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Franciscans in the Philippines

Review Article: John N. Schumacher

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FRANCISCANS IN THE PHILIPPINES

TOMAS DE HABITO Y PROFESIONES DE LA PROVINCIA DE SAN GREGORIO DE FILIPINAS (1583-1736). By Mariano Rubio, O.F.M. Madrid, 1961, 122p.

The book under review originally appeared in *Missionalia Hispánica* XVIII (1961), 211-50 and 273-350. In it Father Rubio continues the work of the Franciscan Fathers of Pastrana in making known the many valuable historical documents to be found in the archives of the Franciscan Philippine Province of San Gregorio Magno. The manuscript here reproduced is the book, apparently begun by San Pedro Bautista in 1588, in which were recorded with appropriate data the Franciscans who took the religious habit or made their religious profession in the Philippines up to the year 1736. Complete for the latter group, it does not appear, according to Father Rubio, to be as complete in its recording of those who took the habit.

Since the manuscript is now in danger of destruction from the ravages of time and of the *anay*, Father Rubio has made a careful transcription of it, noting the parts which he has had to reconstruct laboriously, due to the state of the manuscript. This transcription is preceded by a useful historical introduction on the origin of the Philippine Franciscan Province, the various novitiates established in the Province, and the training of the novices. The transcribed document is carefully annotated and an appendix provides references to the *Catálogo* of Gómez Platero and the *Necrología* of Huerta, for all the persons whose names are recorded here. The work will be of value to those interested in the ecclesiastical history of the Philippines, particularly of the Franciscans.

JOHN N. SCHUMACHER

LANGUAGE DRILLS

THE LANGUAGE LABORATORY AND MODERN LANGUAGE TEACHING. By Edward M. Stack. New York: Oxford University Press, 1960. viii, 149p.

This is a handbook on the proper use of modern language laboratories. In the words of the author, "this book is designed to assist language teachers and students in training to become language teachers. It provides specific descriptions of techniques and procedures for the classroom, language laboratory, and collateral activities. Particular attention is given to the beginning and intermediate