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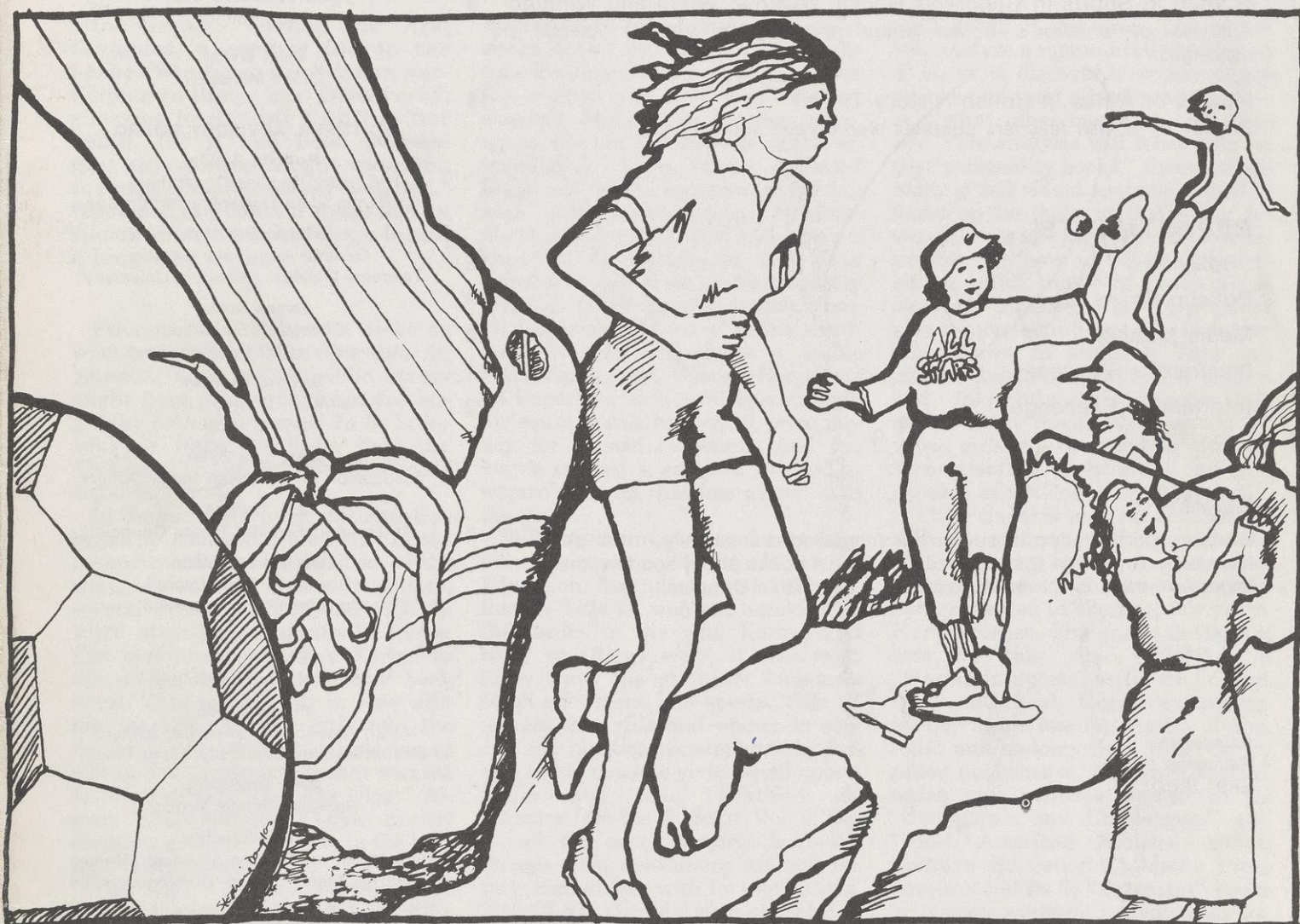
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INTERRACIAL BOOKS FOR CHILDREN

BULLETIN

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**Wealthy, White, and Winning: Women in Sports
Images of Africa in British History Texts**

COOPERATIVE CHILDREN'S BOOK SERVICE
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BULLETIN

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Indexed in
Education Index
ERIC *IRCD*

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Women in Sports in Children's Books: Wealthy, White and Winning

By Patricia Campbell

In Greece, during the first Olympics, a mother hid in the bushes hoping to see her son participate in the games. Discovered, she was hurled off a cliff to her death, for it had been decreed that any woman caught watching the men compete would be killed.* Women have come a long way in sports since then, but there is still a long way to go.

Prior to 1974, children's books on women in sports were few and far between. A school or public library might have Althea Gibson's autobiography *I Always Wanted To Be Somebody* or Babe Didrikson Zaharias' *This Life I've Led*, but few other books could be found.

In the early seventies, this situation began to change. While much of the improvement can be ascribed to the changing role of women in society, several events in 1972 and 1973 focused attention on women in sports. The performance of Olga Korbut in the 1972 Olympics was one such event. This country fell in love with the talented, lovable girl from the Soviet Union, and little girls began telling their parents that they wanted to be gymnasts "just like Olga." Almost singlehandedly, Olga Korbut started a gymnastics boom in the U.S. that is still continuing.

The 1973 "Battle Between the Sexes" tennis match between Billie Jean King and Bobby Riggs had a

similar effect on women's tennis. For weeks before the match the country was inundated with publicity about the relative merits of men's tennis, women's tennis and the two opponents. The match itself was almost an anticlimax; King easily defeated Riggs and, as the reporters of the day said, "saved women's tennis by showing that a woman could indeed beat a man." It is appropriate that King defeated Riggs, since it was primarily through her efforts that women's tennis had changed from a "ladies' auxiliary" to men's tennis to a viable professional sport. Beating Riggs was an important step in King's struggle for equal status and equal prize money for women in tennis, and the match created a surge of interest in women's tennis that has grown with the years.

Still another catalyst for change was the passage of Title IX of the Education Amendments of 1972. Although Title IX was not heralded by the media in the way Korbut and King vs. Riggs were, it will most likely have the strongest long-term effect on women and sports. Title IX decrees that girls and women in educational institutions supported by federal funds must be given equal opportunity and equal treatment in athletics (see the *Bulletin*, Vol. 9, No. 8 and the accompanying box). Although most institutions are still far from compliance with its regulations, Title IX has stirred considerable interest in women and sports and has opened up athletics to a much larger number of women and girls in the U.S.

As interest in women in sports has grown, so has the number of child-

ren's books in this area. This report will analyze a representative selection of books to discover how they depict women and their athletic endeavors—and what other messages they convey. This analysis will focus only on the "personality books," those biographies of individual sportswomen that make up the bulk of the genre. Although there are an increasing number of "how to" books for girls and a small trickle of books about disabled athletes, the biographies play a more significant role in fostering interest in athletics. They are often a child's introduction to a sport and frequently provide the role models—and inspiration—needed by young girls who are budding athletes. A complete list of the books analyzed appears at the end of this article.

While there is still no comparison with the amount of books published about men in sports, an increasing number of books about sportswomen have appeared in the past few years. Harvey House, with one of the largest lists on this topic, publishes a "Women in Sports" series that covers track and field, tennis, swimming, skiing, figure skating, scuba diving, rodeo and motorcycling. EMC Corporation publishes a "Women Who Win" series and includes women in its "Champions and Challengers" and "Black American Athletes" series. Creative Education/Childrens Press devotes 11 of its 68 "Superstar" books to women athletes, a depressing reminder of how far women in sports—and books about them—have to go to achieve equality. Numerous other publishers also publish relevant titles.

A summary of the treatment that women receive in these books almost

* See *History of Physical Education* by C.W. Hackensmith (Harper & Row, 1971) and *American Women in Sports* by Phyllis Hollander (Grosset and Dunlap, 1972).

TITLE IX AND SPORTS

Title IX of the Education Amendments of 1972:

- prohibits schools from discriminating in inter-scholastic, inter-collegiate, club or intramural athletics.
- requires the provision of overall equal opportunities in athletics for both sexes.
- defines equal opportunity in terms of:
 - the nature and extent of the sports programs to be offered (including the levels of competition, such as varsity, club, etc.);
 - the provision of equipment and supplies;
 - the scheduling of games and practice time;
 - the provision of travel and per diem allowances;
 - the nature and extent of the opportunity to receive coaching and academic tutoring;
 - the assignment and compensation of coaches and tutors;
 - the nature and extent of publicity;
 - the provision of locker rooms, practice and competitive facilities;
 - the provision of medical and training facilities and services;
 - the provision of housing and dining facilities and services; and
 - the provision of athletic scholarships.

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has to begin with the old comedy line, "I've got some good news and some bad news." The good news is that many of the books present valuable role models—exciting, vital women proud of their bodies, their lives and themselves. The bad news is that even some of the finest books (such as Diana Gleasner's books on women in swimming and women in track and field) contain limiting stereotypes.

TITLE IX UNDER ATTACK

The provisions of Title IX that provide for equal athletic opportunities for women and men are in danger. A number of "football" colleges and universities have banded together to pressure Congress to weaken the sections of Title IX dealing with equal participation in sports. If this effort is successful, the small steps that have been made toward giving girls and women more of a chance to participate in sports may be wiped out.

Write to your senators and representatives and let them know that you do not favor any amendments designed to weaken Title IX. If you would like to take further action, contact *Sprint* at their toll-free number, (800) 424-5162.

One expects the newest books on women athletes to be actively anti-sexist and anti-racist, but this is frequently not the case. As would be expected, the books vary tremendously in both their quality and in the degree they stereotype. What is surprising is the number of books that are both sexist *and* anti-sexist, often on the same page. For example, page 38 of Ross Olney's *Janet Guthrie* has an excellent paragraph on the auto racer's thoughts as the green flag signals the start of the Indianapolis 500, but then comes another paragraph devoted to Guthrie's "prettiness," her "well-modulated voice" and her "curious way of ending many words . . . not at all unattractive."

As one examines these books, additional commonalities quickly surface. A most obvious one is race, for almost everyone in these books is white. The Harvey House series covers 49 women, 47 of whom are white (Black runner Robin Campbell and Aborigine* tennis player Evonne Goolagong are the only minority women

* While Ms. Goolagong uses the term "Aborigine," many activists like the Black Resource Centre Collective of Brisbane, Australia, use "Black" or "Australian Black." Others prefer "Native Australian" or "native people of Australia."

mentioned). This pattern also holds for the "Women Who Win" series, covering nine white women, two Black (runners Robin Campbell and Wilma Rudolph) and one Aborigine (Evonne Goolagong), and for the "Superstars" series, covering 11 white women and one Aborigine (guess who).

Non-series titles do no better. *Famous Modern American Women Athletes* covers only white women; *Women Who Win* by Francene Sabin covers 14 white women and 1 Black (runner Cheryl Toussaint) and *American Women in Sports* covers 49 white women and 3 Black (runners Wilma Rudolph and Wyomia Tyus and tennis player Althea Gibson).

While books on women athletes focus on white women, books on minority athletes focus on minority men. *The Black Athlete: His Story in American History* covers *his* story; there are 70 pictures of men in this book and four of women—two of Wilma Rudolph and two of Althea Gibson. *They Dared to Lead: America's Black Athletes* discusses 12 men and Althea Gibson, while *Great Latin Sports Figures* covers no women at all. The EMC series "Black American Athletes" does somewhat better proportionately than the rest, covering three men and one woman (runner Madeline Manning Jackson). Coverage of women from other minority groups is even worse than that accorded to Black women. Other than one brand new book from EMC on golfer Nancy Lopez and the various biographies of Evonne Goolagong, there is no coverage of women from other minority groups.

Omission Is Inaccurate

This omission of minority women athletes is both unfair and inaccurate. While it is very difficult for minority women to "make it" as athletes because of the ways sexism and racism combine to severely reduce opportunities, there *are* a number of women who have overcome all the barriers and should be known to children. Under-representing minority women in this way is a not-so-subtle form of racism that deprives minority children of needed role models and deprives white children of the opportunity to learn more about minority women athletes. Black women like Pearl Moore, three-time All American basketball player, and Karen Steven-

son, Rhodes scholar and holder of *nine* track records, should be included in children's books as should Hispanic Americans like volleyball player Linda Fernandez and Asian Americans like golfer Chako Hiquchi and marathoner Miki Gorman.

When minority women, particularly Black women, are written about, race and discrimination are dealt with minimally if at all. In many of the books the only way a reader would know that an athlete is Black is by looking at the pictures, because the text contains no information. For instance, the only reference to race in Joan Ryan's biography of Wilma Rudolph is a single sentence noting that Rudolph attended an all-Black school. On the other hand, Evonne Goolagong's heritage is played up, although the treatment is varied, ranging from the clichés and stereotypes of Marion Meade's *Women in Sports: Tennis* ("The Goolagongs are the only part aboriginal family in Barelilian, but they are treated the same as everyone else") to a sensitive description of the discrimination that Aborigines face in Australia in Charles and Ann Morse's "Superstars" biography.

Another characteristic these books share is the *type* of sports covered. Years ago Billie Jean King's father told her that there were three good sports for girls—golf, swimming and tennis. While the list of "acceptable" sports for girls and women has expanded to include figure skating, running, gymnastics and horseback riding, the books generally reflect the attitude that certain sports are more "suitable" than others. In addition, all of the sports covered are for individuals and all (with the exception of running) are expensive "country club" sports that have in the past been most accessible to those in the upper middle class.

Today women compete in every sport from boxing to volleyball, but most books do not reflect this reality. The three major book series on women in sports—"Women in Sports," "Women Who Win" and "Superstars"—all cover tennis players, skiers and figure skaters. Gymnasts, golfers, swimmers and horseback riders are covered in two of the three series. There is a growing tendency to cover women who are making their mark in some of the sports that have traditionally been considered "masculine" such as motorcycling,



All children's books about women in sports are about individuals. Team sports like soccer, baseball or basketball are not even mentioned. (Illustration from Soccer, a how-to-do-it book by Jack Scagnetti, Harvey House, 1978.)

rodeo and auto racing. However, none of the series cover football, basketball, softball or volleyball even though women playing these sports are included in the ABC TV series *The Women Superstars* and are on U.S. Olympic basketball and volleyball teams.

Team sports are not even mentioned in children's books. It is surprising and disappointing to realize that one must go to *The New York Times* and *Sports Illustrated* to learn about women in team sports, rather than to children's books. It is as though young readers are being told that it is all right for a woman to achieve as an

individual, even in a sport that has traditionally been considered masculine, but it is not all right to achieve as a member of a team. Team sports have always been encouraged for boys because they train the players to cooperate, to work together to meet a common goal, and they encourage self-confidence, leadership and strength. And while as a society we have valued those characteristics in boys, we haven't valued them in girls. As a Connecticut judge stated in a 1971 decision: "[A]thletic competition builds character in our boys. We do not need that kind of character in our girls, our women of tomorrow." Fortu-

AN ATHLETE'S LAMENT

Why are we women athletes while they are athletes?

Why are we women swimmers, women runners and women basketball players while they are swimmers, runners and basketball players?

Why do we have women's records while they have records?

Why do we join women's teams, have women's coaches and play women's sports while they join teams, have coaches and play sports?

nately, this attitude is changing. Millions of women and girls are playing team sports, happily and successfully, and children's books should reflect this.

Even though the sports covered in children's books are predominantly those considered "acceptable" for women, most authors still go out of their way to assure readers that the athletes are "real women." As Diana Gleasner writes in *Women in Sports: Track and Field*, "Some people still have that old troublesome idea that sports make a man more of a man but make a woman less of a woman." Unfortunately, instead of confronting this stereotype head on, many authors respond defensively, spending much time describing the athletes' looks and "femininity" instead of their skills and abilities.

Even though the books are full of pictures of the athletes in action and at rest, the athletes' looks and attractiveness are continually mentioned. Skier Jana Hlavaty is described as a "long-legged blond," while skier Suzy

Chaffee is "tall, blond and a dazzling beauty" and skier Barbara Cochran is a "petite blond" (Walter). Javelin thrower Kathy Schmidt is "tall, very attractive with long brown hair and an attractive smile" (Gleasner) and figure skaters Janet Lynn and Karen Magnussen are both "fragile fairy princesses" (Van Steenwyk). Just in case readers don't get the message, authors become yet more obvious. In *Janet Guthrie* the reader is told that "in spite of her adventurous nature, Janet Guthrie grew up to be a striking woman, slim, soft spoken, intelligent and articulate." *Young Women in the World of Race Horses* states that "tough as she is, [jockey Mary Bacon] is still very conscious of the fact that she is a woman" and *American Women in Sports* explains that "if Babe [Didrikson Zaharias] could play games better than most men, she could also cook, type and sew better than most women" (Hollander).

It almost seems that some authors feel obligated to prove the femininity of the athletes by describing them in stereotyped ways, even to the point of reporting that "women are good with horses because men lack a certain quality that comes naturally to a woman and makes her more devoted to the animals that she cares for" (Adler).

At the same time, the books perpetuate the old stereotype that the highest accolade for a woman is to say that she skis/swims/plays/competes "like a man." Bowler Marion Ladewig is described as having a "man-sized average" (Hollander), diver Micki King "dives like a man" (Jacobs), skier Annemarie Moser-Proell "skis like a man" (Walter), and tennis player Margaret Court "plays like a man" (Meade). Women's skiing is described as "every bit as exciting as men's" (Walter), and girls are told that once they begin to practice, they "can ride motorcycles as well as boys" (Butcher). Unfortunately, in these books as in so many other areas, the male model is taken as the norm and as the goal for women to shoot for.

To fault the writers for the stereotypes in these books is not entirely fair. While many athletes do feel that being an athlete complements being a woman, some are less sure. When an author is writing about an athlete like Chris Evert, who believed that if she didn't get married she wouldn't know what to do when she was thirty (Meade), it is difficult to present the

athlete accurately without including some of her own sexism. Similarly, what is an author to do when Peggy Fleming says that she went into figure skating because her father told her that "figure skating is a clean sport. It's also one in which a girl can always look feminine. You can always look pretty. Never lose that quality" (Van Steenwyk). It would be difficult to write about Fleming without using that quote, no matter how strongly the author feels that being able to look pretty is not a good criteria for choosing a sport. However, even though the author is limited to some extent by the personality and beliefs of the athlete, there is still no excuse for the inclusion of blatantly sexist comments that attempt to reassure readers about athletes' "femininity."

Some Books Anti-Sexist

Sexist stereotypes do abound in these books, but the picture is not all bleak. Many authors have made serious efforts to overcome or at least minimize the amount of stereotyping in their books. Authors such as Diana Gleasner and Joan Ryan are challenging the belief that to be strong, aggressive and in control of one's life is "masculine"; they suggest that these characteristics are valuable ones for both men and women to have. Other authors, like Francene Sabin, wonder in print "how a healthy, well developed body [of a woman athlete] could be considered anything but beautiful." Readers are told that "women in track and field are racing toward equality, a race where everyone is a winner" (Gleasner). Athletes like tennis player Billie Jean King, bowler Paula Serber, rodeo pro Sammy Fancher Thurmon and skier Suzy Chaffee are praised for their work in improving the status of women in their sports, as well as for their athletic accomplishments (Sabin, Van Steenwyk, Walter).

Some athletes are quoted about their feminist concerns. For example, in *Women in Sports: Track and Field* hurdler Patty Van Wolvelaere speaks at length about the importance of working with young women to reassure them of their acceptability and to teach them the value of a strong physical self. In the same book pentathlete Jane Frederick is quoted about the special joys and problems of working in a sport that is not considered "feminine."

Co-operating rather than antagonizing . . .

Participating rather than confronting . . .

Self-actualizing rather than dominating . . .

Providing opportunities for many to win rather than a few . . .

Conquering one's self rather than one's opponent . . .

Combining superior playing with human feelings of concern and support.

Perhaps this is what the feminist ideal of sport is.

Most books (with the exception of the "Superstars" titles) do a creditable job discussing the barriers faced by women athletes. For example, *Women in Sports: Horseback Riding* discusses Sue Sally Jones' 17-year fight to join the U.S. Polo Association, Kathy Kusner's legal battle to become the first licensed woman jockey, and the rumors that women are less likely than men to be selected for either the Pan American or Olympic equestrian teams regardless of their qualifications. Other books discuss the difficulties women have experienced in gaining access to facilities for training, to tournaments and to equal prize money. As several of the books indicate, prize money for women was frequently as low as one-tenth of the purses awarded to men for the same event. The books discuss how this is changing but also acknowledge the difficulties women in skiing (Walter) and in track and field (Gleasner) have when they look for professional tournaments open to women. A number of books, particularly those in the "Women in Sports" series, also cover the problems created by people who don't "approve of women in sports." In general the treatment of barriers to women's participation in athletics is adequate, covering the discrimination that women have overcome in the past and discussing their brighter hopes for the future.

Titles Vary on Sexism

The books examined differ tremendously in their concern with feminist issues, even when they are about a woman who has dedicated much of her career to overcoming sexism. *Women in Sports: Tennis*, for example, devotes 40 per cent of the text about Billie Jean King to her match with Bobby Riggs and mentions her anti-sexist activities only minimally. *Contributions of Women: Sports*, on the other hand, devotes only 20 per cent of the text about King to the Riggs match, and the emphasis is on how the match affected women's tennis. Similarly, the coverage of jockey Denise Boudrot in *Women in Sports: Horseback Riding* details many of the sexist barriers that Boudrot encountered, including hostile fans and trainers who refused to give her horses. *Young Women in the World of Race Horses* mentions none of the difficulties that Boudrot faced because of her sex.

THE WAY IT WAS . . . AND IS

Below, four generations of a family tell about their participation in sports.

I went to school in rural Kansas around 1915. We were in a small school in a small town so there wasn't that much in athletics for either boys or girls. We did have interscholastic basketball for boys and for girls, but after a year they cut out the basketball for the girls. The school board decided that they didn't have the money to pay the girls' coach. The boys' basketball continued, though, and we had some wonderful teams. The boys wore shorts and shirts, not unlike what the kids wear today, but when we girls played we wore middy blouses, a black tie and great big bloomers. You couldn't play if you didn't have your black tie on. The boys played baseball too, but after they discontinued the girls' basketball team we girls didn't do much athletically.

—Lena Otte Warren

I realize now that my experience with school athletics in Massachusetts in the middle 1930's was quite unusual. In my school we had interscholastic competition for girls in field hockey, tennis and basketball. Girls' basketball had a great following, with almost as many as attended the boys' games. The only reason that the boys' games had a larger following was because their games were held on Friday nights before a sock hop.

Girls were not allowed to participate in baseball games in school, so after school we formed our own team, with a male coach, and played the neighborhood boys' teams. There were no other female teams, but that didn't matter—we took on all male comers. We also organized swimming contests in the summer and boys and girls competed together. Ice skating and roller skating were about the only sports in which we didn't compete—we were more interested in dating and dancing on skates.

Athletics for girls was accepted and even expected at my school. Winning school letters, being selected for all-city teams and being the pitcher of the baseball team didn't dampen my popularity; in fact, they may have increased it.

—Barbara McCarthy Campbell

In the early 1960's, in my school in Orange County, New York, the athletic opportunities for girls were minimal. Boys had interscholastic football, baseball, track, basketball and swimming; we had semi-annual playdays in which girls from around the county got together for a day to play against each other. I played ping pong and had no coach, no uniform, no supervised practice; I even had to supply my own paddle, although they did supply the balls. While the boys wore uniforms or tee shirts and shorts, we wore gym suits—one piece maroon horrors with attached elastic bloomers that never did fit right. We did have intramural basketball (girls rules) but that was discontinued when I was a freshman. I wanted to run, but of course there was no chance of that, although the coach of the track team did let me help with the timing and scoring. As with most of my friends, the closest I got to athletic participation was cheering my boyfriend in football, basketball and track.

—Patricia B. Campbell

Where I go to school in Northern California, things are pretty good for girls interested in sports. The high school has interscholastic basketball, badminton and track for girls. Our city also sponsors sports for girls. There are girls' leagues for soccer, softball and basketball and boys and girls compete together on city swimming teams. The city also sponsors gymnastics, but that is just for fun, we don't compete against anyone. For all of the sports we have coaches, uniforms and a regular place to practice.

—Lori Kibler

WOMEN IN SPORTS: MYTH AND REALITY

Myth

Women aren't interested in sports.

Female bones are more fragile than male bones.

Athletics can be damaging to female reproductive organs.

Women who engage in strenuous athletic and weight training programs develop large, bulging muscles.

Women cannot reach peak athletic performance during menstruation.

Women are more likely than men to be injured in sports.

Adapted from The Project on the Status and Education of Women, "What Constitutes Equality for Women in Sport," Association of American Colleges, 1974.

Reality

Female participation in sports has gone up over 175 per cent since 1971. Over seven million women in the U.S. play tennis.

Female bone structure is on the average smaller than male bone structure but is NOT more fragile.

Vigorous physical activity facilitates childbirth, improves muscular support in the pelvic area and may, in fact, relieve menstrual problems.

The development of large, bulging muscles depends primarily on the amount of testosterone ("male" hormone) a person has.

Female athletes have won competitions and broken records at all stages of the menstrual cycle. Even pregnant athletes have successfully competed in international competition.

The injury rate per participant is lower for females than for males in both contact and non-contact sports.

Books also differ from the athlete's own perception of herself and her career. A comparison of tennis player Billie Jean King's autobiography with the several children's books about her illustrates the point. King emphasizes her efforts to give women an equal chance in tennis and to eliminate the "white country club" aspects of the sport. These efforts are usually noted in the children's books, but they are relegated to one or two paragraphs, while most of the emphasis is placed on her match with Bobby Riggs.

Another area that King feels very strongly about and discusses in her own book is the nasty side of competition—what it costs personally and professionally to win. In her autobiography, King talks at great length about the broken friendships, broken dreams and broken bodies that are all sacrificed to becoming "number one." She talks about the

need for "God-given gifts," in her case extraordinarily flexible knees, and how, without innate skill and that extra something, be it knees, balance or exceptional coordination, you are not going to be at the top, no matter how hard you try. King gives a realistic, frequently unattractive picture of the life of a champion, but children's books usually minimize or ignore these unpleasant aspects.

Determination Equals Success

Although Billie Jean King acknowledges the over-riding importance of talent, the children's books do not. With rare exceptions, children's books present determination as the sole key to success. Figure skater Janet Lynn is quoted as saying that "hard work and motivation is what makes you win," and figure skater Peggy Fleming explains that she lost competi-

tions because she didn't try hard enough, not because the others were better (Van Steenwyk). Young readers are told that, most of all, athletes must possess drive and that individuals need *more* drive, *more* killer instinct than their competitors to be great. While drive is important, so is talent; to be a world-class athlete involves more than hard work, but this is rarely acknowledged in most children's books.

Another reason hard work alone may not be enough is money. Runner Cheryl Toussaint's coach feels that if athletes are good enough poverty will never stop them (Sabin), but this just isn't realistic. Lack of access to equipment, training and even proper food stop potential athletes every day. Children's books, of course, tend to focus on those who "made it," who overcame long odds, poverty, sickness and everything else to shine in their particular sport. Such books perpetuate the idea that if *they* made it, then the reader can, too. Unfortunately, a corollary to this is also thereby perpetuated: if you don't make it, it is your own fault.

Part of the ethos in our society is that money doesn't matter, that poor children can succeed as easily as rich children because ours is the land of opportunity. Most children's books support this notion very strongly. Only after reading a number of biographies does one begin to realize that the poor kids—runner Robin Campbell and gymnast Cathy Rigby, for example—who do succeed are those lucky enough to find or be found by a wealthy patron who literally or figuratively adopts them.

It should be noted that "poor" in these children's books is a relative thing. Other than in the cases of runners Cheryl Toussaint and Wilma Rudolph, "poor" usually means having to bring your lunch to a match rather than being able to buy it at the club house like the other kids. The books show little understanding of the realities of poverty and even less of the difficulties faced by girls who are really poor and who want to become athletes. (This is not to deny that many parents make tremendous financial and other sacrifices for their daughters' athletic careers; it is simply to comment on the bias evidenced by the books.)

Author Diana Gleasner is one of the few who acknowledges that—particularly for the poor and/or mi-

nority athlete—determination is not enough. In the Introduction to *Women in Sports: Swimming*, she explains: "American swimming stars have always been white and almost all have come from families with good incomes. Coaches work in private clubs which are expensive to join. 'Invitations' [to join] are rarely given to people whose color or religion differ from those of other club members." She also quotes coach Sherman Chavoor as saying that because of the "country club approach to swimming, it is no accident that with 25 million Blacks in the United States not one has been able to break through in swimming," and he details some actions that are being taken to try to change this.

Usually, however, when the cost—often very high—of participating seriously in sports is acknowledged, the admission is immediately counteracted with examples of athletes from poor families. For example, *American Women in Sports* quotes a skating coach: "[I]f you can't afford [figure skating] don't get in it. I've seen many talented kids who couldn't get

WHY AREN'T THERE BOOKS ABOUT:

Carol Blazejowski—All-American in basketball; *Sports Illustrated* calls her the "purest shooter and most exciting player in the history of women's basketball."

Linda Fernandez—volleyball player; three-time participant in the ABC TV series, *The Women Superstars*, 1978 runner-up.

Pearl Moore—three-time All-American in basketball; highest college scorer with 3,898 career points; highest individual scorer in a single game with 60 points.

Shirley Muldowney—first woman of drag racing; 1977 National Hot Rod Association's Top Fuel Driving Champion.

Marion Seidler—U.S. national champion shot-putter for the past 11 years; U.S. record holder; three-time Olympiad.

Karen Stevenson—holder of nine collegiate track records including 60-yard hurdles, 160-yard hurdles, 400 meters and 600 meters; Rhodes scholar.



*It often seems that children's books go out of their way to prove athletes' femininity. The photo of rodeo clown Benjie Prudom at work (left) is "balanced" by the "glamor shot" of her at the right in *Women in Sports: Rodeo*.*



anywhere because they didn't have enough money." This is followed by the story of Carol Heiss, a "poor" girl who became a champion figure skater. The refusal of the authors to be realistic about the role money plays is unfair to children. In 1976 Dorothy Hamill estimated that her skating career had cost her parents over \$100,000. Since then the costs of all sports have risen a great deal, making serious participation an immensely expensive proposition. At the very least young people should be informed of the relative costs of sports and possible sources of funding or subsidized training.

All the books emphasize winning, being the best, being "women who win." Since winning is the criteria for making it in athletics and for obtaining funding and support, this emphasis is not at all surprising. The traditional male model of athletics focuses on competition and money and since women's sports reflect this model, so almost of necessity will the children's books. The children's books do tend to be more single-minded about winning than do the athletes themselves, however. Competitors' attitudes range from those of skier Annemarie Moser-Proell who believes winning a silver medal is a defeat because first place is all that ever matters (Walter) to those of swimmer Gail Johnson Buzonas who has said: "Losing was good for me in some ways. . . . I realized I wasn't swimming to be Number One, I was swimming because I loved it. . . . [Losing] forced me to grow as a human being" (Gleasner).

Although books do emphasize breaking records and winning gold medals, some note that there are reasons to participate in sports other than winning. In *Famous Modern American Women Athletes* figure skater Janet Lynn states that often she didn't want to skate to beat someone, she wanted to skate for the love of it. *Women in Sports: Rodeo* discusses how the rodeo meant more to Becky Fuche than just winning—that as much as she loved competition, she loved training and working horses more. Young readers are also reminded by runner Wilma Rudolph, bowler Paula Sperber and diver Christine Locke that each individual is her own best competitor and that most important is the individual's performance, not just winning (Jacobs, Gleasner). These books also cover some of the problems of winning, of losing friends, living away from home and, in the case of skier Barbara Cochran, of competing against your sister.

Pain Acknowledged

Pain plays a large role in an athlete's life, and the children's books surveyed are not loathe to admit it. There are occasional instances such as the *Women in Sports: Figure Skating* biography of Karen Magnussen which treats two broken legs as something only slightly more serious than a hangnail, but most books readily acknowledge the pain in sports.

Diana Gleasner's *Women in Sports: Swimming* does one of the best jobs of

describing the role of pain. In the Introduction Gleasner discusses the "agony zone" that most swimmers must swim through both in practice and in competition. Throughout this book, individual swimmers talk frankly about pain and their responses to it. Included are comments like the following: "Kathy [Heddy] knew the only way to win meets and to set records was to live with an aching body." By the end of

Gleasner's book, one is aware that training is arduous and painful, but that at least for some people, the rewards are worth the effort.

In summary, there is much to praise and much to fault in children's books on women and sports. Perhaps the greatest criticism is that the books take an almost totally white, relatively privileged group of women and present them as the "women who win." The "country club" image of women and sports is not going to change until the books start covering more of the athletes and the sports that don't fit the traditional image. Books need to cover more minority women. They also need to start covering the team sports like basketball and volleyball. It is time that authors free themselves and thus their writing from their own stereotypes about athletes who are women. A good beginning would be for editors to set up criteria to help their authors recognize and minimize limiting stereotypes. Of these criteria, perhaps the most important of all would call on authors to pay less attention to the importance of winning and a lot more to the burdens that racism and poverty place on an athlete.

On the plus side, the books remind young readers, or even tell them for the first time, that a strong healthy body is something that boys and girls should strive for and that athletics is something they too might enjoy. Women have left the bleachers for the playing fields, and the books are at last reflecting this. □

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Recommended Books about Women in Sports

Do we want books that encourage girls to try sports by down-playing the pain and problems, or do we want books that present a realistic picture regardless of their impact on the reader's participation in sports? Should books reflect society as it is, or should they reflect a more equitable, less competitive world? If winning is the criteria for "making it" and obtaining support to pursue a sport full time, should books ignore or deny this reality? The athletes who now appear in children's books, who serve as role models, have been selected primarily because they win—and winners sell. How should children's books deal with this?

Hopefully, these questions can be answered in a way that will enable authors to create books that are both realistic and supportive of pro-human values. Meanwhile, the titles listed below are among the better books on sportswomen—given that almost none of the titles rate a perfect score on both race and sex issues.

Billie Jean by Billie Jean King with Kim Chapin, Harper & Row, 1974.

Contributions of Women: Sports by Joan Ryan, Dillon Press, 1976.

Nancy Lopez by James and Lynn Hahn, EMC, 1979.

Women in Sports: Horseback Riding by Flora Golden, Harvey House, 1978.

Women in Sports: Swimming by Diana C. Gleasner, Harvey House, 1975.

Women in Sports: Track and Field by Diana C. Gleasner, Harvey House, 1977 (new edition).

Women Who Win by Francene Sabin, Random House, 1975.

Sheila Young by Joe Southeray, Creative Education/Childrens Press, 1977.

Images of Africa in British History Texts

By Ann Hedge and Ann Marie Davies

Two years ago the London branch of the National Association for Multi-racial Education (NAME) produced an exhibit on racial bias in school textbooks. While preparing the display, we observed that history texts seemed to be particularly biased, and we decided to look at them in more detail. Our study led to a second exhibit, "Images of Africa in History Texts," which has recently been on display in schools in and around London.

We designed the exhibit on our findings to be as helpful as possible to teachers. We prepared a graphic display board, pointing out the typical textbook flaws or misrepresentations and giving the countering information. We included illustrations from existing texts and graphics from alternative sources wherever possible. The exhibit was first shown at a conference in London which led to the formation of a group that is now producing materials on Zimbabwe for use in secondary schools.

We decided to focus on aspects of African history for several reasons. First, conventional British history textbooks *do* refer to Africa, primarily because of British and European "involvement" in that continent. We are still witnessing the effects of British-European colonial practices, and so we might expect the texts to help teachers who wish to give students the historical perspective they need to understand current events in Africa.

Aspects of African history are actually widely taught across the curriculum: in topic areas or projects in the primary school (for pupils aged five to eleven years), in integrated studies, humanities and social studies as well as history in the secondary school (for pupils aged eleven-up).

Second, we have a general impression that British ignorance is more widespread about Africa than about other continents, and this ignorance

reinforces racist attitudes. (We would not suggest, however, that textbooks are unbiased in their treatment of the history of other continents.)

Our third, and perhaps most important, reason was that many of the children in our schools have their roots in Africa, and teachers feel the need to teach "something about Africa." The history of Britain has been closely connected with that of Africa and the Caribbean for 400 years, and it is important that all children in Britain, both Black and white, have the opportunity to explore those connections for themselves.

In order to assess conventional textbooks dealing with British, Commonwealth or world history, we were forced in most cases to turn to alternative or specialist books (not always textbooks and often adult reading materials) on African history so that we ourselves had the necessary knowledge against which to measure books in use in our schools. We are aware that this is not an entirely fair comparison, but we found so few general history textbooks that gave a comprehensive and unbiased view that it would have been impossible to evaluate texts without additional resources.

We evaluated a total of 210 books. They were all currently available, and we looked especially at those in use in British schools. In looking at the history of Africa we limited ourselves to six key areas which are generally taught or touched on in British syllabuses: (1) exploration, (2) slavery and the Atlantic slave trade, (3) the missionaries, (4) the "partitioning" of Africa, (5) independent Africa and (6) liberation struggles. This article describes our findings on two of these topics: slavery and the Atlantic slave trade and liberation struggles.

For the teacher who wants to teach "something about Africa," slavery is one of the most obvious topics. In

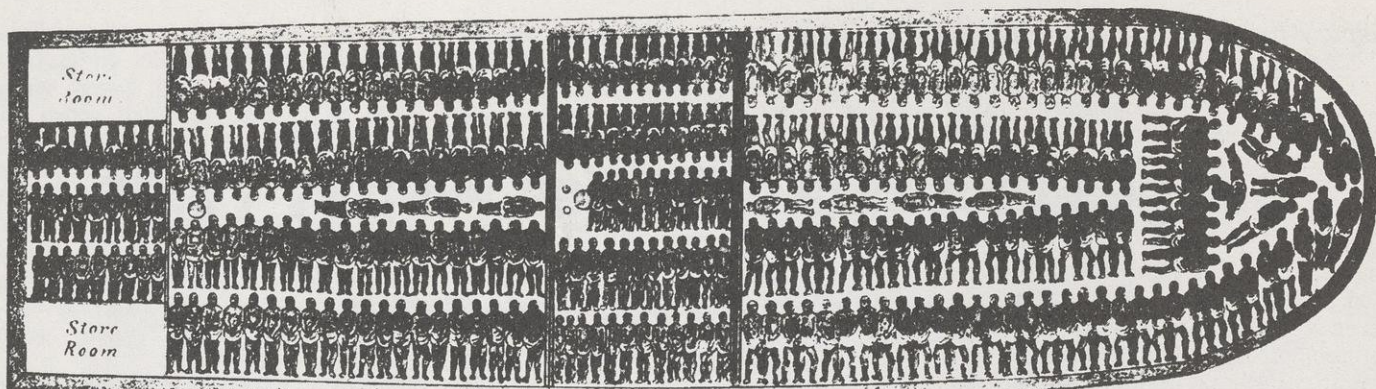
part, slavery is chosen because it explains the presence of Black people in the West Indian islands, many of whose descendants are now Black Britons. There is also quite a lot of published material available for teacher use.

All the books we looked at deal with the suffering of the slaves and the large numbers who were transported across the Atlantic, although estimates of the numbers vary widely—from 4 million to 50 million. Most texts point out that slavery is an old institution, but they fail to highlight two important differences between ancient forms of slavery and the Atlantic slave trade. Basil Davidson's *The Slave Trade* (Harrap, 1974) gives information omitted in the textbooks:

[The African slave trade] was bigger, more organized and had greater effects than any other. . . . [I]t was different . . . in two ways. First, it was the product of a world market. . . . Whereas in older times slaves did many jobs, in America they were needed mainly for one job, plantation labour. Second, the problem of slavery became mixed up with that of race and colour prejudice. In older times slaves were treated in many ways as if they were free men, except that they were slaves when they worked. When they ceased to work they could mix with others. . . . But in the African situation all the slaves were black and the owners white. So the whites came to look on the blacks as inferior, [and] we still see the results of this prejudice.

Most books deal with the economic benefits for Europe, usually using a map to illustrate the triangular trade. Very few books mention the economic damage to Africa. We even found the following claim:

By exporting surplus labour Black Africa lost nothing in production and gained by a reduction of consumption—the latter no mean consideration in an "underdeveloped" world often hungry. (*The Atlantic Slave Trade and Black Africa*, P.E.H. Hair, Historical Association, 1978, p. 29)



Textbook treatment of slavery focuses on the "suffering" of the slaves, and the illustration above, showing how slaves were transported during the "Middle Passage," is frequently used. Few texts present the complete truth about the slave trade (indeed, the phrase "slave trade" itself obscures the historical reality, since captives were obtained through warfare, trickery, banditry and kidnapping, rather than through the benign process that the word "trade" conveys). Most books falsely imply that the slave "trade" ultimately benefited Africa. Few note that the forcible removal of the most able-bodied young people (slavers preferred healthy victims between fifteen and

thirty-five years of age) decimated Africa's population, prevented normal population growth and devastated the continent in every other way—politically, economically, socially, technologically, etc.—by killing or removing a vital segment of the population. Few texts mention African resistance to slavery or the huge profits to Europeans that kept the "trade" going. The list of omissions is endless. An excellent resource that provides the information and perspective missing from most textbooks is Walter Rodney's *How Europe Underdeveloped Africa* (published by Bogle-L'Ouverture, London, 1972, and by Howard University Press).

One scandalous omission in the majority of books is that of Black people's responses to slavery. Very few books report African opposition to the trade, although the widespread and early revolts and resistance have been documented elsewhere. Many books imply that the opposition to the slave trade involved white people only:

But before the Anti-Slavery movement of the late 18th century . . . remarkably few voices were raised in protest against the slave traffic. (*Britain Since 1700*, R.J. Coates, Longman, 1977, p. 32)

We found some references to revolts and suicides in the Middle Passage, but almost no references to the slave revolts in the Caribbean. "Alternative" and/or adult resources provided a great deal of information about sabotage, runaways, conspiracies and insurrections.

In all the textbooks abolitionist William Wilberforce is presented as a "saint," and this in spite of his views about Black people:

" . . . the negroes are creatures like ourselves, [but] their minds are uninformed and their moral characters are debased. In general their state of civilization is very imperfect, their notions of morality extremely rude and the powers of their governments ill-defined." (*The Great White Lie*, J. Gratus, Monthly Review Press, 1973, p. 76)

The Abolition Movement in Britain

is presented as unrelated to slave revolts or to economic considerations; it is portrayed entirely as a humanitarian movement. It is only when we look at the alternative resources that we learn that abolition was part of Prime Minister William Pitt's plan to undermine the French economy. It was, in fact, only many years later, when a scheme was devised whereby the "freed" slaves were to pay compensation to their former masters, that emancipation became economically viable and therefore acceptable to the white slave owners. (*The Great White Lie*, p. 230)

Although the majority of the books offend by their omissions, almost all of them use patronizing and offensive references and terminology.

Many of the slaves were criminals or prisoners from the numerous tribal wars. The chieftains would probably have cut their throats if they had not been able to trade them. The slave traders offered this as an excuse whenever they were accused of cruelty. (*Britain Since 1700*, p. 32)

. . . there were many exceptions to the rule of cruel masters . . . many slaves . . . were treated still better than domestic pets. (*The Slave Trade and Its Abolition*, Davies J. Langdon, Jonathan Cape, 1965)

On the whole, the entire treatment of slavery is unbalanced and insulting; it largely omits any consideration

of the role of Black people in their own history and usually misrepresents the role of white people.

It is not surprising, therefore, that many Black pupils in Britain have rejected their history—and the way slavery is presented in these textbooks is at least part of the explanation. All children, but at the moment perhaps especially Black children, deserve to know about the heroic struggle of many slaves to obtain their freedom through protest, disobedience and any other means of resistance at their disposal.

In examining liberation struggles, we concentrated on Kenya and Zimbabwe, mainly because the struggles in these two countries appear in many general textbooks and in recent years have been included on the syllabuses of some examination boards.

Since textbook writers have ready access to documentation of these subjects we had hoped for a fairer treatment than of the other topics we examined. We consulted a Black Kenyan historian and a Black Zimbabwean historian; each gave us the critical points in the liberation struggles of their respective countries which they felt should appear in the textbooks. We were bitterly disappointed to find most of the textbooks lacking in all these areas.

For Kenya we looked at the so-called "Mau Mau" period (1952-1960).

Most textbooks mention that the whites who “settled” in Kenya had “appropriated” the best farming lands, but very few discuss the racist, repressive regime under which Black people lived or give any details about the decades of resistance and sacrifice by the Kenyan people. None mention that the term Mau Mau was invented by whites to describe those opposed to British rule (the words Mau Mau don’t even exist in any Black Kenyan language) or that the whole picture of fanatical Black Africans threatening “civilized” white settlers was part of British propaganda efforts.

According to most of the textbooks, the official “state of emergency” “erupted” suddenly in 1952. It is then described in blood-curdling terms:

A revolt . . . led by a savage and fanatical tribal society. (*The Twentieth Century*, M.N. Duffy, Blackwell, 1974, p. 279)

A period of terrible violence mingled with the most primitive witchcraft. . . . (*Africa from Prehistory to Modern Times*, N. Latham, Hulton, 1972, p. 160)

. . . Kenya suffered a rebellion by the sadistic and primitive Mau Mau. (*Britain 1760-1970*, E. Longmate, George Philip, 1974, p. 268)

In 1952 . . . the land hunger of the largest tribe, the Kikuyu, led to the eruption of the savage Mau Mau rebellion. (*Britain, Europe and the Modern World*, P. Richardson, Heinemann, 1975, p. 272)

If we are to expect our pupils to understand the Kenyan national liberation struggle, surely “land hunger” is hardly sufficient, although this term recurs in many texts. Years of conflict, repression and racial tension are obscured by that term.

Many writers obviously feel that one of the most important aspects of the violent struggle is the initiation rites of the Kikuyu:

Many Africans were taking oaths by night . . . administered by very fanatical people. (*Men of Power*, J.E.N. Hearsey, Blond, 1974, p. 132)

. . . oaths were taken at ceremonies based on old tribal traditions. Animals were sacrificed and the initiates drank their blood and ate their viscera. (*African Nationalism*, J. Hollings, Rupert Hart Davis, 1971, p. 63)

Few texts even mention the brutality of the British government forces attempting to suppress the anti-colonialist movement. Indeed, only one textbook refers to the Hola camp where British troops detained Afri-



THE RHODES COLOSSUS

STRIDING FROM CAPE TOWN TO CAIRO.

Most British history texts do depict Cecil Rhodes as a cheat and a thief. The cartoon above criticizes Rhodes’ dream to expand British rule in Africa.

cans and tortured them.

In addition to omitting any mention of British brutality, the texts—although silent on exact numbers—imply that vast numbers of white people were “massacred.” In reality, however, 32 of Kenya’s 40,000 white inhabitants were killed, while at least 15,000 Africans were killed and hundreds of thousands more were arrested and put through a harrowing process of “rehabilitation.” (It should be noted that even “alternative” authorities disagree on these figures and

give such casualty figures as “53 Europeans,” “58 Europeans and Asians,” and between 13,000 and 15,000 Black people. Nonetheless, the huge disparity between myth and reality—and between the number of white and of Black victims of the struggle—remains the same.)

So once again we are presented with a biased view of recent events in Kenya’s history, with the whites seen as the victims of brutality. The history of modern Kenya is usually reduced to one decade when the white



When texts discuss the struggle for independence in Kenya, they single out the so-called "Mau Mau," failing to note that the image of the "fanatical, sadistic secret society" was an invention of British propaganda. Above, a British officer searches a "Mau Mau" suspect. (Illustration from *The Rise of Nationalism* edited by Leon E. Clark, Praeger, 1970.)

settlers felt so threatened that they had to call in the British troops. Kenya's racist history that led up to the "state of emergency" is generally ignored, as is the country's subsequent history. The biased treatment is inexcusable.

When we looked at the texts' treatment of Zimbabwe (Rhodesia) we were pleased to see that most texts now depict Cecil Rhodes as a cheat and a thief who stole lands from King Lobengula as a preliminary to invading

the country. Some books, however, stress the "heroic feat" of the white pioneers who crossed from South Africa to invade Zimbabwe in the 1890's. Thereafter the history of Zimbabwe is dealt with in leaps; there is no mention of any resistance to white rule until the Central African Federation was introduced in the early 1950's, although texts state that the Africans resisted this move by the British Government:

The Federation collapsed before even

beginning, owing to the force of Black African feeling. (*The Move to Europe, Britain 1800-1972*, P. Tread, Hutchinson, 1976, p. 359)

However, with the collapse of the Federation and the subsequent "Unilateral Declaration of Independence" (UDI) by Ian Smith in 1965, there is almost total silence on Black resistance. The post-UDI situation is seen as a controversy between Smith and the British Government, and the African people are only mentioned incidentally, awaiting some solution of Britain's making:

Southern Rhodesia was denied full independence because the white settlers were unwilling to give Africans as large a share in ruling the country as Britain wished. (*Britain 1760-1970*, p. 261)

Only one of the textbooks mentions the liberation war currently being fought in Zimbabwe or the long history of resistance by its people. Such silence on an issue that is rarely out of the news is unforgivable in any text purporting to deal with modern times. The student or teacher who wants background information on the current situation will get little from the textbooks and will have to turn to literature issued by agencies supporting the liberation struggle. Given the level of awareness of some textbook writers, that may not be a bad idea!

The disregard by the textbook writers of the role of Black people in Africa in the shaping of their own history is a recurring criticism in all sections of the exhibition. Although there are examples of blatant racist attitudes, by far the most pervasive problem is that of omission. Most of the books fail in crucial ways to meet the needs of children growing up in a multi-racial society. The constant failure to consider the presence, let alone the views of Black people, the constant omission of an African perspective, is surely the most serious charge. This ethnocentricity can have currency only in a society where the colonialist mentality and ideas of cultural superiority are still all-pervasive.□

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In the BOOKSHELF, a regular *Bulletin* department, all books that relate to minority themes are evaluated by members of the minority group depicted.—Editors.

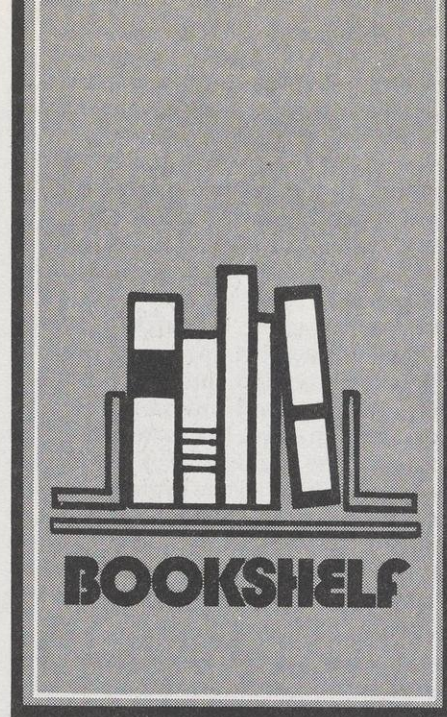
The Get-Away Car

by Eleanor Clymer.
Dutton, 1978,
\$7.50, 149 pages, grades 4-7

The beginning of *The Get-Away Car* gives rise to the fear that here is another blatantly sexist and ageist children's book. Ten-year-old Maggie "looked at her grandmother, plump and pink-cheeked, just the picture of what a grandmother ought to be. The kind that knitted sweaters and kept the house tidy." Fortunately, however, first impressions are misleading. Maggie is thinking about becoming a carpenter and her grandmother, Mrs. Mikulsky, is an active and strong-willed woman. Mrs. Mikulsky is also economically independent as a result of working in a donut shop in the run-down Puerto Rican neighborhood where she has managed to raise her granddaughter on her modest income.

Trouble enters their happy, if not care-free, existence one day in the person of Aunt Ruby. Recently married to a professional man, she can now afford to put Mrs. Mikulsky in an old-age home and "rescue" Maggie from the unwholesome environment of Manhattan's Upper West Side. She plans to put Maggie in a school where she can "associate with a good class of children, not like the ragamuffins you play with."

Since Aunt Ruby is clearly the villain, this suggests an anti-racist, anti-elitist book. But again, appearances are deceiving; there is racism and classism, but of a more subtle kind. It seems that Grandmother Mikulsky runs an informal halfway house for Maggie's friends, neighborhood minority children who all—unlike herself—are victims of the social pathologies conventionally associated with the "lower classes." For example, Grandmother provides a temporary home for Marcus whose guardian (a drunken, thieving uncle) periodically leaves home, abandoning the child for weeks on end. If she abandons him,



he will be sent to a shelter. Pedro comes to her apartment to study because his family disapproves of his scholarly bent. They threaten to tear up his books if he does not find work and help support them. The Puerto Rican superintendent and his wife are nice people, but they are immediately intimidated by aggressive Aunt Ruby, and when she threatens to call the police when her unreasonable demands are not met at once, they submit to her will against their own judgment. Why is it that Mrs. Mikulsky alone is unafraid of the world and also has the qualities that make her a decent surrogate parent?

Mrs. Mikulsky's solution to the problems posed by Aunt Ruby is to run away, at least temporarily until Ruby has moved to California with her new husband. She decides to pay an unannounced visit to her long-lost wealthy cousin who lives in a village in upstate New York. Since she is a lifeline for all the neighborhood children they insist on going with her. And so, with the blessings of their respective guardians, Mrs. Mikulsky drives off with all of them. Sheer escapism, we think. Wrong again! There are many stops and adventures along the way, not all of them highly credible. But the important thing is that the children come to see that it is because of Mrs. Mikulsky's inability to resist helping other people—including complete strangers—when

they are in trouble of any kind, that they are helped in solving their own problems. Not through magic or through passive waiting, but by becoming actively involved in the concerns of people all around them—people who more often than not respond with concern for them—does their "bad luck" eventually turn good. This is the best quality of the book. [Maxine Fisher]

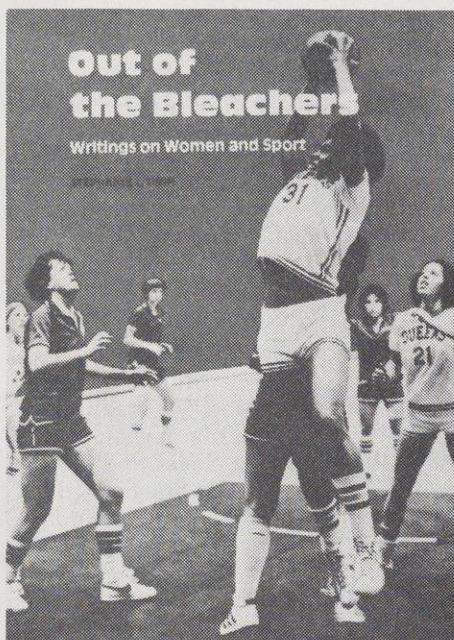
Out of the Bleachers: Writings on Women and Sport

edited by Stephanie L. Twin.
The Feminist Press and
McGraw-Hill, 1979,
\$5, 229 pages, grades 9-up

Out of the Bleachers, a potpourri of writings on women and sports, is a laudable effort to collect and make available some of the classic articles in this area. Broken into three general areas—Physiology and Social Attitudes, Sportswomen and the Structure of Women's Sports—the collection includes old and new articles from feminist and anti-feminist perspectives on what women's roles in sports can and should be.

Although the articles vary in quality and readability (a common failing of anthologies), the book provides a good account of our "athletic foremothers" and their trials and tribulations. By including many of the articles that formed the basis of the limiting myths about female athletic participation, the book reminds us that those who don't study history are condemned to repeat it.

Except for the excellent "Photofeatures," three lively compilations of pictures of past and present athletes, the book is downright depressing. While the final section does offer some post-Title IX scenarios on the future of women in sports, there is little focus on the concrete changes that have made life somewhat easier for women who are athletes. Although intended for high school students (with good reading skills) as well as for adults, one hopes that young athletes reading it also have access to information



about today's more positive climate and greater opportunities for female athletes.

The book is of interest historically, but its greatest value is in its ability to contribute to an individual's understanding of how we got to where we are today in athletics and what strategies we need to develop in order to keep moving toward athletic equity. [Patricia B. Campbell]

The Rainbow-Colored Horse

by Pura Belpré,
illustrated by Antonio Martorell.
Frederick Warne, 1978,
\$8.95, unpagged, grades p.s.-4

Pío, the third of Don Tano's sons, is "so quiet and gentle that nobody notices him." In this twist on the Cinderella theme, Pío cleans, cooks and tends the fields for his two older brothers who in turn cruelly mistreat him. He alone, however, is able to find the creature who has been trampling on the family's field of maize. In order to escape being caught, the creature—a rainbow-colored horse—promises to grant Pío three favors. When wealthy Don Nicanor decides that it is time for his daughter Leonor to marry and

dreams up a strange way in which to choose her husband, Pío decides it is time to call on the rainbow-colored horse. In typical fairy tale fashion, young men must win a contest in order to be given a beautiful young woman's hand in marriage; in this case, the one who can ride past Leonor's balcony and toss a rubber ball into her lap three times will win the contest. The ending is, of course, no surprise: Pío and the horse accomplish this feat to the cheers of the crowd, Pío forgives his brothers their cruelty, and Pío and Leonor marry and everyone is happy forever.

Written by a noted Puerto Rican storyteller, this tale does include some Hispanic details (a hammock and *cuatro* are mentioned, there are some expressions in Spanish, and the illustrations are reminiscent of the tropics). It is, however, an all-too-typical fairy tale. The main characters are all men. In fact, Leonor is mentioned only a few times by name, and absolutely no attempt is made to describe her as a person. To add to the sexism, the rainbow-colored horse, just about to take off forever after helping Pío accomplish his victory, tells him, "Go now to the balcony and claim your prize." Leonor, true to the tradition of European fairy tales, is only a prize to be claimed.

This tale is less than original in its basic story line and in its sexist, elitist and materialistic values as well (why, indeed, do all the young men yearn to marry Leonor, if not for the wealth of Don Nicanor?). Thus, what we have is a typical fairy tale with palm trees and a smattering of Spanish. It is really unfortunate that a book which has so much potential for educating and entertaining children instead reinforces so many traditional, negative values.

A word about the illustrations: they are absolutely beautiful. Prize-winning artist Antonio Martorell demonstrates his skills in combining traditional woodcuts with bursts of color. Each page is a visual delight. Martorell also illustrated *ABC de Puerto Rico* (Troutman Press), one of the few books praised in the CIBC's study of books with Puerto Rican themes; see Vol. 4, Nos. 1 & 2. [Sonia Nieto]

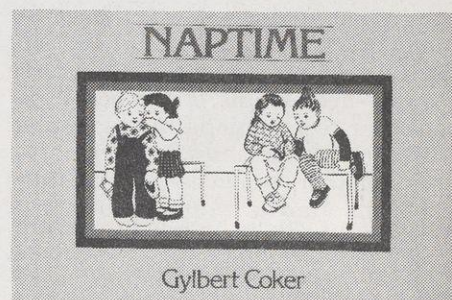
Naptime

written and illustrated
by Gylbert Coker.
Delacorte Press, 1978,
\$5.95, unpagged, grades p.s.-k

Naptime is a picture book with almost no text; "It's naptime," "Quiet please," and "Quiet!" are the only words appearing in the book. The story, however, tells itself very well with pleasant, realistic black-and-white line drawings.

The drawings depict a racially mixed classroom of boys and girls in a day-care center. The illustrations show the children assisting their Black male teacher and each other with different tasks—setting up lunch, cleaning the room, going to the bathroom and putting out cots. However, each child has his or her own way of delaying the great event—naptime. There is a child who will not eat, a fight in the bathroom and a struggle over a stuffed animal which the teacher finally has to mend. (It is commendable that the illustrations show the male adult sewing up the teddy bear.) Though *Naptime* is the title of the book, the nap itself doesn't happen until the end of the book.

While he finally calms the children with a story and a few consoling embraces, the teacher appears angry and frustrated in dealing with this hectic time of day. It would have been nice to see him smiling more (and even nicer to see another child-care worker helping out in the classroom). We wondered whether a female teacher would have been depicted as being quite as belligerent with the children. Nonetheless, *Naptime* will provide many children and adults with a very recognizable portrayal of an important segment of their time in a child-care program. [Child Care Resource Center, Cambridge, Mass.]



Blinded by the Light

by Robin F. Brancato.
Knopf, 1978,
\$7.95, 215 pages, grades 8-10

The subject of this poorly written book is a serious one: the influence of pseudo-religious cults on American youth. In light of the cult-related events which recently took place in Guyana, it is impossible to dismiss as insignificant the psychological power that some of these organizations wield. It is disappointing, therefore, to find this novel only marginally concerned with *why* certain people are attracted to groups committed to the destruction of human individuality. Instead, its focus is the omnipotence of these groups, and the message is that most people, however critical and aware they may be, are extremely vulnerable to the methods employed by such organizations. This in itself is a highly questionable assumption, and a message of dubious value to adolescents.

At the beginning of the story the main protagonist, Gail, a college sophomore, is in mortal terror of coming involuntarily under the spell of the proselytizing young people who represent an organization modeled on "Reverend" Moon's Unification Church. Her parents share this fear and are especially concerned because Gail's brother, a highly intelligent and reasonably happy college senior, left school to join the group the previous year. The family has not heard from him since, and they assume that the group has managed to deprive him of his faculties for critical thinking and decision-making. This in fact turns out to be precisely his fate, although we never learn why. And herein lies the main problem with the book.

The tenor of the book's opening and much of what follows is that of hysteria. "They" are out to get Gail, only "they" are neither communists nor freaks of nature, but rather teenagers preaching love and peace.

The book is also sexist. Gail draws sympathy from her boyfriend Doug by saying "I'm so dumb, I'm so clumsy," to which he replies, "I love dumb, clumsy women . . . they make me feel superior." Most of the story describes Gail's attempt to reach her

brother by pretending to be an initiate in the cult which he has joined. After only two days with the group, she is on the verge of signing away all of her worldly possessions to the organization's "spiritual father," a man whom she decried 48 hours earlier. But her boyfriend Doug, like the proverbial fairy-tale prince, arrives with split second timing to rescue her. For this deed she is overwhelmingly grateful and, strangely, her reasoning abilities return immediately.

The novel depicts college students as people who are generally too immature to assume responsibility for directing their own lives. All the cult members are people escaping from unhappy families, unemployment and alcoholism by yielding their self-will and decision-making power to the group's leaders. In the end we learn that Gail's brother is aware that he has repeatedly been duped and lied to by the group's leadership but inexplicably, this knowledge does not anger him or motivate him to alter his decision to remain with them and do things that run contrary to his own sense of right and wrong. This is a book which does more harm than good. [Maxine Fisher]

Oscar the Selfish Octopus

by John M. Barrett,
illustrated by Joe Servello.
Human Sciences Press, 1978,
\$6.95, unpagged, grades k-5

Since *Oscar the Selfish Octopus* is part of a series of Self-Awareness Books for Young Readers, one would expect the story to provide valuable insights for both children and adults. However, the plot is built around oversimplified elements which may be misleading, confusing and even incomprehensible to readers and listeners alike.

First we meet Oscar who is delighted to be himself and proudly describes his characteristics and strengths. He appears to be a very self-aware and self-confident individual. We welcomed this positive beginning because these are important traits for children. Yet, by the fourth

page one realizes that Oscar regards himself as being quite superior to others. The text and somber, muted blue-and-yellow illustrations soon make it clear that Oscar is really very rude and selfish. Understandably, he is ostracized by his fellow sea creatures.

Oscar attempts in vain to find some playmates. Lonely and bored, he unwittingly gets caught in the potential death trap of a shark's mouth. Luckily for Oscar, two starfish, motivated by bonds of vague kinship ("Eight legs, five legs, what difference does it make?"), come to his rescue. After they all carry out a clever and daring escape, Oscar and the starfish go off happily together. It's a cheery ending complete with bubbles and laughter, but after Oscar's condescending acknowledgement of the starfish's "small but wonderful" nature, it's hard to regard his reform as more than token. Furthermore, Oscar reforms only under the threat of death, a hard situation for most children to conceptualize and identify with.

Adults often try to help children see the mixed messages in what their peers do—for example, the negatively aggressive child who is really insecure is essentially saying "I want to be your friend but I'm afraid you might not like me so I act real tough." If the book's goal is to help children understand Oscar's plight and feel compassion toward him, they need to know more about his character. The only information the author gives about Oscar is that "Even for an octopus Oscar was amazingly self-centered and selfish." Is it wise to imply to children that some beings have intrinsic personality traits that cannot be changed? And *why* should one waste compassion on an individual with such negative and harmful traits? (Unless, of course, one wishes to encourage children to "turn the other cheek"—a response which we feel does not encourage the development of critical awareness.)

Selfishness, insecurity and how to appreciate oneself while also appreciating others are aspects of human behavior about which children and adults *do* need to gain insight. But it seems that this author, in attempting to make complex situations simple enough for children to understand,

and clear enough for adults to teach about, has produced a distorted picture and poor model. [Child Care Resource Center, Cambridge, Mass.]

Ride the Pine Sapling

by Beth Bland Engel.
Harper & Row, 1978,
\$7.95, 199 pages, grades 7-up

The pine sapling hidden in the grove behind her house had been Ann's secret refuge. As Ann was carried high into the air by the lithe sapling, her troubles seemed to blow away into the wind. During her eleventh year, however, the troubles besetting a child living in the rural South during the depression keep her away from the tree. A terminally ill grandmother occupies most of her frail, pregnant mother's time. Her father loses his job. Ann must move into a curtained-off end of the hallway to make space for roomers. Hallie, the Black housekeeper, seems to be Ann's only refuge. On her twelfth birthday, Ann returns to ride her sapling, only to find that it is too big for her to bend. Like Ann, the sapling had grown up.

Author Engel has summarized the social milieu of the rural South. In so doing, she has utilized practically every stereotype related to that locale. Southern white pride forces Grandmother to keep up a facade of prosperity—until her will is read. The Southern hatred for foreigners (in this case Finnish people) and for Blacks is exploited by one roomer—Reverend Jenkins, leader of a snake cult.

The most damaging stereotype, however, is that of the devoted Hallie. Hallie is depicted as an extension of Ann's own (white) family with no close ties of her own—except for one sister she disdains. Another stereotype—that of the disunity of the Black family—thus comes to light.

This book raises an interesting critical question. The author has incorporated realistically typical characters who give credibility to her novel, yet has treated Hallie in a most damaging stereotypical manner which merely mirrors the media image of loyal, devoted Black servants. The task of sorting the stereotyped from the typical characters will be a bit

overwhelming for a teenage reader when the lines between them are so fuzzy. This book could be helpful to the young reader in presenting a glimpse into the Southern psyche, yet can only be recommended for reading under the guidance of a knowledgeable adult who can discuss the overt racism. [Virginia Wilder]

It Ain't All for Nothin'

by Walter Dean Myers.
Viking, 1978,
\$8.95, 217 pages, grades 9-up

It Ain't All for Nothin' is the story of Tippy, a twelve-year-old Black boy struggling under the triple burden of poverty, an oppressive religion, and the on-going battle for survival in an environment where brutality is the way of life.

This book deals frankly with the stark realities of ghetto life. It pretties up nothing; not the language, not the circumstances, not the despair. It sucks the reader into a whirlpool of emotions. When the health of Tippy's grandmother deteriorates and she experiences the humiliation of dealing with welfare bureaucrats, we feel her defeat. When Tippy's world crumbles as his grandmother—who raised him from infancy—is removed to a nurs-

ing home, we experience his fear; we share his conflict and confusion as he wonders how his grandmother's benevolent God can allow such dreadful things to happen. When Tippy is forced to move in with his father, his misgivings are ours. And when he is viciously beaten by his father and forced to violate the principles instilled in him by his grandmother, we touch his pain—the hurt in his body and the hurt in his heart.

The torment which this child experiences is virtually unrelenting and on several instances I put the book down simply to gain respite from it. But that only underscored the fact that Tippy and the people who populate his world cannot escape so easily.

This is a devastating book which needed to be written; not only does it delineate the sufferings of this youngster, it also details the caring and support offered to him by members of his community.

The main problem I have with *It Ain't All for Nothin'* is its failure to fully explore the political realities behind the situations in which the characters find themselves. They did not construct the system which grinds them under its heel. They do not benefit from their deprivation, even if they contribute to it. But *someone* does benefit and it is inadequate to assume that the reader is aware of the political ramifications; they need to be stated openly and clearly. We are dealing with society's surplus people and they deserve to have their position squarely examined.

I was also uncomfortable with Tippy's solution to the conflict he faces after his father is involved in a robbery—he turns his father over to the police. I felt it could have been resolved in a way which did not so strongly suggest that feeding into the existing system was the right and proper way to handle things. (And how many kids are really going to "drop a dime" on their father?) My nineteen-year-old son, whom I asked to read the book, does not agree with me. He sees Tippy's decision as right for him—as being true to himself and his principles. My son feels that Tippy's story is uplifting and encouraging. I, however, am only aware of the knot in my stomach. [Jane Pennington]



ALA Spotlights Racism, Sexism Awareness

It has been three years since the American Library Association (ALA) adopted the Racism and Sexism Awareness Resolution introduced by CIBC. Last year the Resolution survived the attack on it by the ALA Intellectual Freedom Committee. That attempt to rescind the Resolution, or to weaken it, actually strengthened it, judging by the number of activities planned for this summer's annual ALA convention in Dallas, Texas.

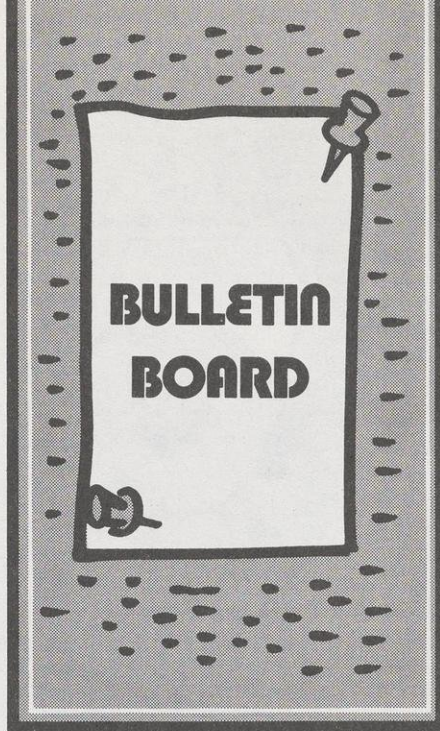
At last summer's convention, the racism awareness workshop called for by the Resolution was presented as a model for the ALA state chapters. This year the sexism awareness component will be presented. Details on this and other relevant presentations follow.

The workshop on Sexism Awareness Training is scheduled for two full days, June 23 and 24, from 9:30 AM to 5:30 PM each day. The first morning will be a general session and for the remaining time participants will work in sub-groups.

At *Bulletin* press time, the original May 15 deadline for applications had been extended, since the limit of 150 participants had not been reached. There is no charge, but please note: participants are expected to remain for the duration of the workshop. To apply, contact Mary A. Hall, c/o Prince George's County Memorial Library System, Administrative Offices, 6532 Adelphi Rd., Hyattsville, Md. 20782; tel.: (301) 699-3500.

Fredrick Woodard, Assistant Professor of English and Afro-American Studies at the University of Iowa, will discuss patterns of racism and their implications for libraries at the Tools for Consciousness-raising program on June 24 from 2-4 PM. Professor Woodard will explore the reasons even-handed service for the total community is unattainable as long as those in the predominant culture control almost all of the media. He will also suggest a library philosophy based on the interdependence of the First and Fourteenth Amendments and will discuss a program of affirmative action to counter racist images.

The Tools for Consciousness-raising Task Force is part of the Social Responsibilities Round Table and was organized last year prior to the ALA Chicago conference. Its chief concerns are affirmative action and the inter-



relationship of intellectual freedom and equal protection under the law. For further information contact Donnae MacCann, 717 Normandy Dr., Iowa City, Iowa 52240; tel.: (319) 338-5505.

The Intellectual Freedom Committee itself has undertaken a presentation on racism, sexism and other "isms." Speakers representing Third World, feminist and anti-ageism perspectives have been asked to address the following question: "May the librarian for ostensibly beneficent reasons reject (or restrict the use of) materials on the basis of criteria against racism, sexism, etc.?" The three speakers will be Mary Lewis, managing editor of *Ebony Jr.*, Carol Jacobs, a founder of Women and Words in Images (WOWI) and Lydia Bragger, one of the founders of the Gray Panthers. A panel of four librarians will react to the speakers. The program will be held in the Dallas Convention Center Theater on June 25 from 9:30 AM until noon.

A joint presentation of the Intellectual Freedom Round Table and the Social Responsibility Round Table will address the topic, "The Bill of Rights and Human Rights: A Follow-Up to the 1978 Debate on the Resolution on Racism and Sexism." The presentation will take place June 25 from 2-4 PM.

CIBC on the Road

CIBC activities for April included two workshops on April 17 by Dr.

Robert Moore on Race and Sex Bias in Children's Books for the staff of the Bloomington (Minnesota) school system; the workshops were co-sponsored by the Sex Desegregation Assistance Center at Indiana University and the EEO Section of the Minnesota Department of Education. On April 26, Brad Chambers spoke on "Using Biased Material to Teach About Bias" to the Brooklyn Chapter of the Association of Supervisors and Curriculum Developers.

On May 2, Dr. Moore presented a workshop on Racism and Sexism in Children's Books as part of the 1978-79 Seminar Series of the Lutheran School Association of Long Island. On May 4-5, Brad Chambers made two workshop presentations at the 11th Annual Conference on Children's Literature in Elementary Education sponsored by the University of Georgia in Athens; the workshops were on the anti-racist guidelines proposed for children's books and school texts by the Program to Combat Racism of the World Council of Churches (see Vol. 10, Nos. 1 & 2). On May 8, Dr. Beryle Banfield was the keynote speaker at a curriculum conference sponsored by Teacher Center Inc. of New Haven, Conn.; her topic was "Building Self-Image through Curriculum." On May 9, Don Kao and Mamie Mark made a CIBC presentation for the Social Issues Committee of the Association of American Publishers on the depiction of Asian Americans in textbooks. On May 16, Dr. Banfield gave workshops for teachers and librarians on evaluating children's books for anti-human values and developing strategies to counter their effects; the workshops were sponsored by Project Cultures of Ithaca, New York. On May 26, Dr. Banfield was the keynote speaker at a conference on women's issues sponsored by Delta Sorority in Mobile, Alabama; Dr. Banfield spoke on "Myths, Stereotypes and the Double Jeopardy of the Black Woman."

On June 1 and 2, Lyla Hoffman will give a presentation and workshop on the anti-sexist curriculum that CIBC is developing under a grant from Women's Educational Equity Act at the First National Convention of The National Women's Studies Association; the Convention will be held May 20-June 3 at the University of Kansas in Lawrence.

Girls in Sports

The Flashettes; written by Bonnie Friedman and Emily Parker Leon; 16mm, color, 20 minutes; \$335 purchase, \$35 rental; New Day Films, P.O. Box 315, Franklin Lakes, N.J. 07417.

This is a true story of a young Black man who returns to his community in Brooklyn after graduating from college. Determined to help Black youth escape the damage inflicted upon so many of them by society, he organizes a group of young Black girls and develops them into a prize-winning track team known as the Flashettes.

The film amply demonstrates that engaging in fiercely competitive sports need not lead to the development of selfish, individualistic attitudes. The steady growth of a cooperative team spirit is thoroughly documented. Also portrayed in moving detail is the way in which the ability to achieve in a chosen endeavor has altered these young girls' perceptions of themselves and their future aspirations.

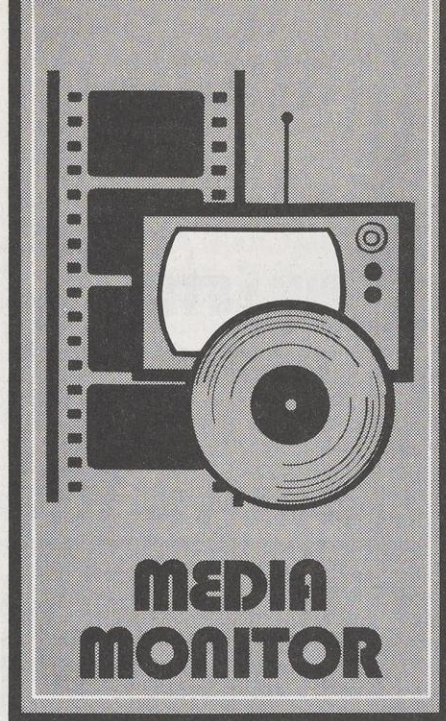
The strong support, both moral and financial, given the team by parents, community members and coaches is an inspiring example of commitment to the best interests of youth.

All students will enjoy this exciting and important film. Every school district should own it. *The Flashettes* well deserves the many awards it has won.

Girl Sports: On the Right Track; 16mm, color, 17 minutes; \$250 purchase, \$25 rental; Phoenix Films, 470 Park Avenue S., New York, N.Y. 10016.

This film focuses on track—and to a lesser degree on field events—but could be used as a general introduction to (and consciousness-raiser about) the role of women in sports.

The film begins with a brief history, from women's non-role in the early Olympics, through their "function" of supporting male athletes as cheerleaders, to the dramatically increased role brought about by Billie Jean King and other professionals, by Title IX and by the feminist movement. The film debunks the myths about women being unable to compete because of menstruation or pregnancy (women have won Olympic medals at all stages of their menstrual cycle and when they were several months pregnant). The film also counters the



myth that exercise will make women "bulk up" like men (it won't; the hormones aren't the same).

The film finishes with a look at young women in track events and interviews several competitors who talk about their feelings and experiences. One "if only": it would have been nice to see some Third World women among those interviewed. As the film demonstrates in its historic footage, track—because of its relatively low cost and its non-country club orientation—has been one of the few sports somewhat open to Third World women. Still, this is an informative and inspirational film that will encourage girls to participate in athletic events.

Film on Ageism

Older and Bolder; 16 mm, black and white, 14 minutes; \$195 purchase, \$15 rental; Educational Development Center, 39 Chapel St., Newton, Mass. 02160.

This is one of the best films I have seen showing active, vital and involved older people. The women who meet weekly to talk, to laugh and to share their joys and problems are taking charge of their own lives. No one plans their programs or supervises their rap sessions. This, I believe, is a foretaste of things to come when older people will reject society's negative image and realize that they do not need planned, admin-

istrated programs. When it is possible for older people such as these to meet and share their thoughts and problems and care for each other, then the need for psychiatrists will disappear. [Lydia Bragger]

"Ira Sleeps Over" Now Children's Film

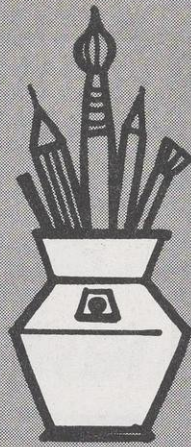
Ira Sleeps Over; 16mm, color, 17 minutes; \$295 purchase, \$30 rental; Phoenix Films, 470 Park Avenue S., New York, N.Y. 10016.

Ira looks forward to spending the night with his best friend, but he is ashamed to bring along the teddy bear he always sleeps with. That evening he is greatly relieved to discover that his friend also has a teddy bear, and he goes home to get his own.

Adapted from a popular children's book with the same title by Bernard Waber (Houghton Mifflin, 1972), this is one of the few resources that deal with non-stereotyped roles for boys, showing boys being scared (and needing teddy bears) but ashamed to admit their fears lest they be ridiculed. Indeed, Ira's sister, the villain of the piece, teases Ira continually about his teddy bear.

The film would be a good discussion starter for young children if the teacher will explore the issues and children's attitudes and feelings about them. Two drawbacks: the all-white and not very talented cast, and the fact that the two boys seem considerably older than the pre-schoolers in the book—this makes the teddy bear situation a little unlikely and might also make it harder for the very young children at whom the film is aimed to identify with the main character.

Note to readers who have purchased the CIBC filmstrip, "Unlearning 'Indian' Stereotypes": The Madison (Wisc.) School District's Department of Human Relations has developed lesson plans for grades K-2 which are based on use of the filmstrip. We feel they are an excellent teaching unit and will supply them (about 30 pages) upon request. Please include \$1.50 to cover printing and postage.

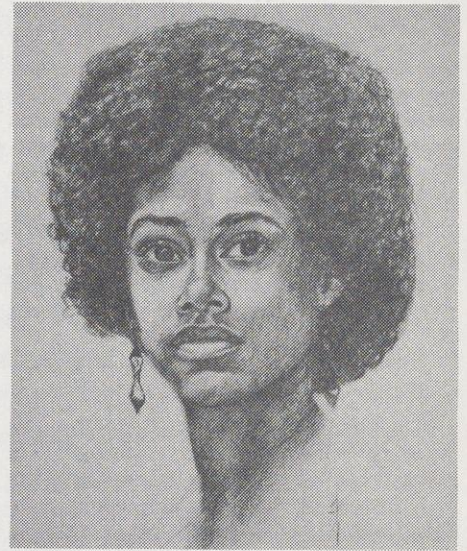
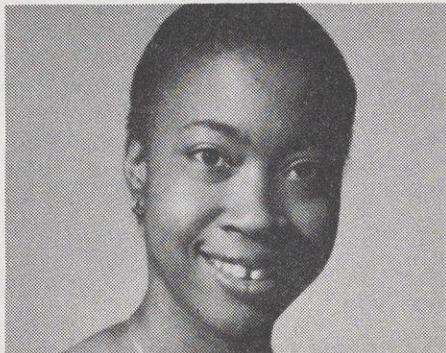


ILLUSTRATOR'S SHOWCASE

This department brings the work of minority illustrators to the attention of art directors and book and magazine editors. Artists are invited to submit their portfolios for consideration.



Ronald Brown studied design at C.W. Post College and has done free-lance graphic work. Mr. Brown can be reached at 79 Kane Ave., Hempstead, N.Y. 11550; tel. (516) 483-6223.



June Gaddy is a graduate of the College of Visual and Performing Arts, Syracuse University. A free-lance artist, she is a member of the Long Island Black Artists Association. Ms. Gaddy can be reached at 91 Wellington St., Hempstead, N.Y. 11550; tel. (516) 485-1393.

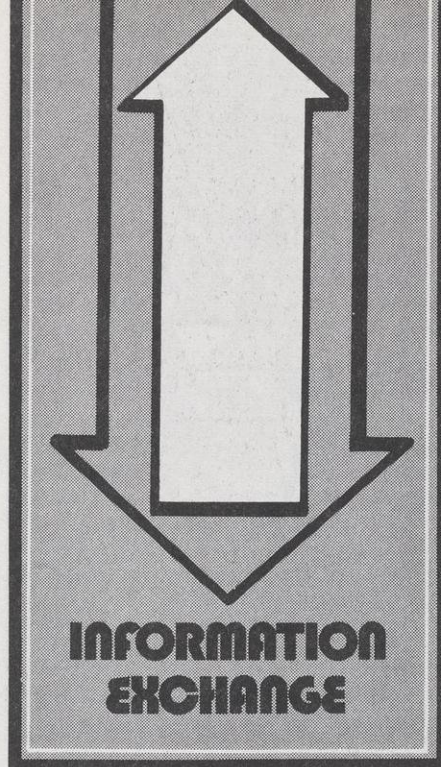
SPRINT, the national clearinghouse for information on **sex equity and sports** (see Vol. 9, No. 8) has a toll-free telephone line for questions from individuals or groups about discrimination in sports and compliance with Title IX. Call (800) 424-5162.

All-Atomic Comics is an analysis of **nuclear power** in comic book form. Originally prepared in 1976, the comic has been reprinted several times and remains an all-too-timely indictment of nuclear power. Single copies are \$1.25 postpaid; bulk rates available on request. Write Educomics, Box 161, Princeton, Wisc. 54968.

The recently formed Affirmative Action Coordinating Center (AACC) publishes the *AACC News*, a newsletter with information on **affirmative action** programs, lists of resource materials and publications, news, etc. The group also maintains a hot line and can be reached at (212) 866-3501; those calling from *outside* New York state can call (800) 223-0655 toll-free. For more information, write the group at 126 West 119 Street, New York, N.Y. 10026.

"The Corporate Influence on the Images of **Women** in Advertising" is a transcript of public hearings held by the Interfaith Center on Corporate Responsibility, a coalition of 14 Protestant denominations and 150 Catholic orders and dioceses which exists to assist member agencies to express social responsibility in their investments. Although the hearings were held in 1976, the reports—on advertising and images of women, the socio-economic influence of advertising, advertising and TV programming and "advertising: neglect and misuse"—are still informative. The 58-page booklet is available for \$2 from the Interfaith Center on Corporate Responsibility, 475 Riverside Dr., Room 566, New York, N.Y. 10027.

The American Association of University Women (AAUW) produces materials relating to **women** in education, women and the world community, handbooks for action etc. A resource catalog is available from the AAUW Sales Office, 2401 Virginia Ave., N.W., Washington, D.C. 20037.



"The **Vietnam Era**: A Guide to Teaching Resources," directed to high school teachers, reviews 160 books, films and other materials. The materials were chosen by the Indochina Curriculum Group (ICG) of Boston to provide other viewpoints than those included in standard texts. Special attention is given to such topics as the war as an example of large patterns of imperialism, racism and sexism, and how the armed forces exploit Third World Americans. The guide is \$5 (\$3 each for orders of 10 or more); write the ICG at 11 Garden St., Cambridge, Mass. 02188.

Salt of the Earth is a classic "film of persuasion" made in 1954 about a **strike** in a New Mexico mining town. Denied distribution during the McCarthy era, the film was the pro-

The Second International Conference on Children's Literature in Spanish will be held **August 6-10** in Mexico City. (A one-day pre-conference symposium on "The Education of the Chicano Child in the U.S." will be featured.) For further information, contact Asociación Internacional de Literatura Infantil en Español, University of San Francisco, Multicultural Program, Campion D-5, San Francisco, Cal. 94117; tel. (415) 666-6878.

duct of a collaboration between Hollywood activists and the mining families involved in the strike. The screenplay has just been published in book form, accompanied by a commentary by Deborah Silverton Rosenfelt. The 208-page paperback is \$4.95 from The Feminist Press, Box 334, Old Westbury, N.Y. 11568.

HealthRight, Inc. is a **women's health** education and consumer advocacy organization that publishes materials on women's health concerns. Its quarterly newsletter, *HealthRight*, focuses on the politics of women's health care. Annual subscriptions are \$5 for individuals, \$10 for institutions (single issue: \$1.25). A list of the group's other publications is also available. Write HealthRight, 175 Fifth Ave., New York, N.Y. 10010.

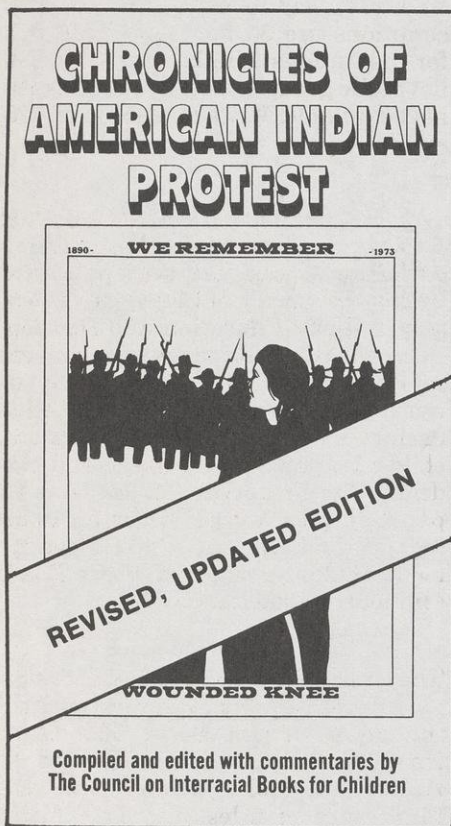
The first volume in a new series called *Reviews of Research for Practitioners and Parents* has just been published by the University of Minnesota's Center for Early Education and Development (CEED). The series is to provide information on recent research in **child development and early education** for teachers, administrators, child-care personnel, parents and students. The first issue (52 pages) is \$2 per copy plus 50¢ per order for mailing from CEED, 226 Child Development Building, 51 East River Road, Minneapolis, Minn. 55455.

The magazine *Bridge: An Asian American Perspective* is now publishing on a regular basis. The latest issue (Vol. 6, No. 4) is devoted to **Asian American women** and contains such articles as "The Asian American Woman in America," and "Feminism Is Fine But What's It Done for Asian America?" Single copies are \$1.50; subscriptions to the quarterly are \$5. Write Bridge, P.O. Box 477, Canal Street Station, New York, N.Y. 10013.

9to5 is an organization for **women office workers** striving to win fair and legal treatment and to improve their status. Although the group is centered in Boston, its newsletter, resources and speakers bureau will be of interest to workers in all areas. Write the group at 140 Clarendon St., Boston, Mass. 02116.

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