title suggests, for it brings together a number of theoretical matters and provides elegant illustrations from *The Brothers Karamazov*. Travesty, Professor Terras says, preserves content but distorts form, while parody preserves form but distorts content. These distortions are the dissonances of his title. Terras then relates travesty to Bakhtin's homophonic voice and parody to the latter's polyphonic voice. These theoretical correlations are strikingly and persuasively exemplified by the characters of Dmitrii and Ivan Karamazov.

Andrej Kodjak's excellent "Dramatization in Narrative Texts" is a contribution to the theory of *skaz* which, he argues, is basically a mode of dramatization. Kodjak points out that the effective realization of the third person *skaz* narrator depends upon a series of "*skaz*-signals" that include his mode of narration, his manerisma, his language, and so on. Kodjak focuses upon one type of *skaz*-signal—the use of non-verbal, visual gestures. These may be rendered by textual description (*ukazal pal'tsem*) or by elliptic gesture phrases (*vot tak*) in which the reader must visualize the gesture and thus participate in the dramatization of the narrative. Kodjak proposes that the inclusion of such elliptic phrases in the list of *skaz*-signals should lead to a redefinition of all such devices in terms of dramatization of the narrative.

This important and interesting collection deserves the careful attention of all who are interested in the analysis of literature. Slavists take justifiable pride in the Russian heritage in this field—a phenomenon attested here by the numerous references to the Russian formalists: Jakobson, Bakhtin, and Lotman. One notes with some surprise, however, the absence of allusion to other strains of structuralism. Literary structuralism is no longer a predominantly Slavic affair either in its theories or in its practitioners. Slavists should profit from this proliferation.

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This book is an advanced practical grammar for students with at least two years of Russian. It is an in-depth study of a wide variety of morphological, semantic, syntactic, stylistic, and lexical problems which have traditionally bedevilled English-speaking students of Russian.

The book consists of twelve rather lengthy lessons divided into Text, Comments, Analysis, and Exercises. The authors suggest that the book can be covered in two semesters or three trimesters and recommend that at least two weeks be spent on each lesson with additional time for review.

The Texts which begin each lesson are usually in dialogue form and vary from one-half to four pages in length. The purpose of the Texts is to "provide examples of grammatical phenomena discussed in the Analysis; to introduce vocabulary related to the situational topics of the lesson; [and] to describe a segment of everyday Soviet life, and related cultural details" (p. ix).

The authors caution (p. xii) that some readers may find the textual material controversial. Presumably they mean passages such as the discussion among Soviet students and philological faculty members about the impending visit by a delegation of American teachers and about what kind of treatment the latter should be accorded, including reference to the "pervyi otdel" [KGB]; or, several references to feminism, birth control, abortion, and women's liberation (e.g., pp. 270, 284, 293); or smoking marijuana (p. 88). However, it would seem that whatever the individual user's personal feelings about these subjects, they do reflect current reality and contribute to the book's topicality and relevance.
There are also several references to United States politics, especially in the various drills, but in most cases Canadian users may substitute equivalent topics from their own experience.

Most of the Texts are written in standard colloquial Russian, but in Lessons 2 and 11 a very bookish "bureaucratic" style is introduced in order to provide material for stylistic discussion. In addition, some extremely colloquial constructions, bordering on uneducated speech, are introduced in Lesson 7. The authors rightly feel that students should be familiar with this level of style for comprehension, but they prudently recommend that students refrain from actively using this kind of Russian (e.g., extensive asyndeton: omission of chto, kotoryi, kogda in compound and complex sentences; unusual word order and incorrect case forms: Etot paren', ia emu sovsem ne doveriat'-pp. 178-83).

The Comments immediately follow the Texts and are numbered in footnote format. They are both linguistic and cultural in content. Particular attention is paid to Russian words "which have complicated relations with their standard dictionary English equivalents (e.g., opyt, perezhivanie-experiment, experience, etc.)" (p. x).

The Analyses are the "intellectual core of the book" (p. x). They deal with a large number of major and minor grammatical problems. It is impossible in a brief review to do justice to the range of topics covered or to the competence with which the authors treat the material. The following selective list will convey some idea of the kind of information provided to guide the student to proper usage: zatem vs. pochemu; tozhe vs. takzhe; verbs of studying and learning (zanimat'sia, uchit', uchit'sia, izuchat', etc., long vs. short form of predicate adjectives; nominative vs. instrumental in "be" sentences; word collocations of high degree (e.g., "ustat' do smerti"; "goriachie aplodismenty"; "zhadnyi kak akula"; etc.; verbal suffixation, prefixation, and "action types"; "bureaucratic" style (stavit' v izvestnost'; obrashchat'sia s rech'iu k; etc.; and a lengthy and quite original discussion of modal words in Russian (Lessons 24) which is probably the most important section in the book for mastering Russian.

The exercises are of three types: 1) Preparatory Drills, which provide practice in grammatical forms and are gradually phased out beginning with Lesson 4; 2) Conversation Exercises, which are designed as intermediate steps between grammatical drills and free conversation and are essentially substitution drills, except that the stimulus and response are connected not so much by a grammatical rule as by a constant meaning relation which the authors compare to the Zholkovskii-Mel'chuck lexical function; 3) Conversation topics, which "provide scenarios on suitable topics for open-ended role playing" (p. xi). Most of the exercises are intended for oral performance. They are carefully indexed to the appropriate section in the textual comment or analysis and should be easy to use for practical classroom work. The authors provide helpful advice on how much time to spend on the various kinds of exercises. The book concludes with a Russian-English glossary to the Texts and a subject index.

The major strength of Advanced Russian is its detailed treatment of a host of traditionally problematic points of Russian grammar and usage. Before the publication of this book, the student (and instructor) had to search laboriously over a wide range of textbooks, manuals, and other materials for information which was often incompletely or inadequately treated.

The second outstanding feature of the book is that, by and large, it presents the student with up-to-date, practical, idiomatic Russian as spoken in the Soviet Union. Students who have assiduously applied themselves to this book will probably be able to communicate with near-native proficiency in a Russian language environment.

The linguistic theory reflected in Advanced Russian is also modern and up-to-date. Nakhimovsky and Leed acknowledge their indebtedness to O. P. Rassudova, J. Forsyth,