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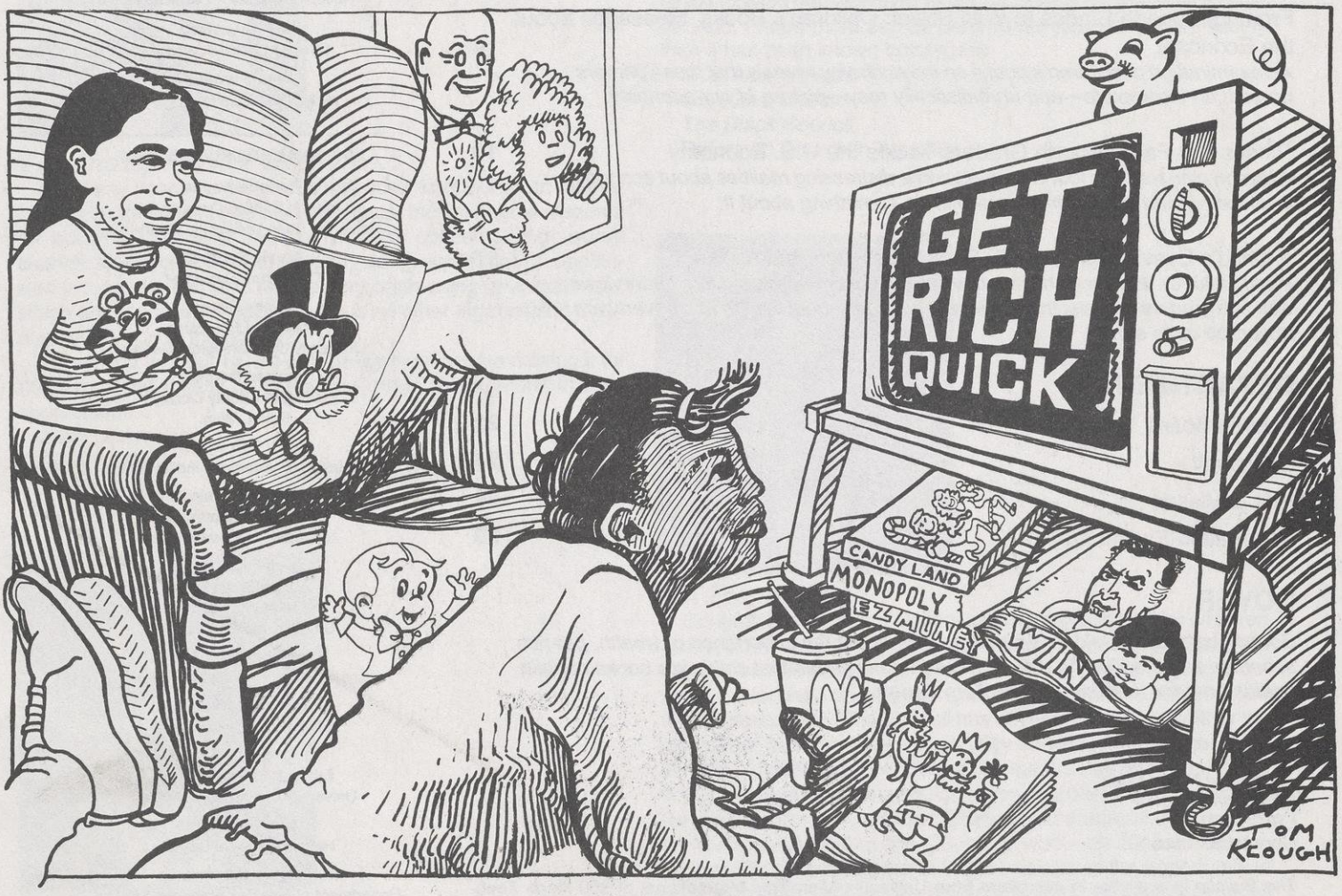

Children's Books and Economic Issues

A Lesson Plan Tackles Economic Issues

INTERRACIAL BOOKS FOR CHILDREN

BULLETIN

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ARTICLES

DEPARTMENTS

COVER

Society bombards children with messages about the importance of wealth, get-rich schemes and the like. An article about the messages that children's books contain begins on page 4. Illustration by Tom Keogh.

Indexed in
Alternative Press Index
Education Index
ERIC *IRCD*
Library Literature

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20th Anniversary Year

The Indispensable Resource...

For many years we have recommended the Council on Interracial Books for Children as *the* single most indispensable resource for educators, parents and many others concerned with social change. As we go around the country doing workshops on oppression issues, we find that we are very often using your materials, which are consistently good. There is *no* other organization or resource like you in the country!

Thank you for your hard work. Congratulations on making it for 20 years! That in itself is inspirational. Here's to 20 more! In deep appreciation.

Joan Lester
Co-Director
Equity Institute

Outstanding Quality...

Please accept this word of deep appreciation for the outstanding quality of the work you do to lift our sights regarding the content of children's books. I have advocated support by institutions for CIBC for several years, not just because of the benefit it could bring to them and the larger society, but also because I have seen the difference it has made as a parent with my own children.

There is a growing mood in the country for more and more censorship of reading materials for children and adults. And, there are a number of groups emerging to resist these censorship efforts. I am opposed to censorship. I am also, however, opposed to the status quo which tends to give us reduced diversity and increased stereotyping of peoples. CIBC has made the difference in helping us to increase our sensitivity to the bouquet of life that is all around us. And, I hope more can be done to tell your story more widely than it has been known before now.

M. William Howard
Executive Director
The Black Council
Reformed Church in America

An Inspiration...

Congratulations to the Council on Interracial Books for Children on its 20th anniversary. Throughout these past 20 years, the Council has been an inspiration to all of us whose lives and careers are focused on eliminating sexism, racism and handicapism from American life. The Council has never compromised either the integrity of its commitment to equality and justice or the quality of its work. The *Bulletin* continues to be our teacher and guide in defining and understanding equity issues; without it, my work during the past ten years would have been far more difficult. I have been honored to be part of the Council's work—as funder and colleague; I am especially grateful that I was given the opportunity to work with Brad Chambers—his life and work will always serve as a model of devotion to justice for all of us. We will continue the struggle together during the next 20 years!

Leslie R. Wolfe
Director
Project on Equal Education Rights

An examination of children's books on the economy reveals that these primers present an incomplete—and unrealistically rosy—picture of our economy

From Lemonade Stands to Wall Street: Children's Books' Messages about the Economy

By Jan Goodman

Hey, Kids! Want to see how easy it is to make money in America? Invest in a lemonade stand today. Tomorrow, you'll be on Wall Street!

Of course, you'll need some **capital** to **invest**, but everyone has that. And you'll have to be careful of the changes in **supply and demand**, but, if you're a shrewd businessman, you'll use our **free market system** to your advantage.

You may have some **labor trouble**, but **negotiations** should cure that. Just be sure to agree to a **compromise** that will assure you a good **profit**. If you just invest wisely, you'll have quite a **nest egg** when you retire!

The text above summarizes the hype about the U.S. economy that pervades the vast majority of children's books about money. These economic primers present a grossly incomplete picture and an almost unquestioning acceptance of U.S. capitalism. Of little relevance to a child from a poor working-class family, the books mislead all children.

Fifteen non-fiction books were closely examined to identify the messages they convey to elementary school children. We focused on non-fiction books because they claim to present the "truth" about their subjects, and therefore, their messages are considered factual. The sample group was selected from *Children's Books in Print 1984-85* listings under: Money, Economics, Business, Banking, Labor, Capitalism, Socialism and Industry. Public and school libraries in the San Francisco Bay Area were searched to find the books most commonly available for children in Grades K-6. (See annotated bibliography at the end of this article.)

The books examined fall into two basic categories: *guides for children about the principles of economics in our country* and *lessons for children in money management.* The *guides* present overviews of how the U.S. economy operates and, basically, articulate the concepts of capitalism in our country. The following sophisticated principles were introduced to even the youngest children: supply and demand; capital; investment; market value; inflation; recession; depression; unemployment; management and labor; wages and salaries.

The *lessons* offer children money-making ideas and advice on investment. These books include explanations of the U.S. banking system; specific instructions for record-keeping and budgeting; and suggestions about advertising, employee relations and customer service.

Most books use as examples child-owned and operated business ventures (lemonade stands, in particular) to simplify economic concepts for elementary schoolers. Unfortunately, an over-simplification results! In discussing the economy, the books provide the following inaccuracies, assumptions and omissions:

Q. *Who has money in America?*

According to our sampling, almost everyone in the U.S. has the money they need. "It's Here, There, Everywhere!" proclaims the title of Chapter Five in *Money: How To Get It and Keep It.* (Note the underlying assumption in the title: If everyone in this country followed the instructions in this handy book, there would be no poverty!)

Apparently, the only difference amongst us is how we spend the money we have. "It comes down to this," says *Barter, Bills and Banks.* "Money is meant to be a servant of man. If it is not managed wisely, it can easily become his master." Sexism aside, this suggests that people are poor because they are unwise managers of their money! The inadequacies and inequities of our economic system are not even hinted at.

Portrayals of the "average" U.S. family clearly reflect a middle- and upper middle-class bias. In *Nickels, Dimes, and Dollars* (published in 1980), the "typical American family" of "a man, a wife and two children" has an income of $2,000 a month. This income level is far beyond the reach of many people in our country.

Money: How To... exhorts us: "Let's look at three people who have money. They are similar to people you know, like relatives and friends." Here the "typical Americans" are Mr. Johnson, Mrs. Emery and Amy Brown, who each save $2,000 a year for 30 years! How odd it is that my relatives and friends do not save so efficiently!

The book concludes, "Remember, money alone will probably not make you happy. But you can gain much satisfaction by making good and profitable use of whatever money you happen to possess." Once again, we hear that anyone can become wealthy—or wealthier—if only they invest well. Not one of these 15 books deals directly with the fact that many if not most people in this country do not "happen to possess" money!

Although the majority of the books do acknowledge that wealth is distributed unequally in the U.S., most seem to simply accept this fact. Statistics about wealth and poverty in our country are glaringly absent from all works examined. No book details the small percentage of people who control the bulk of the money in our society. Nor is there evidence of the large number of poor and unemployed people in the U.S. (One book mentions the Depression but minimizes its impact and desperation by presenting character sketches of unhappy people who are simply sad and depressed because they're out of work temporarily.) Certainly there is no correlation made

between wealth—or a lack of it—and a person's race and/or gender.

The extent to which certain books accept the economic inequality in this country is shocking. *Barter, Bills and Banks* states, "Perhaps you've asked yourself why the U.S. doesn't go ahead and print enough money so that everyone could be rich." It then explains, "Unfortunately, it's not a very practical suggestion. For the problem is not providing everybody with enough money. The fact is, we do have the machinery to print enough money to give each person a million dollars. The problem is supplying the goods and services to meet the demands of the people." The book elaborates on the disaster that would ensue: "If the United States printed a lot of money, people would begin to buy things much quicker than they could be made."

The following rationalization is provided by *Prices Go Up, Prices Go Down*: "You might even dream of a store that has no prices.... But a store without prices would be crowded with people. And everyone would want everything. What would the store owner do? How would he or she decide who gets what?" The author presents the solution to this horrible dilemma: "Prices are a good way of deciding who gets what. Whoever is willing and able to pay the price of a bicycle should be able to buy one."

These two books warn us of the terrible problems that would result if people had equal access to wealth. There simply would not be enough goods and services for everybody. According to these books, a very acceptable solution to this problem is to assure that a proportion of our families can not afford what they need! Furthermore, youngsters are told not to dream of economic reform; it is simply too inconvenient and would turn our free market into utter chaos!

Q. *What is the difference between rich and poor in America?*

Rarely do these books present a realistic portrayal of poverty in the U.S. Rather, they imply that everyone has enough to live on, but that rich and poor people spend their money differently! Note this simplistic excerpt from *Nickels, Dimes, and Dollars*: "Studies by government groups ... have shown that money is spent in nearly the same way in many households. The major difference from one family to another is food costs. Although the actual amount of money spent on food is much the same, high-income households use a smaller proportion of their money while low-income families use a larger proportion."

Money: How To... elaborates on this theme: "Many wealthy people pay all their living expenses with money their investments earn. For example, a couple may have $200,000 invested at about eight percent. Their interest, dividends and the like ... gives them $16,000 per year to live on." However, the book offers no explanation as to how poor people manage to live on extremely limited incomes!

Other books de-emphasize the difference between rich and poor by making generalizations. *From Barter to Banking* says, "These days, nearly everyone uses credit—for convenience and even safety, since a credit card can mean less cash to carry around. The plastic credit card, with its raised name and numbers is, of course, a modern, almost revolutionary form of money." Unfortunately, this is the *only* instance where anything revolutionary is mentioned in these books.

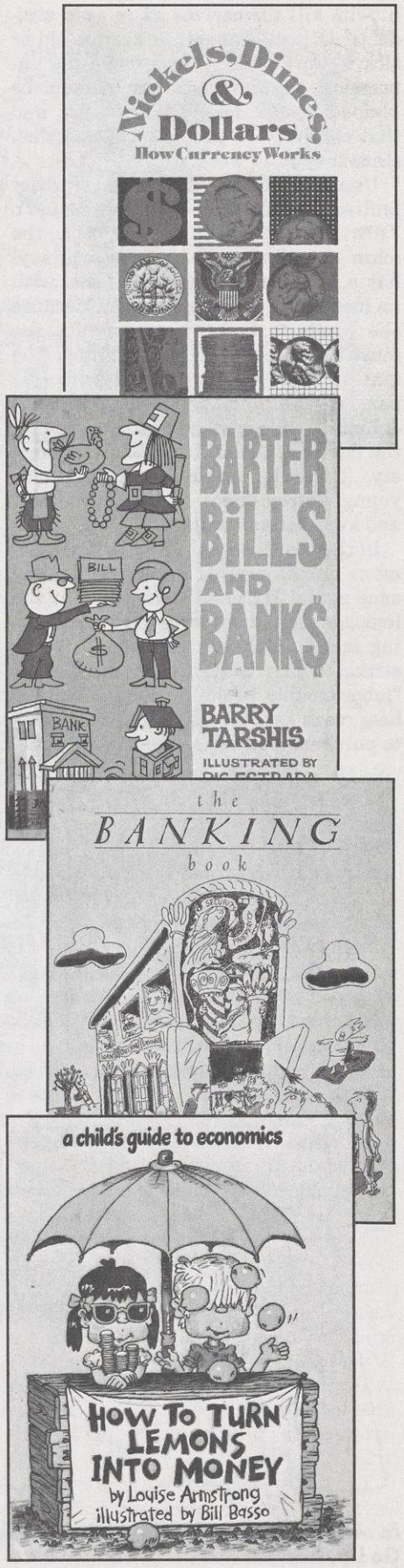
Barter, Bills and Banks also tempts its readers with buying power that only a small percentage of U.S. families have: "The advantage of a credit card is convenience. You can buy gas, eat in a big restaurant, buy clothing, fly back and forth to Europe, and at the end of the month, receive only one bill!" Do you wonder *who* can pay that bill?

Q. *Who has jobs in America?*

Several of the books feature groups of children happily co-existing, each with his or her business. Given that unemployment is rarely mentioned, these young entrepreneurs leave the reader with the impression that everyone in this country has a job. *How To Turn Up into Down* is quite explicit on this point, presenting a children's community where "You're all making enough in profit and wages to get what you need and what you want."

A few books do refer to the fact that some people are unemployed in this country, but usually, this message is distorted. *Nickels, Dimes and Dollars* states, "Not everyone works, however, or is a member of a family with an income. Many people are too old or too sick to work." In addition to being ageist and handicapist, this presents the misinformation that everyone who is able to work in our country has a job.

A Kid's Guide to the Economy, one of the better books, adds to this inaccurate message. Tony and Hamilton are discussing the value of people as resources. But Tony regrets, "You can't even bet on people. Look at how many



nitwits kill themselves off in auto accidents. Others drop out or are too old or sick to work." Here, readers get the impression that the worker should be blamed if s/he doesn't have a job, and that old and sick people have no value, since they can't work.

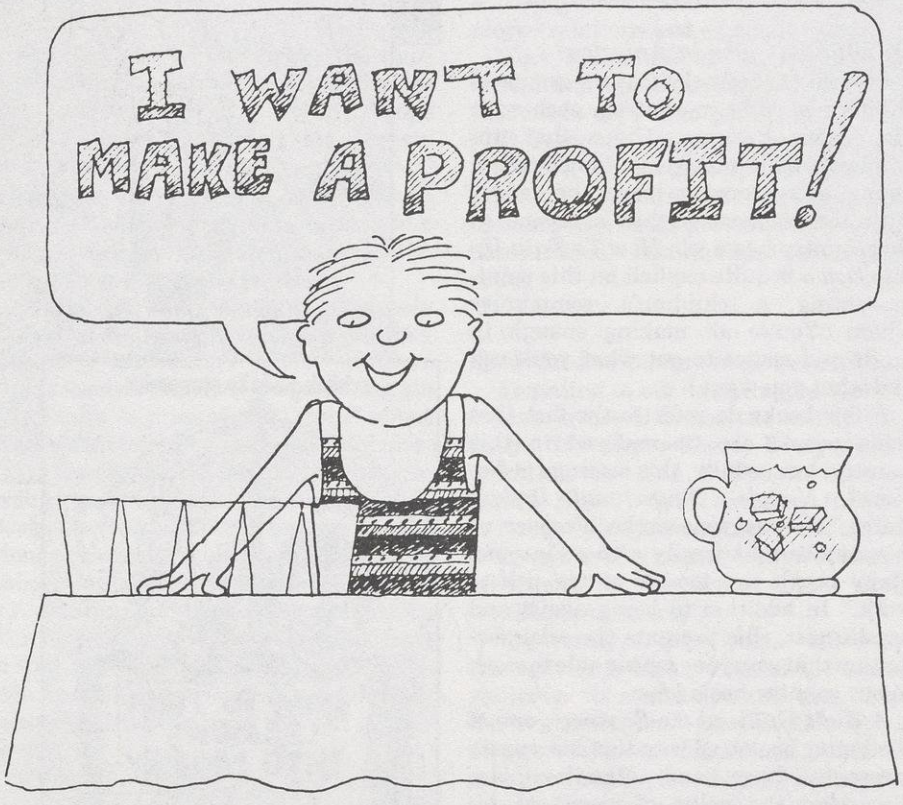
Unemployed people are further faulted for their lack of work in *How To Turn Up into Down*. In this book, the main character, who (needless to say) has a lemonade business, is faced with an increase in the price of sugar. Because she wants to make a good profit, she must lay off her employee, Johnny. The text states, "What Johnny becomes is part of the unemployment problem." Johnny is presented as a problem not for the business owner, but rather, for society. There is no suggestion that the young entrepreneur reduce her profit and keep Johnny employed.

In the book's sequel, *How To Turn Lemons into Money*, we encounter Johnny once again. He is still employed at the lemonade stand but he is tired of squeezing lemons. Johnny threatens to go on strike, which the author describes as "labor trouble." Finally, Johnny and his boss reach a compromise, and she agrees to purchase a lemon-squeezing machine. Johnny returns to work, but not for long. His boss realizes that she doesn't need him anymore because she's got a machine to do his job!

Poor Johnny has learned a hard lesson: Do not fight for better working conditions or you will negotiate yourself out of a job. His boss, meanwhile, is never challenged on her business ethics!

Q. *In America, what work is valued and who does that work?*

These books remain true to form in their distortion of economic life in the U.S. Time and time again, the business owner's point of view is presented, with little or no mention of the workers. In addition, workers are only valued as accessories to a good profit. In only one instance does a child voice his frustration as a worker. (This occurs in *A Kid's Guide...* when an angry young employee confronts his boss about her high profit margin. "I've been exploited!" he shouts.) In fact, the only in-depth view of a worker's perspective is found in *Labor Unions*, which chronicles the history of labor struggles. The other reference to the oppression of workers is found, ironically, in the very conservative 1964 work, *Communism: An American View*!



In children's books on economics, the profit motive is all. This illustration from Prices Go Up, Prices Go Down *typifies the books' approach.*

These books scarcely validate the importance of women in the U.S. economy. A large majority of the illustrations feature men in positions of power—as bankers, business owners, executives. Women are either "out of the picture" or in service roles—as secretaries and other helpers.

To supplement the sexism in illustrations, the books offer the following commentaries:

> Usually, it is the father who works to earn the money that the family needs (*Spending Money*).

> The labor force in the U.S. totals about 80 million people.... This number includes only those who sell their labor for money. Therefore, a housewife who performs many essential services for her family is not part of the labor force. Since she is not paid for the work she does at home, the government, which collects information on the labor force, has no way of placing a value on her services or determining how many hours she works, and therefore, does not count her in the labor force (*Learning about People Working For You*).

The two titles cited above were published in the late 1960s, so we might excuse their stereotypical portrayals of women and their de-valuing of women's work. It is, however, harder to excuse the librarian who has kept these biased books readily available for children of the 1980's!

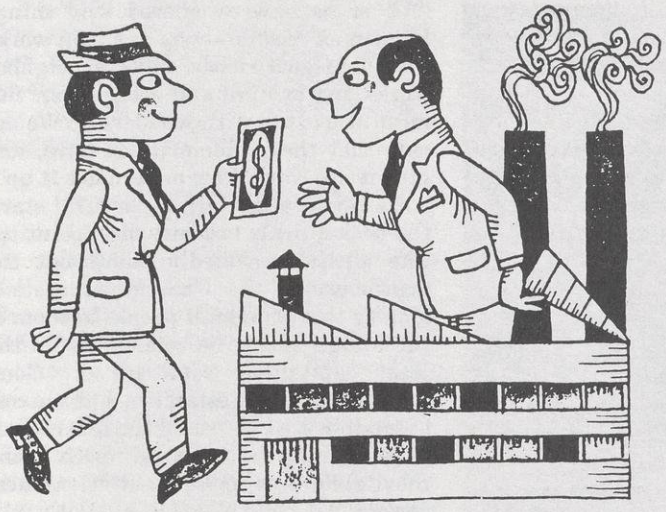
The Banking Book, which consistently uses male pronouns in describing how banks operate, concedes, "By the way, even though we have been calling the bank President '*he*,' '*he*' could just as easily be '*she*.' Many women in the United States are presidents and officers of banks." Ironically, the book's one attempt to counter sexism unrealistically presents a field which is still dominated by (white) men.

Two books contain hypothetical situations that suggest that women have little knowledge or good judgment about money management. Says *Money: How To...*, "A month later, Mr. Porcorelli dies in Florida, and Mrs. Porcorelli inherits his stock. Knowing nothing of business, she wants to sell the shares to her brother...."

Nickels, Dimes, and Dollars presents the following "real-life" example:

> Suppose the wife in a family finds a job for which she needs a car. To celebrate the new job, she and her husband obtain a bank loan and purchase a $10,000 car. Shortly after she starts working, the wife becomes terribly ill and has to give up her job. As a result, she and her husband have no way of paying back the loan.

The car is repossessed and the reader is



left with the sense that a woman's job choice may jeopardize her family's finances—and that she can't hold a job without becoming terribly ill!

Although male and female children are equally featured as business owners in these books, white children far outnumber Black children (who are only identifiable by shaded-in faces). In addition, there is no mention of other people of color. Readers may accurately conclude that the primary beneficiaries of U.S. capitalism are white males—but they will certainly learn nothing of the involvement of other people in our economy.

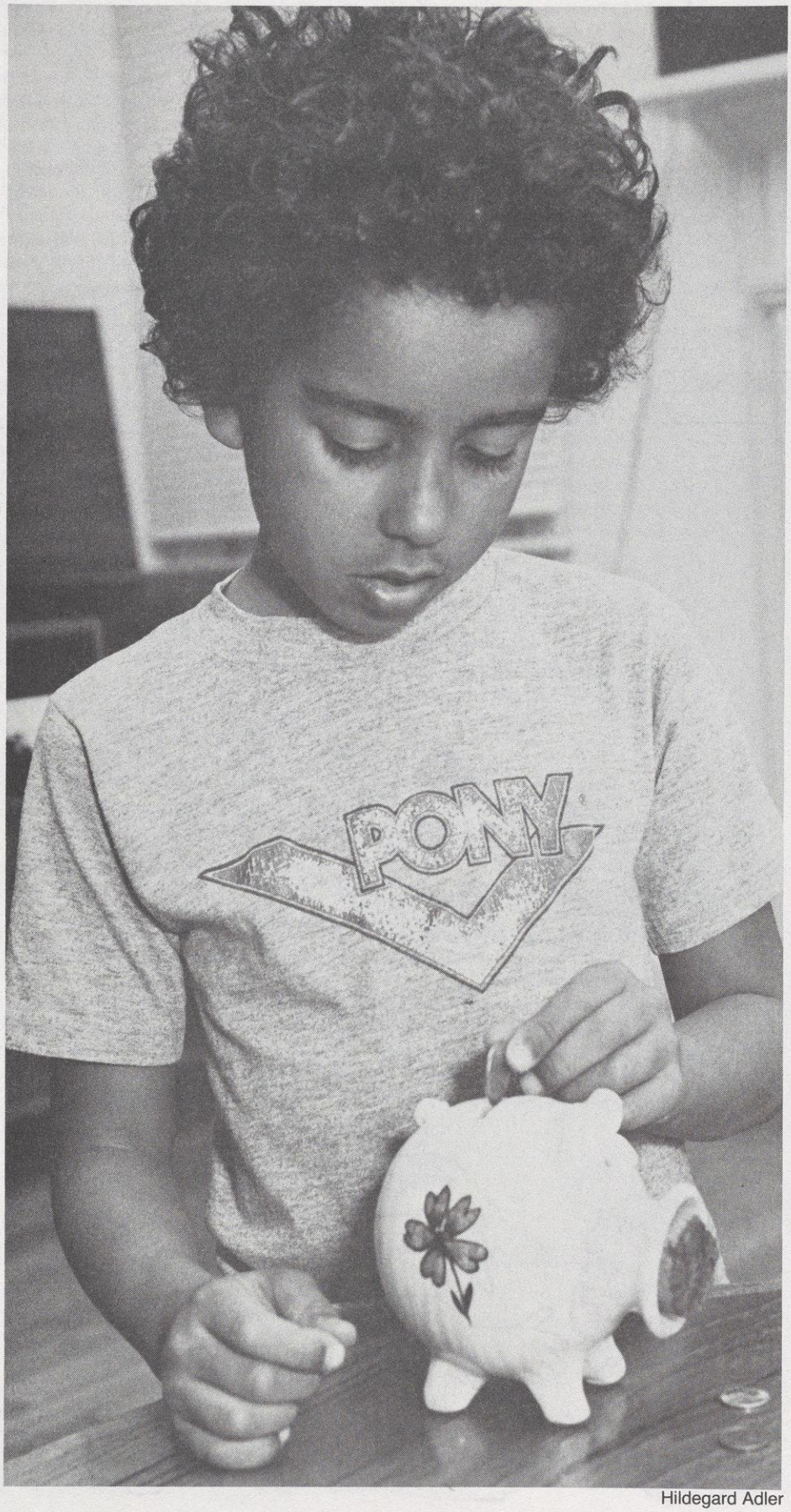
Q. *Are there viable alternatives to the American economic system?*

With two exceptions, these books present a lop-sided view of U.S. capitalism. The young reader gets the sense that all is well, because our free enterprise system, balanced by laws of supply and demand, is successful.

One book — *A Kid's Guide to the Economy* — poses some thought-provoking questions: "Is it fair that some people or countries are wealthy and others are poor? Should everyone have *total* freedom to get rich? Are we overworking the earth?" This same book, the best of those examined, discusses the pros and cons of capitalism: "Critics say that capitalism builds a rich, but not a just, society. Along with liberty came risk and inequality." And of socialism: "Critics say that socialist governments achieve equality and security by making all decisions and clamping down on personal freedom and comfort."

Communism: An American View confronts the American system directly:

According to children's books, the work world is definitely a man's world. Some books suggest that men hold all or most jobs; note the top illustration from People Working for You. *(And note the title's basic assumption: You'll be a boss, not a worker!) Other books trivialize women's roles in the work force or suggest that their only function is to manage or spend the money that their husbands earn; the illustration just above is from* Spending Money. *Sexism is reinforced in other ways as well; for example, the illustration below from* A Kid's Guide to the Economy *is captioned: "Man is only 500,000 years old—Maybe he'll find a perfect system in the next 500,000 years!"*



Hildegard Adler

"All of us have wondered why things happen as they do—why one man works hard and gets richer and his neighbor works just as hard and gets poorer. But most of us stop with wondering. We decide that the problem is too hard, and give it up. Karl Marx never gave it up."

However, after such a powerful start, the book quickly becomes disappointing. The author repeatedly points out the drawbacks of the Communist system, stating that it "denies people freedom of the mind." Later, he concludes, "In the least capitalistic countries ... Communism has been established at the cost of terrible civil wars and the loss of lives running into the millions!" Such is the inevitable high price paid for radical change.

Even *A Kid's Guide...*, which claims to be objective in presenting several alternative economic systems to its readers, ends up on a pro-capitalistic note. "In the past, free citizens ... have prospered most. Capitalists ... stand a good chance of improving their economic quality of life."

Other books take an even stronger anti-Communist stand. *Prices Go Up ...* asserts, "There are often long lines outside stores without a free economy. There is just not enough of certain items. The demand for these items is much greater than the supply." This is a bleak picture of life in Russia and China. In the U.S., we have far better solutions to these long lines. Only the rich will get these certain items!

Q. *What does all this mean?*

Hey kids! Got the message? Now you have all the information you need to become young entrepreneurs and make big profits! Weren't these books helpful? Remember, the more you understand about our economy, the more you can make your money work for you.

What? You don't have any money to invest? You don't know where to get any capital? There must be something you can do. Keep reading! I'm sure you'll find an answer somewhere.

At a very early age, our country begins to indoctrinate our children with a strongly pro-capitalist view. The books analyzed for this article are powerful tools that influence elementary schoolers to accept and perpetuate the inequalities of the system if they can afford to do so! It is no wonder that middle-class aspirations pervade our culture, though they are only in reach of a fraction of our people.

We were unable to locate any books that present an accurate and balanced view of economic life in our country, but we hope they exist. We ask *Bulletin* readers to inform us of any material with a progressive perspective. □

Annotated Bibliography

All Kinds of Money by David A. Adler, illustrated by Tom Huffman. Franklin Watts, 1984, 32 pages, grades 1-5. The history of money from the barter system to the use of coins. Informative, with a strong pro-capitalist view.

The Banking Book by Elaine Scott, illustrated by Kathie Abrams. Frederick Warne, 1981, 79 pages, grades 3-6. The intricacies of national and international banking are described. Good for future executives.

Barter, Bills and Banks by Barry Tarshis, illustrated by Ric Estrada. Messner, 1970, 80 pages, grades 3-7. The history of banking and the operation of banks in the U.S. today.

Communism: An American's View by Gerald W. Johnson, illustrated by Leonard Everett Fisher. Morrow, 1964, 160 pages, grades 4-8. The history of Communism as conceived by Marx and adapted by modern Communist countries, presented by a conservative author.

From Barter to Banking by William Wade. Crowell-Collier, 1967, 136 pages, grades 5-8. The story of money; more of the same.

How To Grow a Hundred Dollars by Elizabeth James and Carol Barkin, illustrated by Joel Schick. Lothrop, Lee & Shepard, 1979, 64 pages, grades 3-7. A young girl's successful terrarium business is used to instruct children in setting up and operating their own money-making projects, especially if they live in a middle-class neighborhood.

How To Turn Lemons into Money by Louise Armstrong, illustrated by Bill Basso. Harcourt Brace Jovanovich, 1976, unpaged, grades 2-5. This book, packed with economic vocabulary, uses a lemonade business to describe the intricacies of our economic system. Demonstrates how young entrepreneurs should strive to make a profit even if workers must be oppressed.

How To Turn Up into Down by Louise Armstrong, illustrated by Bill Basso. Harcourt Brace Jovanovich, 1978, unpaged, grades 1-4. A self-described "child's guide to inflation, depression and economic recovery" which drastically oversimplifies the U.S. system.

What the Children's Books Don't Tell . . .

According to the children's books reviewed in the accompanying article, we in the U.S. live in the best of all possible worlds—or at least the best of all possible economic systems. Unpleasant realities are largely ignored or glossed over. Below—and in the charts that appear in the article beginning on page 10—are some of the realities that the books ignore.

- In children's books, everyone has enough money to cover basic needs, and good money managers have enough to invest. Real life per capita income figures tell another tale. In 1982, per capita income for whites was $9,527, for Blacks, $5,360 and for Hispanics, $5,548. The correlation between race and gender is equally striking. Of the people earning $25,000 or more, white males represent 25.2 per cent of this group, Black males, 10.8 per cent, white females, 4.1 per cent and Black females, 2.5 per cent (*Statistical Abstract of the U.S.*, 1984).
- In children's books, anyone can own a lemonade stand, but in real life, it's tough to own a Burger King unless you're white. There are only 69 Black franchises among 3,300 national stores (*Black Enterprise*, Feb., 1984).
- Contrary to the rosy picture in children's books, everyone doesn't have a job (or even a lemonade stand). At a time when the unemployment rate for whites was 6.4 per cent, the rate for Black people was 15.8 per cent and for Hispanics, it was 10.5 per cent. And whereas white teenagers had an unemployment rate of 16.2 per cent, Black teenagers suffered a rate of 44.1 per cent (*U.S. News and World Report*, June 11, 1984).
- Unemployment rates for Black women are twice those for white women (*National NOW Times*, March, 1980).
- In 1980, 15 per cent of all families were headed by women. These families made up half of all poor families (U.S. Department of Commerce, 1981).
- Two out of three older Americans living in poverty are women. The poverty rate of families headed by women is triple that of other families. The National Advisory Council on Economic Opportunity predicts that, if this rate continues, by the year 2000, virtually all people living in poverty will be women, or in families headed by women (*New York Times*, October 13, 1981).

These and other grim statistics reflecting the effects of racism and sexism appear in the CIBC's *Fact Sheets on Institutional Racism* and *Fact Sheets on Institutional Sexism*. Each is available from the Council for $2.50 each *prepaid*.

A Kid's Guide to the Economy by Manfred G. Riedel. Prentice-Hall, 1976, 47 pages, grades 2-6. This title presents a variety of economic perspectives and is the best book in the sample group. It concludes by stating that no one system is perfect.

Labor Unions in the United States by Carolyn Sims. Franklin Watts, 1971, 85 pages, grades 4-8. Blandly chronicles U.S. labor history.

Learning about People Working for You by John E. Maher and S. Stowell Symmes, illustrated by Arthur Wallower. Franklin Watts, 1969, 72 pages, grades 2-6. An antiquated stereotypically biased book describing the production of goods and services in the public and private sectors. (Of 88 major characters, only nine are women. These women represent four professions—nurse, teacher, secretary, waitress.)

Money, Money, Money: How To Get It and Keep It by Tom Morgan. Putnam, 1978, 118 pages, grades 4-8. Advice on money investment. Get as much as you can!

Nickels, Dimes, and Dollars by R.V. Fodor. Morrow, 1980, 94 pages, grades 3-7. The history of money and how it is circulated and used today in the United States. Assumes we all have access to the capital we need for investment.

Prices Go Up, Prices Go Down by David A. Adler, illustrated by Tom Huffman. Franklin Watts, 1984, 32 pages, grades 2-5. A discussion of the laws of supply and demand as they relate to economics. Strongly rationalizes the need for an *in*equitable economic system.

Spending Money by Frederick Rossomando, Florence Leventhal and Marilyn Szymaszek, illustrated by Gioia Fiammenghi. Franklin Watts, 1967, 48 pages, grades K-4. Presents the budget plans for a family; a very dated and stereotypic work.

About the Author

JAN M. GOODMAN is an educator in Berkeley, Cal. After reading these books, she has decided to leave the teaching profession to pursue a potentially more profitable career in lemonade sales.

A lesson plan teaches fourth graders some distressing realities about economic injustice—and the children decide to do something about it

"That's Not Fair!": Fourth Graders Tackle the U.S. Economy

By Jan Goodman

The students charged in from recess and reluctantly found places in the meeting area circle, facing the chalkboard. "Today I'm going to hire a couple of you to do a job for me," I said. "Watch carefully so you can see exactly what I'll need you to do."

As my students curiously watched, I took a meter stick and measured the chalkboard. Meticulously, I drew a vertical line, dividing the board exactly in half. Then, I scribbled all over both halves of the chalkboard, trying to cover almost every spot. I stood back and said dramatically, "What a mess! I'd better hire someone to clean this up. Are any of you qualified for this job?"

Several hands shot up. I chose a boy and a girl. After conducting a brief interview with each student (asking each, "Do you know how to erase messy chalkboards?"), I carefully chose two identical erasers and handed one to the boy and one to the girl. "I want you each to erase one half of the board," I said. "It doesn't matter which half, because they are equally messy. When you're both finished, come to me and I'll give you your salary."

Both students finished their tasks quickly and reported to me for their pay. Using a supply of play money, I paid the boy $1, and carefully counted out 59¢ for the girl. The boy, feigning distress that the money wasn't real, said "Thanks," and took a seat. The girl yelled, "Wait a minute! That's not fair!" and commanded the boy to return to the front of the room. "Come back here! You got paid $1 and I got 59¢," she said. "And we both did the same work!"

"I'm sorry you got the 59¢, but I'm glad I got the dollar," he said. "Why don't you ask Jan for some more money?"

The girl presented a good case for equal pay for equal work, but I wouldn't agree. "I can't pay you more than most women get paid in our country," I said. "And for every dollar that a man earns in our country, a woman earns 59¢."

Both male and female students were very surprised. "That's not fair!" they complained in unison.

"You're right," I answered. "And that's only the beginning."

Thus began our unit on the U.S. economy. Initially, I had planned a few activities to integrate Math graphing skills with some relevant Social Studies concepts in my grade 3/4 classroom. However, the unit evolved into an empowering exercise in problem-solving as the students became more concerned and angry when they made discoveries about the economic inequalities in our country.

The anecdotes, activities and lessons described in this article can be used in Grades 3 and up and adapted to varied levels of student sophistication. The message is appropriate for children of all ages.

Who Earns More?

As a first step, we distributed copies of Table #1 (1981 Average Income for Full-Time Workers—By Sex). Using Bureau of Commerce statistics, I developed a bar graph to give the children a "picture" of the figures represented and a graphic sense of the income discrepancy between male and female workers.

"Do *all* males earn the same salary?" a child asked.

"No," I explained. "When the graph says that the average male earns $19,173, it does not mean that every male in the country earns this much. There are many different salaries for men. There are some males who earn much more than $19,173, and many men who earn much less, but when you add up every male's income and divide it by the total number of incomes, then you get an average."

To carry the point a bit further, I distributed Table #2 (1981 Average Income for Full-time Workers—By Sex and Race). Again, the children were surprised. I asked a variety of questions:

1. According to this graph, who earns the most money?
2. Who earns the least?
3. How much more do white males earn than Black males, Hispanic males, white females, Black females and Hispanic females?
4. Why do you think this happens?

The kids had their own questions: "How could the average income for all males be less than the average income for white males?" and "How could the income for white females be more than for Black females?"

Other students replied, "Because it's an average of all the males combined. When the white guys are by themselves, they earn more than if they're combined with the other males."

I supplemented Table #2 with Table #3 (Rich and Poor—By Sex and Race). The students studied the new information. "I get it!" someone said. "White people and males earn the most money."

"But why is there such a difference between males and females?" a classmate asked.

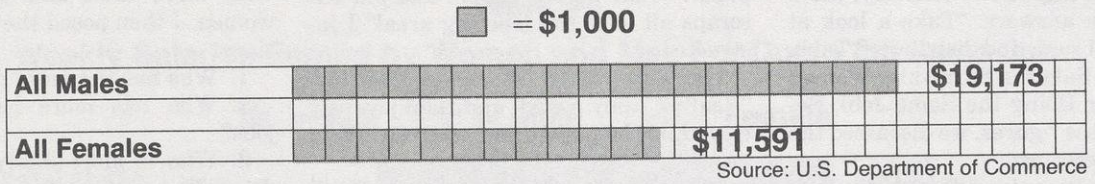
"What do you think?" I responded.

The children hypothesized. "Because women don't get paid for being mothers," someone said.

"Because men own the businesses so they pay themselves more."

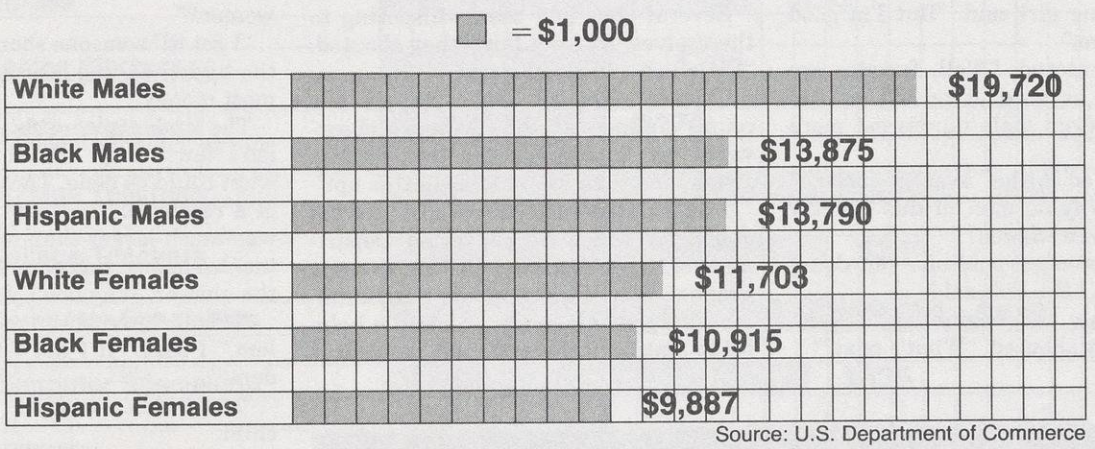
"Because that's the way it's always been."

Table #1
1981 Average Income For Full-Time Workers (By Sex)



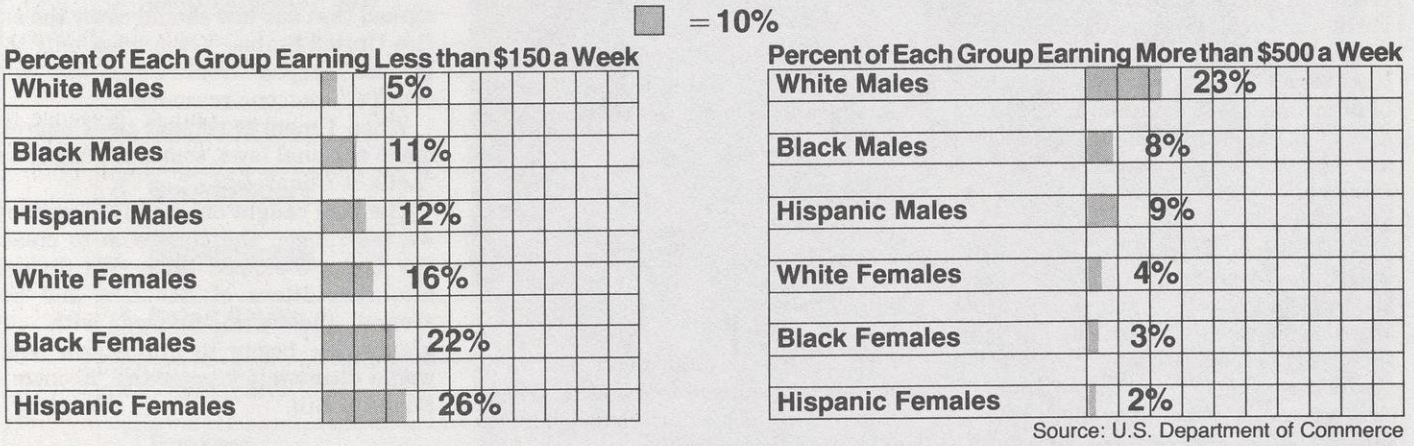
Source: U.S. Department of Commerce

Table #2
1981 Average Income For Full-Time Workers (By Sex and Race)



Source: U.S. Department of Commerce

Table #3
Rich and Poor (By Sex and Race)



Source: U.S. Department of Commerce

Note: This unit was designed to combine critical thinking skills in social studies with math concepts. The math concepts covered included fractions, percentages, averaging and applying addition and subtraction computation skills. The lesson plan was also based on the fact that representing large numbers in a graph format makes them more concrete for young children.

Unequal Pay for Equal Work

I asked the class to think about the question that night. The next day, there were no new answers. "Take a look at this graph," I said, and distributed Table # 4 (Weekly Salaries Earned By Women and Men For Doing the Same Job). Referring to these figures, we discussed the following questions:

1. What is the wage difference in each job?

2. Why do some jobs have a bigger gap than other jobs?

The children had some interesting responses. "Men get paid more as bankers because they're supposed to be good with numbers," one girl said. "But I'm good with numbers!"

A girl countered, "Well, females are supposed to be good at taking care of people, and even male nurses get more money!"

We returned to the "average income" question: "Why do men in this country earn more than women?"

"Because men get paid more for doing the same job," the kids said.

"That's only the beginning," I said. "Oh no!" they shouted. "What's next?"

On the following day, I wanted to discuss the distribution of jobs in the workplace. I gave each child a piece of scrap paper. "Tear up the papers and put the scraps all over the meeting area!" I instructed.

The kids stared at me in disbelief. "Really?" they asked, and then joyously ripped up the papers and scattered them about.

"What a mess!" I exclaimed. "Let's have all the girls clean it up!"

At first, the class was silent. Several girls began to pick up the scraps. Most of the boys were laughing, but one boy offered his help."We all made the mess," he said.

Several girls had been whispering to themselves. "It's not fair!" they shouted. "We all should clean it up."

"You're right," I said. "But in our country, almost all the cleaners and servants are female. Take a look at this graph, and then we'll all clean this up!"

I distributed Table #5 (Who's In What Job?), for which I'd converted Department of Labor Statistics for 1980 to circle graphs. Most of the students were familiar with percentages, but I found it helpful to state, "In these graphs, per cent is how many out of every 100 workers are male and female." I asked the class to study the graphs and make lists of jobs with more men and jobs with more women. I then posed the following questions:

1. Who has the more active jobs?

2. Who has more helping (service) jobs?

3. Who is more likely to teach children? To teach college?

4. Which jobs, do you think, are the highest paying? Who has these jobs?

5. Which jobs, do you think, are the lowest paying? Who has these jobs?

I then asked, "How do these graphs affect the overall income for men and women?"

"I get it!" someone shouted. "Men have the higher paying jobs, so they have the most money!"

The students were clearly upset. "This isn't fair!" they echoed. I asked them what could be done. There was not much of a response. The scope of the problem was much larger than anything we had tackled before. Someone said, "You know the answer. Why don't you tell us?"

"I don't have an answer to this problem," I said. "If I did I'd run for President!"

"Let's make a law," suggested one child.

"Good idea," seconded another.

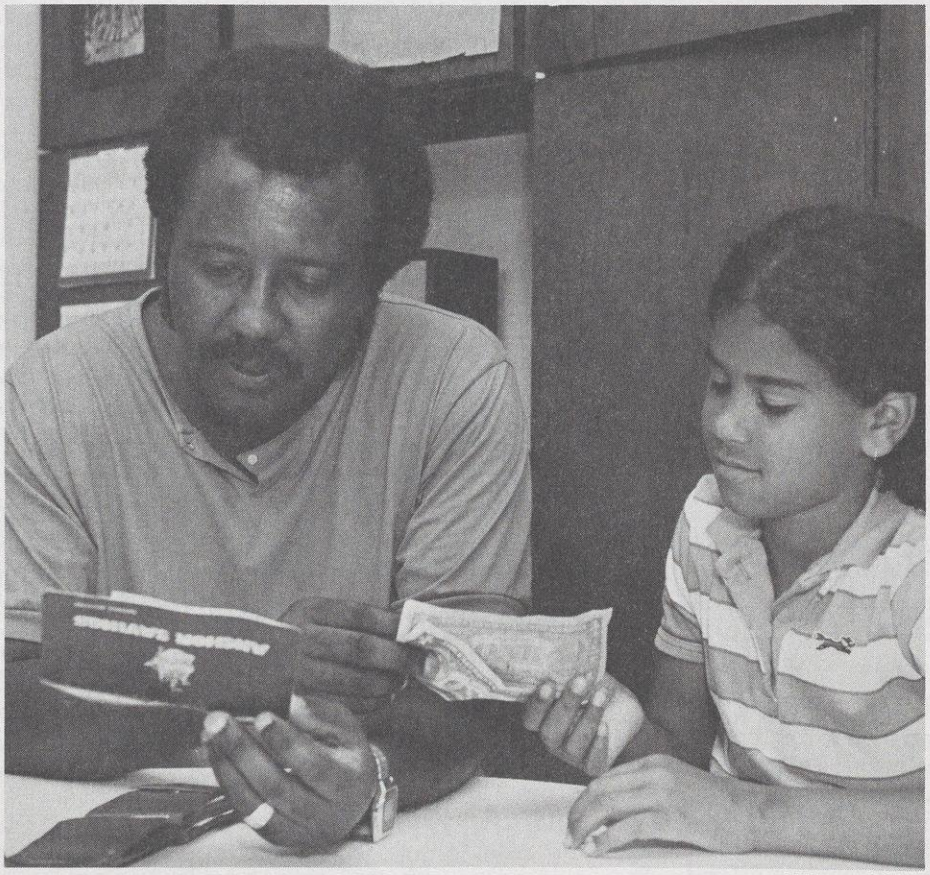
"How do you make a law?" they asked.

"The government . . ." someone began. "I don't know how the government makes a law, but I know it does."

I explained that there were national, state and local governments. Everyone agreed that our law should cover the entire United States. "Otherwise, only the income graphs from *California* will change," someone reasoned.

When I mentioned that the Congress made national laws, someone suggested, "Let's be Congress!"

The idea caught on quickly. Together, we rearranged the classroom to create one large U-shaped table. We divided into committees of Senators and sat around the table. Armed with our graphs, we began to brainstorm what would ultimately become the "Economic Equality Bill."



Hildegard Adler

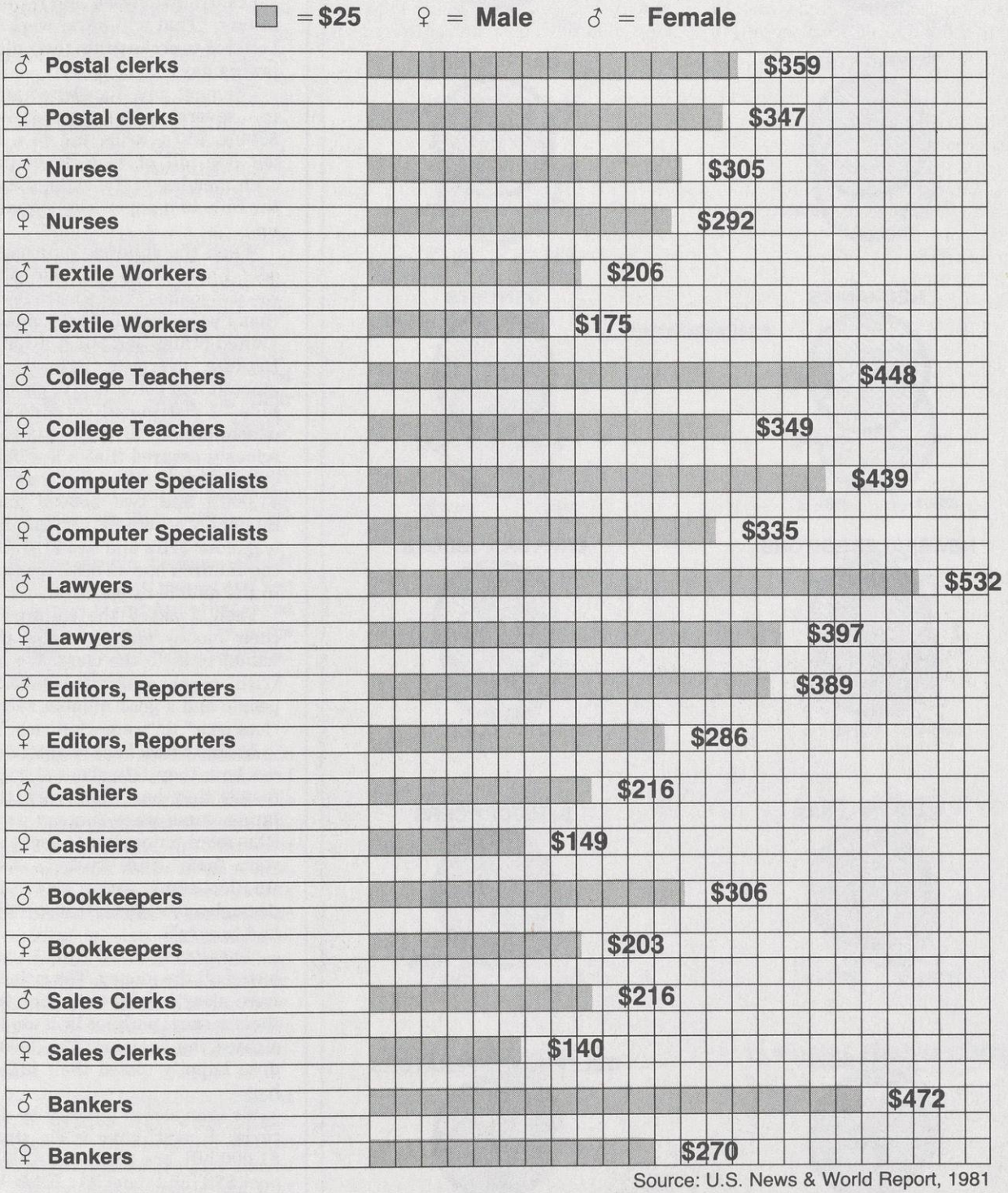
Congress Takes a Stand

The committees proposed a number of solutions, which we discussed and critiqued. These remedies included:

"Tell all the bosses that they have to hire and pay people equally, and if they don't, we'll send them into outer space."

Table #4

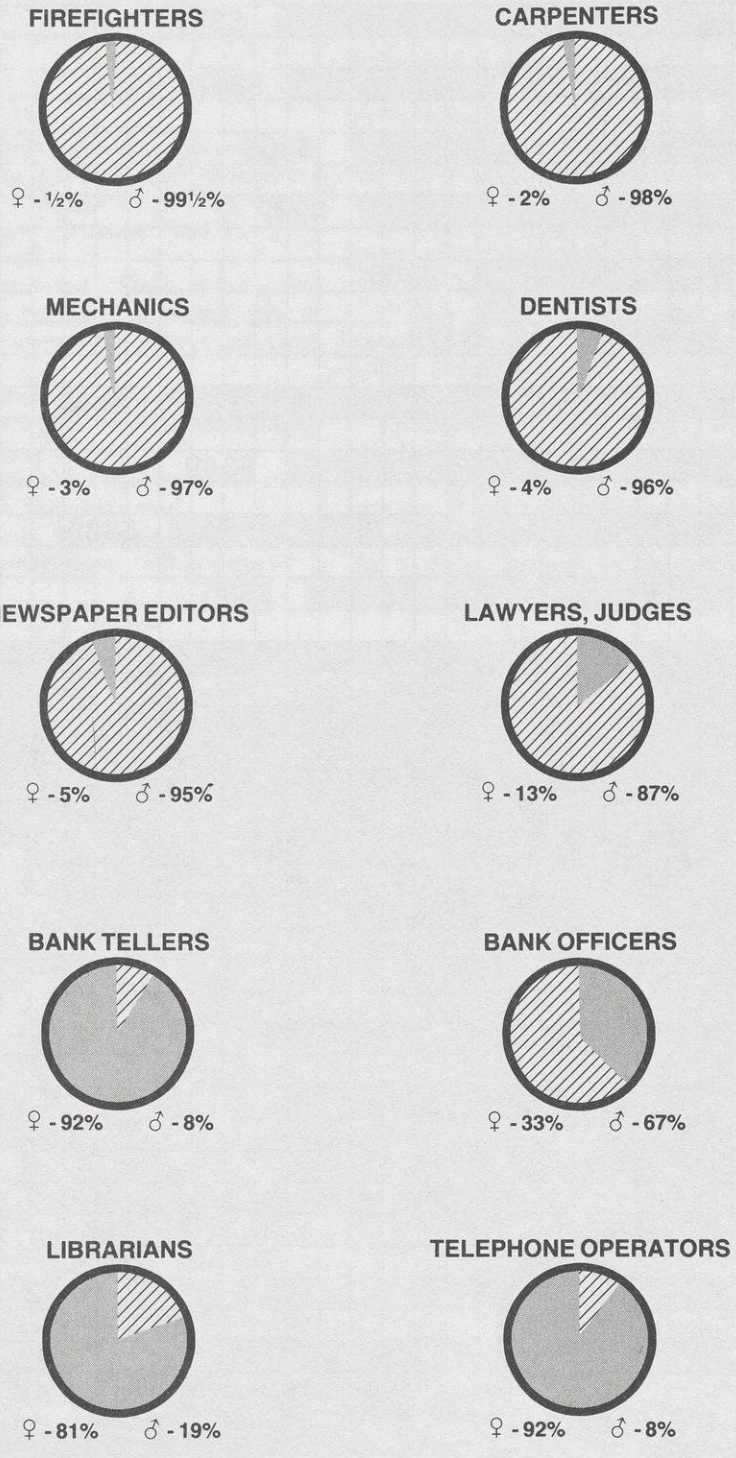
Weekly Salaries Earned by Women and Men For Doing the Same Job



Source: U.S. News & World Report, 1981

Table #5
Who's In What Job?

⊘ = Male (♂) ● = Female (♀)



"Companies who pay people unfairly should pay lots of money to the government."

However, the Senators responded most enthusiastically to the suggestion that, "We should collect all the money in the country and then divide it up equally."

I controlled myself and refrained from saying, "That will never work." Instead, I offered to orchestrate their plan the following day.

The next day, I gathered play money in several denominations—$1,000's, $500's, $50's, $20's and $1's. I counted out one bill of each denomination for each member of the class; then I put all the bills in a paper bag and mixed them up.

When the children returned from recess, I said, "Let's try your solution and see if it makes things more fair. Pretend that I've collected all the money in the United States and put it all in this bag. Because everyone earns a different amount, I'm going to give each of you six bills." I distributed six bills of varying denomination to each student. I consciously assured that a few children received large sums of money (*e.g.*, four $1,000's and two $500's) and that a number of others got very small amounts (*e.g.*, four $20's and two $1's). The rest of the children had an assortment of money in the middle range.

Then, I asked the children to count their money and announce their individual total to the class. We had a few "rich" people, a larger number of "poor" people and a good number ranging from "less poor" to "somewhat rich."

At this point, I asked each child to tell me how they felt about the amount of money they had. Generally, those with larger sums were "happy, glad, lucky" (the more interesting responses to me were "safe" and "guilty"). Those with smaller sums were "poor, sad, mad" (though a few students were "frustrated" and "angry").

"Let's try your solution," I said. I collected all the money. The richer children were clearly more reluctant to give up their money, perhaps because they anticipated the outcome. The "poorer" children happily tossed their bills into the bag.

We then sorted the bills by denominations. I next gave each student one $1,000 bill, one $500, one $100, one $50, one $20 and one $1. Each child announced a total of $1,671.

When I asked the students how they felt, the previously "poorer" group unanimously agreed that they felt "better," were "relieved" and were "happier." One

child whose income had increased said, "It feels more fair." Another added, "I'm glad I got more this time around."

Responses from the once "wealthier" group were mixed, however. One child said, "It's nice that everyone is equal now, but I wish I had my money back." Another suggested, "Can we just *make* more money so that everyone could be rich?" which received the insightful response, "Then no one would be rich because we'd all have the same amount! Besides, you can't start printing new money, just like that!" One "rich" student said, "Isn't there some other way to help poor people without having to give up what *I* have?"

This experiment added a chilling note of realism to our first solution. The class realized that in order for there to be economic equality, those who benefit from the existing injustice must give up something in order to help those in need. Carried further, privileged groups must agree to relinquish some of their privileges if we are to create a society that is truly equal.

Congress voted down the first plan. "It's too complicated because not many people will give up their money," one Senator said.

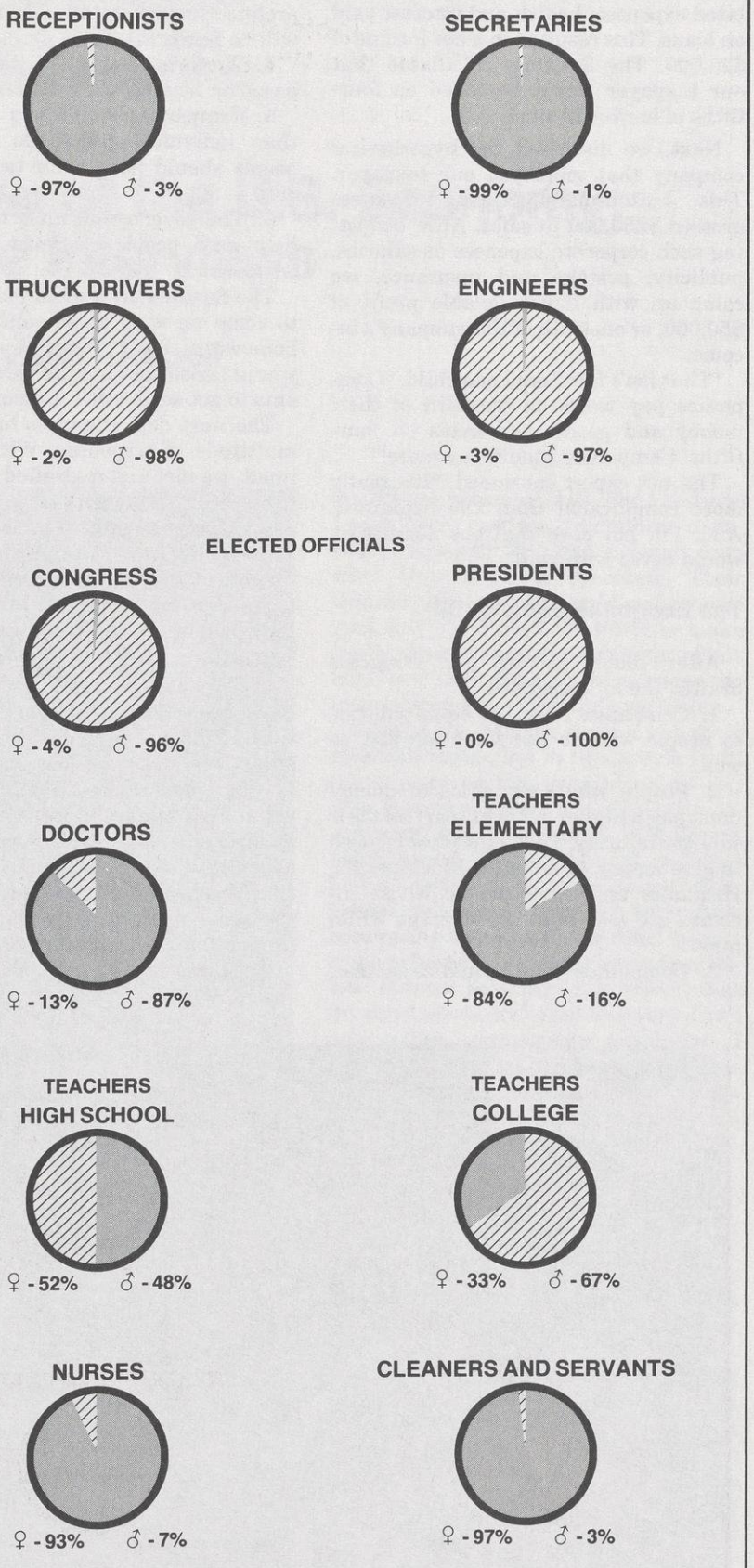
"And, it's too simple, because what if you worked hard for your money and you don't want to give it up? And what if you have six kids? Will you get the same amount of money as someone who has no kids?" reasoned another.

Taxes

The Senators reconvened. After much discussion, we decided on a number of resolutions. However, several of the bills called for a new taxation system. The children knew that some big companies in the United States made large profits, and they thought that these profits should be taxed at higher rates to raise the incomes of women and people of color. But, we could not draft these suggestions without some professional advice. So, I recruited a (female) tax practitioner to briefly and simply explain the difference between corporate and individual taxes.

With the students' help, the consultant invented a hypothetical wage-earner. They decided that this taxpayer worked in a button-making factory and earned $25,000. The consultant explained that our taxpayer was required to pay taxes on the income s/he earned, minus certain deductions and credits.

From the $25,000, we subtracted esti-



Source: U.S. Department of Labor, 1980-81

mated expenses for child care, work-related expenses, health and interest paid on loans. This resulted in a net income of $20,000. The Senators calculated that our taxpayer would be taxed on four-fifths of her/his income.

Next, we discussed the hypothetical company that employed our taxpayer. This button-manufacturing business grossed $250,000 in sales. After deducting such corporate expenses as salaries, publicity, postage and insurance, we came up with a net taxable profit of $50,000, or one-fifth of the company's income.

"That isn't fair," said one child. "Companies pay taxes on one-fifth of their money and people pay taxes on four-fifths! Companies should pay more!"

The tax expert cautioned, "It's really more complicated than I've explained. And, I'm not sure that the companies would agree with you!"

The Economic Equality Bill

After much debate, our Congress drafted the following bill:

1. Companies must pay equal salaries to people who do the same job just as well.

2. People who earn a lot of money must pay a higher per cent (part) of their salaries in taxes. The taxes *must* be used to give money to females, Black people, Hispanics and other people whose incomes are less than the average white male's.

3. Companies should equalize salaries by paying workers more from their extra profits. Companies who do not do this will be fined.

4. Workers should be paid salaries based on how big their families are.

5. Companies should pay more taxes than individual people do. Individual people should have their tax rate lowered.

6. The government must use taxes to help poor people. It must buy fewer weapons.

The Senate had worked long and hard to come up with these solutions. As a homework assignment, I asked the young legislators to interview their parents to get some other opinions.

The next day, the class brought in a multitude of responses. With this new input, we met and re-drafted our bill. At first, the students wanted to incorporate every change suggested by their parents. This would have considerably reduced the impact of our bill! I encouraged them to stand up for the aspects of the bill that they believed in.

The bill was amended as follows:

1. To statement one, we added "and have been there the same amount of time." Students agreed with several parents who felt that workers should be paid for their experience on the job. Still, I pointed out to the children that although most businesses paid salaries based on experience, our school paid every full-time teacher equally, because we all did the same work to keep the school running, regardless of our experience.

2. Statement #4 was most controversial. Some parents were concerned that if people with large families get higher salaries, then women might have children for the wrong reasons — and that husbands might push women into having children. The Senate voted unanimously to eliminate that statement.

Our bill was completed at last. The following week, we role-played representatives of various special interest groups at a Senate hearing on the legislation. I pretended to be a big business owner who insisted that the U.S. would stagnate if my company paid more taxes and had no money to re-invest in our country's future. At first the students were intimidated by my stance and tended to agree with me, but then one child said, "Why don't you earn a smaller salary, so your company will have a bigger profit?" Another child confronted me: "Don't you think the workers are America's future?"

At the hearing, a child portrayed a man who was told by his boss that his salary would be cut so there would be enough money to pay the women equally. The other students told the man that his boss was just putting him in the middle of an unfair situation. Another student said he was the President and needed lots of weapons to defend America; but the class told him that he already had plenty of weapons.

After our hearing, we voted on the bill and unanimously passed it. The children were proud. "What a lot of work," they said. "Too bad it can't be a real law." So we sent copies to our Congressional representatives. We're still awaiting a response.

Our task was complete. Though our solutions were at times simplistic and naive, we worked hard as a group to conquer a problem that our nation's leaders have yet to solve equitably. The children developed a sophisticated understanding of how money is earned and distributed in our society.

Most importantly, a class of concerned eight- and nine-year-olds grew to understand that they had the power to think critically about the world as it is—and work together to bring about change. □

Hildegard Adler

The author would like to thank Margaret Thompson, who assisted in developing and implementing this unit at the Berkwood-Hedge School; Kathy Phillips, who provided statistics and approaches; and Sheila Khalov, who volunteered her time to consult with our class.

About the Author

JAN M. GOODMAN is a frequent contributor to the Bulletin. *She is currently an educational consultant and teacher in Berkeley, Cal.*

What attitudes do young children have about our economic system? Interviews with fifth graders suggest that societal messages about wealth and poverty are absorbed quite early

A Child's Eyeview of the U.S. Economy: Some Interviews

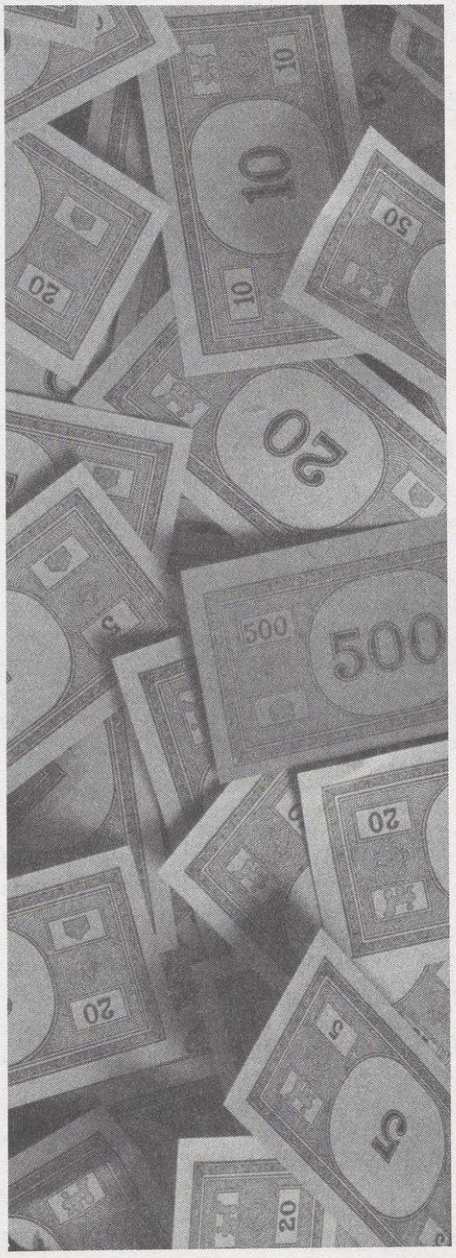
By Gail Draper

Young children's experience of money is a curious combination of the concrete and the abstract. Youngsters are inevitably introduced to the language of money (words related to salaries, banking, taxes, etc.) before there is any possibility of real understanding. Since attitudes which precede understanding are particularly inflexible, it is valuable to examine children's basic attitudes about various issues related to income distribution.

To do so, I decided to interview some children. I'd already spent a quarter as a volunteer in a fifth-grade classroom of 17 ten-year-olds in a private Episcopal school in southern California. I conducted extended interviews with six different children—three boys and three girls. The interviewees included two white boys, one Black boy, one Black girl, one white girl and a Korean girl who'd been adopted at a young age by a white family. I would guess that the economic backgrounds of the children were generally middle class.

Usually I talked to each child privately and recorded our discussion on tape. I was not entirely consistent in my methodology. Although there were certain topics I wanted to discuss, specific questions arose within the context of each interview. At first I refrained from providing additional information, drawing strictly on each child's knowledge or the conclusions they came to on the basis of their own (often nebulous) notions. Later, however, I tried extending what they knew in order to provoke thought.

I am not a practiced interviewer, and after the interviews were transcribed I could see many instances where I failed to delve for personal meanings when the children used relatively sophisticated language. Nor did I point out their contradictions with any skill. The questions I posed were hard for the children to answer; frequently they had to depart from what they knew to speculate. Their thinking about what *would* make sense (and they did expect the world to make sense) often drew upon their sense of justice—and their capacity to consider the interrelatedness of multiple variables.



I asked the children about a variety of economic topics, but in this article I will concentrate on two general areas—(A) who gets how much and why—the assignment and justification of different salaries and (B) poverty and wealth—how it comes to be, is it fair, unfair. Edited selections from my interviews accompany this article; the conclusions I came to based on all of the interviews follow. It must be stressed, however, that my conclusions are based on a very small and rather homogeneous population. I hope that other researchers will do further work in this area, particularly in assessing the values of children from a variety of economic and racial backgrounds.

Who Gets How Much and Why

Although the children lacked specific information about salaries, they made educated guesses on the basis of their knowledge about status. Many of the positions they described as well-paying are jobs (most of them "professions") that are highly valued in the community. It then became their task to justify the hierarchy they perceived. As a group they touched on several of the factors that determine salaries, but each child tended to focus on a single theme or explanation and apply it throughout. One child—Dirk—considered each job individually without relating one to another.

TABLE 1

Most people who are rich have gotten rich by . . .

Personal effort	"Winning"
Getting an education	Stocks
Starting a business	Las Vegas
Owning a factory	Gambling
Saving, putting their money away	Inheritance
Working hard	
Using their brains	
Inventing things	
Begging, robbing	
Making up a company	
Education, spending wisely, working hard	
Collecting cans, putting away money	
Good job	
Drawing	

TABLE 2

Most people who are poor are poor because . . .

Personal vice/ignorance	Social forces/conditions
Too lazy	Born that way
Didn't know how to make a better life	Gypped up
Didn't spend money wisely	Robbed of all belongings
Started drinking, had family problems	Government took away
Spend all their money on alcohol	No opportunity for a job
Too lazy to try to get work	Never had a chance for education, parents poor.
They drink a lot, keep buying liquor—like winos. Maybe they have a lot of problems.	

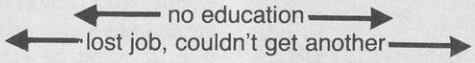


TABLE 3

If I were poor my feelings toward rich people would be . . . ("That's hard," came from one worried face, as he pondered what would be a fair way to regard the rich. This posed a dilemma for several children; they often considered extenuating circumstances—evidence of moral relativism. There was general sympathy for and protection of the wealthy.)

Positive	Chiding
• I'd be proud of the rich people that they got rich. It'd be greedy to be mad at them.	• They should share more.
• I'd think they had so much power.	• They should be more considerate and help other people. Like if someone came up to you on the street and you had some spare bucks, give 'em $10.
• I'd think they were great, powerful.	
• I'd be happy for them and unhappy for myself.	
•(It depends if they gave money to poor people or not)	
• I'd be grateful that they'd made it to the top.	• Yea, it does depend on if they gave money to poor people. If they didn't, I'd think they were greedy and don't care.
	• If they weren't already giving money to the poor people, I'd talk to them and make them think, "What if they were poor?"

The other children ran into varying degrees of difficulty and/or inconsistency in applying their theories.

In general, the children made frequent references to how "hard" a job was, though their definition of "hard" varied. Usually the cognitive challenge of a job was valued over its physical challenge. Although Vanessa mentioned that some jobs are "more advanced," Rachel was the only one to use the investment of time and money in education as a yardstick.

Responsibility, usually in terms of human life, was another descriptor of "hard." For Mickey responsibility for life could either be literal (as in the case of the doctor, but not the teacher) or collective (as in the case of the president). For Jim it meant helping people. For David, responsibility for life was strictly in terms of protection (police, paramedics, firefighters). Unlike Mickey, who felt the president's salary was based on "hard" decision-making, David saw the president as having money but not earning it because he "only" makes decisions with others doing the work. David also said that computer programmers make the most, a perception that he's not yet integrated with his current framework of human protection services, nor did he note any inconsistency. David also suggested that the degree to which a job satisfied basic human needs determined its monetary worth. Vanessa was more consciously aware of salaries being tied to the values of the community, and she saw a relationship between consumers and producers. (Thus, rundown restaurants are unsuccessful because people won't go to them.)

In situations that they judged to be unfair, the children's explanations tended to focus on the responsibility of the individual workers (Vanessa was the exception to this pattern). For instance, one child said that waitresses are underpaid because "people maybe don't think she's doing a good job or something." Another stated that some earn less because they "don't do their job as well as other people." What seems significant is that the children inevitably focused on the worker as being in the wrong. That a manager might be mean or greedy was never suggested. Clearly, these children have already incorporated this culture's tendency to "blame the victim."

Poverty and Wealth

In a general class discussion, the children attributed the existence of wealth

and poverty to one of two general categories (see Tables 1 and 2). The first category is based on the moral turpitude or virtue of the individual: The poor are lazy, the rich hardworking; the poor have stupidly or naively squandered their resources while the upper and middle classes have virtuously saved. The second category recognizes the influence of outside forces: The government can take away money. The impoverished are ripped off or taken advantage of (though it is not clear by whom). Poverty is a condition into which one may be born and find it difficult (nigh impossible) to escape. Similarly, wealth can be a matter of inheritance, nothing more. Some are overcome by uncontrollable hardship; others are smiled upon by an equally uncontrollable fate (successful gaming, for example).

The children's responses often reflected two sides of a single issue. In addition, some responses bridge both categories (see Table 2); further questioning would be needed to decide the implications of the students' answers.

While youngsters generally allowed for the fact that poverty is frequently self-perpetuating (for whatever reasons), their personal solutions did not necessarily reflect this. Vanessa saw herself as "moving" higher and higher and David envisioned his own success through his diligent effort, holding down three part-time jobs simultaneously. This seems to me the reflection of a powerful cultural message—*i.e.*, that one can pull one's self up by the bootstraps—which is largely unsupportable. All of the students expected to find work though they realized this might not be sufficient to free them from want.

It's difficult to say how accurately the children's statements portray their beliefs. Some of their language may have been influenced by classroom discussions on oppression, but I'm not so sure their thinking has accommodated this new perspective yet. For instance, David began by acknowledging that forces larger than the individual played a role in the distribution of wealth. However, when questioned about "fairness," he insisted that it was indeed fair, implying that wealth is the reward for hard work and poverty the cost of laziness.

The students did not see any relationship between the accumulation of wealth and poverty. Even though Mickey described the poor as being taken advantage of and the wealthy as knowing "how to deal," she still saw them as separate realities: "It's hard on the poor people. But you know the middle and the rich people, they're okay." Wealth is never seen to be acquired at the expense of the poor.

Table 3 contains answers to the question "If you were poor, what would your feelings toward rich people be?" The students' feelings toward the upper echelon are generally positive and never angry—"I'd be happy for them, and unhappy for myself."*

Clearly these children have already absorbed the prevailing societal attitudes about wealth and poverty—and about rich and poor people. Indeed, for several years, they have been living with similar attitudes within their classrooms, where grades substitute for money. They believe that grades will be awarded according to their efforts and that they are justified in believing that they have earned what they get. They see grades as objective—not subject to teacher expectation or prejudice, not slanted to favor one variety of knowledge over another. It is little wonder that they conclude that "the people that work for the money deserve it because they *work* for it and the people who are too lazy to get out there and do anything, that's their problem." We learn what we live. While more preliminary analyses need to be done, it is clear that teaching strategies to enable children to examine—and challenge—current attitudes are needed. □

*I also discussed possible solutions to societal inequities with these students. Readers interested in obtaining a copy of my findings in this area are invited to write me c/o the Council (please send $3 to cover postage and handling charges).

About the Author

GAIL DRAPER has worked in a variety of settings learning to make issues of social justice part of the emotional lives of children. The research cited above was conducted while she was a student at Pacific Oaks, Pasadena, finishing a B.A. in Human Development.

Who Gets How Much and Why? Children Share Their Thoughts

Below are excerpts from the interviews that Gail Draper conducted with six ten-year-olds attending a private Episcopal school in southern California. An analysis of these interviews appears in the accompanying article, which begins on page 17.

RACHEL (BLACK GIRL)

Teacher: What jobs pay the most do you think?

Rachel: Lawyers, doctors, electricians, people that are part of the government that fix the freeways, that clean the freeways. . . .

T: Who do you think earns the least money?

R: Well, I'd probably say waitresses because if you want to get a good job you should have an education and they could just do math and the cash register adds it up sometimes. Or a trash man probably because the only thing they really have to learn to do is drive and pick up trash cans. That's what I think pays the least money.

T: Why does a doctor get paid more?

R: Cuz he studies more! A lot of years of medical school and other schools . . . a *good* education . . . especially like surgery doctors that does brains and stuff like that takes a lot of work so you get that work right back to you. All that college money, school money just goes right back to you.

DIRK (BLACK BOY)

T: What jobs earn the most money?

D: Doctors, lawyers.

T: Which ones earn the least do you think?

D: Garbage men.

T: Why does a doctor or a lawyer earn more than a garbage man?

D: Maybe cuz, well a lawyer they go to court and everything, go through trouble

A Resource on Work

The accompanying article looks at some fifth graders' attitudes about money, particularly as it relates to salaries and various jobs. In the future, the *Bulletin* hopes to look more closely at the world of work—especially what children learn about work from their books and other learning materials. Meanwhile, we would like to call readers' attention to a project being completed by The Multicultural Project for Communication and Education.

That group will soon publish *An Early Childhood Curriculum for Teaching Children About Work* by Jessie Wenning and Sheli Wortis. It is designed to help children understand the many kinds of work they see performed by their parents, teachers, neighbors and other workers.

The Multicultural Project notes that the early childhood curriculum about the world of work is usually restricted to a narrow examination of "community helpers," traditionally presented as such uniformed men as postmen, policemen or firemen. The new curriculum seeks to encourage educators to develop more accurate and informative curriculum about all work and workers in our society. The activities are designed to increase children's knowledge of—and respect for—work in the home, in the classroom and in the community.

People interested in obtaining a manuscript copy of this curriculum should send $5 to The Multicultural Project for Communication and Education, 71 Cherry St., Cambridge, MA 02139.

finding everything out; and for a doctor they operate and everything maybe. For a trashman, all he does is empty the trash out of everybody's trashcan.
T: Does it seem fair to you that one of them gets paid more than the other?
D: Yea.
T: How come?
D: Well, cuz one does more work. . . .

(Later in the interview)

T: Do you suppose the president earns more or less than doctors and lawyers?
D: Probably more.
T: How about a teacher?
D: Teacher? She earns less than the president.
T: And less than a doctor and a lawyer?
D: Yea.
T: How about a store clerk?
D: Store clerk?. . . Well, it's like a little bit over a teacher.
T: Why would a store clerk earn more than a teacher?
D: I decided that people come into the store to buy a lot of things. You help make the things neat and everything so they pay you; they pay you the right amount of money for helping put everything in order so people would buy more.
T: What's a teacher do?
D: A teacher, she teaches kids and they already *know* but she wants them to learn *more* than they already know.
T: Do you think the store clerk's job is harder? Or more important? Why does it get more?
D: Well the store clerk's job is maybe a little bit harder than a teacher's job.

MICKEY (WHITE GIRL)

T: What jobs do you suppose earn the most money?
M: Lawyers and doctors—those jobs.
T: What jobs earn the least then?
M: Hmmm. I'm not sure.
T: Why do some people earn more than others?
M: Because some of the jobs are harder.
T: What makes a harder job?
M: Like a doctor, he has to operate on people and a waitress, she just gives food to people. But a doctor, he has to operate on people and check and he's responsible for some people.
T: How about a teacher?
M: Well, she only teaches us. She isn't responsible for our lives or anything.
T: So the more responsible you are for other people, the more you earn?
M: Yea.
T: How about the president? Does he earn more than a teacher?
M: Yea.
T: More than a doctor?
M: More than a doctor because he's the president of the United States and he has to make decisions.
T: So decision-making is hard.
M: Yea.
T: Do you think it's fair that some jobs get more money than others?
M: It depends on the job they have.
T: Can you think of any where it seems unfair?
M: Waitress.
T: Why?
M: Well, cuz she works hard and she's responsible for getting the food to the people.
T: If it's not fair, how come somebody's not paying her more money?
M: Because people maybe don't think that she does a good job.

JIM (WHITE BOY)

T: What job do you think earns the most money?
J: Probably a football player or an athlete.
T: What jobs do you suppose earn the least money?
J: (Silence)
T: Is it fair that some jobs get more money than others?
J: Yea.
T: Why?
J: Well because if you compare an elementary teacher and a preschool teacher, preschool kids might be harder to teach because they don't know very much—I shouldn't say that—they don't, they can't understand, they don't pay attention a lot of times. . . .
T: What makes a job hard do you suppose?
J: The way you work it . . . the way you manage it.
T: Do a doctor and a lawyer earn more than a factory worker?
J: Probably.
T: Do doctors and lawyers *deserve* to get more?
J: Yea.
T: Why?
J: Because they're helping people. Like a doctor would cure sickness and a lawyer would help people from going to jail.
T: What job doesn't pay very much money at all? How does a busboy compare to a teacher?
J: I think he would earn less.
T: Is that fair?
J: No.
T: Why do you think some jobs earn very little money if it's not fair?
J: Maybe because . . . they don't do their job as well as other people.

DAVID (WHITE BOY)

T: Which jobs earn the most money?
D: Probably computers.
T: How come?
D: Because they make up programs.
T: What other jobs earn a lot?
D: Doctors, paramedics, firemen, policemen.
T: Why do you think those get a lot of money?
D: Well, the police could get a lot of money by catching people that rob vaults and save the people the money so that

they can get a lot of money.
T: So you think they deserve to get a lot of money because they protect people?
D: Yea, and the paramedics and stuff. The paramedics would get more money because they would save people's lives, they could put out fires, and get people out of the houses.
T: What sorts of jobs don't get much?
D: Well, probably plumbing. Well, that would get a lot of money cuz of supplies and stuff, that gets a lot of money. Well, what wouldn't get a lot of money, umm, would probably be a paperboy.
T: Why?
D: Because he wouldn't do much; he just probably gives out the paper.
T: Does the president make more or less than doctors, paramedics and firemen?
D: Less.
T: Why do you suppose he earns less?
D: Because he doesn't work much. He *has* money, but he doesn't earn it.
T: He doesn't earn it? Why not?
D: Well, what's his job?
T: What do you suppose his job is?
D: To make nuclear bombs, probably. To give the money to make them.
T: He makes decisions about how to spend the tax money?
D: He really only makes decisions. He doesn't *work*. He has other people who work *for* him, so he doesn't really *earn* money.

(Later)

T: What jobs do you think *should* get the most? Should a teacher get as much as a doctor?
D: No.
T: Why not?
D: Because the teacher does not save people's lives.
T: Who gets more, the teacher or the president?
D: Teacher.
T: Why?
D: Well, because the president, like I said before, the president doesn't help.

VANESSA (KOREAN HERITAGE, ADOPTED BY WHITE FAMILY)

T: What jobs do you think earn the most money?
V: A doctor, chiropractor, if you were really good at being a designer, someone who's built a car and made a lot of money off it, an owner of a store and if the store's popular, that's all I can think of.
T: What do you think is on the other end of the scale, pretty low-pay?
V: Rundown restaurants cuz they really wouldn't get enough business to really pay them really high. An unpopular hotel that is just sitting there.... Mostly jobs that the public doesn't like so they don't go to, so it just sits there.
T: Do you think it's fair that some jobs pay more than others?
V: Mmm-hmm, because some are more harder and more advanced. Like take a doctor for instance, doing open heart surgery compared to frying up some hamburgers [laughing]. I think it's a little harder.
T: Where does a teacher fit?
V: In the middle.
T: Do you think that's fair?
V: I think teachers should be paid a little more because they have to handle all the students and they do a lot of things for them, but if it's like they're being paid really high then that would be okay.
T: Does the president make more or less than a doctor?
V: What I've always wanted to know, who *pays* exactly the president cuz he's always the boss and everything, so I'd think he'd get maybe around a doctor.
T: Do you think he deserves that? Is his job hard?
V: Yea, but it depends what he was doing. It'd depend if he was a good president and doing what the public wanted him to, but like he wanted to be president so badly he bought all his votes and he won and then he didn't know what to do, then I didn't think he would deserve it.
T: How about a waitress?
V: I think it's lower than a teacher, but it's right in the middle. But it depends if it's a really fancy restaurant.
T: Do you think that's fair ... that people at fancy restaurants get paid more? Is their work harder?
V: For a waitress, not really because they're still doing the same kind of work. Maybe the fancy one has to carry more stuff, but they're still doing the same kind of work. And probably the one that's working at the fancy one [is] probably doing less hours than the one that's in the other place because if the place is so rich you can have more people there because they can afford to pay it, but that person, they make them do that one schedule like 40 hours a week.
T: Does that seem fair?
V: Not if the high paying job doesn't do only like 10 hours a week and they're doing 40 hours a week. That's not fair.
T: How would you change that? Could you?
V: Actually I couldn't because it would tell how much the restaurants are making. □

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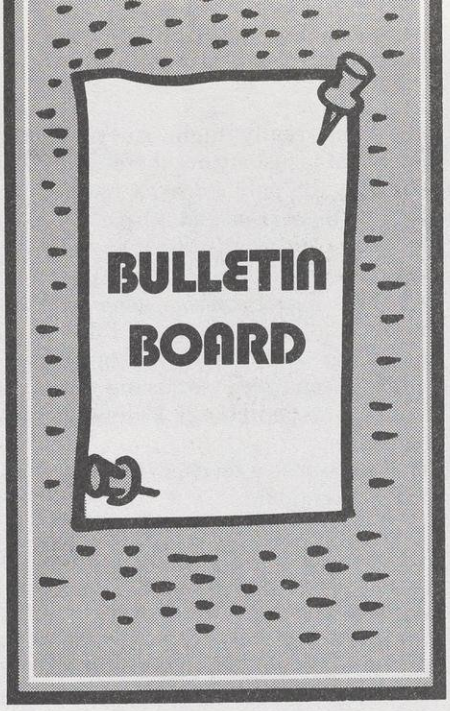
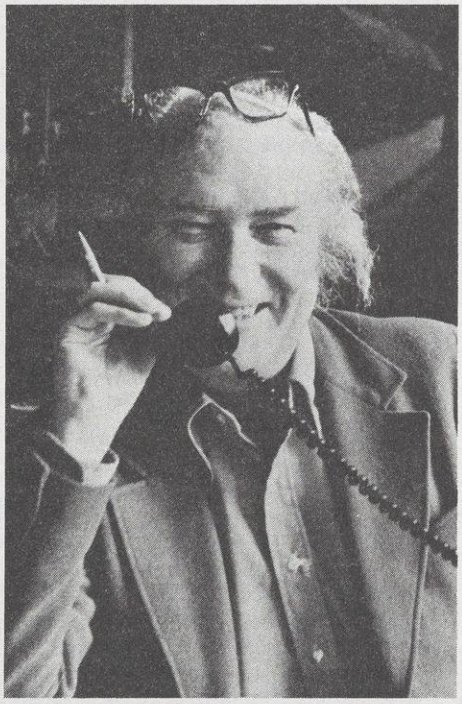


Brad Chambers Honored by WREE

The late Brad Chambers, who was director of the Council on Interracial Books for Children, was honored by the New York Chapter of Women for Racial and Economic Equality (WREE) at its Third Annual Fannie Lou Hamer Awards on March 16. Brad's work at the Council and his role as "leader in the struggle against racist textbooks worldwide" were cited by WREE.

Awards were also given to Josie Anderson McMillian, labor leader, President of the New York Metro Area Postal Workers Union and member of the Coalition of Labor Union Women; Mary Gale, who has spent most of her 85 years in the peace and trade union movements and is a member of the International Ladies Garment Workers Union, Coalition of Labor Union Women and Women Strike for Peace; Bernardine Oliver, poet and writer, whose work has appeared in national and international magazines and anthologies.

WREE notes that those honored have devoted their lives to the ideals of Fannie Lou Hamer, the daughter of illiterate sharecroppers who led the fight for voting and civil rights in her community of Ruleville, Mississippi, as well as nationally. In 1964, Hamer helped organize the Mississippi Freedom Democratic Party, which, in 1968, won the battle to integrate the Mississippi delegation to the Democratic Convention. Active in the Civil Rights struggle and a passionate and outspoken advocate of peace, Hamer underscored her commitment to freedom and equality when she declared, "What's hurtin' the Black folks that's without is hurtin' the white folks that's without . . . we got to fight in America for ALL the people." She died in 1977 at the age of sixty.



Brad Chambers

Sponsors of the Fannie Lou Hamer Awards Celebration include Bella Abzug, Women USA; Jane Benedict, Metropolitan Council on Housing; Elba Cabrera, Association of Hispanic Arts; New York City Councilwoman Miriam Friedlander; Gerald Horne, National Conference of Black Lawyers; New York State Senator Velmanette Montgomery; and Bettye Roberts, DC 1707 AFSCME.

Women for Racial and Economic Equality is a multiracial organization active in the fight for child care, jobs and affirmative action, peace and racial equality. For further information, write WREE, 130 E. 16th St., New York, NY 10003.

Biracial Conference Scheduled in New York

The Biracial Family Resource Center is co-sponsoring a one-day conference on biracial families, April 27, 1985, 9:30 a.m. to 5:30 p.m. at The Little Red Schoolhouse (co-sponsor), 196 Bleecker St., in New York City.

The conference agenda includes morning sharing groups based on the make-up of the biracial families (type of racial mix, single-parent families, gay families, relatives). The afternoon will offer workshops on the following topics: activities to enhance positive self-development; adolescence; early childhood and pre-adolescence; positive images for children of color in children's literature (led by CIBC staff); the challenge of single parenting; extended families; creating skits from our lives (tentative); and biracial families as social change agents (tentative).

The registration fee is $15 in advance, $20 at the door. Childcare is available for a $5 charge. Adolescents, relatives and professionals are welcome to attend the conference.

For further information contact: Biracial Family Resource Center, 800 Riverside Drive, Suite 56, New York, NY 10032; (212) 928-7601.

CIBC Follow-Up Program on "Children of Interracial Families" Conference

Two regional events have been scheduled as follow-ups to the very successful CIBC national conference on "Children of Interracial Families" in 1984. A one-day conference will be held in Portland, Or., June 1, and a two-day conference is set for Chicago, Ill., June 28-29. Representing the CIBC at both events will be Kate Shackford, who served as co-director of last year's conference. These two programs grew out of the hundreds of requests CIBC received for resources and workshops as a result of wide media coverage of its June, 1984 conference (Vol. 15, No. 6).

The Portland conference is being co-sponsored by the Ecumenical Parish of North and Northeast Portland. There will be plenary presentations on the development of positive self-identity in interracial children and small group workshops on several topics: single parents with interracial children, identity and the young child, the interracial adolescent, grandparents and family networks, remarriage and the interracial child.

CIBC and the Ecumenical Parish are seeking adults from interracial backgrounds in the Portland area who would like to share their experiences with conference attendees. Those interested in presenting—or in attending the conference—should contact Rev. Douglas Wirt or Rev. Marge Green at the Ecumenical

Parish, 126 N.E. Alberta, Portland, OR 97211; (503) 288-5173.

The Chicago conference, entitled "Crossing the Color Line: Relationships and Identities," is being co-sponsored by the Biracial Conference Committee. The purpose of the conference is to provide a forum for discussion of the positive and negative aspects of "crossing the color line" in the midwest. Some of the issues to be addressed are the cultural influences and differences brought to interracial relationships, multiracial ancestry, biracial teen concerns, step families and interracial adoptions, and society's reactions to interracial people. For more conference information, contact Biracial Conference Committee, P.O. Box 16386, Chicago, IL 60616-0386; (312) 947-0721.

CIBC is hoping to raise funds to hold regional workshops in Houston and Atlanta and to sponsor a second national conference in San Francisco in late 1985 or early 1986.

CIBC Film Wins Award

CIBC's instructional kit for childcare providers, "Childcare Shapes the Future: Anti-Racist Strategies," won the National Educational Film Festival's "Best Filmstrip of the Year" award in the field of human rights. The filmstrip kit was co-produced by CIBC with the Multicultural Project for Communication and Education in Cambridge, Ma.

The filmstrip details research findings on how racism is manifested by children and adults and discusses the harm it causes to all children; nine strategies to help early childhood staff and parents teach children to respect themselves and those of other races and cultures are offerred. (Information about ordering this filmstrip—and a companion work on combatting sexism—appears on the inside back cover.)

Scene from CIBC filmstrip, "Childcare Shapes the Future: Anti-Racist Strategies"

Bulletin Planned on Indo-Chinese Issues

The Council would like to begin preparing a special *Bulletin* on issues related to Indo-China—particularly Vietnam and Cambodia—and including but not limited to the Vietnam War and the recent increase in immigration from that area. In addition to reviewing relevant children's books and adult resources, we are particularly interested in materials that would be of assistance to educators whose classroom includes students from that area. Please write to us if you have materials to recommend (or criticize), thoughts for this issue, resource people to suggest, etc. Write CIBC, 1841 Broadway, New York, NY 10023.

Groups of/for Interracial Couples

An addition to the list of groups offering support to interracial couples that appeared in Vol. 15, No. 6, is A Place for Us Ministry to Interracial Couples, P.O. Box 357, Gardena, CA 90247-7857; (213) 779-1717, Steve and Ruth White. This is a Christian organization formed to lend support and encouragement to those involved in interracial relationships, or to those who are interested in the dynamics of such relationships. The group offers speaking engagements, fellowships and social meetings.

The following two organizations were previously listed in the *Bulletin* with incorrect addresses. Correct addresses follow:

Biracial Family Network, P.O. Box 489, Chicago, IL 60653-0489; and Multi-Racial Families of Colorado, P.O. Box 20524, Denver, CO 80220-0524; (303) 377-9438.

Surprise! Study Finds Sexism on Campuses

Women are still second-class citizens on many college campuses, according to a recent study. Discrimination can be as blatant as wet tee-shirt contests or as subtle as an adviser's discouraging word.

A report by Bernice Sandler and Roberta Hall of the Project on the Status and Education of Women notes that discrimination in classrooms included professors interrupting women more often than men and giving men more encouragement. "Outside of class—in conferences, lab work, campus employment, extracurricular activities and a host of other settings—women are even more likely to be singled out, avoided or otherwise treated as if they're interlopers on 'male turf,'" reported Sandler, executive director of the project.

Copies of the report are available for $3 from the Association of American Colleges, 1818 R St., NW, Washington, DC 20009.

Klan Establishes Computer Network

According to a recent *Newsweek* story, the Ku Klux Klan has set up "electronic bulletin boards" for home computer operators. For a $5 access fee, the Klan's "Aryan Nation Liberty Net" offers such information as the locations of Communist Party offices and "ZOG informers," ZOG standing for "Zionist Occupational Government."

The *Newsweek* article quotes Glen Miller, leader of the Carolina Knights of the Ku Klux Klan, as saying, "It's a tremendous tool in the awakening of the white Christian people to the Jewish plot to destroy the white race and Christianity." Who said technology brings "progress"?

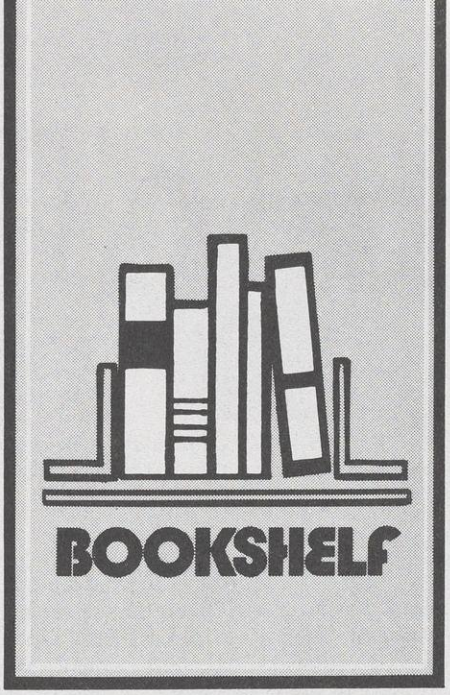
Film Source

A source for "Tsiamelo," a film about South Africa that was recommended in Vol. 15, Nos. 7 & 8, was omitted. The film can be ordered from World Wise, Box 41, Gays Mills, WI 54631.

Documents Requested

The ERIC Clearinghouse on Urban Education (ERIC/CUE) invites you to submit documents (research, monographs, reports, conference papers, instructional materials, literature reviews) on the education of urban and minority children and youth for possible inclusion in the ERIC information system. Send two clearly typed or printed copies of each document and, if possible, an abstract to ERIC/CUE, Box 40, Teachers College, Columbia University, New York, NY 10027.

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



Our Future at Stake: A Teenager's Guide to Stopping the Nuclear Arms Race

by Melinda Moore and Laurie Olsen, plus nine teenagers.
The Citizens Policy Center Nuclear Action for Youth Project
(1515 Webster St., #401,
Oakland, CA 94609), 1984,
$8 (paper), 68 pages, grades 8-up

Superb! Buy one for every young person you know. Buy more to donate to classrooms and libraries. This book is humanistic, interesting, attractive, educational, well-written, and it pushes for activism in a practical, detailed way. We can't afford *not* giving this book maximum distribution. [Lyla Hoffman]

Mattie's Money Tree

by Don German,
illustrated by Liisa Chauncy.
Westminster, 1984,
$10.95, 93 pages, grades 1-4

Middle-class Mattie is miserable. "More than anything in the world" she wants a "supersonic, jet-star, twin-deck stereo cassette player with seventeen push buttons, a carrying handle and a built-in AM-FM radio," just like her rich friend Debbie has. But, alas, Mattie's allowance is **only** five dollars a week, like every other kid in the fifth grade (except for Debbie). And, Mattie just can't save the $119.95 that she needs for the radio.

Mattie and her friend Scott decide to plant a money tree. On a visit to the Federal Reserve Bank in Boston, Mattie sees a machine that shreds old, torn and wrinkled dollar bills. The tour guide gives Mattie a souvenir bagful of the chopped-up money, and she makes a papier-mâché mix of shredded bills, water and flour and molds several tree limbs. She then grafts the limbs to a tree in her yard and in the spring—a miracle! The lilacs bud, the maples bud and the money tree buds! In a week, the tree is covered with thousands of $1's, $5's, $10's and $20's.

Do Mattie and Scott spend the money? No. One day, they meet a "bag lady who looked awfully hungry." (The author explains, "Even towns as prosperous as theirs had an **occasional** poor unfortunate person who lived on the streets." Emphasis added.) Mattie and Scott feel guilty and give the bag lady some freshly picked money.

The next day, they meet an old man, selling pencils on the street. "Both his legs were gone, he was dressed in tattered clothes, and he hadn't shaved in a week." Out of pity, they present the man with $74 they'd planned to spend on themselves.

On the third day, Mattie passes a "pretty little girl using crutches." Mattie feels sorry for "the girl who didn't seem to be poor, just disabled" but she doesn't have any of her free money with her to share, so she smiles instead.

At the end of the summer, Scott surprises Mattie with The Radio, which he's bought from money he's earned. The two friends then count up the money from the tree. Just as they total $9,895, the doorbell rings. It's Susan Swann, a "nicely dressed woman in a business suit" who has come to collect all the money. Representing a charitable organization that helps "sick old people" and "disabled children" (and homeless animals), this magical woman apparently chose Mattie and Scott to grow the money for these humanitarian causes. In the end, Mattie decides she doesn't even need the radio, and she and Scott trade it in for three "Save the Whales" shirts—one for each of them and one for their new friend, Debbie.

This ridiculous book uses ageist and handicapist stereotypes to present a rather senseless, middle-class metaphor. This metaphor is particularly disturbing in light of the Reagan administration's fiscal priorities. As the President consistently advocates cuts in social programs, this author suggests that we fight poverty by growing money on trees! [Jan M. Goodman]

Henry's Tower

by David Roger,
illustrated by Lynne Feldman.
Platypus Books (P.O. Box 492,
Pittsford, NY 14534), 1984,
$10.95 (cloth), $4.95 (paper),
32 pages, grades p.s.-3

Henry's Tower attempts to portray the effects that an emotionally disturbed parent can have on a child. Here, the parent is a man who is apparently experiencing recurring problems due to his war experiences (which war is unspecified); his son struggles to understand his father's angry behavior.

The well-done illustrations sensitively convey the boy's feelings of isolation from a once-loving father. Unfortunately, while the text beautifully describes the bewilderment and rage of a child with a disturbed parent, the tale's resolution is totally inadequate.

The boy, who seems old enough to understand what is happening, is given very little information. (Says his mother, "Your father is sick, Henry. His feelings were deeply hurt in the war.") Above all, Henry is given a false impression that the responsibility for healing his father lies partially with him; *i.e.*, he can give his father "time and love," which will magically solve the problem. The boy then goes to the store and buys his father some licorice; this seems to please the father, encouraging the boy to conclude that "time, love and licorice" will lead to a solution.

As any reader knows, it will take more than "time, love and licorice" to heal the emotional wounds inflicted by war. There is professional help available to

veterans and their families to help guide them through these difficult periods. There are also anti-war groups struggling to convince the public and lawmakers of peaceful alternatives to war; these groups offer hope and a constructive use of both adults' and children's energies.

Henry's Tower misses a prime opportunity to teach children about war's costs and about how to begin to cope with parents like the one in this book. Instead, it chooses a sanitized, passive solution that assumes that wars will inevitably continue, as will their victims. [Leonore Gordon]

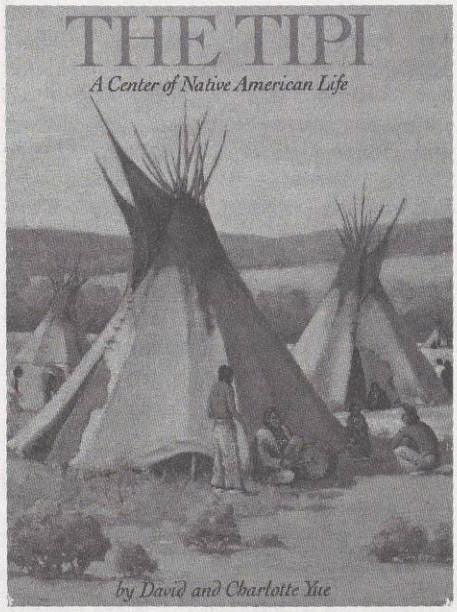
The Tipi: A Center of Native American Life

by Charlotte and David Yue.
Knopf, 1984,
$10.95, 80 pages, grades 4-7

The Tipi is a long way from the usual construction manual. Instead, this book is an intelligent discussion of "a sophisticated dwelling designed and built with enormous skill to meet the demands of life on the Great Plains." To begin with, it is hard to blow over a cone-shaped tipi. In addition, the structure is not perfectly symmetrical (the back is steeper). This makes an adjustable smoke-hole possible and acts as a further brace against the wind. In a land of high winds, bitter cold in winter and scorching heat in summer, the tipi is a "practical, livable home: well lighted, well ventilated, cozy ... sturdy ... and dry in heavy rains."

Raising the tipi is discussed in some detail, as are furnishings, good tipi manners, camp circles and the spiritual importance of the tipi. The authors conclude that "the tipi offered safety and comfort as well as beauty and luxury." Their approach is one seldom taken in writing for children about Native Americans, stressing, as it does, the degree of success achieved by the People in their adaptations to their environment—and the general felicity of their lives.

An afterword tells "What Happened to Tipis"—how the land was lost, and how, under white domination, Native people "were issued drafty, cheerless, uncomfortable housing that had no medicine."



Exactly. Nevertheless, the book notes, many still try to "keep their culture and traditions alive. Camp circles are still being formed for special ceremonies and events...."

This is a short book and easy to read, but it is written and illustrated with sensitivity and humor, and a child can learn more things from it that are true than from many works three times its length. *The Tipi* is a good example of what can be produced by authors of intelligence and good will, even though they may not know absolutely everything. It is recommended as an excellent corrective to a lot of the nonsense non-Native children "know" about the Plains peoples. [Doris Seale]

Love in a Different Key

by Marjorie Franco.
Houghton Mifflin, 1984,
$9.95, 154 pages, grades 7-up

This light, enjoyable romantic novel tells of two teenagers who fall in love. Their "love" must survive the young man's "mental breakdown."

The story's one major flaw is that we never really know what type of illness the young man has. The causes alluded to in the book—overwork, too much stress and not enough sleep—are too general. This can be frightening to young readers because many people, young and old alike, experience such situations without needing hospitalization. However, the book deftly describes the boy's illness, hospitalization and recovery. It shows a young reader that such an illness is not the end of the world and that a normal life can be achieved afterwards.

Lastly and perhaps most importantly, this work shows the vulnerability of us all. (The young woman also experiences inner turmoil, not only concerning her boyfriend's illness, but about growing up, dealing with her parents and making a career decision.) Despite some drawbacks and a sometimes melodramatic storyline, I would recommend this book. [Carolynne Bethka]

The Boys on the Rock

by John Fox.
St. Martin's, 1984,
$11.95, 146 pages, grades 7-12

Billy Connors could "pass" as a typical high school sophomore in the Bronx. He hangs out with the guys, dates girls occasionally, is a top member of the swim team. In this spring of 1968, he is also a canvasser for Gene McCarthy, working against the Vietnam War, and feels he may be gay.

While working for McCarthy, Billy meets Al DeCicco, a college student into politics. Without speaking the dread word between them, Al begins to court Billy, and Billy responds. A quick and eager kiss one evening leads to a night at Al's house when his family is away for the weekend. It's glorious, so they plan a weekend with Billy's "cool" aunt at the Jersey shore. That weekend isn't as glorious, but it is a learning experience. By July, the affair is over, and life for Billy will never be the same again.

This is almost an excellent novel about being a gay teenager and the process of coming out. Unfortunately, Billy, as narrator, tells us a few out-and-out lies (that he has had sex with his girl friend and owns a dog, for instance); these statements may be part of his efforts to seem a "regular guy" since otherwise we come to know Billy as a fairly straightforward person. Aside from this dichotomy in the portrayal of the main character, the author does rather well with the issues of

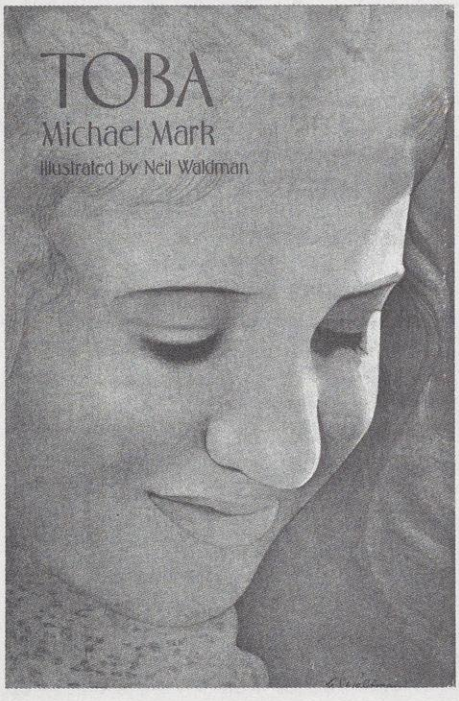
sex, being gay, homophobia and the inner conflict (for Al) of a career in politics vs. life as a gay man. The few sex scenes are more instructional than graphic. The novel is not without some painful, emotional moments, but this, Billy's ability to reach out to others, and his determination to live his own life, make this an excellent choice for high school readers. Recommended. [W. Keith McCoy]

Toba

by Michael Mark,
illustrated by Neil Waldman.
Bradbury Press, 1984,
$10.95, 105 pages, grades 4-6

The author writes of his grandmother Toba as a young Jewish girl living in Poland in 1913. The portrait is lovingly and tenderly presented, a bit romanticised and sentimentalized, but nonetheless very appealing.

These tales are told gently and simply but with great power. The author knows his characters well, and we are presented with realistic people in a family where mutual concern and caring are integral parts of the relationships. Toba learns the bitter aspects of life from her mother, who struggles to make ends meet, and she shares a warm relationship with her father, who is blind.



I found myself rereading pages because they were so satisfying and finding great enjoyment the second time. These are the kind of tales that an adult could happily read aloud to children; they are short and full of meaning. The illustrations blend well with the stories. Waldman has captured the warmth and generosity and "old-time feeling" of the tales. There is a dreamy quality to his work which recalls the experience of looking through an album of photos of people important to the viewer. [Albert V. Schwartz]

New Road!

written and illustrated
by Gail Gibbons.
T.Y. Crowell, 1983,
$9.95, 32 pages, grades p.s.-4

Few books attempt to explain a work process to young children, and fewer do so in a truly informative way. *New Road!* covers the building of a modern road from traffic studies and soil tests to the final touches of landscaping and hanging the signs. Most readers, adults as well as children, will probably be surprised to learn just how complex a process this is and how many different kinds of workers and skills are involved. Yet this book presents each stage of the work clearly and concisely.

The book's visual appeal is its greatest strength. The illustrations are crisp line drawings filled in with clear, bright, flat colors. Because of the simplification and boldness of her style, Gibbons is able to make a scene with ten workers, six machines and several different operations visually comprehensible. The text is simple and encourages the reader to study the pictures in depth. It is clear from the illustrations that Gibbons is fascinated with machines, and she does an excellent job of unlocking their mysteries for the reader.

Gibbons' rendering of people is less satisfying. We see women and people of color in every stage of the work, but there is a flat blandness about all of the figures that undermines any real feeling of diversity. Because of the pictures' static quality, people often appear more as accompanists of the machines than as agents of the work process, though the book does convey an attitude which is essentially respectful of working people and the work process. [Jessie Wenning]

My Favorite Place

by Susan Sargent and Donna Aron Wirt.
Abingdon, 1983,
$3.95, unpaged, grades K-3

This story is about a blind child's favorite place, the oceanside. The book is full of the multi-sensory experiences of a trip to the ocean: "I put my feet down and they sank into the soft, warm sand" and "I could smell the salty ocean air and the sun's warm rays felt so good."

My Favorite Place helps young children think about using senses other than vision—hearing, touch, smell, taste. The word "blind" is not used, but toward the end of the book, the girl announces that she can't see and has never been able to see. This may be too vague a reference to blindness for very young children to fully comprehend. However, the story shows positive interaction between parents and child and portrays the child as a happy, fun-loving individual. [Ellen Rubin]

How My Parents Learned to Eat

by Ina Friedman,
illustrated by Allen Say.
Houghton Mifflin, 1984,
$12.95, 32 pages, grades K-3

This story is narrated by a young Amerasian girl who says, "In our house, some days we eat with chopsticks and some days we eat with knives and forks. For me, it's natural." The book tells how this came to be. (Her father had been a sailor stationed in Japan; there he met and fell in love with a Japanese schoolgirl. He learned to eat with chopsticks; she learned to eat with a knife and fork.) There is one great "pay-back" at the end of the story. The schoolgirl's Uncle has taught her how to use a knife and fork in the English, not the U.S., fashion. When the young couple goes to dinner, the sailor watches the young woman with fascination; the English style of eating is

as foreign to him as chopsticks!

The sensitive illustrations are both attractive and culturally authentic. They convey their messages clearly, giving the viewer an insightful, personal look at Japan and the Japanese people. The text tells a warm story that introduces interracial relationships as acceptable and fairly uncomplicated. However, the author utilizes far too many antiquated stereotypes.

The problematic presentation of Japanese people is compounded by the fact that it is unclear when the story is taking place. The rather stereotypic occupation era schoolgirl-meets-sailor story line seems to be from the late 1940's or early 1950's, but the narrator seems to be a youngster living today. Certainly Japan has changed greatly since the occupation era and is today probably one of the most "Americanized" countries in the world, one where knives and forks are as common as soy sauce.

In addition, an attempt at presenting the honorifics which exist within the Japanese family unit is poorly handled. When the Japanese schoolgirl realizes that she must learn to eat with a knife and fork she "ran to the house of Great Uncle." This is a literal translation, but unless she is thinking in broken English rather than Japanese, the phrase should be "ran to the house of *her* Great Uncle." [Kathleen Gibbons]

The Peach Tree

by Norman Pike,
illustrated by Robin and
Patricia DeWitt.
Stemmer House (2627 Caves Rd.,
Owings Mills, MD 21117), 1983,
$10.95, unpaged, grades p.s.-3

Children have the right to be taught accurate information on all topics. This seemingly harmless book could have been a marvelous teacher of ecology and entomology. Its wonderful color illustrations show the activity and behavior of insects eating trees or other insects and the ecological balance (or imbalance) that results.

The text, however, suggests that insects think like people. (For instance, in spite of what this text says, Ladybugs' offspring don't eat because they "want to grow up to be pretty like their Moms and Dads.") Young readers will be misinformed about animal and plant biology as a result of this text, although they *will* understand a little more about some natural mechanisms that can both destroy trees and restore them to health.

Finally, a word about the people in the book. Only one family is depicted. They live in the country and love nature. They are a white mother and father, two children (one female and one male), and a dog. [Sheli Wortis, The Multicultural Project]

Isabelle Shows Her Stuff

by Constance Greene.
Viking, 1984,
$11.95, 138 pages, grades 4-6

Isabelle is portrayed as a charming, outgoing, "tough" girl who speaks her mind and fights regularly and well with her best friend Herbie. She is idolized by Guy, the new boy on the block, who wants to end his reputation as a "goody-goody" and hopes Isabelle can teach him how to change his image.

It is refreshing to find an independent, strong-willed young female protagonist in a novel for children. But all potential for a promising story with feminist insights stops there. Isabelle calls herself a "paperboy" and is her friend's "right-hand man." All other sex-roles are determined by tradition: mother only washes dishes and does laundry; father leaves for an office job early in the morning (but proudly bakes bread for the family on Sundays); teacher chastises Isabelle for not being "nice enough." In the climax, kindly police officers find Guy bruised and beaten by bullies, but he becomes a neighborhood hero for finally standing up for himself and "taking a beating" without Isabelle's aid.

There is no evidence of cultural diversity or progressive politics in this white, suburban community, and no desire on anyone's part for anything different. We get the impression that Isabelle's youthful non-conformity will eventually be tempered by her frustrated parents and teachers and Guy will learn to be more "macho." This is a book to avoid. [Anne Meisenzahl]

The Half-Birthday Party

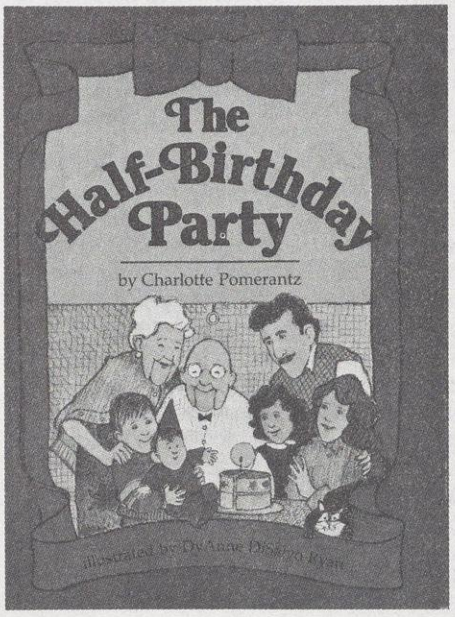
by Charlotte Pomerantz,
illustrated by DyAnne Disalvo-Ryan.
Clarion Books, 1984,
$10.95, unpaged, grades 1-4

Here is a warm, imaginative story, with illustrations to match. The family depicted is close, with a feeling of cooperation that seems quite removed from the "TV generation."

Young Daniel (perhaps six or seven years old) spontaneously throws a half-birthday party for his six-month-old sister when he sees her stand for the first time. His invited guests are intergenerational and interracial and include his parents, his grandmother and her date, and the girl across the hall. He asks his guests to bring a half-gift—and a story about that gift.

Daniel, busy organizing the party, forgets to plan his gift. Luckily he gets an inspiration as he stares out a window during the other gift presentations, and when the sky is dark enough, he offers Katie a half-moon, just visible from the fire escape. Much of the charm of the story is in the creative, non-materialist, loving quality present not only in Daniel's gift (and story) but in those of everyone else at the party.

This is a book that children of all income groups will be able to appreciate. Hopefully, some may even be inspired to use their own imaginations in similar situations. [Leonore Gordon]



Alternative Library Literature 1982-83: A Biennial Anthology

edited by Sanford Berman and James P. Danky.
Oryx Press (2214 N. Central, Phoenix, AZ 85004), 1984,
$29.95 (paper), 338 pages

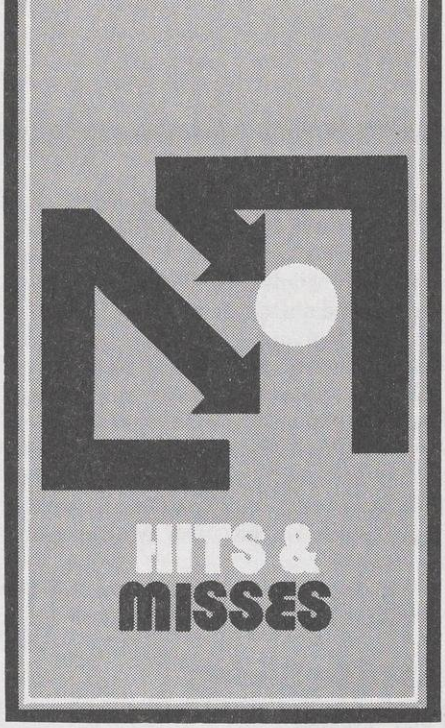
Unconventional wisdom for professionals focuses on the people rather than on institutions. In *Alternative Library Literature* all educators are served a healthy and large portion of unconventional wisdom for our empowerment. The selection of material reflects the view of the professional as advocate for service to people. A few articles are reprinted here from mainstream professional library magazines, though most are selected from union newsletters, small press magazines, radical professional magazines and issue-oriented education magazines. Since most libraries can no longer afford to subscribe to many professional journals, this collection from diverse sources is a true service to practitioners.

For *Bulletin* readers, special note is to be made of the sensitive interview with Brad Chambers reprinted from *SIPAPU* magazine, in which our kind, gentle Brad reflects on his life and commitment to equity. It is an article to make each CIBC supporter proud and to remind us of our loss and need for rededication. An article by Sandy Berman on CIBC's—and especially Brad's—role in ongoing public forums on censorship helps all of us understand the importance of the work Brad did with and for the Council. Reprinted here also is the *Bulletin's* important article on "Militarism" (Vol. 13, Nos. 6 & 7).

This first biennial includes many articles on women's issues and on alternative publishing, as well as reviews of solid advocacy programs by librarians for the Spanish-speaking, for gay men and lesbians, for disabled people and for other under-served populations. Audio-visual information, articles on working conditions in libraries and a program of oral history for documentation of Black history that aims at "more than just talking heads" are included. Issues of censorship and peace/nuke advocacy are highlighted with several articles, reflecting concerns in the alternative library literature and concerns in most libraries interested in service.

What is most evident in the people-orientation of the collection is the careful attention to the people who will be readers—us! For us, cheerful graphics and lots of them. For us, articles well-written with humor and passion. For us, information-packed articles with valuable resource lists. For us, a full index that provides a temptation to dip into the articles again and again with benefit from the editors' insights.

This collection is a treasure for each of us working day-to-day in educational institutions. A copy should be on hand in each staff lounge for reference and discussion and on each professional shelf for food for the soul. [Jackie Eubanks]



Hits & Misses reviews material intended to assist adults working with children in the classroom, the library and at home. Professional literature, parenting materials and other resources are reviewed.

Barrier to Excellence: Our Children at Risk

National Coalition of Advocates for Students (76 Summer St., #350, Boston, MA 02110), 1985,
$5.50 (paper) prepaid, 162 pages

Why should a well-written, hard-hitting report by committed activists for children so totally depress me? Because I've had grim forebodings about the direction U.S. education is taking, and I hate to see my fears confirmed by people I respect. But face facts we must. A Board of Inquiry assembled by the National Coalition of Advocates for Students and co-chaired by Harold Howe II and Marian Wright Edelman presents a report based upon nine public hearings held in different U.S. cities, as well as upon recent educational statistics and other establishment reports, such as "Our Nation at Risk."

Information is provided about five types of discrimination practiced in this nation's schools—discrimination based upon class, race, culture, sex and disability. Other school practices harmful to "excellence for all children" are also discussed; many specifics are supplied, along with some personal testimony from students, parents and educators. Finally, a multi-pronged action agenda is presented.

This is an essential document for all educational activists prepared to resist the rottenness of Reaganomics. Most important is the able analysis of the hidden elitist agenda of those suddenly preaching "educational excellence." This analysis ties their agenda to some chilling facts. *Fact 1.* While unemployment (for whites) has declined, so have well-paying blue-collar jobs. Many people have been forced to accept low-paying work, as industry moves overseas to lower-pay nations. *Fact 2.* The U.S. middle-class has dropped from 55 per cent of the population in 1978 to 40 per cent in 1983, while the poor have increased by 10 per cent. *Fact 3.* New job openings are for either high-skill, high-wage jobs or low-skill, low-wage jobs. Most of the U.S. workforce is educated beyond the needs of the low-skill job openings. (While this report does not mention it, there are not even enough low-paying jobs to go around.)

Conclusions? Historically, schools in every country have educated the young to fit into the needs of their society. As a parent who spoke in Boston warned:

> The logic of gearing schooling to the shape of the economy as it exists now and can be projected into the future will be to depress the level of education for most students, while preparing a small elite for the fraction of high-level scientific and executive jobs that will exist.

The report comments on this trend by stating:

> While no one is calling specifically for a two-tier education system, many are demanding that schooling be tied closely to the needs of the job market. If our witnesses are correct about the shape of that job market, the result will indeed be, as one witness said, "a school setting which is sharply stratified and fiercely competitive, with widely varying results." The result of such recommendations, he continued, is "to attack students' sense of their ability and self-worth, so that if they do not get a job . . .

they will say, 'I have only myself to blame.'"

I would go further. I too believe that our society is preparing a small elite for high-skill, high-pay jobs while it prepares the majority to acquiesce in low-skill, low-pay futures. But I further believe that an ever expanding number of our youth are not needed in *any* work capacity by our present or near future society. Thus our uneducated unemployables (disproportionately youth of color) are headed for streets and jails—and perhaps for wars.

The struggle for equity and excellence (for all) in education is key to the struggle for a decent future. This small book makes that much clear. While the political and educational trends—now as always moving hand-in-hand—are depressing, depression is a form of self-indulgence we should forego. Use this book as a tool to keep plugging on. Our children *are* at risk. [Lyla Hoffman]

Special Needs Bibliography

by Barbara K. Griffiths.
The Griffin (415 Radcliffe Rd., DeWitt, NY 13214), 1984,
$21.95, unpaged

This bibliography would seem to fill a void by providing annotated listings in numerous special-needs areas (illness and disease, death and dying, divorce, adoption and foster care and various types of disabilities). Its looseleaf format allows for the addition of annual updates, another plus. Unfortunately, somewhere along the line, this potentially fine concept hit some serious snags.

To begin with, children's books and professional texts are intermingled, and vacuums exist in both areas. (For example, the section on Educational Handicaps list primarily professional texts, and *Kelly's Creek*, a fine children's book in this area, is not included.) Also, very few children's books with adult role models are listed, and when they are, they present a very mixed bag ranging from the excellent *Alesia* to the supercrip saga *On With My Life*. It is worth noting that although the CIBC is cited as a source for this bibliography, its comments on various books have been ignored, and numerous books criticized by the CIBC are included.

Perhaps the most telling insight into this bibliography's perspective comes from the Preface, which states that two of the compiler's goals are to "foster understanding and acquaint children with those *less fortunate* than themselves" [emphasis added] and to "assist parents and professionals in their efforts to understand, accept, prepare and *comfort*" [emphasis added]. No book that states its goals in such patronizing terms can be recommended. [Emily Strauss Watson]

Solidarity with the People of Nicaragua

by James McGinnis.
Orbis Books, 1985,
$7.95, 162 pages

Hate what Reagan's gang is doing to Nicaragua? Don't just sit back and cry; buy this book and select a way to fight back. Suggestions—directed towards individuals or groups—range from student projects (like pen pals and ways to help Nicaraguan youngsters) to buying Nicaraguan coffee, helping Nicaraguans to farm, putting your body on the line in Nicaragua, praying, fasting, lobbying, letter-writing and organizing. Whatever the extent of your individual or group commitment or inclination, this book offers guidance about what you might do and how you might go about it.

Also included are chapters analyzing U.S. policy towards Nicaragua, many stories about Nicaraguan people, bibliographies of print and audio-visual resources, plus organizations you may wish to contact or hook up with.

We're Not Just Talking Sex: A Leader's Guide for Teen Sex Education

by Katherine Whitlock, Elena M. DiLapi, Gloria M. Gay, Deborah Johnson and Judith Kahn.
Planned Parenthood Southeastern Pennsylvania (1220 Samson St., Philadelphia, PA 19107), 1983,
$12.95 paper (plus 15 per cent shipping and handling), 130 pages

This fine guide contains suggestions on facilitating programs for teenagers plus sound information on decision making about sexual intimacy, birth control, related health issues, rape, understanding values, etc. Information is presented clearly with sensitivity to feminist and gay/lesbian concerns. Annotated bibliographies for children, teens, parents and professionals are included.

The authors' experiences with workshops for young people resulted in another publication, "To Be a Leader: Skills in Group Leadership for Teenagers." Prepared as a practical resource for teens in school, community and religious youth groups, the 34-page paperback is available from the Planned Parenthood (address given above) for $3.95 plus 15 per cent postage and handling.

Boys and Girls: Superheroes in the Doll Corner

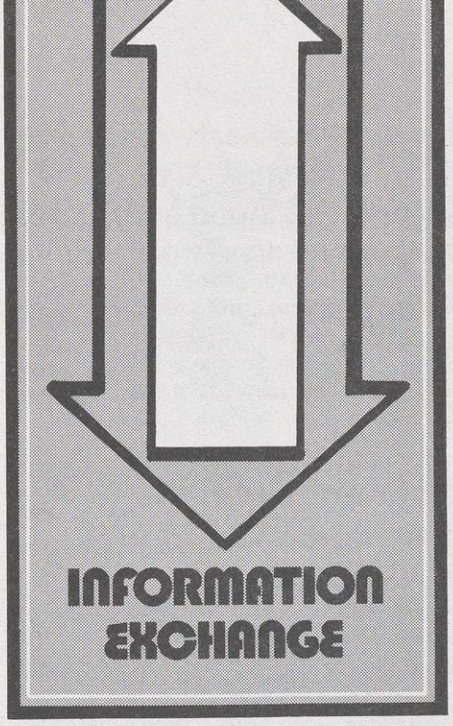
by Vivian Gussin Paley.
Chicago University Press, 1984,
$12.50, 116 pages

Would you expect a charmingly written attack on one of the basic premises of feminism—that nurture, as well as nature, socializes and conditions males and females—to come from the author of *White Teacher*? I would have been prepared if I had read Bruno Bettelheim's praise on the back of the book jacket before reading the book. Says Bettelheim:

> This charming book about kindergarten children shows what they are really like when given a chance to be themselves and express their inner world. It shouldn't be necessary to show that, given half a chance, boys will be boys and girls will be girls. But given the widespread confusion about whether there is a natural difference between the two sexes and of what it consists, this book can go a long way toward eradicating, to the great benefit of the children, parents and educators alike, the obfuscation of facts that have been obvious and ought to be again.

Had I noted these comments I wouldn't have read and chuckled while impatiently awaiting information about what the teacher did to counteract the sex-stereotyped play in her kindergarten classroom. The ultimate message here on how teachers should react? Be *more* supporting of the boys.

Paley's last page concludes that sexist roles are "natural, universal and essential" play. Given the variety of play styles from culture to culture, this is Eurocentric as well as sexist. What kind of adult roles is Paley educating young children for? Seems like separate-but-equal is okay by her . . . just make sure the boys are *especially* equal. This book is certainly one more depressing sign of the times. [Lyla Hoffman]



"The Black Experience" is an annotated catalog of more than 700 books on **Black history** published between 1729 and 1982. A Subject Guide lists titles in such categories as African History and Culture, The Arts, Caribbean History and Culture, Civil Rights, Military, Regional, Unions and Labor History and Women. For a copy of this 92-page catalog, write The Ayer Co., 47 Pelham Rd., Box 958, Salem, NH 03079.

The New York Nichibei is a bilingual newspaper servicing the **Japanese-American community** in the New York City area. Subscriptions to the weekly are $20/year, $11/six months, $6/three months. Write *The New York Nichibei*, 27 Park Pl., New York, NY 10007.

A set of **jigsaw puzzles featuring people of color** has been produced by Reality Jigsaw Puzzles. Among those depicted are Dr. Martin Luther King, Jr., Benito Juarez, first President of Mexico, and Bessie Coleman, first African American to receive a pilot license in the U.S. Puzzles come in two sizes—large (13½" × 16⅞", 425 pieces) for $5 each and small (9⅞" × 13½", 70 pieces) for $3.50 each; a $1 shipping and handling charge must be included for each order. To order or obtain more information, write D & H Sales, 7917 S. Exchange Avenue, Chicago, IL 60649.

The Consortium for Educational Equity has produced two videotapes on **women in non-traditional jobs**. Futures Unlimited I is subtitled "Expanding Your Horizons in Mathematics and Science"; Futures Unlimited II is on "Expanding Your Horizons in Technical and Vocational Education." The videotapes are $125 each (both for $225) and can be previewed for $20 each. To order or obtain more information, write Futures Unlimited Videotapes, Consortium for Educational Equity, Rutgers, The State University of New Jersey, Kilmer Campus 4090, New Brunswick, NJ 08903.

Four new monographs in The **Urban Diversity** Series have recently been published. The titles are "Developing Educational Programs for the High-Risk Secondary School and College Student," "The Preparation of Teachers for the Urban Schools" (two volumes), and "Student Alienation, Student Behavior and the Urban Schools." Each monograph is $5 (prepaid; make checks payable to Teachers College). To order or obtain more information, write Maryellen Lo Bosco, The ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

"Community Cable for and by Children: An ACT Handbook" is a how-to-guide and contains advice to help children, teens and adults approach **local cable systems** with programming ideas and then translate these ideas into cable productions. The 24-page handbook is $3.50 from ACT, 46 Austin St., Newtonville, MA 02160.

"What's Wrong in **Central America** and What to Do about It" looks critically at current U.S. policies in that area. The 58-page booklet is $3 from the American Friends Service Committee, 1501 Cherry St., Philadelphia, PA 19102.

Shameless Hussy Press publishes books of particular interest to **women**. (Some children's books are also offered.) Write the Press at Box 3092, Berkeley, CA 94703.

Update: The Citizen's Clearinghouse for **Hazardous Wastes**, mentioned in Volume 15, No. 5, has moved. Its new address is Box 926, Arlington, VA 22216; (703) 276-7070. This group sells various publications including *Love Canal: My Story* by activist Lois Marie Gibbs (recently reduced to $9.95 postpaid) and is engaged in other projects related to environmental issues.

A "Living Herstory Series" of tee shirts features silk-screened portraits of such **women** as Alice Walker, Sonia Johnson, Delores Huerta and Helen Caldicott. The tan shirts with black print are $8 each from Marnee Kennedy, 4471 Signal Road, Columbiana, OH 44408.

A catalog of publications on **peace studies** (including arms control and disarmament) is available from Taylor & Francis, 242 Cherry St., Philadelphia, PA 19106-1906. The catalog lists works published by Taylor & Francis, the UN, Open University Press and the Stockholm International Peace Research Institute.

Savanna Books offers books, records and tapes on **the Black Experience**. A catalog is available. Write them at 72 Chestnut St., Cambridge, MA 02139.

Third World Resources "gathers, catalogs, annotates and publicizes" education and action resources from and about the **Third World**. Among its offerings is *The Third World Resource Directory* by Thomas P. Fenton and Mary J. Heffron (Orbis Books), recommended in Vol. 15, No. 4. For more information, write Third World Resources, 464 19th St., Oakland, CA 94612.

"Freedom Notes" is an occasional newsletter published by the Dennis Banks Defense Committee. In addition to providing information about **Dennis Banks and the American Indian Movement**, the newsletter seeks to educate "mainstream Americans" about the struggles facing Native Americans. Copies of the newsletter are sent to those contributing to the Dennis Banks Defense Committee. Write P.O. Box 881984, San Francisco, CA 94188.

Frog in the Well is a distributor of books of particular interest to **women**. For a catalog, write 430 Oakdale Road, East Palo Alto, CA 94303.

Two audio-visual training kits for early childhood staff, parents and teachers; each program presents the problems, relevant research and simple-to-follow strategies

CHILDCARE SHAPES THE FUTURE . . .

"Best Filmstrip of 1984 Award for Human Relations" National Educational Film Festival

Anti-Racist Strategies

The first part of the learning kit on *racism* presents research findings relevant to racism and young children; common ways racism surfaces in childcare situations; how racism specifically affects Afro-American, Asian American and Latino children; how racism and classism often converge, destroying the chances of very young children; the role of print and electronic media in forming children's racial attitudes; and how racism destroys the quality of life in the U.S.

The second part offers specific strategies for adults to help all children become consciously anti-racist—secure in, and proud of, their heritage. There are also techniques for helping children of color learn to cope with racism when it crops up in their lives and for helping white children overcome racist behaviors. Suggestions for anti-racist role models, environments and resources are included.

"*Fills a longstanding need. In clear, uncomplicated language and pictures, it points up the pitfalls of racism confronting young children and offers suggestions for overcoming this blight on their lives.*" Priscilla Pemberton, Early Childhood Consultant (formerly at Bank Street).

Contains: 2 sound-color filmstrips or 2 slideshows with automatic and manual cassettes; 94 frames and 108 frames, each 15 minutes; includes 3 booklets of readings, facts, research, resources and curriculum activities. LC 83-730389.

Cost per set of filmstrips is $45.
Cost for set of slideshows $55.

Anti-Sexist Strategies

This learning kit on *sexism* contains two filmstrips. The first filmstrip presents research findings on differing adult treatment of girls and boys; conscious and unconscious ways in which adults mold children to fit societal sex-roles; the harm of fixed sex-roles to children's full development; the special harm of "masculine" behaviors to our society and planet; and anti-sexist childcare goals.

The second filmstrip offers ten strategies for anti-sexist childcare. These strategies, with examples of each, go far beyond the usual rules for establishing a "non-sexist" environment. Rather, they explore methods of helping children to become aware of various forms of sexism and to become strong enough to resist pressures for conformity by peers, TV and storybooks.

"*Through the use of these filmstrips adults can begin to question some of their attitudes and learn ways in which to eliminate sexual stereotyping from schools, day-care centers and playgroups.*" Linda Lusskin, Mt. Pleasant School, Livingston, N.J., *School Library Journal.*

Contains: 2 sound-color filmstrips and 2 automatic and manual cassettes. The first strip is 93 frames and 12 minutes, the second is 118 frames and 15 minutes. A booklet is included with scripts, research studies and recommended reading, plus an 8-page Report Card. LC 81-730652.

Cost for set of filmstrips is $45. (Slideshow not available.)

Send check or purchase order to
The CIBC Resource Center for Educators
1841 Broadway, New York, N.Y. 10023

For a free catalog listing anti-racist, anti-sexist materials, write the CIBC at the address given above.

What Is the Council on Interracial Books for Children?

CIBC is a non-profit organization founded by writers, librarians, teachers and parents in 1966. It promotes anti-racist and anti-sexist children's literature and teaching materials in the following ways: (1) by publishing the *Interracial Books for Children BULLETIN*, which regularly analyzes learning materials for stereotypes and other forms of bias, recommends new books and provides consciousness-raising articles and alternative resources; (2) by operating the Racism and Sexism Resource Center for Educators, which publishes reference books, lesson plans and audio-visual material designed to challenge and counteract stereotypes and to develop pluralism in schools and in society; and (3) by conducting workshops on racism and sexism awareness for librarians, teachers and parents. For more information about CIBC and a free catalog of its Resource Center materials, write us at 1841 Broadway, New York, NY 10023.

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