrina, pp. 33-60.

- Berch, V. N. (1822). Bukvar' Kariona Istomina 1691-go goda [*Karion Istomin's primer published in 1691*] // Severnuij Archiv. Zhurnal istorii, statistiki i puteshestvij, izdavaemuij F. Bulgarinuij. Ch. IV. SPb., № 19, pp. 1-27.
- Cleminson, Ralph (1988). East Slavonic Primers to 1700. // *Australian Slavonic and East European Studies*. Vol. 2, no. 1, pp. 1-27.
- Izvekov, D.: Bukvarnaya sistema obucheniya v iskhode XVII i nachale XVIII st. [*Primer-based instruction at the end of the 17th and the beginning of the 18th centuries*]. // *Sem'ya i shkola*, vol. 4, pp. 723-750.
- Kelly, Katriona (2008). «Papa edet v komandirovku»: reprezentatsiya obshchestvennuich i lichnuich tsennostej v sovetskich bukvaryach i knigach dlya chteniya [*'Dad goes on a mission': the representation of social and personal values in Soviet primers and readers*] // Leont'eva, S. G.; Maslinskij, K. A. (sost.): *Uchebnuij tekst v sovetskoj shkole: sbornik statej*. SPb., M.: Institut logiki, kognitologii i razvitiya lichnosti, pp. 154-179.
- *Makarevich, G. V. (2010a). Semantiko-pedagogikheskij analiz tekstov knigi dlya chteniya v nachal'noj shkole: issledovatel'skaya matrica i rukovodstvo po posobam ee primneneniya [*The semantic and pedagogical analysis of texts in readers for the primary school: a research matrix and a guidance on its use*]. // *'Pora chitat': Bukvari i knigi dlya chteniya v predrevolyutsionnoj Rossii, 1900-1917. Sbornik nauchnih trudov i materialov* ['It is time to read': Primers and readers in pre-revolutionary Russia, 1900-1917. A compilation of studies and material]. Pod red. T.S. Markarovoj, V.G. Bezrogova. Moscow: NPB K.D. Ushinskogo, Yazyki slavyanskoj kultury, pp. 55-240.
- *Makarevich, G. V. (2010b). K voprosu ob izuchenii vzaimodejstvija istoricheskogo i pedagogicheskogo kontekstov v uchebnike dlja nachalnoj shkolui [*On the question of the study of the interaction of historical and pedagogical contexts in primary school textbooks*] // *'Pora chitat': Bukvari i knigi dlya chteniya v predrevolyutsionnoj Rossii, 1900-1917. Sbornik nauchnih trudov i materialov* ['It is time to read': Primers and readers in pre-revolutionary Russia, 1900-1917. A compilation of studies and material]. Pod red. T.S. Markarovoj, V.G. Bezrogova. Moscow: NPB K.D. Ushinskogo, Yazyki slavyanskoj kultury, pp. 241-261.
- Kruming, A. A. (1987). Pervopechatnuie slavyanskije bukvari [*Early prints of Slavonic primers*] // *Fedorovskie chteniya: 1983*. Pod red. E. L. Nemirovskogo. M.: Nauka, pp. 73-109.
- Luk'yanenko, V. I. (1958). K istorii russkogo bukvarja. Rol' i znachenie azbuchnogo akrosticha v protsesse obucheniya russkoj gramote v XIV, XV i pervoj polovine XVI vv. [*On the history of the Russian primer. The role and importance of alphabetical acrostics in learning to read and write in Russian in the 14th, 15th and the first half of the 16th centuries*]. // *Trudui Leningradskogo Gosudarstvennogo Bibliotechnogo instituta im. N. K. Krupskoj*. T. IV. L., pp. 239-254.
- Luk'yanenko, V. I. (1960). Azbuka Ivana Fedorova, ee istochniki i vidovue osobennosti [*The azbuka by Ivan Fedorov, its sources and typological characteristics*] // *Trudui Otdela drevnerusskoj literaturui (TDRL)*, T. 16, pp. 208-229.
- Luk'yanenko, V. I. (1979). Pereizdaniya pervopechatnoj azbuki Ivana Fedorova [*Reprints of the first printed azbuka by Ivan Fedorov*] // *Knigopechatanie i knizhnuie sobraniya v Rossii od seredinui XIX. v. L.: izd-vo BAN SSSR*, pp. 6-25.
- Marker, Gary J. (1989). Primers and literacy in Muscovy: a taxonomic investigation. // *The Russian Review*, vol. 48, pp. 1-19.
- McEneaney, John E. (1997). Teaching them to read Russian: Four hundred years of the Russian bukvar. // *The Reading Teacher*, vol. 51, no. 3, pp. 210-226.
- Okenfuss, Max J. (1980). The discovery of childhood in Russia. The evidence of the Slavic primer. Newtonville, Mass.: Oriental Research Partners, 96 p.
- Solova, Margarita (2005). The earliest printed East Slavonic primers as a field of intercultural communication. // *Children's literature global and local: social and aesthetic perspectives*. Oslo: Novus Press, pp. 59-68.

*Sroka, Wendelin (2006a). Familienbilder in Fibeln Russlands – Kontinuitäten und Veränderungen seit den 1960er Jahren [*Representations of the family in primers of Russia – continuities and transformations*]. // Matthes, Eva; Heinze, Carsten (eds.). Die Familie im Schulbuch. Bad Heilbrunn: Klinkhardt, pp. 199-233.

*Sroka, Wendelin (2006b). Worlds for beginning readers – representations of ‚homeland‘ and ‚family‘ in Russian and Chukchi textbooks for early reading instruction since the 1960s. // Bruillard, Eric; Aamotsbakken, Bente; Knudsen, Susanne V.; Horsley, Mike (eds.). Caught in the web or lost in the textbook? Proceedings of the Eight International Conference on Learning and Educational Media, Caen/France. Paris: Stef, pp. 187-200.

Web: www.caen.iufm.fr/colloque_iartem/pdf/sroka.pdf

Studies on illustrations in primers and readers

*Makarevich, G., *Bezrogov, V. (2010). The evolution of the elementary reading textbook cover: Sovietism, Russianness and globality (USSR-Russia, 1976-2006) // Matthes, Eva; Heinze, Carsten (eds.). Das Bild im Schulbuch. Bad Heilbrunn: Klinkhardt, pp. 155-172.

Osorina, M. V. (2003). Ideologicheskoe litso knigi: psichologicheskij analiz oblozhek sovetskogo „Bukvarya“ i „Azbuki“ [*The ideological face of the book: a psychological analysis of covers of the Soviet "Bukvar" and "Azbuks"*] // Kuleshov, T.E.; Antipova, I. (sost.): Detskij sbornik: stat'i po detskoj literature i antropologii detstva. M.: OGI, pp. 155-168.

Study with on contents of contemporary primers and readers

*Bezrogov, Vitaly; *Makarevich, Galina (2006). Die Welt der Erwachsenen und die Welt der Kinder in gegenwärtigen russischen Erstlesebüchern [*The world of adults and the world of children in present day Russian early reading books*]. // Eva Matthes & Carsten Heinze (eds.). Die Familie im Schulbuch. Bad Heilbrunn: Klinkhardt, pp. 235-252.

English version: Bezrogov, Vitalij & Galina Makarevich (2006). The world of adults and the world of children in present day Russian early reading books. Family and search for an educational idea in post Soviet Russia". // History of Education & Children's Literature, II, 1, pp. 17-34

► see also: COMP_Estonia-002; COMP_Russia-001; COMP_USA-003

Serbia

Historical studies

Kićović, Miraš (1952). Prvi srpski bukvar [*The first Serbian primer*]. Beograd: Narodna biblioteka.

Vučetić, Radina (2004). ABC textbooks and ideological indoctrination of children. "Socialism Tailor-made for Man" or "Child Tailor-made for socialism"? // Naumović, Slobodan; Jovanović, Miroslav (eds.), Childhood in South East Europe. Historical Perspectives on Growing Up in the 19th and 20th Century. Münster, LIT Verlag, pp. 249-264.

Slovakia

Historical studies

Ružička, Vladislav (1966). Dejiny slovenského šlabikára [*History of the Slovak primer*]. Bratislava: Slovenské pedagogické nakladateľstvo, 190 p.

Slovenia

Bibliography

Marinšek, Marjan (2000). Seznam abecednikov in prvih berli [*List of primers and first readers*]. // Moje prvo berilo. Velenje: Pozoj, pp. 127-139.

Historical studies

Ciperle, Joze (1996). Zur Geschichte der slowenischen Fibeln [*On the history of the Slovenian primers*] // Mitteilungen & Materialien, Arbeitsgruppe Pädagogisches Museum Berlin, 45, pp. 104-115.

Marinšek, Marjan (2000). Prvo berilo od Trubarja do danes [*The first reader from Trubarj to today*]. // Moje prvo berilo. Velenje: Pozoj, pp. 35-126.

Spain

Bibliographies

Infantes, Víctor (1996). Primer censo bibliográfico de cartillas y doctrinas (siglo XVII) (Provisional): [*The first bibliographical census of primers and doctrines (17th Century) (Provisional)*]. // Redondo, Agustín (ed.): La formation de l'enfant en Espagne aux XVIe et XVIIe siècles. Paris: Publications de la Sorbonne, pp. 114-124.

Infantes, Víctor; Martínez Pereira, Ana (1999). Cartillas y Doctrinas del siglo XVII: primer censo bibliográfico [*Primers and Doctrines of the 17th century: first bibliographical census*]. // Historia de la Educación, vol. 18, pp. 335-354.

Historical studies

Araque Martínez, M.; Benito Cassado, J.A.; Gómez Romero, I; Rodríguez Aparicio, P.; Villa Fernández, N. (1996). ¿Qué leían nuestros padres y abuelos? Estudio de métodos y valores transmitidos a través de las cartillas durante el periodo de 1930-1970 [*What did our parents read? A study of methods and values transmitted through primers during the period 1930-1970*]. // El currículum: historia de una mediación social y cultural. IX Coloquio de Historia de la Educación. Granada, Departamento de Pedagogía-Universidad de Granada, 1996, vol. II, pp. 241-248.

Colom Cañellas, Antonio Juan (2009). Lectura del primer libro de lectura de la pedagogía catalana. Aproximación a la "Doctrina Pueril" [Reading of the first reading book of Catalan Pedagogy. Approximation to the "Doctrina Pueril"]. // Educació i Història. // Revista d'Història de l'Educació, nº 13 (Gener-Juny, 2009) pp. 49-70.

Costa Rico, Antón (1996). Un apunte sobre los libros escolares de lectura en la España de la Restauración [*A note on school reading books in Spain during the Restoration period*]. // El currículum: historia de una mediación social y cultural. IX Coloquio de Historia de la Educación. Granada, Departamento de Pedagogía-Universidad de Granada, 1996, vol. II, pp. 265-270.

García Crespo, Clementina (1983). *Léxico e ideología en los libros de lectura de la escuela primaria (1940-1975)* [*Lexicon and ideology in primary school Reading books (1940-1975)*]. Salamanca, ICE de la Universidad de Salamanca, 184 p.

Hernández Díaz, José María; Martín Fraile, Bienvenido (2005). El mundo de los niños en la España de "El Camarada" (1887-1890) [*Children's world in Spain's "El Camarada"*]. // Dávila Balsera, Paulí; Naya Garmendia, Luis María (coord): La infancia en la historia: espacios y representaciones. Donostia: Eiren, pp. 226-232.

Infantes, Víctor (1995). De la cartilla al libro [*From the primer to the book*]. // Bulletin Hispanique [La culture des éditeurs espagnols à l'époque moderne], vol. XCVII, pp. 33-66.

Infantes, Víctor (1996). La cartilla en el siglo XVII. Primeros textos [*The primer in the 17th century. First texts*]. // Redondo, Agustín (ed.): La formation de l'enfant en Espagne aux XVIe et XVIIe siècles. Paris: Publications de la Sorbonne, pp. 105-113.

Infantes, Víctor (1999). La educación, el libro y la lectura [*Education, the book, and reading*]. // García de la Concha, Víctor et al.: La cultura del renacimiento (1480-1580). Historia de España Menéndez Pidal, Tomo XXI. Madrid: Espasa Calpe, pp. 4-50.

Infantes, Víctor (2004). La educación impresa [*Printed education*]. // Cuadernos de Historia Moderna. Anejos, no. III, pp. 227-251.

Note: This paper deals with the printed witnesses of readers and other books for the various grades of elementary education in Spain during the 16th and 17th centuries.

Infantes, Víctor; Martínez Pereira, Ana (1999). De las primeras letras. Cartillas españolas para enseñar a leer de los siglos XV y XVI [*Dealing with the first letters. Spanish reading primers of the 15th and 16th centuries*]. (Tomo I. Siglo XVII: preliminar y edición de 26 obras. - Tomo II. Siglo XVIII: preliminar y edición de 34 obras). Salamanca: Ediciones de la Universidad de Salamanca.

Lebrero Baena, M^a Paz (1997). *Libros de iniciación a la lectura y a la escritura (1936-1994)*. [*Books for the initiation in reading and writing (1936-1994)*]. Madrid, UNED, 1997.

*Mahamud Angulo, Kira (2005). Las niñas al servicio de la Patria. Análisis de la representación de la maternidad en los manuales escolares [*Girls serving the fathercountry. Analysis of the representation of motherhood in school textbooks*]. // Dávila Balsera, Paulí; Naya Garmendia, Luis María (coord): La infancia en la historia: espacios y representaciones. Donostia: Eiren, pp. 318-329.

*Mahamud Angulo, Kira (2006a). Analysing Motherhood in Primary School Textbooks: The Case of Spain during the first two Ministries of Education of the Franco Dictatorship (1939-1956) // Bruillard, Eric; Aamotsbakken, Bente; Knudsen, Susanne V.; Horsley, Mike (eds.). Caught in the Web or Lost in the Textbook? Proceedings of the Eight International Conference on Learning and Educational Media, Caen/France. Paris: Stef, pp. 171-178.

Web: http://www.caen.iufm.fr/colloque_iartem/pdf/mahamud.pdf

*Mahamud Angulo, Kira (2006b) Motherhood and the Family in School Textbooks: The Case of Spain during the first two Ministries of Education of the Franco Dictatorship (1939-1956). // Eva Matthes, Eva; Heinze, Carsten (Hrsg.): Die Familie im Schulbuch, Bad Heilbrunn: Julius Klinkhardt, pp. 181-196.

*Mahamud Angulo, Kira (2007). Mothers for Spain by the Grace of God. The Emotional Indoctrination of Children in Primary School Textbooks during the First Two Ministries of National Education in Francoist Spain (1939-1956)". // Lebrun, Monique (dir.). Le manuel scolaire d'ici et d'ailleurs, d'hier à demain. Presses de l'Université du Québec, Québec, 2007. (cd rom).

Moll, Jaime (1994). La cartilla et sa distribution au XVI^e siècle [*The primer and its distribution in the 16th century*]. // De la imprenta al lector. Estudios sobre el libro español de los siglos XVI al XVIII. Madrid: Arco-Libros, pp. 77-87.

Redondo, Agustin (1996). Les livres de lecture (cartillas para enseñar a leer) au XVI^e siècle: lecture e message doctrinal [*Reading books (primers for the teaching of reading) in the 16th century: reading and doctrinal message*]. // Redondo, Agustin (ed.): La formation de l'enfant en Espagne aux XVI^e et XVII^e siècles. Paris: Publications de la Sorbonne, pp. 71-91.

Rodríguez Álvarez, A. (2007). Adoctrinamiento e instrucción franquista a través de las imágenes de "El Parvulito" [*Indoctrination and francoist instruction through the images in "El Parvulito"*]. // Zapata, Monica; Castilleni, Jean-Pierre (ed.): Texte et image dans les mondes hispaniques et hispano-américains. Tours, C.I.R.E.M.I.A. Série "Études Hispaniques".

Sánchez Herrero; José; Pérez González, Silvia María (1998). Aprender a leer y escribir, libros y libreros en la Sevilla del último cuarto del siglo XV. [*Learning to read and write, books and bookmen in Seville during the last quarter of the 15th century*]. Edad Media: Revista de historia, N^o 1, 1998, pp. 47-90.

Sánchez-Redondo Morcillo, Carlos (1997). Fabeln der Franco-Ära in den 30er und 40er Jahren [*Primers of the Franco-Era in the 1930s and 1940s*]. // Internationale Schulbuchforschung, 19:3, pp. 273-286.

Valls Montés, Rafael (2006). Gott, Vaterland, Reich und Miliz. Die politische Sozialisation in den Fabeln der ersten Jahren der Franco-Diktatur (1936-1951) [*God, fatherland, empire and militia. The political socialization in the primers of the first years of the Franco dictatorship (1936-1951)*] // Teistler, Gisela (ed.). Lesen lernen in Diktaturen der 1930er und 1940er Jahre. Fabeln in Deutschland, Italien und Spanien. Hannover, Hahnsche Buchhandlung, pp. 217-226.

Viñao Frago, Antonio (1997). Aprender a leer en el Antiguo Régimen: cartillas, silabarios y catones [*Learning to read in the Ancient Regime: primers, syllables, and catos*]. // Agustín Escolano (dir.). Historia ilustrada del libro escolar en España. Del Antiguo Régimen a la Segunda República, Madrid: Fundación Germán Sánchez Ruipérez, pp. 149-191.

Viñao Frago, Antonio (1998). Liberalismo, alfabetización y primeras letras (siglo XIX) [*Liberalism, literacy, and first letters (19th century)*]. // Bulletin Hispanique, t. 100, nº 2, pp. 531-560.

Viñao Frago, Antonio (2001). Las prácticas escolares de lectura y su aprendizaje [*School reading practice and learning*]. // Jesús Antonio Martínez Martín (dir.): Historia de la edición en España (1836-1936). Marcial Pons: Ediciones de Historia, pp. 417-430.

Viñao, Antonio (2002). Towards a Typology of the Primers for Learning to Read (Spain, c.1496-1825) // Paedagogica Historica, 38:1, pp. 73-94.

Study on contents of contemporary primers and readers

Alvaro Estramiana, José Luis; Monge Lanzas, Ignacio (1984). La familia en los libros de texto de lectura infantil [*The family in infant school reading books*]. // Revista de Educación, nº 275 (septiembre-diciembre, 1984), pp. 73-92.

Sweden

Historical study

Willke, Ingeborg (1997). Das schwedische ABC-Buch vergangener Jahrhunderte und seine Hähne [*The Swedish primer of past centuries and its roosters*]. // Internationale Schulbuchforschung, 19:3, 1997. pp. 239-248.

► see also: COMP_Sweden-001

Study on contents of contemporary primers and readers

Eilard, Angerd (2004). Gender and Ethnicity in a Reader in the Swedish Multiethnic School. Pedagogisk Forskning I Sverige, vol. 9, no. 4, pp. 241-262.

Switzerland

Bibliography

► see GC_004

Historical studies

Frei, Jean (1911). Zur St. Gallischen Fibel-Frage [*About the issue of the St. Gallen primer*]. // Jahrbuch des Kantonalen Lehrervereins St. Gallen, pp. 4-109.

Fuchs, Matthias (2001). „Dies Buch ist mein Acker“. Der Kanton Aargau und seine Volksschullesebücher im 19. Jahrhundert [, *This book is my field*']. *The canton of Aargau and its elementary school readers*]. Aargau: Sauerländer, pp. 384 (Beiträge zur Aargaugeschichte; Bd.10).

Metz, Peter (1998). Giovanni Giacomettis Bündner Fibeln von 1921 [*Giovanni Giacometti's primers for the canton of Graubünden, published in 1921*]. // Bündner Jahrbuch, vol. 41, pp. 72-92.

Müller Gächter, Barbara (2005). Lirum Larum Löffelstiel. Erstlesefibel der deutschsprachigen Schweiz im 20. Jahrhundert [, *Lirum Larum Löffelstiel*']. *Reading primers of the German-speaking Switzerland in the 20th century*]. Abhandlung zur Erlangung der Doktorwürde der Philosophischen Fakultät der Universität Zürich.

Web: <http://www.dissertationen.unizh.ch/2006/muellergaechter/diss.pdf>

Wicki, Monika (2006). Die Mütter, Hüterinnen der sittlichen Ordnung und Ursache des gesellschaftlichen Niedergangs. Generationenbeziehungen in Lesebüchern der deutschsprachigen Schweiz zwischen 1884 und 2000 [*The mothers, guardians of moral order and reason*]

for social decline. *Relations between generations in readers of German-speaking Switzerland between 1884 and 2000*. // Eva Matthes & Carsten Heinze (eds.). *Die Familie im Schulbuch*. Bad Heilbrunn: Klinkhardt, pp. 65-88.

Turkey

Historical study

► see COMP_USA-003

Ukraine

Bibliography

► see GC_004

Historical studies

Filippova, Olga (2009). Politics of Identity through School Primers: Discursive Construction of Legitimate Image of State, Nation and Society in Soviet and Independent Ukraine. // *Anthropology of East Europe Review*, Vol. 27, No. 1, pp. 29-36.

Review: Sroka, Wendelin (2010). // *Reading Primers International*, no. 4, pp. 5-7.

Moser, Michael (2001). Zwei „ruthenische“ (ukrainische) Erstlesefibeln aus dem österreichischen Galizien und ihre sprachliche Konzeption [*Two 'Ruthenian' (Ukrainian) primers from Austrian Galicia and their linguistic design*]. // *Wiener Slavistisches Jahrbuch* 47, pp. 93–122.

Moser, Michael (2004). Koncepcja językowa lwowskiego elementarza "Rusko-slavenskij Bukvar" z 1847 r. [*The linguistic concept of the Lviv reading primer 'Rusko-slavenskij Bukvar' of 1847*], with a summary in Ukrainian. // Zinkiewicz-Tomanek, Bożena; Fałowski, Adam (eds.): *Ukraina. Między językiem a kulturą*. Series: *Studia Ruthenica Cracoviensia*, V. 1. Kraków: Universitas, pp. 65-70.

Moser, Michael (2007). "Ruthenische" (ukrainische) Sprach- und Vorstellungswelten in den galizischen Volksschullesebüchern der Jahre 1871 und 1872 [*'Ruthenian' (Ukrainian) worlds of languges and presentations in Galician school readers published in 1871 and 1872*]. *Slavische Sprachgeschichte*, Bd. 2. Wien: Lit-Verlag, 269 p.

United Kingdom

Historical studies

Alwall, Ellen (1991). *The Poet in the Reader. The Selection of Poets in English and Scottish Schoolbooks 1850 – 1974*. Stockholm-Lund: Almqvist & Wiksell (*Scripta Minora Regiae societatis humaniorum litterarum Lundensis*, 1990-1991:2).

Baker, Carolyn D.; Freebody, Peter (1989). *Children's First School Books. Introductions to the Culture of Literacy*. Oxford: Basil Blackwell, xxiv, 254p.

Bates, Rita M. (1997). The English primer – a circular journey // *Internationale Schulbuchforschung*, 19:3, 1997, pp. 249-258.

Butterworth, Ch. C. (1953). *The English Primers, 1529-1545: Their Publication and Connection with the English Bible and the Reformation in England*. Philadelphia: University of Pennsylvania Press, 340 p.

Cagnolati, Antonella (2008). Hornbooks and prayers: textbooks for children in Reformation England (XVIth century). // *History of Education and Children's Literature*, III/2, pp. 59-68.

Twaithe, Mary F. (1972). *From primer to pleasure in reading. An introduction to the history of children's books in England with an outline of some developments in other countries*. Boston: The Horn Book.

This is the first American edition. The first British edition was published in 1963, followed by a revised British edition in 1972. The book also covers ABC-books, primers and children's readers.

► see also: COMP_United-Kingdom-001; ► COMP_USA-003

2. International / Comparative Studies

2.1 Cross-national historical and comparative studies on primers and basal readers in selected countries

Canada

- ▶ see COMP_Suriname-001

Estonia

COMP_Estonia-001 *Laherand, Meri-Liis (1998). Loomariik eesti ja soome aabitsate illustatsioonidel [*The fauna in illustrations of Estonian and Finnish primers*]. Kodu ja kool muutuvast ajast: artiklite kogumik / toim. Jaan Mikk, Inger Kraav, Tiia Pedastsaar (181 - 191). Tartu: Tartu Ülikool

COMP_Estonia-002 *Kalmus, Veronika (1998). Varjatud õppekava eesti ja vene aabitsates [*The hidden curriculum in Estonian and Russian primers*]. Mitmekultuuriline Eesti: väljakutse haridusele. Projekti Mtte-eesti noorte integratsioon Eesti ühiskonnas väljaanne (VERA II), Tartu, pp. 321-333.

- ▶ see also COMP_Germany-001; COMP_Russia-001

Finland

COMP_Finland-001 Varis, Tapio; Heino, Jouko (1969). Aapianalyysi: Suomalaisen ja eräitten ulkomaisten aapisten sisältöanalyttinen tarkastelu [*An analysis of primers: A content analytical study of Finnish and selected foreign primers*]. Tampere: Tampereen Yliopiston Tutkimuslaitos, No 19.

- ▶ see COMP_Estonia-001; COMP_USA-001

France

- ▶ see COMP_Guinea-001; COMP_USA-003

Germany

COMP_Germany-001 *Sroka, Wendelin (1999). Political values in East German and Estonian primers in the 1980s – a comparative overview. // Jaan Mikk (ed.). Värtuskasvatus oppekirjanduses. Tartu: Tartu Ülikool, pp. 97-104.

COMP_Germany-002 Teistler, Gisela (2006). Religion und Kirche in den Fibeln Deutschlands und Italiens während der 1930er und 1940er Jahre [*Religion and church in Italy's and Germany's primers during the 1930s and 1940s*]. // Teistler, Gisela (ed.). Lesen lernen in Diktaturen der 1930er und 1940er Jahre. Fibeln in Deutschland, Italien und Spanien. Hannover, Hahnsche Buchhandlung, pp. 263-278.

COMP_Germany-003 Ullrich, Elmar (1971). Die Kritik an der Kinderwelt der deutschen Fibeln und die Fibeln im Ausland [*The critique of the representation of children's world in German primers and primers in foreign countries*]. // Pädagogische Welt 25, pp. 556-563.

- ▶ see also COMP_Sweden-001; COMP_USA-003

Greenland

- ▶ see COMP_Suriname-001

Guinea

COMP_Guinea-001 Anderson-Levitt, Kathryn M. (2004). Reading Lessons in Guinea, France, and the United States: Local Meanings or Global Culture? // *Comparative Education Review*, vol. 48, no. 3, pp. 229-252.

India

▶ see COMP_USA-003

Ireland

▶ see COMP_UK-001

Israel

▶ see COMP_USA-003

Italy

▶ see COMP_Germany-002; COMP_USA-003

Japan

▶ see COMP_USA-003

Korea (South)

▶ see COMP_USA-003

Mexiko

▶ see COMP_USA-003

Norway

▶ see COMP_USA-003

Russia

COMP_Russia-001: *Sroka, Wendelin (2004). Wo leben wir? Wie sprechen wir? Wie schreiben wir? Zu Konstruktion von kultureller Identität und Differenz in Lese-
lernbüchern Russlands und Estlands der 1980er und 1990er Jahre [*Where do we live? How do we speak? How do we write? On the construction of cultural identity and diference in primers of Russia and Estonia of the 1980s and 1990s*]. // Matthes, Eva; Heinze, Carsten (eds.). *Interkulturelles Verstehen und kulturelle Integration durch das Schulbuch? Die Auseinandersetzung mit dem Fremden*. Bad Heilbrunn: Klinkhardt, pp. 201-228.

▶ see COMP_USA-003

South Africa

▶ see COMP_Zimbabwe-001

Suriname

- COMP_Suriname-001: Klink, Cornelia (2001). Som les vo leri vo lesi – Einige Lektionen des Lesenlernens. Mehrsprachigkeit im Unterricht der Herrnhuter Missionsschulen [*Som les vo leri vo lesi - Some lessons in learning to read. Multilingualism in education provided by the Herrnhut (Moravian) Brethren*]. // Mende, Klaus Dieter (ed.). Vielfalt des Lehrens und Lernens als Merkmal Vergleichender Pädagogik. Festgabe zum 60. Geburtstag von Dietmar Waterkamp. Sonderheft der Reihe „Internationale Beziehungen im Bildungswesen, herausgegeben im Auftrag der Gesellschaft für Vergleichende Pädagogik e.V., Dresden: SFPS, pp. 115-146.
This article analyses primers for mother tongue reading instruction published by the Herrnhut (Moravian) Brethren in mission schools in Suriname, Labrador (Canada), Greenland and Tanzania.

Sweden

- COMP_Sweden-001: Willke, Ingeborg (1965). ABC-Bücher in Schweden. Ihre Entwicklung bis Ende des 19. Jahrhunderts und ihre Beziehungen zu Deutschland [*ABC-Books in Sweden. Their development until the end of the 19th century and their relations to Germany*]. Lund: Bonniers, 411 pp.

Tanzania

- ▶ see COMP_Suriname-001

Turkey

- ▶ see COMP_USA-003

United Kingdom

- COMP_UK-001: Goldstrom, J. M. (1972). The social content of education, 1808-1870: a study of the working class school reader in England and Ireland. Shannon, Ireland: Irish University Press, xv, 226 p.
▶ see COMP_USA-003

USA

- COMP_USA-001 Hyona, Jukka; Destefano, Charles; Hujanen, Heli; Lindeman, Johanna; Poskiparta, Elisa; D'Heurle, Adma; Niemi, Pekka (1995). Primers as socializing agents in American and Finnish schools. *Comparative Education Review* 393, pp. 280-98.
- COMP_USA-002 Zimet, Sara G.; Wiberg, J. Lawrence; Blom, Gaston E. (1971). Attitudes and Values in Primers from the United States and Twelve Other Countries. // *Journal of Social Psychology*, 84, pp. 167-174.
- COMP_USA-003 Blom, Gaston E.; Wiberg, J. Lawrence (1973). Attitude contents in reading primers. // J. Downing (ed.): *Comparative Reading. Cross-national studies of behavior and processes in reading and writing*. New York: Macmillan, pp. 85-104.
This study covers primers from the U.S., France, Great Britain, India, Israel, Italy, Japan, Mexiko, Norway, Russia, South Korea, Turkey, and West Germany.
▶ see COMP_Guinea-001

Zimbabwe

- COMP_Zimbabwe-001 Dube, Bevelyn (2006). Illustrations as vehicles of gender stereotyping: an analysis of selected primary school readers in Zimbabwe and South Africa. Paper prepared for the FOTIM Gender Studies Conference, Pretoria, 17 to 19 January 2006. Thohoyandou: University of Venda, 13 p.
Web: www.fotim.ac.za/fotim_conferences/genderconf/papers/dube_paper.pdf

2.2 Regional studies on primers and basal readers

2.2.1 Latin America

- Torre Revello, José (1960). Las cartillas para enseñar a leer a los niños en la América Española [*Primers to teach how to read to the children in Spanish America*]. // Thesaurus, vol. XV, pp. 212-234.

2.2.2 Europe

- *Sroka, Wendelin (2011). Fibeln und Fibel-Forschung in Europa – eine Annäherung [*Primers and research on primers in Europe – a rapprochement*]. // Bildung und Erziehung 64, no. 1, pp. 23-38.

2.3 Studies on primers and/or basal readers in a worldwide perspective

2.3.1 Exhibition catalogues and bibliographies

- GC_001: Ethnologue (2009). Primers. Index of SIL publications on Primers listed by country. In: Lewis, M. Paul (ed.). Ethnologue: Languages of the World, Sixteenth edition. Dallas, Tex.: SIL International.
Web: http://www.ethnologue.com/show_subject.asp?code=Zprm.
This bibliography lists the primers produced by the Summer Institute of Linguistics primarily in vernacular languages according to continents and countries. Africa: Benin, Botswana, Burkina Faso, Cameroon, Central African Republic, Chad, Congo, Cote d'Ivoire, Democratic Republic of the Congo, Ethiopia, Ghana, Kenya, Mozambique, Niger, Nigeria, Senegal, Sudan, Togo, Uganda. Americas: Bolivia, Canada, Chile, Colombia, Ecuador, Guatemala, Guyana, Honduras, Mexiko, Panama, Paraguay, Peru, Suriname, United States. Asia: Afghanistan, Cambodia, China, Indonesia, Pakistan, Philippines, Thailand, Viet Nam. Pacific: Australia, Papua New Guinea, Solomon Islands.
- GC_002: Timoshenko, Ludmila (1991). Bukvar' – nachalo vseh nachal' [*The primer – the beginning of all beginnings*]. Daugavpils: Daugavpils University Press, 68 p.
- GC_003: Hofer, Adolf; Schweizer, Robert (1984). Kinder lernen lesen: Fibeln aus aller Welt. Ausstellungskatalog [*Children learn to read: Primers from all over the world. Exhibition catalogue.*] Esslingen: Kreissparkasse Esslingen-Nürtingen, 120 p.
- GC_004: Teistler, Gisela (2003). Fibel-Findbuch. Deutschsprachige Fibeln von den Anfängen bis 1944. - Eine Bibliographie [*Primers in the German language from the beginnings until 1944. A bibliography*]. Osnabrück: Wenner, 623 p.
This bibliography covers primers in the German language produced and used in Germany, Austria and Switzerland, as well as in Argentina, Brazil, Cameroun, Croatia,

Czechoslovakia, Denmark, Estonia, France, Hungary, Italy, Latvia, Lithuania, Luxembourg, Poland, Romania, Russia, Slovenia, Ukraine and Yugoslavia.

GC_005: Kiil, Randi; Sveum, Tor (red.) (1994). Bibliografi over Margarethe Wiigs samling av abc-bøker fra mange land [*Bibliography of Margarethe Wiig's collection of primers from many countries*]. Tromsø: Universitetsbiblioteket i Tromsø & Tromsø museum, 107 p.

2.3.2 Studies

Boyer, Ludwig (1999). Lesen lehren international: Ansätze zu einer weltweiten Sicht des Erstleseunterrichts [*Teaching to read seen internationally: Approaches towards a global perspective on beginning reading instruction*]. Wien: Österr. Gesellschafts- u. Wirtschaftsmuseum, 159 p.

Marinšek, Marjan (2000). Prva berila z vsega sveta [*First readers from all over the world*]. // Moje prvo berilo. Velenje: Pozoj, pp. 141-222.

Takala, Annika; Vepsäläinen, Kerttu (1983). Elements of world view conveyed by ABC-books and first readers in different countries. University of Joensuu, Publications of the Department of Education, no. 29. Joensuu: korkeakoulun offsetpaino, 60 p.