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INTERRACIAL BOOKS FOR CHILDREN

# BULLETIN

VOLUME 16, NUMBER 1, 1985

ISSN 0146-5562



**20th Anniversary Year**

**New Global Map Presents Accurate Worldview**



# INTERRACIAL BOOKS FOR CHILDREN

# BULLETIN

VOLUME 16, NUMBER 1

1985

## ARTICLES

- 20th Anniversary Year: A Message from the President of CIBC **3**
- New Global Map Presents Accurate Worldview **5**  
*In contrast to traditional maps that emphasize white-dominated nations, the new Peters Projection shows all areas in their true scale.*
- Index to Volume 15 of the *Bulletin*
- Introduction **10**  
*How to use this Index.*
- Part I: Author/Illustrator/Title Index **12**  
*Titles of books and other media, names of authors and illustrators in alphabetical order.*
- Subject Headings List **16**  
*A list of the categories used in Part II.*
- Part II: Subject Bibliographic Index **20**  
*Bulletin articles, reviewed books and other media arranged by subject; includes grade level information and reviewers' ratings of materials.*

## DEPARTMENTS

- Bookshelf **7**

## COVER

Photo by Laurence Fink

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## 20th Anniversary Year

### A Message from the President of CIBC



Beryle Banfield

It is now 20 years since CIBC was formed by a dedicated group of parents, authors, teachers and librarians who were active in the Civil Rights movement. Those were the heady days of the Civil Rights movement, when most of us firmly believed—as we sang, marched or went to jail—that we would indeed “overcome some day.”

Those who founded CIBC soon became aware that even as African Americans and their allies were waging the struggle for equal rights, biased and stereotypic misconceptions about their life, history and culture were being reinforced and perpetuated through children's trade books and textbooks. Children's trade books, published by a virtually all-white establishment, naturally reflected an all-white world. Textbooks reflected a determined Eurocentric point of view.

It was these issues that CIBC was formed to address. As our organization stabilized and interest in our work spread, CIBC became aware that racism did not exist *in vacuo*. There were definite connections between racist practices and the perpetuation of other anti-humane values such as sexism, handicapism, ageism, homophobia, militarism and classism. These anti-humane values, perpetuated through children's trade books and textbooks and other educational materials, impacted negatively upon children and our society. It became increasingly evident that it was important for CIBC to broaden the scope of its work.

Now, in our 20th year, we look back with pride at our development from a group of volunteers with a sporadically produced mimeographed newsletter to an organization with a paid core staff

(albeit overworked and underpaid), a highly regarded publication, and a Racism and Sexism Resource Center for Educators.

Among our early successes was our annual “Third World Writer's Contest” which led to the discovery of several previously unpublished Third World writers. Many of these authors went on to produce award-winning books. (Mildred Taylor's *Roll of Thunder, Hear My Cry*, for example, was a Newbery Medal winner.) Through CIBC efforts, some progress was made in placing people of color in management level positions in publishing houses. CIBC also conducted seminars to assist the staff of publishing houses in developing sensitivity to negative stereotypes and historical distortions.

It would be good to report that these gains were permanent. However, publishing houses are once again showing resistance to publishing works by authors of color. Many of their previously published books are being allowed to go out of print. A recent article in *The New York Times* underscored the fact that there are virtually no people of color in key positions in publishing. “The more things change. . . .”

However, there are areas in which CIBC has had lasting impact. It is safe to say that there is almost no corner of the world where the *Bulletin* is not known. CIBC members have made presentations or conducted workshops in Australia, Canada, the Caribbean, Europe and New Zealand as well as throughout the continental United States. Visitors from various parts of the world visit our offices constantly. As a result, we have developed a broad network of teachers, librarians, parents and social activists committed to creating a positive bias-free educational environment for all children. We are proud that the print and audio-visual training materials developed by CIBC are used by educational consultants and religious and community organizations to raise basic equity issues. We are proud also that our anti-racist, anti-sexist curriculum materials continue to demonstrate that basic skills and accurate information can be taught in new and positive ways.

None of this has been achieved without some cost. CIBC has been uncompromising in its stand against racism, sexism, ageism and other anti-humane values. We have been quick to make the linkages between racism and militarism, racism and colonization, sexism and age discrimination, and handicapism and wage discrimination — and to point out their negative effects upon children. This made CIBC the subject of attack by wealthier and more powerful forces. In the years ahead, CIBC will not abandon its principles. We remain steadfast in our commitment to a just, fine and peaceful world in which *all* children may develop to their fullest potential.

We are most gratified by the broad spectrum of support we have received over the past 20 years. We consider this high level of support valid testimony to the effectiveness of our work.

As we plan our work for the future, we do so in a national climate of retrenchment. There is resistance and even hostility to issues of equity. Polarization among all groups has increased. Publishers have retreated from their commitment to produce bias-free mater-



ials. Some educators say that "getting back to basics" precludes a concern for equity issues.

CIBC has a critical role to play in the fight to keep equity issues in the forefront of U.S. priorities. We will continue to make linkages between racism and other forms of bias and point to their effects on children. We will continue working with our network of educators, librarians and curriculum specialists and expand our outreach to parents and the community at large so that coalitions can be built to promote a bias-free environment for children. CIBC also will expand its outreach to community organizations, religious groups and schools to both disseminate CIBC materials more widely and to work more closely with other organizations on equity-related issues.

For the past 20 years the work of the Council was informed and shaped by the vision of our late director, Brad Chambers. His sudden and untimely death has shocked us all. Daily we grow more appreciative of the prodigious amount of time, talent and energy expended by Brad as he moved the Council toward its goals. But

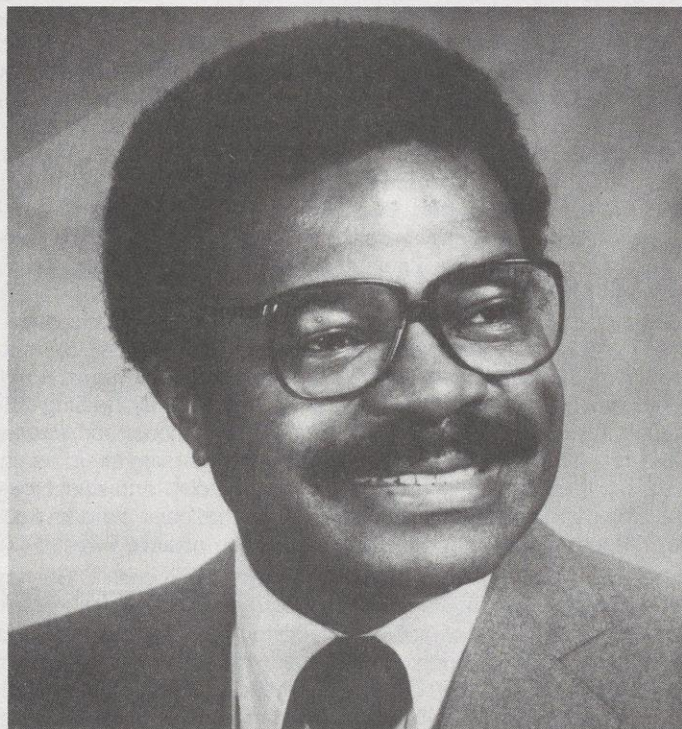
even as we grieve, we recognize that the best memorial to Brad would be a strong and flourishing CIBC. We are moving ahead in the best traditions of the CIBC. Ruth Charnes, known to *Bulletin* readers as managing editor, has assumed the post of Acting Director for Administration. Kate Shackford, who was co-director of the successful conference on children of interracial families (see Vol. 15, No. 6), is now Acting Director for Development. Both Acting Directors report directly to me in my capacity as President of CIBC.

We face the future with confidence, committed to the development of a nurturing, bias-free society for the benefit of our children. We look forward to the celebration of our 25th anniversary. As we move toward that milestone, we know that we will stay the course, we will run the race, and we will keep the faith. We invite you to join us.

Beryle Banfield

President

Council on Interracial Books for Children



E.J. Josey

but it has also been used by Library Boards, Friends of the Library groups, and educators to eradicate those negative forces such as racism and sexism, which continue to permeate a large volume of what is published in books, newsletters, magazines and also seen in the electronic media. In short, your publication has been of critical importance in providing information to help librarians and teachers to select materials that have positive images and social redeeming values.

Because of the herculean efforts of the Council under the leadership of Bradford Chambers and his colleagues at the *Bulletin*, the work of librarians and educators has been made a little easier in the struggle for equality in America.

E.J. Josey

President

American Library Association

### *Outstanding Contributions. . . . .*

We applaud the commemoration of the 20th anniversary of CIBC. Your efforts over these two decades have brought about an awareness and understanding of the need to deal with racism, sexism, and other forms of elitism in children's books and learning materials.

We are especially proud to have worked with CIBC for many years, and the special human rights award presented to you in 1982 was NEA's recognition of that special relationship. You have made outstanding contributions to efforts for a freer society, by identifying positive models and approaches and by calling attention to stereotypes and derogatory treatment of minorities and women.

The CIBC has done a marvelous job in the face of extreme odds. The courage of Brad Chambers, whom we miss greatly, is matched by each of you at CIBC who continue the struggle for fairness and social justice.

Charles T. Williams

Director

Human and Civil Rights

National Education Association

### *Of Critical Importance. . . . .*

It is with great pleasure and pride that I write and offer my heartiest congratulations to the Council on Interracial Books for Children on the occasion of the Council's 20th anniversary. The work of the Council has been invaluable! For the past two decades, your publication, the *Bulletin*, has been the one publication in America which provides information on social justice as it relates to libraries and books. The *Bulletin* has exploded the myth and the distortions of racism, sexism, and militarism. The publication has been used in many ways not only by librarians and library users,



*In contrast to traditional maps that emphasize white-dominated nations, the new Peters Projection shows all areas in their true scale*

## New Global Map Presents Accurate Worldview

By Ward L. Kaiser

Recently a university professor asked his students to rank certain countries by size. Included in the list were France, Germany, Great Britain, Brazil, Italy and Japan. Overwhelmingly, Brazil was put last, though it was actually the largest country on the list. Similarly, students rated the Soviet Union larger than the continent of Africa, though it is in fact much smaller.

These results, which undoubtedly would be replicated to some degree in other settings, point to at least two underlying realities. First, we associate geographical size with perceived power. A country's wealth, technological superiority and military strength are presumed to be based on—or at least linked to—great size. Second, the maps that shape our view of the world have seriously distorted our understandings. Such countries as Great Britain, Germany and the U.S.S.R. are often visualized as larger than they are because traditional maps show them that way. We face an impossible task if we seek to develop a realistic worldview in the face of such distorted perspectives.

Help, fortunately, is at hand. A new world map, based on newer and more accurate principles, has been developed. It presents every area, every country, every continent in its true scale. A new generation—exposed to a more accurate picture right from the start—will not need to unlearn quantities of false information. The new map is called the Peters Projection World Map.

The world map most of us are familiar with is based on Mercator's Projection of 1569. Gerhard Kremer—whose name in Latin was Mercator—lived in Flanders and Germany during the age of European expansion when European sailors needed a world map to help them navi-

gate. Mercator provided just such a tool. Leaving aside the question of accuracy of the information Mercator worked with,<sup>1</sup> the nature of the map he prepared immediately gave rise to problems since no rounded surface (the world) can be transferred to a flat surface (a map) without some adjustment. Mercator sacrificed certain qualities, including accuracy of area and shape. Mercator maps are, in fact, accurate for distance *only on the equator*; distortion begins immediately north or south of that line and increases steadily with every degree of latitude.

Mercator set the equator not in the middle of his map, but two-thirds of the way down. This had two immediate results: it cut off much of the Southern Hemisphere, including the fourth largest land mass (Antarctica) and it set what is now Germany at the optical center of the map, even though it belongs in the top quarter of the earth's surface.<sup>2</sup> By conscious or unconscious design, those areas of the world then inhabited primarily by whites were enlarged and centered and thus given a prominence they do not merit from an objective or cartographic point of view. (For example, the Mercator map shows Scandinavia as larger than India, yet India is more than three times Scandinavia's size!)

Current versions of Mercator's map, which was originally designed for navigation, are used in ways Mercator never intended. Classroom teaching is a prime example. When used in this way, such maps become an instrument of racism and ethnocentrism.

Since Mercator's time, cartographers have attempted to modify the Mercator Projection or to find a totally new system for depicting the earth on a flat surface. Nicolas Sanson, John Henry Lambert and John Paul Goode are among those who have tried; more recently, the late Buckminster Fuller sought to devise a way to clearly and accurately set forth the world. Each of these attempts to correct the problems of the Mercator map has had its own serious defects; accordingly, not one of them has gained universal support.

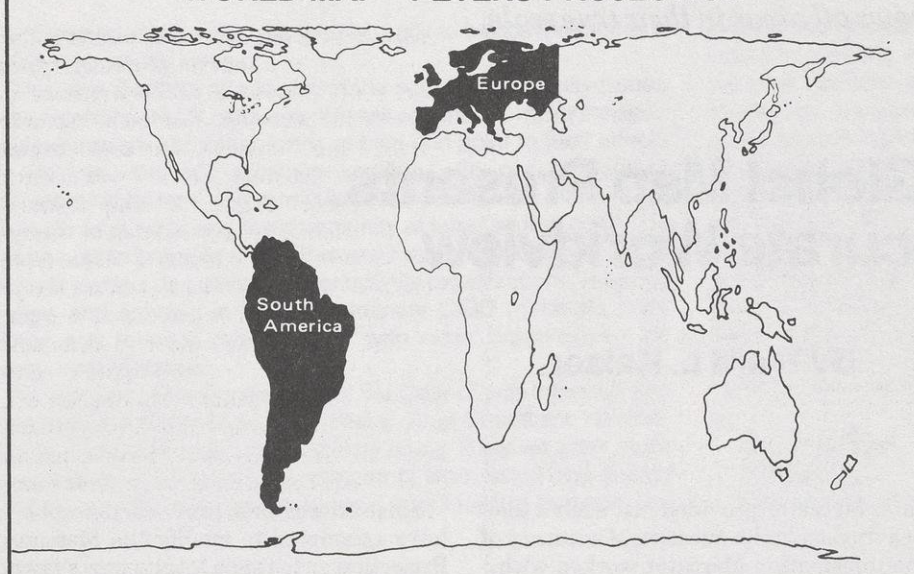
The newest world map was developed by Dr. Arno Peters, Director of the Institute for Universal History in Bremen, Federal Republic of Germany. After doing his doctoral work in Art History at the University of Berlin, Peters became increasingly conscious of the many "blind spots" in our understanding of history—for example, its Western bias and the way it blanks out certain major periods. Seeking to correct such imbalances and give all peoples of the world credit for their contributions, he published his major work in Universal History, currently available only in German and in French. This led him to work on "space" or "place" as well as "time"—that is, to seek a way to correct the geographical as well as the historical representation of our common life on Planet Earth.

Peters first published the mathematical basis for the new map projection in 1967; in 1974 he was officially invited to present his findings to the German Cartographical Society, and in the same year he published the World Map in German. The first English version appeared in 1983. Originally known as the "Orthogonal" Projection, it has more recently been known by its creator's name—the

**The Peters Projection is available from the CIBC; see inside back cover for ordering information.**



## WORLD MAP — PETERS PROJECTION



## WORLD MAP — MERCATOR PROJECTION



The traditional Mercator Projection, shown just above, distorts the world to the advantage of European colonial powers. The Peters Projection (top) gives a more accurate picture. For example, as shown above, Mercator maps depict Europe as larger than South America, although South America (6.9 million square miles) is approximately double the size of Europe (3.8 million square miles). Many other distortions occur. Greenland appears larger than China, although China is actually four times bigger. Scandinavia (0.4 million square miles) seems larger than India (1.3 million square miles). Etc., etc., etc.

Peters Projection—following the custom among map makers.

Although the Peters Map has not yet achieved total acceptance, it is making great strides. It now has strong support from United Nations agencies, especially the United Nations Development Programme and UNICEF. Because of its "fairness to all peoples" it is used by many church organizations, including the World Council of Churches, the Vatican and such denominations as the Lutheran Church in America. Third World advocacy groups such as Coordination and Development, Inc. (CODEL), the General Agreement on Trade and

Tariffs (GATT) and the North-South Commission (sometimes known as the Brandt Commission) use it widely. In its six language versions—English, French, German, Spanish, Dutch and Italian—it has sold millions of copies worldwide. It can be found in classrooms for all age levels from Toronto, Canada, to Leicester, England, and from Harvard University to Managua, Nicaragua. The Peters Map has been selected by several Belgian, French and German TV networks as backdrop for their world news broadcasts. *Harper's* magazine ran a story on the map entitled "The First Honest Map of the World." And Dr. Vernon Mulchasingh, Chair, Department of Geography, the University of the West Indies, the professor who conducted the survey mentioned in the opening of this article, now says,

[Dr. Peters'] crowning achievement . . . represents a burst of brilliance that can be compared with any major breakthrough in any field of science. . . . For the first time in history, almost, we are seeing on paper what our world really looks like.

A widespread and thoughtful use of the Peters Projection World Map will certainly support the goals of the Council on Interracial Books. It's time to replace the cultural imperialism and racial bias of traditional maps with scientific accuracy and fairness to all peoples! □

### NOTES

<sup>1</sup>Australia, for instance, had not been discovered. In addition, Antarctica was unknown, so cutting off the bottom third of the world on Mercator's map bothered no one.

<sup>2</sup>Throughout the history of map-making, it has been customary to place one's own area at the center, so Mercator was following ample precedent. Furthermore, since Mercator was concerned with Europe as the starting point for voyages of exploration and since European navigators were Mercator's target audience, it made sense for him to place Europe at the optical center. In addition, he himself commented that he could not extend his map to the Poles, since he recognized that distortion would approach infinity at that point. More recent versions of Mercator's map do not—cannot—correct those distortions based on the mathematical principles of projection; what they do to fill in additional detail (as in the interior of the U.S., for example) is like polishing a rotten apple!

### About the Author

WARD L. KAISER, Executive Director of Friendship Press, is the publisher of the Peters Projection Map in English. He recently prepared English versions of two of Dr. Peters' works, *The New Cartography and Space and Time: Their Equal Representation as an Essential Basis for a Scientific World View*.



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

## The Quilt

written and illustrated  
by Ann Jonas.  
Greenwillow Books, 1984,  
\$10.25, unpagged, grades p.s.-1

This lovely book is about a little Black girl whose parents have made her a new quilt. She is very pleased with it and points out pieces of fabric taken from some of her outgrown clothing, her crib sheet and other things that mean a lot to her.

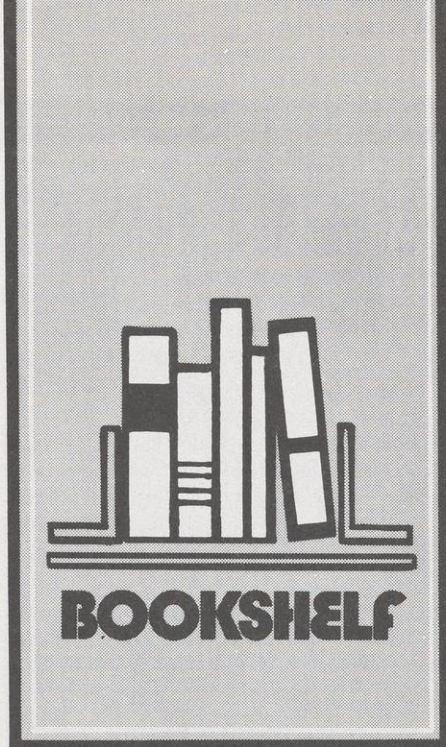
As she looks at the many colors and designs on the quilt, the child says, "I know I won't be able to sleep tonight." But soon she sleeps and, in dreams, travels through the part of her quilt that "almost looks like a little town." As she searches for her missing stuffed dog Sally, we see scenes suggested by the quilt design; some are scary, some dangerous, and some just plain beautiful. The next morning, the child and Sally are together, cuddled in the quilt.

The illustrations are excellent. The quilt is very colorful and the child's clothing, hair and skin colors are soft and pleasing to the eye. It is a pleasure to read a beautiful book with a Black child as its protagonist. This book would make a wonderful gift for any youngster. [Estelle T. Hazelwood]

## I Can/Can You?

a series of four books  
by Peggy Parish,  
illustrated by Marilyn Hafner.  
Greenwillow Books, 1980,  
\$2.95 each, 10 pages/book, grades p.s.

This 1980 series is worth locating. They show toddlers Jason and Rebecca (a white boy and girl) and Jenny and Sam (a Black girl and boy), who can do many things that other toddlers can imitate. (Volume One, for instance, begins with simple actions such as wiggling fingers.) It's nice to see human toddlers (instead of bunnies or frogs with human characteristics) and the toddlers' accomplishments in these books: Sam enjoys rocking his



baby; Jenny likes to swing and ride her trike; Jason helps to bathe himself and Rebecca washes her hands. When we meet the children's parents in Volume Four, both mothers and fathers are shown caring for the children.

The books are printed on heavy cardboard to withstand the punishment little hands can dish out. They have simple, clear, appealing pictures. I heartily recommend them for any toddler. [Karen Plattes]

## Circle of Giving

by Ellen Howard.  
Atheneum, 1984,  
\$9.95, 99 pages, grades 3-5

It is Los Angeles in the 1920s. Jeannie and her family have recently moved to the golden land of opportunity, a land where "All ... of the mothers ... kept house and the fathers ... went to work each day." When the Hanisians move into the last empty house on the block, speculations abound. Of particular interest is Francie, the youngest Hanisian daughter, who is "afflicted" with cerebral palsy. Jeannie's sister Marguerite befriends Francie and this friendship becomes the premise for this handicapist tale.

Since the book is set in the 1920s, the author may be historically accurate in using such words as "cripple," "afflicted" and "hopeless" to describe people with

disabilities; what is not acceptable is the repeated use of handicapist stereotypes to describe Francie. No opportunity is missed to describe Francie's "spastic hands," her "strange, excited, animal sounds," "drooling" and "wild, dark hair." In short, Francie is "simply, horribly, fascinatingly *different* from everyone we knew." In another stereotypic portrayal, Francie's mother is a martyr who expresses her sorrow and burden through her soulful and melodramatic piano playing. (And a neighbor comments on the Hanisians' Middle Eastern heritage by speculating that "Down home in Louisiana, we'd have a pretty good idea where skins *that* [author's emphasis] dark come from.")

Eventually, at a block Christmas party, it is clear that Marguerite's faith, patience and interest have helped Francie learn new skills and be accepted by others. In turn, Francie and her family give back the caring and acceptance to create a "circle of giving." A good idea gone vastly awry, *Circle of Giving* cannot be recommended. [Emily Strauss Watson]

## Prank

by Kathryn Lasky.  
Macmillan, 1984,  
\$12.95, 171 pages, grades 7-up

The "prank" of this story is not a simple, mischievous adolescent act: it involves the desecration of a synagogue. Timmy Flynn paints graffiti, his friends paint swastikas. It all adds up to anti-Semitism and when the results are witnessed by Mrs. Pearlowitz, a former Nazi concentration camp victim, the "prank" takes on terrible dimensions.

It is Timmy's sister Birdie who picks up on the anti-Semitic aspects of the "prank." It is she who understands that the anti-Semitic statements said carelessly around the school and her own house may have influenced her brother. It is she who decides to find out about the Holocaust and reads a selection from *Night* by Elie Wiesel and excerpts from *Commandant of Auschwitz* by Rudolph Hoess. It is also through Birdie's eyes that we see her Boston Irish-Catholic family falling apart. Her mother and father are without hope, her brother and sisters are equally hopeless dropouts.



The family is troubled, quarrelsome, self-deprecating and held together mainly by a TV set.

But after all this is spelled out for the reader, as if by magic the whole family changes. Birdie's sister, a battered wife, decides to obtain a divorce. Timmy, who has flunked almost every subject in school and is beaten by his father, suddenly signs up on a boat and looks forward to taking his third mate exam. Birdie's mother suddenly takes hold and defends her children. Her father feels sorry about knocking a tooth out of Timmy's mouth and becomes more understanding. The only one left in utter despair is Mrs. Pearlowitz, the concentration camp survivor who screams in anguish in the middle of the night.

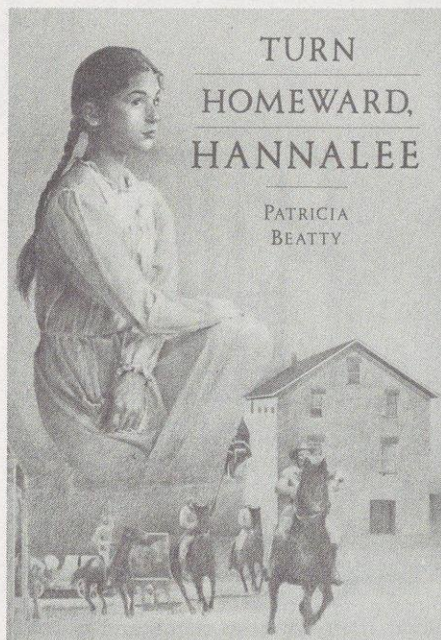
In the last chapter, Birdie, who hopes to become a writer, recaps the events of this book in a brief story. She talks about the synagogue desecration and how her brother did it because it made him feel, very briefly, good—"He felt power." Afterwards he was sorry: "He hadn't meant it." But the problem seems to be less the nature of his act than the fact that "what he had become as a person was not real but a prank." And then she goes on to detail what a successful boat navigator he has become. After raising serious societal issues, the author ignores them, suggesting that anti-Semitism is due to troubled individuals rather than societal factors.

Lasky's characters are vital, her scenes dynamic. The Flynn family does come to life. The vandalizing of synagogues in the United States and the relationship of these acts to the Holocaust are vitally important topics. Yet, this book's weak plot development and poor construction lead one to feel that these important themes are exploited or, worse, trivialized. [Albert V. Schwartz]

## Turn Homeward, Hannalee

by Patricia Beatty.  
Morrow, 1984,  
\$10.25, 193 pages, grades 4-up

This is the spirited story, based on historical realities, of Hannalee Reed, a poor, illiterate twelve-year-old mill worker in Roswell, Georgia, in the 1860's. As the Civil War draws to a close,



she and her nine-year-old brother, along with four hundred other mill workers, are considered traitors by the Union Army because they helped manufacture cloth for Confederate Army uniforms. They are roughly transported to Indiana where they are parcelled out to local inhabitants to replace the workers who went into the Union Army.

As Southerners, the children tend at first to stereotype all Northerners as Yankees or evil "bluebellies." However, when they get to know them, they accept that some are good and some bad, like anyone else. Still, life is difficult up North and Hannalee and her brother run away from their captors and attempt to make their way back home. Their adventures make fascinating reading, and Hannalee is a strong resourceful girl who makes a fine role model for young readers. (There are no Black characters in the story, but the author explains in a concluding note that this is because there were very few Black mill workers at that time.)

This book's view of the old South differs greatly from the *Gone with the Wind*/plantation myths we are accustomed to. This well-written, anti-elitist, anti-war tale makes the period very real and is an excellent opportunity for a child to enjoy a good story and learn some history at the same time. [Naomi Schott]

## Buffalo Woman

written and illustrated by Paul Goble.  
Bradbury, 1984,  
\$12.95, unpagged, grades 5-up

The story is of a kind common to many cultures: The hero is given a supernatural wife but loses her through some fault of his own or through the maliciousness of others. Sometimes he gets a second chance, sometimes he doesn't. In this case, a "great hunter" who has always been respectful of the buffalo is rewarded by the Buffalo Nation with a beautiful wife. They have a son, Buffalo Calf, but the hunter's relatives are unkind, and on a day when the hunter is away, the Buffalo Woman takes the boy and leaves the camp. The hunter follows, but he must face danger and pick his wife and son out from the herd. This he does, with the help of his supernatural son, and he is then transformed by the Buffalo Nation into "a young buffalo bull."

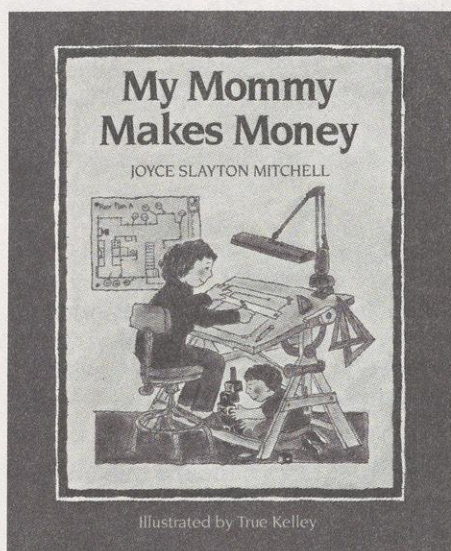
Author Goble says that the story comes from "the tribes who followed the buffalo herds on the Great Plains," and he cites a number of sources from museum literature and collections such as Grinnell's *By Cheyenne Campfires*. As usual, the material is treated with respect, which is appreciated. Also as usual, the illustrations are lovely. Goble's art has been criticized as static, and to an extent, I can see that. But, if you compare the work in this book to that found in, say, Goble's *The Friendly Wolf*, you can see change and motion, subtle, but there. For some time now, gifted Native artists have been exploring other modes of expression than the traditional. It would be nice to see what Paul Goble might do, should he also decide to expand his horizons. [Doris Seale]

## My Mommy Makes Money

by Joyce Mitchell,  
illustrated by True Kelley.  
Little, Brown, 1984,  
\$9.95, 30 pages, grades p.s.-2

Here is a delightful book for young children, with illustrations that offer as much pleasure as the text. Both pictures and story combine to shatter basic stereotypes and assumptions, whether racist, classist, sexist or "looksist." The mommies in this book range from a Black car salesperson to an Asian Amer-





ican horn player to a white overweight appliance salesperson. There are also mommy ministers, architects, carpenters, surgeons—in all shapes and sizes.

While some books strain to be “politically correct” and seem contrived, this book, thanks in large part to its illustrations, succeeds in presenting people in work situations that are both humorous and very believable. The pictures surprise us with wonderful details: a cat careening through bubbles on a floor flooded from a broken washing machine; a carsick child complaining while her grandmother roadtests a new car; or something as simple as steam rising from a hot muffin held by a man entering an elevator in an office building. For children who either demand that adults “Talk about the picture!” or insist on doing so themselves, this book is ideal. [Leonore Gordon]

## Nobody's Baby Now

by Carol Lee Benjamin.  
Macmillan, 1984,  
\$10.95, 157 pages, grades 5-8

## Grace

by Liesel Moak Skorpén.  
Harper & Row, 1984,  
\$11.50, 87 pages, grades 4-6

Though differing widely in style and setting, these two books are amazingly alike in plot and content. Both concern relationships between a young girl and a

very old woman, in which the girl brings some light into a dismal existence and the woman enriches the girl's understanding of her own life.

In *Nobody's Baby Now*, Olivia, now in high school, has to sit with her grandmother Minnie, while her writer father and professor mother are working. Olivia is disturbed by the way in which the rest of the family accept the grandmother's catatonic state, a severe depression that has kept her immobile since the death of her beloved husband a few months before. By speaking to Minnie instead of around her, like the rest of the family, Olivia manages to bring the older woman back into touch with her surroundings. But when Olivia tries to demonstrate that the grandmother can stay with the family instead of going to a nursing home, the experiment is a disaster, since Minnie's physical stamina is totally gone. Everyone, Olivia and Minnie included, now accepts her imminent departure.

But the relationship is not a one-way street. Once Minnie finds sympathetic communication, she shares with Olivia her wisdom and the importance of the deep love between herself and her late husband. Olivia can now look at her own parents in a new light and, with a new understanding of the meaning of love, can express herself more honestly to the boy at school whom she likes—perhaps loves.

The story is told in the typical first-person style of the young teenage “problem” novel, with lots of conversations at the dinner table and in the school lunch room. Olivia's is a middle-class intellectual Jewish family that does not question the values around them. Olivia is concerned with peer friendships, being too fat, falling in love, getting along with her siblings. There is a divorced and insensitive aunt portrayed as a stereotypically desperate woman without a man, but we readers know well that Olivia will not turn out like *that*. The aspect that raises the book out of complete triteness is the rich relationship between Olivia and Minnie. But the solution to the “problem” of the very old? More about that later in this review.

*Grace* is a concentrated story written entirely in the present tense—an obtrusive and rather distracting technique. The setting is an indeterminate suburban town, and Sara seems to have middle-class parents (her father is a doctor).

“Seems,” because the reader knows very little about Sara's life outside the immediate plot, except that she hates junior high school. Encouraged by her even more antagonistic friend Amy (child of separating parents, naturally), Sara joins in an excursion to torment the old woman next door, who lives in a shabby Victorian house and yells at the kids when they come on her property. Sara is caught, police visit her parents, and her mother insists that she apologize to Grace Craig, the neighbor. When she attempts to do so, Sara finds Grace lying helpless on the kitchen floor and rushes in to help her. And here begins a secret friendship. She begins to visit Grace daily, at first because she is sorry for her, but later because Grace's stories of her childhood and youth reveal to Sara the vigorous rural life that flourished in the very place where Sara now lives. Grace is not always “sweet” (sometimes she is cranky and disagreeable), but a true friendship has been forged. In the end, Grace dies quietly in her bed, after writing a note leaving to Sara her most precious small possessions. Sara accepts the death and remembers Grace in her own way.

Like Minnie in *Nobody's Baby Now*, Grace can be connected with the world only through the friendship and caring of one young girl. To everyone else, she is a nuisance, a burden, an object of hostility. Conversely, old people are inevitably alone, cut off from their families, and they can be comforted only by the special caring of a young stranger like Olivia and Sara. That they can give the richness and wisdom of age in return for this love only makes this inevitable situation sadder. Both authors accept without question that this is the way the world is.

It is worth comparing these two books with May Sarton's novel for adults, *As We Were*. There the elderly protagonist, angered at her own fate and that of those confined with her in a “home,” fights back in every way she can. When nothing succeeds, she sets the home on fire and burns it and herself to the ground. While this book is certainly not intended for young readers, something of its anger would be a healthy balance to the bland, if sad acceptance of the two books reviewed here. What kind of society, asks Sarton, can allow this to happen? These two books do not pose this question to the very people who should be asking it—to the young. [Betty Bacon]



## INTRODUCTION

This index covers Vol. 15, 1984, of the *Bulletin*. The Index is divided into two parts—an Author/Illustrator/Title Index and a Subject Bibliographic Index—which are explained below.

### **PART I: AUTHOR/ILLUSTRATOR/TITLE INDEX—Pages 12-15**

#### **What's listed:**

Authors and illustrators of books reviewed in the *Bulletin*.  
Authors of *Bulletin* articles.

Authors of titles that are recommended but not reviewed in depth; these listings are enclosed in parentheses.

Titles of books and other media reviewed in the "Bookshelf," "Hits & Misses" and "Media Monitor" departments of the *Bulletin*.

Books and other media that are the main subjects of feature articles.

Titles recommended but not reviewed in survey and bibliographic articles; these listings are enclosed in parentheses.

#### **What's not listed:**

Titles of *Bulletin* articles.

Titles of books and other media mentioned in survey or bibliographic articles which are not recommended.

Items mentioned in the *Bulletin's* "Bulletin Board" or "Information Exchange" departments.

Directors and/or producers of A-V materials.

Author listings for unsigned articles written by CIBC staff.

Names of reviewers of books and other media.

#### **Format:**

The listing is alphabetical. Book and other media titles are listed by the first word in the title excluding "A," "An," "The," "El" and "La." Authors and illustrators are alphabetized by last name.

Book and other media titles appear in italics; authors' and illustrators' names are in roman type.

Titles that are recommended but not reviewed and their authors' names are enclosed in parentheses.

Entries are followed by information indicating in which

*Bulletin* the item appears: 15—1&2:26 means that the item appears in Volume 15, Nos. 1&2, page 26.

A sample section of this portion of the Index follows:

*The Talking Earth*, 15—6:21

(Taylor, Mildred, 15—4:11)

*Teaching Africa Today*, 15—7&8:15

Note, Part II—the Subject Bibliographic Index—has more complete information on each entry.

### **PART II: SUBJECT BIBLIOGRAPHIC INDEX—Pages 20-30**

#### **What's listed:**

*Bulletin* articles by title.

Books and other media reviewed in the "Bookshelf," "Hits & Misses" and "Media Monitor" departments.

Media recommended in survey and bibliographic articles.

#### **What's not listed:**

Titles of books mentioned in survey or bibliographic articles.

Items mentioned in the *Bulletin's* "Bulletin Board" or "Information Exchange" departments with a few exceptions.

Directors and/or producers of A-V materials.

Author listings for unsigned articles written by CIBC staff.

Names of reviewers of books and other media.

#### **How to use Part II:**

1. Read the entire Subject Headings List (pages 16-19) to familiarize yourself with the subject category groupings. Several categories may be relevant to your topic.

Categories begin with general entries and are followed by specific subdivisions. For example:

MEDIA

MEDIA—COMICS

MEDIA—FILMS

MEDIA—FILMSTRIPS

After you determine which category or categories will be helpful, turn to the Index listings themselves (pages 20-30). Running heads at the top of the pages will guide you.

2. After locating the relevant subject category in the Subject Bibliographic Index, consider any **see also** references



that may appear immediately following it. For example, under WOMEN AND GIRLS (page 29), **see also** references will lead you to materials on SEXISM, SOCIAL JUSTICE and VIOLENCE—WOMAN-BATTERING.

Unfortunately, space considerations preclude the listing of items in as many places as we would like. It is therefore *essential* that you use the **see also** references to locate all material on a topic.

### 3. Key to listings:

*Titles* of books and other media are in italics; *Bulletin* articles are in quotation marks.

*Author(s)* of a book or article—when given—appear in roman type immediately following the title.

*Grade levels* for reviewed materials appear in parentheses after the author's name. The following abbreviations are used: gr = grade, ps = preschool, K = kindergarten, jr hs = junior high, hs = high school, YA = young adult.

*Genre indicators* are omitted if a reviewed book is non-fiction; otherwise the genre is indicated (e.g., fiction, folklore, poetry, rhymes).

*Media indicators* are omitted if a reviewed item is a book; otherwise, the medium is designated (e.g., filmstrip, TV show, etc.).

*Location indicators* designating in which *Bulletin* an item appears are as follows: 15—1&2:26 means that the item appears in Volume 15, Nos. 1&2, page 26.

### *Ratings:*

Two stars (\*\*) are given to an item that has been highly recommended by a *Bulletin* reviewer.

One star (\*) is given to an item recommended with reservation(s). Consult the reviews; some reservations will be more relevant to your concerns than others.

Items that a reviewer found problematic or objectionable are not rated. Such materials may, however, provide valuable information or fill a need.

**N.B.** An unannotated listing cannot take the place of a detailed review. We therefore urge you to read as many of the full reviews as possible before selecting and/or using the materials that appear in this bibliographic index.

Typical entries and what they mean appear below.

### ● BULLETIN ARTICLE:

"Huck Finn: Two Generations of Pain." M. Allen. 15—5:9

article title      author, if any      volume      issue      page number

### ● REVIEWED BOOK, FICTION:

*Because We Are.* M.P. Walker. (gr 7+) fiction 15—3:19 \*\*

title      author      grade level      genre indicator      volume      issue      page number      rating, if any

### ● REVIEWED BOOK, NON-FICTION:

*The Mill Girls.* B. Selden. (gr 7-12) 15—4:15 \*

title      author      grade level      volume      issue      page number      rating, if any

### ● REVIEWED MEDIA:

*Step It Down.* B. Jones. (gr not specified) record 15—4:21 \*\*

title      author      grade level      media indicator      volume      issue      page number      rating, if any

The index appears on the last pages of this issue so that it can easily be removed and put with issues from Volume 15, if that is a more convenient arrangement.

We have appreciatively followed readers' suggestions about ways to improve on previous *Bulletin* indexes. We hope your input will continue. Are there categories that should be added, changed or omitted? Is there any other information that you would like to see included? Your reactions to this Index would be welcomed. Please write to Marie Ariel, c/o the *Bulletin*, CIBC, 1841 Broadway, New York, NY 10023.



## PART I: Author/Illustrator/Title

Names and titles are given in parentheses when an item has been recommended but not reviewed in an article. Additional information on this portion of the Index appears in the Introduction that begins on page 10.

### Titles Beginning with Numeral (117 Days, 15—7&8:27)

#### A

*A-B-C-ing: An Action Alphabet*, 15—5:20  
Aardema, Verna, 15—7&8:15  
Aaron, Jane, 15—4:19  
Abrahams, Peter, 15—7&8:19; 15—7&8:22  
(Adams, Barbara, 15—3:13)  
Adler, C.S., 15—1&2:38  
(Adoff, Arnold, 15—6:13)  
*The Adventures of Billy Bean*, 15—4:15  
*The Adventures of Huckleberry Finn* see *Huckleberry Finn*  
(*Africa on Film and Videotape*, 15—7&8:25)  
(African Studies Center, Michigan State University, 15—7&8:25)  
(*The Afrikaner Experience*, 15—7&8:25)  
(*Alesia*, 15—3:13)  
(*Alice Yazzie's Year*, 15—3:17)  
Alik, 15—7&8:18  
(*All It Takes Is Practice*, 15—6:14)  
(*All the Colors of the Race*, 15—6:13)  
Allen, Margot, 15—5:9  
(*Amandla*, 15—7&8:25)  
*The American Military*, 15—4:20  
*And Then What Happened?* 15—4:23  
(Anderson, Susanne, 15—3:8)  
*Angel Face*, 15—7&8:33  
*Anna Joins In*, 15—5:19  
(*Annie and the Old One*, 15—3:17)  
(*Anti-Development: South Africa and Its Bantustans*, 15—7&8:28)  
(*Apartheid*, 15—7&8:27)  
(*Apartheid, 20th Century Slavery*, 15—7&8:25)  
(*Apartheid: Power and Historical Falsification*, 15—7&8:27)  
(*Apartheid: The Facts*, 15—7&8:27)  
(*Apartheid, the Real Hurdle: Sport in South Africa and the International Boycott*, 15—7&8:28)  
(*Apartheid, 20th Century Slavery*, 15—7&8:25)  
(*Apple Is My Sign*, 15—3:13)  
*Apples on a Stick: The Folklore of Black Children*, 15—6:18  
(*Arilla Sun Down*, 15—6:15)  
Arnold, Katrin, 15—5:19  
(Arnold, Millard, 15—7&8:27)  
(*Automating Apartheid; U.S. Computer Exports to South Africa and the Arms Embargo*, 15—7&8:27)  
(*Awake from Mourning*, 15—7&8:25)

#### B

*Ba Ye Zwa, The People Live*, 15—7&8:14

Babbitt, Natalie, 15—3:18  
*Babylon*, 15—3:18  
(*The Balancing Girl*, 15—3:13, 15—4:14)  
(Baldwin, Anne Norris, 15—3:13)  
Banfield, Beryle, 15—5:10  
*The Bantu Civilizations of Southern Africa*, 15—7&8:15  
Barcus, F. Earle, 15—3:21  
Bartlett, Richard C., 15—7&8:18  
Bateman, Walter, 15—7&8:18  
Beardslee, William R., 15—3:20  
*Because We Are*, 15—3:19  
Bedell, Madelon, 15—1&2:7  
*Behind the Back of the Mountain*, 15—7&8:15  
Beller, Janet, 15—5:20  
(*Belonging*, 15—3:13)  
Bender, David L., 15—4:20  
(Bennett, Carol J., 15—3:13)  
Best, Raphaela, 15—4:21  
Bethancourt, T. Ernesto, 15—6:19  
(*Biko*, 15—7&8:27)  
(*Biko, Steve*, 15—7&8:27)  
*Black as I Am*, 15—7&8:15  
*Black Child*, 15—7&8:15  
*Black Children: Their Roots, Culture and Learning Styles*, 15—3:20  
(*Black Is Brown Is Tan*, 15—6:13)  
(*Black Leaders in Southern African History*, 15—7&8:28)  
(*Black Power in South Africa: The Evolution of an Ideology*, 15—7&8:27)  
(*The Bleeding Man and Other Stories*, 15—3:9)  
Bleeker, Sonia, 15—7&8:22  
Blumberg, Rhoda, 15—4:7; 15—7&8:21  
(Borland, Hal, 15—3:9)  
Bosche, Susanne, 15—4:16  
(Braithwaite, Edward, 15—7&8:27)  
Brewer, Linda Skinner, 15—7&8:31  
Brody, Helen, 15—6:12  
Brown, Tricia, 15—5:20  
*But She's Still My Grandma!* 15—3:19  
*The Butter Battle Book*, 15—3:16

#### C

Caldwell, John C., 15—7&8:18  
(Calvin, James, 15—4:10)  
Campbell, Patricia B., 15—3:3; 15—5:5  
(*Ceremony*, 15—3:9)  
Chambers, Aidan, 15—7&8:32

Chambers, Bradford, 15—4:12  
Charnes, Ruth, 15—5:3; 15—7&8:38 [letter abt article]  
Chen, Clarence L., 15—6:11  
*Childcare Shapes the Future: Anti-Racist Strategies*, 15—1&2:39; 15—6:23  
*Childcare Shapes the Future: Anti-Sexist Strategies*, 15—1&2:39; 15—6:23  
(*Children Under Apartheid*, 15—7&8:27)  
(Childress, Alice, 15—4:10)  
The CIBC (Council on Interracial Books for Children) Resource Center for Educators: There are too many entries for this to be a useful listing. For a list of materials produced by the Resource Center, please write for a free catalog.  
Clayton, Robert, 15—7&8:21  
(Clifton, Lucille, 15—3:13; 15—3:16)  
Cloud, Kate, 15—5:21  
Cogancherry, Helen, 15—4:17  
Cohen, Daniel, 15—7&8:20  
Cole, Ernest, 15—7&8:17  
Colman, Hila, 15—4:15  
(*Colonialism, A Case Study: Namibia*, 15—7&8:25)  
(Cone, Molly, 15—3:9)  
"Conference on American Comedy." Penn State University, 15—4:12  
The Connecticut Education Association, 15—5:23  
*A Contest*, 15—4:15  
*The Contest*, 15—1&2:36  
(*Controlling Interest*, 15—7&8:25)  
*Copycat Sam: Developing Ties with a Special Child*, 15—7&8:32  
Corcoran, Barbara, 15—5:17  
(Cornevin, Marianne, 15—7&8:27)  
(*Cornrows*, 15—4:11)  
Council on Interracial Books for Children (CIBC): There are too many entries for this to be a useful listing. For a list of materials produced by the Council, please write for a free catalog.  
(Craven, Margaret, 15—3:9)  
Crofts, Marylee, 15—7&8:23; 15—7&8:29  
(*Crossroads: South Africa*, 15—7&8:25)  
(Cruz, Ray, 15—4:11)  
*Cry, the Beloved Country* [a verse drama], 15—7&8:15

#### D

*Daddy's Girl*, 15—5:19  
*Dance on My Grave*, 15—7&8:32  
*Danny*, 15—5:18  
(*Darlene*, 15—3:13)  
(Davis, Jennifer, 15—7&8:27)  
Davis, N.E., 15—7&8:16  
*Daybreak Star Preschool Activities Book*, 15—7&8:31  
(*Death of Jim Loney*, 15—3:9)  
(*Decoding Corporate Camouflage*, 15—7&8:28)  
Deegan, Ellie, 15—5:21

Readers in search of materials to combat bias are advised to consult the annual CIBC catalog which lists Council-produced material not necessarily listed or referred to in this Index. Readers may write to the Council—1841 Broadway, New York, NY 10023—for a free catalog.



dePaola, Tomie, 15—4:17  
 Diamond, Donna, 15—4:19  
 Dillon, Diane, 15—7&8:15  
 Dillon, Leo, 15—7&8:15  
 (*The Discarded People*, 15—7&8:25)  
 (*The Dispossessed*, 15—7&8:25)  
*Diversity in the Classroom*, 15—7&8:35  
 (*Divide and Rule, South Africa's Bantustans*, 15—7&8:28)  
 Dixon, Bob, 15—5:21  
*Do You Love Me, Harvey Burns?* 15—4:18  
*Don't Hurt Me, Mama*, 15—4:17  
*The Double Life of Pocahontas*, 15—5:16  
 Douglas, Josephine, 15—7&8:15  
*Down Second Avenue*, 15—7&8:16  
 (*The Dumping Grounds*, 15—7&8:25)

## E

(*Economic Disengagement and South Africa: The Effectiveness and Feasibility of Implementing Sanctions and Divestment*, 15—7&8:27)

Editorial Forum [a series], 15—4:20  
 Ehrenreich, Barbara, 15—4:20; 15—7&8:35; 15—7&8:38  
*Eleanor Roosevelt: A Life of Happiness and Tears*, 15—3:19  
 (*The Enduring Navajo*, 15—3:8)  
 Epstein, Beryl, 15—7&8:19  
 Epstein, Sam, 15—7&8:19  
 Epstein, Vivian Sheldon, 15—5:18  
 Evans, James S., 15—7&8:31  
*Everett Anderson's Goodby*, 15—3:16

## F

(*Facelift Apartheid, South Africa after Soweto*, 15—7&8:28)  
*Fairy Tales and the Art of Subversion*, 15—3:21  
*Famine*, 15—4:7  
 (Feinberg, Barry, 15—7&8:27)  
 (*Felita*, 15—4:11)  
 Fenton, Thomas P., 15—4:20  
*First Came the Indians*, 15—6:18  
 (First, Ruth, 15—7&8:27)  
 Fisk, Nicholas, 15—6:21  
 Florian, Douglas, 15—4:19  
 (*Follow the Yellowcake Road*, 15—7&8:25)  
*Food First Comics*, 15—4:7  
*Food First Curriculum*, 15—4:6  
 (*Fools and Other Stories*, 15—7&8:28)  
 (*Forbidden Pastures*, 15—7&8:28)  
 (*Forget Not Our Sisters*, 15—7&8:25)  
 Four Killer, Nick, 15—4:15  
*Friends and Neighbors* [series title], 15—1&2:36  
 Fritz, Jean, 15—5:16  
 Froelich, Margaret Walden, 15—4:19  
 Fuentes, Annette, 15—7&8:38  
 Furman, Harry, 15—4:20

## G

(*Generations of Resistance*, 15—7&8:25)  
 George, Jean Craighead, 15—6:21  
 Geras, Adele, 15—5:20  
 (Gerhart, Gail, 15—7&8:27)  
 (Gerson, Corinne, 15—3:13)  
*Getting to Know South Africa*, 15—7&8:16  
 (*Giant Steps for Steven*, 15—3:13)  
 (*The Gift-Giver*, 15—4:10)

(Gilpin, Laura, 15—3:8)  
 Girion, Barbara, 15—6:20  
*Go Well, Stay Well*, 15—7&8:16  
 Goble, Paul, 15—1&2:38  
 (*God, Why Is She the Way She Is?* 15—3:13)  
*The Gods Must Be Crazy*, 15—7&8:34  
*Gods of Metal*, 15—6:22  
 Goldsmith, Howard, 15—1&2:36  
 Goodman, Gerre, 15—5:21  
 (Gordimer series, 15—7&8:25)  
 (*Grandma's Wheelchair*, 15—3:13)  
 Gray, Elizabeth Dodson, 15—3:21  
*The Great Computer Dating Caper*, 15—6:19  
*Green Paradise Lost*, 15—3:21  
 Greenberg, Jan, 15—4:17  
 (Greenfield, Eloise, 15—3:13; 15—4:10)  
 Grifalconi, Ann, 15—3:16  
 Grisha, 15—7&8:19  
*Guide to Nonsexist Teaching Activities (K-12)*, 15—3:21  
 Gunther, John, 15—7&8:19

## H

Haggard, H. Rider, 15—7&8:17  
 Hale, Janice E., 15—3:20  
 Haller, Danita Ross, 15—3:16  
 (Haller, Dorcas Woodbury, 15—3:13)  
 Halsey, Peggy L., 15—7&8:17  
 Hamilton, Virginia, 15—5:17; (15—6:15)  
 (*A Handbook for Sharing Non-Sexist Teaching Ideas*, 15—4:4)  
*A Handbook for the Disabled*, 15—3:21  
*A Handful of Stars*, 15—6:20  
 (Hanlon, Emily, 15—3:13)  
 Hansen, Andreas, 15—4:16  
 Hansen, Joyce, 15—4:9; (15—4:10)  
 Harding, Vincent, 15—7&8:35  
 Harris, Marilyn, 15—3:7  
 Haseley, Dennis, 15—1&2:36  
 Hastings, Macdonald, 15—7&8:20  
*Hatter Fox*, 15—3:7  
 Head, Bessie, 15—7&8:19; 15—7&8:22; (15—7&8:27)  
*The Hearts of Men: American Dreams and the Flight from Commitment*, 15—4:20  
 Heffron, Mary J., 15—4:20  
 (Henroid, Lorraine, 15—3:13)  
 (Herbert, Frank, 15—3:9)  
 Herbert Rowbarger, 15—3:18  
*Here's Looking at You, Kid*, 15—7&8:33  
 (*A Hero Ain't Nothing But a Sandwich*, 15—4:10)  
 Herzig, Alison Cragin, 15—5:16  
 Hickman, Martha Whitmore, 15—3:19  
*Hide Crawford Quick*, 15—4:19  
 Higginbotham, Elizabeth, 15—7&8:39  
*A History of Southern Africa*, 15—7&8:16  
*History of Women for Children*, 15—5:18  
 (Hilbok, Bruce, 15—3:13)  
 Hoecker, Hazel, 15—7&8:16  
 Holding, James, 15—7&8:18  
*The Holocaust and Genocide: A Search for Conscience*, 15—4:20  
 (*Home Boy*, 15—4:10)  
 (*Honorary White*, 15—7&8:27)  
 Hopper, Nancy J., 15—3:16  
*The Hot and Cold Summer*, 15—6:19  
 (*House Made of Dawn*, 15—3:8)  
*House of Bondage*, 15—7&8:17  
 Houston, James, 15—6:18

*How to Tape Instant Oral Biographies*, 15—7&8:38  
 Howland, Deborah, 15—1&2:36  
*Huckleberry Finn*, 15—1&2:3; 15—1&2:4; 15—3:15; 15—4:12; 15—5:9; 15—7&8:37  
 Huff, Laura, 15—7&8:32  
 Hurwitz, Johanna, 15—6:19  
*Hush, Puppies*, 15—1&2:37

## I

(*I Heard the Owl Call My Name*, 15—3:9)  
*I Saw You From Afar: A Visit to the Bushmen of the Kalahari Desert*, 15—7&8:17  
*I Will Be a Doctor!* 15—7&8:32  
*I Wish I Had My Father*, 15—3:17  
 (*I Write What I Like*, 15—7&8:27)  
*If You Want to Know Me: Reflections of Life in Southern Africa*, 15—7&8:17  
*Images of Life on Children's Television: Sex Roles, Minorities and Families*, 15—3:21  
 (*In Nueva York*, 15—4:11)  
*In the Fog of the Season's End*, 15—7&8:17  
*Indaba: Let's Talk*, 15—7&8:16  
 (*Indians' Summer*, 15—3:8)  
 Ingalls, Leonard, 15—7&8:16  
 Irwin, Hadley, 15—3:17  
 (*Island in Chains: Ten Years on Robben Island*, 15—7&8:28)  
 ISIS Women's International Communication Service, 15—7&8:38  
 (*It Ain't All for Nothin'*, 15—4:10)

## J

Jacobs, William Jay, 15—3:19  
*Jafta*, 15—7&8:30  
*Jafta and the Wedding*, 15—7&8:30  
*Jafta's Father*, 15—7&8:30  
*Jafta's Mother*, 15—7&8:30  
*Jenny Lives with Eric and Martin*, 15—4:16  
 (Jensen, Virginia Allen, 15—3:13)  
 (Jones, Adrienne, 15—6:14)  
 Jones, Bessie, 15—4:21  
 Jones, Toeckey, 15—7&8:16  
 Joseph, Joan, 15—7&8:21  
*The Journey*, 15—7&8:30  
 Judson, Stephanie, 15—4:21  
*Just Another Love Story*, 15—6:20  
 (*Just Like Always*, 15—3:13)  
*Just My Luck*, 15—4:16  
*Just Vernon*, 15—3:16

## K

*Kachinas: Color and Cut-Out Collection*, 15—7&8:31  
 (Kamien, Janet, 15—3:13)  
*Keeping It Secret*, 15—4:19  
 Kehoe, Michael, 15—4:17  
 Kendall, Frances E., 15—7&8:35  
 (Kent, Deborah, 15—3:13)  
 (Kerr, M. E., 15—3:13)  
*King Solomon's Mines*, 15—7&8:17  
*Kio and Gus*, 15—1&2:37  
 Klein, Norma, 15—7&8:33  
 (Kluckhohn, Clyde, 15—3:8)  
 Knowles, Anne, 15—5:18  
 Knudson, R. R., 15—6:20  
 Komai, Felicia, 15—7&8:15  
 Kopper, Lisa, 15—7&8:30



*The Kung of the Kalahari*, 15—7&8:18  
Kyle, Jeff, 15—4:15

## L

La Guma, Alex, 15—7&8:17; 15—7&8:22; (15—7&8:27)  
Ladner, Joyce, 15—6:7  
Lakey, George, 15—5:21  
*The Land and People of South Africa*, 15—7&8:18  
Landis, J. D., 15—5:19  
Lashof, Judy, 15—5:21  
(*Last Grave at Dimbaza*, 15—7&8:25)  
Laure, Ettagale, 15—7&8:20  
Laure, Jason, 15—7&8:20  
*The Lazy Little Zulu Boy*, 15—7&8:18  
*The Legend of the Bluebonnet*, 15—4:17  
*Let My People Go*, 15—7&8:18  
*Let's Visit South Africa*, 15—7&8:18  
Levoy, Myron, 15—7&8:33  
Lewin, Hugh, 15—7&8:30  
(*Life and Death of Steve Biko*, 15—7&8:25)  
(*Like It Is: Facts & Feelings about Handicaps from Kids Who Know*, 15—3:13)  
Likhanov, Albert, 15—4:18  
(Lincoln, Kenneth, 15—3:8)  
Lipman, Matthew, 15—1&2:37  
Litchfield, Ada B., 15—5:19  
(*Little Little*, 15—3:13)  
*Little Lost Dog*, 15—1&2:36  
(*A Little Time*, 15—3:13)  
(Litvak, Lawrence, 15—7&8:27)  
Livingston, Francis, 15—3:19  
Long, Margo Alexandre, 15—6:13  
*Look Me in the Eye: Old Women, Aging and Ageism*, 15—3:20  
Lord, Athena V., 15—5:18  
Lourie, Richard, 15—4:18  
(*Ludell*, 15—4:11)  
(*Ludell and Willie*, 15—4:11)  
(*Ludell's New York Time*, 15—4:11)  
Lunt, Suzanne, 15—3:21  
Luthuli, Albert, 15—7&8:18

## M

MacCann, Donnarae, 15—1&2:4  
Macdonald, Barbara, 15—3:20  
Mackay, Louis, 15—4:16  
(MacLachlan, Patricia, 15—3:13)  
*The Magical Adventures of Pretty Pearl*, 15—5:17  
(Magubane, Bernard, 15—7&8:27)  
Magubane, Peter, 15—7&8:15  
(Maher, Ramona, 15—3:17)  
*Making Room for Uncle Joe*, 15—5:19  
*Male/Female Roles*, 15—4:20  
Mali, Jane Lawrence, 15—5:16  
*The Mamook Book: Activities for Learning about the Northwest Coast Indians*, 15—7&8:31  
(Mandela, Nelson, 15—7&8:27)  
Mandela, Zindzi, 15—7&8:15  
*A Manual on Nonviolence and Children*, 15—4:21  
Mars, W. T., 15—7&8:22  
Maru, 15—7&8:19  
Marzollo, Jean, 15—4:18  
Mathers, Sharon, 15—7&8:31  
(Mathis, Sharon Bell, 15—4:10)  
McCuen, Gary E., 15—4:20  
*Meet South Africa*, 15—7&8:19

*Mel on Wheels*, 15—6:22  
Michels, Barbara, 15—6:18  
(Miles, Betty, 15—6:14)  
(Miles, Miska, 15—3:17)  
*The Milkman's on His Way*, 15—7&8:32  
*The Mill Girls*, 15—4:15  
*Mine Boy*, 15—7&8:19  
Mirsky, Reba, 15—7&8:22  
Mitchell, Barbara, 15—1&2:37  
(Mitchell, Joyce Slayton, 15—3:13)  
(Moerdyk, Donald, 15—7&8:28)  
(Mohr, Nicholasa, 15—4:11)  
(Momaday, N. Scott, 15—3:8)  
Moore, Emily, 15—4:16  
More, George, 15—7&8:22  
Morland, Gail, 15—7&8:17  
*Mosaic of Progress: South Africa Today*, 15—7&8:23  
Mphahlele, Ezekiel, 15—7&8:16  
(*Muriel at Metropolitan*, 15—7&8:28)  
Murphy, E. Jefferson, 15—7&8:15  
*Music, Music for Everyone*, 15—7&8:33  
(*My Friend Jacob*, 15—3:13)  
(*My Friend Leslie: The Story of a Handicapped Child*, 15—3:13)  
(*My Sister Is Different*, 15—3:13)  
Myers, Gail E., 15—4:6  
(Myers, Walter Dean, 15—4:10)  
*Myself, Yourself*, 15—6:22

## N

(Nlali: *The Story of a Kung Woman*, 15—7&8:34)  
(Naidoo, Indres, 15—7&8:28)  
(*Namibia: A Trust Betrayed*, 15—7&8:25)  
(*Namibia Behind the Lines*, 15—7&8:25)  
(*Namibia: The Facts*, 15—7&8:28)  
(Nasnaga, 15—3:8)  
The National Education Association, 15—5:23  
(*Native American Renaissance*, 15—3:8)  
(*The Navajo*, 15—3:8)  
(*Navajo Means People*, 15—3:8)  
(Ndebele, Njabulo, 15—7&8:28)  
Neal, Colleen, 15—7&8:31  
*A New History of Southern Africa*, 15—7&8:19  
Newlon, Clarke, 15—7&8:21  
Newman, Bernard, 15—7&8:18  
(Newth, Philip, 15—3:13)  
(Ngubane, Jordan, 15—7&8:28)  
Nkomo, Mokubung, 15—7&8:29  
*No Dragons to Slay*, 15—4:17  
(*No Easy Walk to Freedom*, 15—7&8:27)  
*No More Secrets for Me*, 15—4:19  
*No Turning Back: Lesbian and Gay Liberation for the 80's*, 15—5:21  
(Norris, Carolyn Brimley, 15—3:13)  
*Northern Fried Chicken*, 15—5:16  
Northway, Jennifer, 15—3:18  
Northwest Regional Education Laboratory, Center for Sex Equity, 15—3:21  
*Not for Love*, 15—4:15  
*Not Just Any Ring*, 15—3:16  
*Now Read On: Recommended Fiction for Young People*, 15—5:21  
The Nuclear Education Project, 15—5:21  
(*Number Four*, 15—3:9)

## O

*O Wakaga: Activities for Learning about the Plains Indians*, 15—7&8:31  
OEES see Organization for Equal Education of the Sexes

*On with My Life*, 15—1&2:38  
*The Once in a While Hero*, 15—1&2:38  
(*117 Days*, 15—7&8:27)  
*Opposing Viewpoints*, 15—4:20  
Organization for Equal Education of the Sexes, 15—4:3  
Ortiz, Fran, 15—5:20  
*Our Hungry Earth: The World Food Crisis*, 15—4:7  
Owens, Gail, 15—5:19; 15—6:19

## P

Parsons, Neil, 15—7&8:19  
(*Passing the Message*, 15—7&8:25)  
(*Passing Through*, 15—3:13)  
Patacsil, Sharon, 15—7&8:31  
Paton, Alan, 15—6&7:15; 15—7&8:18; 15—7&8:21  
*Patriarchy as a Conceptual Trap*, 15—3:21  
Payne, Sherry Neuirth, 15—4:15  
Peavy, Linda, 15—3:18  
Penn State University. "Conference on American Comedy," 15—4:12  
*People Working*, 15—4:19  
Perkins, Carol Morse, 15—7&8:17  
Perkins, Marlin, 15—7&8:17  
Phillips, Paula, 15—6:8  
Pinkney, Jerry, 15—6:18  
(*Poets to the People, South African Freedom Poems*, 15—7&8:27)  
(*The Politics of History in South Africa*, 15—7&8:27)  
Pollock, Penny, 15—4:19  
(*Portrait of Nelson Mandela*, 15—7&8:26)  
Poussaint, Alvin F., 15—6:9  
*Poverty in the American Dream: Women and Children First*, 15—7&8:35  
Pringle, Laurence, 15—4:7  
(*Project Share*, 15—4:4)  
*Purple Rain*, 15—6:22  
*The Puzzle of Books*, 15—4:17

## Q

(*A Question of Power*, 15—7&8:27)

## R

(*The Rabbits' Wedding*, 15—6:13)  
(Rabe, Berniece, 15—3:13; 15—4:15)  
*A Rag, a Bone and a Hank of Hair*, 15—6:21  
(*Rainbow Jordan*, 15—4:10)  
(Ramsamy, Sam, 15—7&8:28)  
Randolph-Robinson, Brenda, 15—7&8:3; 15—7&8:14; 15—7&8:15; 15—7&8:18; 15—7&8:29  
Rappaport, Doreen, 15—3:19  
Ray, Deborah Kogan, 15—3:16  
Rees, David, 15—7&8:32  
(*Remember Kassinga*, 15—7&8:26)  
*Resurgence: The Movement for Equality vs. The Ku Klux Klan*, 15—6:22  
(Revis, Alesia, 15—3:13)  
*The Revolution of Mary Leary*, 15—3:17  
Rich, Cynthia, 15—3:20  
Richter, Elizabeth, 15—1&2:36  
Rifas, Leonard, 15—4:7  
(Riskind, Mary, 15—3:13)  
Robinson, Charles, 15—6:20  
(Rogers, Barbara, 15—7&8:28)  
(*Roll of Thunder, Hear My Cry*, 15—4:11)



(*Roly Goes Exploring*, 15—3:13)  
 Rose, Irma Garcia, 15—6:12  
 (Rosenberg, Maxine B., 15—3:13)  
 Rubin, Laurie, 15—4:6  
 (*Run, Don't Walk*, 15—3:13)

## S

(Sachs, Elizabeth-Ann, 15—3:13)  
 Sallis, Susan, 15—6:18  
 Saracho, Olivia, 15—7&8:35  
 (Saunders, Christopher, 15—7&8:28)  
 (Savitz, Harriet May, 15—3:13)  
*The Scared One*, 15—1&2:36  
 (Schmidt, Elizabeth, 15—7&8:28)  
 Scholefield, Alan, 15—7&8:22  
 Schotter, Roni, 15—5:16  
 Schwartz, Albert V., 15—1&2:6  
 Seale, Doris, 15—3:7  
*The Search for the Little Yellow Men*, 15—7&8:20  
*A Season of Secrets*, 15—5:16  
*Secret of the Tiger's Eye*, 15—7&8:20  
*Secret Places of the Stairs*, 15—6:18  
 (See Me More Clearly: Career & Life Planning, 15—3:13)  
 Seelig, Renate, 15—5:19  
 Seidman, Judy, 15—7&8:14; (15—7&8:28)  
 Selden, Bernice, 15—4:15  
 Seuss, Dr., 15—3:16  
*Sexual Values*, 15—4:20  
 Shackford, Kate, 15—6:4  
*Shadows across the Sun*, 15—4:18  
*Shaka, King of the Zulus*, 15—7&8:20  
 Shreve, Susan, 15—3:17  
 (Signs Unseen, Sounds Unheard, 15—3:13)  
 (Sikakane, Joyce, 15—7&8:28)  
 (Silent Dancer, 15—3:13)  
 (Silko, Leslie, 15—3:9)  
 Simon, Norma, 15—3:17  
 (Six Days in Soweto, 15—7&8:26)  
 Skinner, Linda, 15—7&8:31  
 Sklar, Holly, 15—7&8:35  
 Skurzynski, Gloria, 15—5:20  
*The Slave Narrative: Its Place in American History*, 15—7&8:35  
 (Smith, Dan, 15—7&8:28)  
 Smith, Melba, 15—7&8:17  
 Smith, Robert Kimmel, 15—7&8:31  
 Smith, Ursula, 15—3:18  
 (So, Nothing Is Forever, 15—6:14)  
*Someone Special, Just Like You*, 15—5:20  
 (Something to Count On, 15—4:11)  
 (Song of the Earth Spirit, 15—3:8)  
 (Soul Catcher, 15—3:9)  
 (South Africa Belongs to Us, 15—7&8:26)  
*South Africa: Coming of Age under Apartheid*, 15—7&8:20  
 (South Africa: Foreign Investment and Apartheid, 15—7&8:27)  
 (South Africa Information Packet, 15—7&8:28)  
 (South Africa: The Nuclear File, 15—7&8:26)  
 (South Africa: The White Laager, 15—7&8:26)  
 (South Africa: Time Running Out, 15—7&8:28)  
*South African Statesman, Jan Christiaan Smuts*, 15—7&8:21  
 (South Africa's Nuclear Capability, 15—7&8:28)  
*Southern Africa*, 15—7&8:21  
*Southern Africa: South Africa, Namibia, Swaziland, Lesotho and Botswana*, 15—7&8:21  
*Southern Africa: The Critical Land*, 15—7&8:21

*Spirit to Ride the Whirlwind*, 15—5:18  
 Spivey, Philip, 15—6:11  
 Spodek, Bernard, 15—7&8:35  
 Staheli, Julie West, 15—7&8:31  
 Stallard, Karin, 15—7&8:35  
 Stanek, Muriel, 15—4:17  
*Star Boy*, 15—1&2:38  
 Starling, Marion Wilson, 15—7&8:35  
 Stefanik, Alfred T., 15—7&8:32  
 Stein, Harry, 15—7&8:15; 15—7&8:21  
*Step It Down: Games for Children*, 15—4:21  
 (Steve Biko: Black Consciousness in South Africa, 15—7&8:27)  
*Stormy Day Together*, 15—1&2:36  
 (Strete, Craig Kee, 15—3:9)  
*Strike!* 15—5:17  
 Studie, Wesley, 15—4:15  
 Sturgis, Margaret, 15—5:18  
 Sullivan, Jo, 15—7&8:8  
 Sussman, Susan, 15—6:20  
 (The Swing, 15—3:13)

## T

*TABS: Aids for Ending Sexism in School*, 15—4:3  
 Tafoya, Terry, 15—7&8:31  
*Tales from a Troubled Land*, 15—7&8:21  
 (Talk About a Family, 15—4:10)  
*The Talking Earth*, 15—6:21  
 (Taylor, Mildred, 15—4:11)  
*Teaching Africa Today*, 15—7&8:15  
 (Teacup Full of Roses, 15—4:10)  
*The Teenage Hospital Experience: You Can Handle It!* 15—1&2:36  
*Tell Freedom: Memories of Africa*, 15—7&8:22  
*The Tempering*, 15—5:20  
 (Thali, Miriam, 15—7&8:28)  
 Thax, Tena, 15—7&8:21  
*There Is a River: The Black Struggle for Freedom in America*, 15—7&8:35  
 (There Is No Crisis, 15—7&8:26)  
*There's No Such Thing as a Chanukah Bush*, Sandy Goldstein, 15—6:20  
*Third World Resource Directory*, 15—4:20  
*Thirty-One Brothers and Sisters*, 15—7&8:22  
 Thorne, Erika, 15—5:21  
*Three Friends*, 15—7&8:33  
 (Through Grandpa's Eyes, 15—3:13)  
*The Town*, 15—7&8:30  
 (The Train, 15—6:13)  
*Treasure Hunt*, 15—1&2:36  
*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty*, 15—7&8:39  
 (Troup, Freda, 15—7&8:28)  
 Trull, Patti, 15—1&2:38  
 (Tsiamel, 15—7&8:26)  
 Twain, Mark, 15—1&2:3; 15—1&2:4; 15—3:15; 15—4:12; 15—5:9; 15—7&8:37 [letters about]

## U

*An Uncommon Gift*, 15—7&8:31  
*Under the Shadow*, 15—5:18  
*Understanding the Multicultural Experience in Early Childhood Education*, 15—7&8:35  
 (Ushaba, The Hurtle to Blood River, 15—7&8:28)  
 (Using Film on South Africa: An Activation Kit on Investments, 15—7&8:24)

## V

*Violence, the Ku Klux Klan and the Struggle for Equality*, 15—5:23  
 (Vogt, Evon Z., 15—3:8)  
*Voyage*, 15—5:20

## W

Wachter, Oralee, 15—4:19  
*A Walk in the Night*, 15—7&8:22  
 (Walker, Cheryl, 15—7&8:28)  
 Walker, Mildred Pitts, 15—3:19  
 Walsh, Jill Paton, 15—3:18  
*War and Human Nature*, 15—4:20  
*The War with Grandpa*, 15—7&8:31  
 Wardle, Francis, 15—6:8  
 (Ware, Linda Jacobs, 15—3:13)  
*Watermelons Not War!: A Support Book for Parenting in the Nuclear Age*, 15—5:21  
 Watson, Emily Strauss, 15—3:11  
*The Way Out Must Lead In: Life Histories in the Civil Rights Movement*, 15—3:20  
 (Welber, Robert, 15—6:13)  
 (Welch, James, 15—3:9)  
*Welcome Makoto*, 15—1&2:36  
 Wensell, Ulises, 15—1&2:36  
*We've All Got Scars*, 15—4:21  
*What about Grandma?* 15—3:17  
 (What If You Couldn't . . . ? 15—3:13)  
 (What's That? 15—3:13)  
 (Wheelchair Champions, 15—3:13)  
 Wheeler, M. J., 15—6:18  
*When Can Daddy Come Home?* 15—3:19  
*When Rain Clouds Gather*, 15—7&8:22  
 (When the Legends Die, 15—3:9)  
 White, Bettye, 15—6:18  
 Whitney, Phyllis, 15—7&8:20  
 (Wilkinson, Brenda, 15—4:11)  
 (Williams, Garth, 15—6:13)  
 Williams, Vera B., 15—7&8:33  
 Wilson, Dorothy Clarke, 15—7&8:32  
 Wilson, Geraldine L., 15—1&2:8  
 (A Window on Soweto, 15—7&8:28)  
 (Winter in the Blood, 15—3:9)  
*With Livingstone in South Africa*, 15—7&8:22  
 (Women and Resistance in South Africa, 15—7&8:28)  
*Women in Development: A Resource Guide for Organization and Action*, 15—7&8:38  
*Women in the Global Factory*, 15—7&8:38  
 (Women Under Apartheid, 15—7&8:28)  
*Women Who Changed Things*, 15—3:18  
 Woodard, Fredrick, 15—1&2:4  
 (Woods, Donald, 15—7&8:27)  
 (Wright, Betty Ren, 15—3:13)  
 Wyman, Cherie R., 15—1&2:37

## Y

(Yarbrough, Camille, 15—4:11)  
 (You Have Struck a Rock, 15—7&8:26)  
 Young, Ed, 15—5:16  
 (The Young Landlords, 15—4:10)  
*The Young Masters*, 15—7&8:22

## Z

Zalben, Jane Breskin, 15—7&8:33  
 Zeldich, Arieh, 15—3:17  
 Zimmerman, William, 15—7&8:38  
 Zipes, Jack, 15—3:21  
*The Zulu of South Africa*, 15—7&8:22



## Subject Headings List

- Abuse see VIOLENCE, several subdivisions  
ACTIVITIES  
ACTIVITIES—CURRICULA AND DISCUSSION GUIDES  
ACTIVITIES—WORKSHOPS, CONFERENCES AND TRAINING  
AFRICA  
AFRICA—NAMIBIA  
AFRICA—SOUTH AFRICA  
African Americans see BLACK AMERICANS  
AGEISM  
ALCOHOL AND DRUG ABUSE  
Algonquian-speaking Peoples see NATIVE AMERICANS—AL-  
GONQUIAN-SPEAKING PEOPLES  
Almanacs see REFERENCE MATERIALS  
Alphabet Books see LANGUAGE ARTS AND LITERACY  
American History Textbooks see TEXTBOOKS  
American Indians see NATIVE AMERICANS  
Anti-Nuclear Movement see NUCLEAR POWER/ANTI-NU-  
CLEAR MOVEMENT; WAR AND PEACE  
ANTI-SEMITISM  
Apartheid see AFRICA—SOUTH AFRICA  
ARTS—MUSIC  
ARTS—STORYTELLING  
ARTS—THEATER ARTS  
ASIAN AMERICANS  
ASIAN AMERICANS—JAPANESE AMERICANS  
Audio-Visual Materials see MEDIA  
Award-Winning Materials see SELECTION—CLASSICS AND  
AWARD WINNERS, CRITICISMS OF  
Bantu-Speaking Africans see AFRICA—SOUTH AFRICA  
Battered Women see VIOLENCE—WOMAN-BATTERING  
Behavior Issues see DISABILITIES—MENTAL/EMOTIONAL/BE-  
HAVIORAL CONCERNS  
Bibliographies see RESOURCE LISTS AND BIBLIOGRAPHIES  
BILINGUAL MATERIALS—CHEROKEE/ENGLISH  
BIOGRAPHIES  
BIOGRAPHIES—MULTIPLE BIOGRAPHIES  
Biracial Families see RELATIONSHIPS—FAMILIES, INTERRA-  
CIAL/INTERCULTURAL  
BLACK AMERICANS  
BLACK BRITONS—JAMAICAN BRITONS  
Blackfeet People see NATIVE AMERICANS—BLACKFEET  
PEOPLE  
Bodybuilding see SPORTS  
Book Selection see SELECTION, several subdivisions  
Britons see BLACK BRITONS—JAMAICAN BRITONS  
BUSINESS  
Cancer see DISABILITIES—CANCER  
Careers see OCCUPATIONS  
CARIBBEAN EUROPEANS—JAMAICAN EUROPEANS  
Censorship see SELECTION—CONSTITUTIONAL ISSUES, LIB-  
RARIES AND SCHOOLS  
Cerebral Palsy see DISABILITIES—CEREBRAL PALSY  
Chambers, Bradford see COUNCIL ON INTERRACIAL BOOKS  
FOR CHILDREN  
Chanukah see HOLIDAYS—CHANUKAH  
CHECKLISTS AND GUIDELINES  
Cherokee People see BILINGUAL MATERIALS—CHEROKEE/  
ENGLISH; NATIVE AMERICANS—CHEROKEE PEOPLE  
Child Abuse see VIOLENCE—CHILD ABUSE  
Christmas see HOLIDAYS—CHRISTMAS  
CIBC see COUNCIL ON INTERRACIAL BOOKS FOR CHIL-  
DREN  
Classics see SELECTION—CLASSICS AND AWARD WIN-  
NERS, CRITICISMS OF  
CLASSISM AND ANTI-CLASSIST MATERIALS  
COLONIALISM AND IMPERIALISM  
Coloring Books see ACTIVITIES  
Comics see MEDIA—COMICS  
Commanche People see NATIVE AMERICANS—COMMANCHE  
PEOPLE  
COMPETITION, COOPERATION AND PROBLEM SOLVING  
COMPUTERS  
Conferences see ACTIVITIES—WORKSHOPS, CONFER-  
ENCES AND TRAINING  
Constitutional Issues see SELECTION—CONSTITUTIONAL IS-  
SUES, LIBRARIES AND SCHOOLS  
Corporations see BUSINESS; ECONOMICS  
COUNCIL ON INTERRACIAL BOOKS FOR CHILDREN  
Crime see PRISONS; VIOLENCE  
Curricula see ACTIVITIES—CURRICULA AND DISCUSSION  
GUIDES  
Cystic Fibrosis see DISABILITIES—CYSTIC FIBROSIS
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Deafness see DISABILITIES—HEARING IMPAIRMENTS  
 DEATH AND DYING  
 DISABILITIES AND DIFFERENCES FROM "NORMS"  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—CANCER  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—CEREBRAL PALSY  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—CYSTIC FIBROSIS  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—DEVELOPMENTAL DISABILITIES  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—EPILEPSY  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—HEARING IMPAIRMENTS  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—HYPERACTIVITY  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—LEARNING DISABILITIES  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—MENTAL/EMOTIONAL/BEHAVIORAL CONCERNS  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—MULTIPLE DISABILITIES  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—MUSCULAR DYSTROPHY  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—PHYSICAL DISABILITIES  
 DISABILITIES AND DIFFERENCES FROM "NORMS"—SIZE ISSUES  
 Disabilities—Mental Retardation see DISABILITIES—DEVELOPMENTAL DISABILITIES  
 Discussion Guides see ACTIVITIES—CURRICULA AND DISCUSSION GUIDES  
 Doctors see HEALTH  
 Down's Syndrome see DISABILITIES—DEVELOPMENTAL DISABILITIES  
 Drama see ARTS—THEATER ARTS  
 EARLY CHILDHOOD EDUCATION  
 Easy-to-read Materials see LANGUAGE ARTS AND LITERATURE—HIGH INTEREST/EASY-TO-READ MATERIALS  
 ECOLOGY  
 ECONOMICS  
 EDUCATION  
 English Classes see LANGUAGE ARTS AND LITERACY  
 Environment see ECOLOGY  
 Epilepsy see DISABILITIES—EPILEPSY  
 EUROPE—GREAT BRITAIN  
 European Americans see EUROPEAN AMERICANS—POLITICAL AND SOCIAL ACTIVISTS; RELATIONSHIPS, all INTER-RACIAL/INTERCULTURAL subdivisions; RACISM; SOCIAL JUSTICE  
 EUROPEAN AMERICANS—POLITICAL AND SOCIAL ACTIVISTS  
 FAIRYTALES AND FOLKLORE  
 Families see RELATIONSHIPS—FAMILIES  
 Families, Interracial/Intercultural see RELATIONSHIPS—FAMILIES, INTERRACIAL/INTERCULTURAL  
 Families, Relationships and Emotions (former subject heading) see RELATIONSHIPS  
 Father's Day see HOLIDAYS—FATHER'S DAY  
 Fatness as an issue see DISABILITIES—SIZE ISSUES  
 Films see MEDIA—FILMS  
 Filmstrips see MEDIA—FILMSTRIPS  
 Folklore see FAIRYTALES AND FOLKLORE

FOOD AND NUTRITION—HUNGER  
 Freedom of the Press see SELECTION—CONSTITUTIONAL ISSUES, LIBRARIES AND SCHOOLS  
 Friendship see RELATIONSHIPS, several subdivisions  
 Games see TOYS, GAMES, TOOLS AND "HOW-TO" MATERIALS  
 GAY MALES  
 Girls see WOMEN AND GIRLS  
 Grandparents/Grandchildren see RELATIONSHIPS—GRANDPARENTS/GRANDCHILDREN  
 Great Britain see EUROPE—GREAT BRITAIN  
 Guidelines see CHECKLISTS AND GUIDELINES  
 HANDICAPISM AND ANTI-HANDICAPIST MATERIALS  
 Hanukkah see HOLIDAYS—CHANUKAH  
 HEALTH  
 HEALTH—PREGNANCY AND TEENAGERS  
 Hearing Impairments see DISABILITIES—HEARING IMPAIRMENTS  
 High Interest Materials see LANGUAGE ARTS AND LITERACY—HIGH INTEREST/EASY-TO-READ MATERIALS  
 Hispanic Americans see LATINAS AND LATINOS  
 History see LABOR HISTORY; TEXTBOOKS; and names of particular groups of people, forms of discrimination and/or geographic locations  
 History Textbooks see TEXTBOOKS  
 HOLIDAYS—CHANUKAH  
 HOLIDAYS—CHRISTMAS  
 HOLIDAYS—FATHER'S DAY  
 Holocaust, Jewish see ANTI-SEMITISM  
 HOMOPHOBIA/HETEROSEXISM/LESBIAN AND GAY LIBERATION  
 Homosexuality see GAY MALES; HOMOPHOBIA; RELATIONSHIPS—FAMILIES WITH LESBIAN OR GAY PARENTS; WOMEN AND GIRLS—LESBIANS  
 Hopi People see NATIVE AMERICANS—HOPI PEOPLE  
 Hospitals see HEALTH  
*Huckleberry Finn* see SELECTION—CLASSICS AND AWARD WINNERS, CRITICISMS OF  
 Hunger see FOOD AND NUTRITION—HUNGER  
 Indians, American see NATIVE AMERICANS  
 Intellectual Freedom see SELECTION—CONSTITUTIONAL ISSUES, LIBRARIES AND SCHOOLS  
 Interracial Families and Friendships see RELATIONSHIPS, several subdivisions  
 Jail see PRISONS  
 Jamaican Britons see BLACK BRITONS  
 Jamaican Europeans see CARIBBEAN EUROPEANS  
 Japanese Americans see ASIAN AMERICANS—JAPANESE AMERICANS  
 JEWISH AMERICANS  
 Jobs see OCCUPATIONS  
 Journals see MEDIA—PERIODICALS  
 Judaism see RELIGIOUS, SPIRITUAL AND PHILOSOPHICAL TEACHINGS—JUDAISM  
 Khoi People see AFRICA—SOUTH AFRICA  
 Khoikhoi People see AFRICA—SOUTH AFRICA  
 Khoisan People see AFRICA—SOUTH AFRICA  
 Kits see MEDIA—KITS  
 KU KLUX KLAN  
 LABOR HISTORY/LABOR MOVEMENT  
 Lakota People see NATIVE AMERICANS—LAKOTA PEOPLE  
 LANGUAGE ARTS AND LITERACY  
 LANGUAGE ARTS AND LITERACY—HIGH INTEREST/EASY-TO-READ MATERIALS



- Latin America see LATINAS AND LATINOS; THE THIRD WORLD  
 LATINAS AND LATINOS  
 Learning Disabilities see DISABILITIES—LEARNING DISABILITIES  
 Learning Styles see EDUCATION  
 Legends see MYTHS AND LEGENDS  
 Lesbians see HOMOPHOBIA; WOMEN AND GIRLS—LESBIANS  
 Lesson Plans see ACTIVITIES—CURRICULA AND DISCUSSION GUIDES  
 LIBRARIES  
 Love see RELATIONSHIPS—FRIENDSHIP AND LOVE  
 MEDIA  
 MEDIA—COMICS  
 MEDIA—FILMS  
 MEDIA—FILMSTRIPS  
 MEDIA—KITS  
 MEDIA—PERIODICALS  
 MEDIA—PHOTOS  
 MEDIA—RECORDS  
 MEDIA—SLIDE SHOWS  
 MEDIA—TELEVISION  
 MEDIA—VIDEO MATERIALS  
 Medicine see HEALTH  
 Mental Health Issues see DISABILITIES—MENTAL/EMOTIONAL/BEHAVIORAL CONCERNS  
 Mental Retardation see DISABILITIES—DEVELOPMENTAL DISABILITIES  
 Militarism see WAR AND PEACE  
 Minstrelsy see SELECTION—CLASSICS AND AWARD WINNERS, CRITICISMS OF  
 Mixed Families see RELATIONSHIPS—FAMILIES, INTERRACIAL/INTERCULTURAL  
 Multicultural/Multiracial Education see EARLY CHILDHOOD EDUCATION; RACISM  
 Multinational Corporations see BUSINESS; ECONOMICS  
 Multiple Disabilities see DISABILITIES—MULTIPLE DISABILITIES  
 Muscular Dystrophy see DISABILITIES—MUSCULAR DYSTROPHY  
 Music see ARTS—MUSIC  
 MYTHS AND LEGENDS  
 Namibia see AFRICA—NAMIBIA  
 NATIVE AMERICANS  
 NATIVE AMERICANS—ALGONQUIAN-SPEAKING PEOPLES  
 NATIVE AMERICANS—BLACKFEET PEOPLE  
 NATIVE AMERICANS—CHEROKEE PEOPLE  
 NATIVE AMERICANS—COMMANCHE PEOPLE  
 NATIVE AMERICANS—HOPI PEOPLE  
 NATIVE AMERICANS—LAKOTA PEOPLE  
 NATIVE AMERICANS—NAVAJO PEOPLE  
 NATIVE AMERICANS—NORTHWEST COAST PEOPLES  
 NATIVE AMERICANS—PLAINS INDIANS  
 NATIVE AMERICANS—SEMINOLE PEOPLE  
 NATIVE AMERICANS—SOUTHWESTERN PEOPLES  
 Navajo People see NATIVE AMERICANS—NAVAJO PEOPLE  
 Nonviolence see VIOLENCE—NONVIOLENCE  
 Northwest Coast Indians see NATIVE AMERICANS—NORTHWEST COAST PEOPLES  
 Nuclear Issues see NUCLEAR POWER; WAR AND PEACE  
 NUCLEAR POWER/ANTI-NUCLEAR MOVEMENT  
 OCCUPATIONS  
 OLDER PEOPLE  
 ORAL HISTORIES  
 “Overweight,” issues about see DISABILITIES—SIZE ISSUES  
 Peace see WAR AND PEACE  
 PEOPLE OF COLOR  
 Periodicals see MEDIA—PERIODICALS  
 Philosophical Teachings see RELIGIOUS, SPIRITUAL AND PHILOSOPHICAL TEACHINGS  
 Photos see MEDIA—PHOTOS  
 Physical Disabilities see DISABILITIES—PHYSICAL DISABILITIES  
 Plains Indians see NATIVE AMERICANS and the following subdivisions —BLACKFEET PEOPLE and —LAKOTA PEOPLE  
 Plays see ARTS—THEATER ARTS  
 POETRY AND RHYME  
 Pregnancy see HEALTH—PREGNANCY AND TEENAGERS; WOMEN AND GIRLS—PREGNANCY AND TEENAGERS  
 PRISONS AND RELATED ISSUES  
 PROPAGANDA  
 RACISM AND ANTI-RACIST MATERIALS  
 Rainbow Families see RELATIONSHIPS—FAMILIES, INTERRACIAL/INTERCULTURAL  
 Reading see LANGUAGE ARTS AND LITERACY  
 REFERENCE MATERIALS  
 RELATIONSHIPS  
 RELATIONSHIPS—CHILD DEVELOPMENT  
 RELATIONSHIPS—FAMILIES  
 RELATIONSHIPS—FAMILIES IN TRANSITION  
 RELATIONSHIPS—FAMILIES, INTERRACIAL/INTERCULTURAL  
 RELATIONSHIPS—FAMILIES WITH LESBIAN OR GAY PARENTS  
 RELATIONSHIPS—FRIENDSHIP AND LOVE  
 RELATIONSHIPS—FRIENDSHIP AND LOVE, INTERRACIAL/INTERCULTURAL  
 RELATIONSHIPS—GRANDPARENTS/GRANDCHILDREN  
 RELATIONSHIPS—LIFE EVENTS/MILESTONES  
 RELATIONSHIPS—SIBLINGS (TWINS)  
 RELATIONSHIPS—SINGLE PARENT FAMILIES  
 RELIGIOUS, SPIRITUAL AND PHILOSOPHICAL TEACHINGS  
 RELIGIOUS, SPIRITUAL AND PHILOSOPHICAL TEACHINGS—JUDAISM  
 RELIGIOUS, SPIRITUAL AND PHILOSOPHICAL TEACHINGS—NATIVE AMERICANS  
 RESOURCE LISTS AND BIBLIOGRAPHIES  
 Retardation see DISABILITIES—DEVELOPMENTAL DISABILITIES  
 Rhyme see POETRY AND RHYME  
 Russia see SOVIET UNION  
 San People see AFRICA—SOUTH AFRICA  
 Schools see EDUCATION; SELECTION—CONSTITUTIONAL ISSUES, LIBRARIES AND SCHOOLS  
 SCIENCE FICTION, FANTASY AND UTOPIAS  
 SELECTION  
 SELECTION—CLASSICS AND AWARD WINNERS, CRITICISMS OF  
 SELECTION—CONSTITUTIONAL ISSUES, LIBRARIES AND SCHOOLS  
 Seminole People see NATIVE AMERICANS—SEMINOLE PEOPLE  
 “Senility” see DISABILITIES—MENTAL/EMOTIONAL/BEHAVIORAL CONCERNS  
 SEX AND SEXUALITY  
 SEXISM AND ANTI-SEXIST MATERIALS  
 Sexual Abuse of Children see VIOLENCE—CHILD ABUSE, SEXUAL



Single Parent Families see RELATIONSHIPS—SINGLE PARENT FAMILIES  
 Size Issues see DISABILITIES—SIZE ISSUES  
 Slide Shows see MEDIA—SLIDE SHOWS  
 Soccer see SPORTS  
 SOCIAL JUSTICE  
 Social Studies see SOCIAL JUSTICE; also read through the Subject Headings List for other relevant headings  
 Software see COMPUTERS  
 Songs see ARTS—MUSIC  
 South Africa see AFRICA—SOUTH AFRICA  
 Southwest African People's Organization see AFRICA—NAMIBIA  
 Southwestern Native American Peoples see NATIVE AMERICANS—SOUTHWESTERN PEOPLES  
 SOVIET UNION  
 Spanish Americans see LATINAS AND LATINOS  
 Special Needs see DISABILITIES; HANDICAPISM  
 Spiritual Teachings see RELIGIOUS, SPIRITUAL AND PHILOSOPHICAL TEACHINGS  
 SPORTS  
 Storytelling see ARTS—STORYTELLING  
 SWAPO see AFRICA—NAMIBIA  
 Teacher Training see ACTIVITIES—WORKSHOPS, CONFERENCES AND TRAINING  
 Teen Pregnancy see HEALTH—PREGNANCY AND TEEN AGERS  
 Television see MEDIA—TELEVISION  
 TEXTBOOKS  
 Theater see ARTS—THEATER ARTS  
 THE THIRD WORLD  
 TOYS, GAMES, TOOLS AND "HOW-TO" MATERIALS  
 Training see ACTIVITIES—WORKSHOPS, CONFERENCES AND TRAINING  
 Twain, Mark see SELECTION—CLASSICS AND AWARD WINNERS, CRITICISMS OF  
 Twins see RELATIONSHIPS—SIBLINGS (TWINS)  
 U.S. History Textbooks see TEXTBOOKS  
 U.S.S.R. see SOVIET UNION

Video Materials see MEDIA—VIDEO MATERIALS  
 VIOLENCE—CHILD ABUSE  
 VIOLENCE—CHILD ABUSE, SEXUAL  
 VIOLENCE—NONVIOLENCE  
 VIOLENCE—WOMAN-BATTERING  
 WAR AND PEACE—MILITARISM, NUCLEAR WEAPONS, PEACE AND JUSTICE  
 Weight as an issue see DISABILITIES—SIZE ISSUES  
 Weightlifting see SPORTS—BODYBUILDING  
 Woman-Battering see VIOLENCE—WOMAN-BATTERING  
 WOMEN AND GIRLS  
 WOMEN AND GIRLS—AFRICA  
 WOMEN AND GIRLS—ASIAN AMERICANS  
 WOMEN AND GIRLS—BLACK AMERICANS  
 WOMEN AND GIRLS—DISABILITIES AND DIFFERENCES FROM "NORMS"  
 WOMEN AND GIRLS—EUROPEAN AMERICANS  
 WOMEN AND GIRLS—JEWISH AMERICANS  
 WOMEN AND GIRLS—LATINAS  
 WOMEN AND GIRLS—LESBIANS  
 WOMEN AND GIRLS—NATIVE AMERICANS  
 WOMEN AND GIRLS—OCCUPATIONS  
 WOMEN AND GIRLS—OLDER WOMEN  
 WOMEN AND GIRLS—POLITICAL AND SOCIAL ACTIVISTS  
 WOMEN AND GIRLS—PREGNANCY AND TEENAGERS  
 WOMEN AND GIRLS—SOVIET UNION  
 WOMEN AND GIRLS—THE THIRD WORLD  
 WOMEN AND GIRLS—WOMEN AND GIRLS OF COLOR  
 WOMEN AND GIRLS—WORKING CLASS AND POOR WOMEN AND GIRLS  
 Work see LABOR HISTORY/LABOR MOVEMENT; OCCUPATIONS  
 WORKING CLASS AND POOR PEOPLE  
 Workshops see ACTIVITIES—WORKSHOPS, CONFERENCES AND TRAINING  
 Xhosa People see AFRICA—SOUTH AFRICA  
 Yearbooks see REFERENCE MATERIALS  
 Zulu People see AFRICA—SOUTH AFRICA



## ACTIVITIES

Remember to check all **see also** references.

*Bulletin articles, reviewed books and other media arranged by subject; includes grade level information and reviewers' ratings of materials*

# PART II: Subject Bibliographic Index

Information on this portion of the Index appears in the Introduction that begins on page 10.

## ACTIVITIES

*Daybreak Star Preschool Activities Book.* S. Patacsil and C. Neal. (gr ps-2) 15—7&8:31 \*\*  
*Kachinas: Color and Cut-Out Collection.* J.W. Staheli. (gr 1-4) 15—7&8:31

*The Mamook Book: Activities for Learning about the Northwest Coast Indians.* S. Mathers, L. Skinner and T. Tafoya. (gr 4-6) 15—7&8:31 \*\*

*O Wakaga: Activities for Learning about the Plains Indians.* L.S. Brewer. (gr 4-6) 15—7&8:31 \*\*

## ACTIVITIES—CURRICULA AND DISCUSSION GUIDES

**see also:** ACTIVITIES

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) filmstrips 15—4:23 \*\*

*Black Children: Their Roots, Culture and Learning Styles.* J.E. Hale. (adults) 15—3:20 \*\*

*Diversity in the Classroom.* F.E. Kendall. (adults) 15—7&8:35 \*\*

*Editorial Forum* [a series]. G.E. McCuen, ed. (hs +) 15—4:20 \*\*

*EMBERS: Stories for a Changing World.* Council on Interracial Books for Children. (gr 4-6) 15—3:23 \*\*

*Food First Curriculum.* L. Rubin. (gr 4-8) 15—4:6 \*

*The Holocaust and Genocide: A Search for Conscience.* H. Furman. (gr not specified) curriculum guide and readings for students 15—4:20 \*

"Hunger and Equity: The Links." G.E. Myers. 15—4:6

"Indians without Hope, Indians without Options—The Problematic Theme of *Hatter Fox*." D. Seale. [*Hatter Fox* is a novel by Marilyn Harris for jr and sr hs students]. 15—3:7

*A Manual on Nonviolence and Children.* S. Judson. (adults) 15—4:21 \*\*

Readers in search of materials to combat bias are advised to consult the annual CIBC catalog which lists Council-produced material not necessarily listed or referred to in this Index. Readers may write to the Council—1841 Broadway, New York, NY 10023—for a free catalog.

"A Model Disability Awareness Day." E.S. Watson. 15—3:11

*Opposing Viewpoints* [a series of books on controversial topics]. D.L. Bender, ed. (hs +) 15—4:20 \*\*

"Suggestions for Classroom Discussions of *Huck Finn*." 15—1&2:12

"TABS: A Resource for Combatting Sexism in the Schools." 15—4:3

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty.* E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

*Using Film on South Africa: An Activation Kit on Investments.* (adults) 15—7&8:24 [recommended but not reviewed]

*Violence, the Ku Klux Klan and the Struggle for Equality.* The Connecticut Education Assn., The Council on Interracial Books for Children and The National Education Assn. (adults with jr hs +) 15—5:23 \*\*

## ACTIVITIES—WORKSHOPS, CONFERENCES AND TRAINING

*Childcare Shapes the Future: Anti-Racist Strategies.* CIBC. (adults) filmstrips or slide

### Back Issues Available

All issues of Volume 15 are still available; single back issues are \$2.95 each, double issues are \$3.95 each **prepaid**. Indexes covering Volumes 7-14 are available for \$12 **prepaid**.

shows 15—1&2:39; 15—6:23 \*\*

*Childcare Shapes the Future: Anti-Sexist Strategies.* CIBC. (adults) filmstrips 15—1&2:39; 15—6:23 \*\*

"CIBC Schedules Conference on 'Children of Interracial Families.'" 15—3:14

"Conference Addresses Needs of Interracial Children." 15—5:13

*Diversity in the Classroom.* F.E. Kendall. (adults) 15—7&8:35 \*\*

"Interracial Children: Growing Up Healthy in an Unhealthy Society." K. Shackford. 15—6:4

"A Model Disability Awareness Day." E.S. Watson. 15—3:11

*Myself, Yourself* [abt racial bias in education]. (adults) film 15—6:22 \*\*

"Scholars and *Huck Finn*: A New Look." B. Chambers. 15—4:12; 15—7&8:37 [letters in response to the article]

*Understanding the Multicultural Experience in Early Childhood Education.* O. Saracho and B. Spodek. (adults) 15—7&8:35

## AFRICA

**see also:** THE THIRD WORLD; WOMEN AND GIRLS—AFRICA

*Teaching Africa Today.* E.J. Murphy and H. Stein. (gr not specified) 15—7&8:15 \*\*

## AFRICA—NAMIBIA

*Colonialism, A Case Study: Namibia.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Follow the Yellowcake Road.* (gr not specified) videocassette 15—7&8:25 [recommended but not reviewed]

*Namibia: A Trust Betrayed.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Namibia Behind the Lines.* (gr not specified) videocassette 15—7&8:25 [recommended but not reviewed]

*Remember Kassinga.* (gr not specified) videocassette 15—7&8:26 [recommended but not reviewed]

[South Africa] "Resources." 15—7&8:27

*Southern Africa: South Africa, Namibia, Swaziland, Lesotho and Botswana.* R. Blumberg. (gr 6+) 15—7&8:21



Remember to check all **see also** references.

**SPECIAL DOUBLE ISSUE:** The Depiction of South Africa in U.S. Materials. 15—7&8

## AFRICA—SOUTH AFRICA

*Africa on Film and Videotape.* African Studies Center, Michigan State University. 15—7&8:25 [recommended but not reviewed]  
*The Afrikaner Experience.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Amandla.* (gr not specified) slide shows 15—7&8:25 [recommended but not reviewed]

*Apartheid, 20th Century Slavery.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Awake from Mourning.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Ba Ye Zwa, The People Live.* J. Seidman. (gr 7+) 15—7&8:14 \*\*

*The Bantu Civilizations of Southern Africa.* E.J. Murphy. (gr 6+) 15—7&8:15 \*\*

*Behind the Back of the Mountain.* V. Aardema. (gr 3-5) folk stories 15—7&8:15

"Beware: 'Mosaic of Progress: South Africa Today'" [boxed note]. M. Crofts. 15—7&8:23

*Black as I Am.* Z. Mandela and P. Magubane. (gr 10+) poetry and photos 15—7&8:15 \*\*

*Black Child.* P. Magubane. (gr 7+) photo essay 15—7&8:15 \*\*

*Crossroads: South Africa.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Cry, the Beloved Country.* F. Komai's and J. Douglas' adaptation of A. Paton's novel. (gr 7+) verse drama 15—7&8:15

"The Depiction of South Africa in Children's Literature." B. Randolph-Robinson. 15—7&8:14

"The Depiction of South Africa in U.S. Textbooks." B. Randolph-Robinson. 15—7&8:3

*The Discarded People.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*The Dispossessed.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Down Second Avenue.* E. Mphahlele. (gr 10+) 15—7&8:16 \*\*

*The Dumping Grounds.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Forget Not Our Sisters.* (gr not specified) slide/tape 15—7&8:25 [recommended but not reviewed]

*Generations of Resistance.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Getting to Know South Africa.* L. Ingalls. (gr 3-6) fiction 15—7&8:16

*Go Well, Stay Well.* T. Jones. (gr 7+) fiction 15—7&8:16

*The Gods Must Be Crazy.* (gr not specified) film 15—7&8:34

*Gordimer series.* (gr not specified) six films 15—7&8:25 [recommended but not reviewed]

*A History of Southern Africa.* N.E. Davis. (gr 7+) 15—7&8:16

*House of Bondage.* E. Cole. (gr 7+) photo-essay 15—7&8:17 \*\*

*I Saw You from Afar: A Visit to the Bushmen of the Kalahari Desert.* C.M. Perkins and M. Perkins. (gr 2-7) 15—7&8:17

*If You Want to Know Me: Reflections of Life in Southern Africa.* P.L. Halsey, G. Morland and M. Smith. (gr 7+) poetry 15—7&8:17 \*\*

*In the Fog of the Season's End.* A. LaGuma. (gr 10+) fiction 15—7&8:17 \*\*

*Indaba: Let's Talk.* (gr not specified) 15—7&8:16 \*\*

*The Jafta Series.* [Six titles: *Jafta*, *Jafta's Mother*, *Jafta's Father*, *Jafta and the Wedding*, *The Town and The Journey*]. H. Lewin. (gr ps-3) 15—7&8:30

*King Solomon's Mines.* H.R. Haggard. (gr 6+) fiction 15—7&8:17

*The Kung of the Kalahari.* W. Bateman. (gr 9-12) 15—7&8:18

*The Land and People of South Africa.* A. Paton. (gr 6+) 15—7&8:18

*Last Grave at Dimbaza.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*The Lazy Little Zulu Boy.* J. Holding. (gr K-3) fiction 15—7&8:18

*Let My People Go.* A. Luthuli. (gr 12+) 15—7&8:18 \*\*

*Let's Visit South Africa.* B. Newman and J.C. Caldwell. (gr 4-6) 15—7&8:18

"Library Vertical Files: A Source of Propaganda or Accurate Information?" [boxed note]. B. Randolph-Robinson. 15—7&8:18

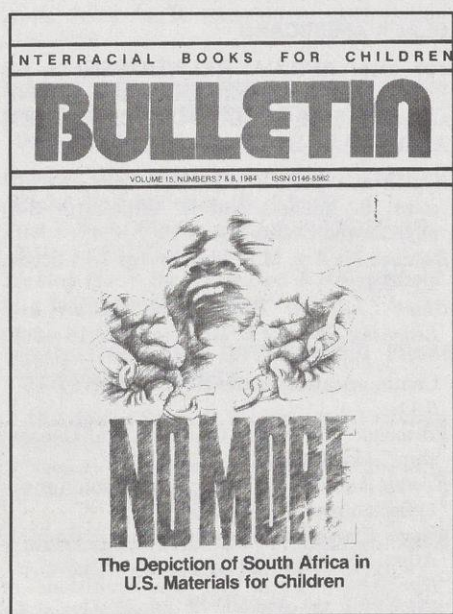
*Life and Death of Steve Biko.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Maru.* B. Head. (gr 10+) fiction 15—7&8:19

*Meet South Africa.* J. Gunther. (gr 6+) 15—7&8:19

*Mine Boy.* P. Abrahams. (gr 10+) fiction 15—7&8:19 \*

*N'ai: The Story of a Kung Woman.* (gr not specified) film 15—7&8:34 [recommended but not reviewed]



VOLUME 15, NOS. 7 & 8

*A New History of Southern Africa.* N. Parsons. (gr 9-12) 15—7&8:19 \*\*

*Passing the Message.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Portrait of Nelson Mandela.* (gr not specified) videocassette 15—7&8:26 [recommended but not reviewed]

"Recommended Audio-Visual Materials." 15—7&8:25

"Recommended Audio-Visual Materials on South Africa." M. Crofts. 15—7&8:23

*The Search for the Little Yellow Men.* M. Hastings. (gr 4-6) 15—7&8:20

*Secret of the Tiger's Eye.* P. Whitney. (gr 5+) fiction 15—7&8:20

*Shaka, King of the Zulus.* D. Cohen. (gr 7-9) 15—7&8:20 \*\*

*Six Days in Soweto.* (gr not specified) film 15—7&8:26 [recommended but not reviewed]

*South Africa Belongs to Us.* (gr not specified) film 15—7&8:26 [recommended but not reviewed]

*South Africa: Coming of Age under Apartheid.* J. Laure and E. Laure. (gr 6+) 15—7&8:20

[South Africa] "Resources." 15—7&8:27

*South Africa: The Nuclear File.* (gr not specified) film 15—7&8:26 [recommended but not reviewed]

*South Africa: The White Laager.* (gr not specified) film 15—7&8:26 [recommended but not reviewed]

*South African Statesman, Jan Christiaan Smuts.* J. Joseph. (gr 7+) 15—7&8:21

*Southern Africa.* R. Clayton. (gr 5+) 15—7&8:21

*Southern Africa.* H. Stein. (gr 5-8) 15—7&8:21 \*

*Southern Africa: South Africa, Namibia, Swaziland, Lesotho, and Botswana.* R. Blumberg. (gr 6+) 15—7&8:21

*Southern Africa: The Critical Land.* C. Newlon. (gr 10-12) 15—7&8:21

**SPECIAL DOUBLE ISSUE:** The Depiction of South Africa in U.S. Materials. 15—7&8

*Tales from a Troubled Land.* A. Paton. (gr 9+) short stories 15—7&8:21

*Teaching Africa Today.* E.J. Murphy and H. Stein. (gr not specified) 15—7&8:15 \*\*

*Tell Freedom: Memories of Africa.* P. Abrahams. (gr 10+) 15—7&8:22 \*\*

*There Is No Crisis.* (gr not specified) film 15—7&8:26 [recommended but not reviewed]

*Thirty-One Brothers and Sisters.* R. Mirsky. (gr 3-6) 15—7&8:22

*Tsiamel.* (gr not specified) film 15—7&8:26 [recommended but not reviewed]

*Using Film on South Africa: An Activation Kit on Investments.* (adults) 15—7&8:24 [recommended but not reviewed]

*A Walk in the Night.* A. LaGuma. (gr 10+) fiction 15—7&8:22 \*\*

*When Rain Clouds Gather.* B. Head. (gr 10+) fiction 15—7&8:22 \*\*

*With Livingstone in South Africa.* G. More. (gr 7+) 15—7&8:22

*You Have Struck a Rock.* (gr not specified) film 15—7&8:26 [recommended but not reviewed]



## AFRICA—SOUTH AFRICA continued

Remember to check all **see also** references.

*The Young Masters*. A. Scholefield. (gr 7+) 15—7&8:22

*The Zulu of South Africa*. S. Bleeker. (gr 5-8) 15—7&8:22

## AGEISM

*Look Me in the Eye: Old Women, Aging and Ageism*. B. Macdonald with C. Rich. (adults) 15—3:20 \*\*

## ALCOHOL AND DRUG ABUSE

*Don't Hurt Me, Mama*. M. Stanek. (gr 1-4) fiction 15—4:17 \*

*Strike!* B. Corcoran. (gr 7+) fiction 15—5:17

## ANTI-SEMITISM

**see also:** JEWISH AMERICANS

[Note: An alternative, but less common term for anti-Semitism is "Jewish Oppression," which reflects the facts that not all Jews are Semitic people and not all Semitic people are Jews.]

*Do You Love Me, Harvey Burns?* J. Marzollo. (gr 6+) fiction 15—4:18

*The Holocaust and Genocide: A Search for Conscience*. H. Furman. (gr not specified) curriculum guide and readings for students 15—4:20 \*

## ARTS—MUSIC

*Step It Down*. B. Jones. (gr not specified) record 15—4:21 \*\*

## ARTS—STORYTELLING

*Step It Down*. B. Jones. (gr not specified) record 15—4:21 \*\*

## ARTS—THEATER ARTS

*Cry, the Beloved Country*. F. Komai's and J. Douglas' adaptation of A. Paton's novel. (gr 7+) verse drama 15—7&8:15

*Indaba: Let's Talk*. (gr not specified) 15—7&8:16 \*\*

## ASIAN AMERICANS

"Growing Up with an Asian American Heritage." C.L. Chen. 15—6:11

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty*. E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

## ASIAN AMERICANS—JAPANESE AMERICANS

*Friends and Neighbors* [a series of five picture books: *The Contest*, *Little Lost Dog*, *Stormy Day Together*, *Treasure Hunt* and *Welcome Makoto*]. H. Goldsmith. (gr ps-2) fiction 15—1&2:36

## BILINGUAL MATERIALS—CHEROKEE/ENGLISH

*The Adventures of Billy Bean*. W. Studie. (gr 4-6) fiction 15—4:15 \*

## BIOGRAPHIES

**see also:** ORAL HISTORIES

[Note: Materials are listed by the subjects' last names except for multiple biographies which are listed by title immediately following this section.]

[Abrahams, Peter] *Tell Freedom: Memories of Africa*. P. Abrahams. (gr 10+) 15—7&8:22 \*\*

[Biko, Steve] *Life and Death of Steve Biko*. (gr not specified) film 15—7&8:25 [recommended but not reviewed]

[Blackwell, Elizabeth] *I Will Be a Doctor!* D.C. Wilson. (gr 5+) 15—7&8:32

[Evans, James S.] *An Uncommon Gift*. J.S. Evans. (gr 12+) 15—7&8:31 \*\*

[Luthuli, Albert] *Let My People Go*. A. Luthuli. (gr 12+) 15—7&8:18 \*\*

[Mandela, Nelson] *Portrait of Nelson Mandela*. (gr not specified) videocassette 15—7&8:26 [recommended but not reviewed]

[Mphahlele, Ezekiel] *Down Second Avenue*. E. Mphahlele. (gr 10+) 15—7&8:16 \*\*

[Pocahontas] *The Double Life of Pocahontas*. J. Fritz. (gr 4-7) 15—5:16

[Roosevelt, Eleanor] *Eleanor Roosevelt: A Life of Happiness and Tears*. W.J. Jacobs. (gr 4-7) 15—3:19 \*\*

[Shaka] *Shaka, King of the Zulus*. D. Cohen. (gr 7-9) 15—7&8:20 \*\*

[Smuts, Jan Christiaan] *South African Statesman, Jan Christiaan Smuts*. J. Joseph. (gr 7+) 15—7&8:21

[Trull, Patti] *On with My Life*. P. Trull. (gr 5+) 15—1&2:38

## BIOGRAPHIES—MULTIPLE BIOGRAPHIES

*The Mill Girls*. B. Selden. (gr 7-12) 15—4:15 \*  
*South Africa: Coming of Age under Apartheid*. J. Laure and E. Laure. (gr 6+) 15—7&8:20

*Women Who Changed Things*. L. Peavy and U. Smith. (gr 9-adult) 15—3:18 \*

## BLACK AMERICANS

**see also:** AFRICA; RELATIONSHIPS, all  
INTERRACIAL/INTERCULTURAL subdivisions; RACISM; SOCIAL JUSTICE; WOMEN  
AND GIRLS—BLACK AMERICANS

*Apples on a Stick: The Folklore of Black Children*. B. Michels and B. White. (gr 3-6) rhymes and chants 15—6:18 \*\*

*Because We Are*. M.P. Walker. (gr 7+) fiction 15—3:19 \*\*

*Black Children: Their Roots, Culture and Learning Styles*. J.E. Hale. (adults) 15—3:20 \*\*

"Communicating Is the Key." P. Spivey. 15—6:11

Editorial: "On *Huck*, Criticism and Censorship." 15—1&2:3

*Everett Anderson's Goodby*. L. Clifton. (gr ps-1) fiction/poetry 15—3:16 \*\*

"*Huck Finn*: Two Generations of Pain." M. Allen. 15—5:9

"*Huckleberry Finn* and the Traditions of Blackface Minstrelsy." F. Woodard and D. MacCann. 15—1&2:4

*Hush, Puppies*. B. Mitchell. (gr 1-4) fiction 15—1&2:37

*Just Another Love Story*. R.R. Knudson. (gr 7-12) fiction 15—6:20

*Just My Luck*. E. Moore. (gr 4-7) fiction 15—4:16 \*

*The Magical Adventures of Pretty Pearl*. Virginia Hamilton. (gr 6+) Based on myths, legends and tales 15—5:17 \*\*

"More on *Huckleberry Finn*" [short article]. 15—3:15

"Needed: Quality Literature for Reluctant Readers." J. Hansen. 15—4:9

"Providing a Healthy Environment for Interracial Children." J. Ladner. 15—6:7

*Resurgence: The Movement for Equality vs. The Ku Klux Klan*. (gr not specified) film 15—6:22 \*\*

"Scholars and *Huck Finn*: A New Look." B. Chambers. 15—4:12; 15—7&8:37 [letters in response to the article]

*The Slave Narrative: Its Place in American History*. M.W. Starling. (adults) 15—7&8:35 \*\*

*Step It Down*. B. Jones. (gr not specified) record 15—4:21 \*\*

*There Is a River: The Black Struggle for Freedom in America*. V. Harding. (adults) 15—7&8:35 \*\*

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty*. E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

*The Way Out Must Lead In: Life Histories in the Civil Rights Movement*. W. R. Beardslee. (adults) 15—3:20 \*\*

## BLACK BRITONS—JAMAICAN BRITONS

*Babylon*. J.P. Walsh. (gr K-3) fiction 15—3:18 \*

## BUSINESS

**see also:** ECONOMICS

*Controlling Interest*. (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Using Film on South Africa: An Activation Kit on Investments*. (adults) 15—7&8:24 [recommended but not reviewed]

## CARIBBEAN EUROPEANS—JAMAICAN EUROPEANS

*Babylon*. J.P. Walsh. (gr K-3) fiction 15—3:18 \*

## CHECKLISTS AND GUIDELINES

"Preliminary Guidelines for Selecting Computer Software." P.B. Campbell. 15—5:15

"What Do Interracial Children Need? Suggestions for Parents and Teachers." Based on ideas of P. Phillips and F. Wardle. 15—6:8

## CLASSISM AND ANTI-CLASSIST MATERIALS

**see also:** FOOD AND NUTRITION—HUNGER; LABOR HISTORY; SOCIAL JUSTICE; TEXTBOOKS; WORKING CLASS



Remember to check all **see also** references.

## AND POOR PEOPLE

*Poverty in the American Dream: Women and Children First.* K. Stallard, B. Ehrenreich and H. Sklar. (adults) 15—7&8:35 \*\*

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty.* E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

*Women in Development: A Resource Guide for Organization and Action.* ISIS Women's International Communication Service. (adults) 15—7&8:38 \*\*

*Women in the Global Factory.* A. Fuentes and B. Ehrenreich. (adults) 15—7&8:38 \*\*

## COLONIALISM AND IMPERIALISM

**see also:** AFRICA—NAMIBIA; AFRICA—SOUTH AFRICA; SOCIAL JUSTICE; TEXTBOOKS

*Colonialism, A Case Study: Namibia.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

## COMPETITION, COOPERATION AND PROBLEM SOLVING

*Green Paradise Lost.* E.D. Gray. (adults) 15—3:21 \*\*

*A Manual on Nonviolence and Children.* S. Judson. (adults) 15—4:21 \*\*

*Music, Music for Everyone.* V.B. Williams. (gr ps-2) fiction 15—7&8:33 \*\*

*Patriarchy as a Conceptual Trap.* E.D. Gray. (adults) 15—3:21 \*

*The War with Grandpa.* R.K. Smith. (gr 2-5) fiction 15—7&8:31 \*\*

## COMPUTERS

"The Computer Revolution: Guess Who's Left Out?" P.B. Campbell. 15—3:3

"Preliminary Guidelines for Selecting Computer Software." P.B. Campbell. 15—5:15

## COUNCIL ON INTERRACIAL BOOKS FOR CHILDREN

"Bradford Chambers, 1922-1984." 15—6:3

"CIBC Schedules Conference on 'Children of Interracial Families.'" 15—3:14

"Conference Addresses Needs of Interracial Children." 15—5:13

"Interracial Children: Growing Up Healthy in an Unhealthy Society." K. Shackford. 15—6:4

## DEATH AND DYING

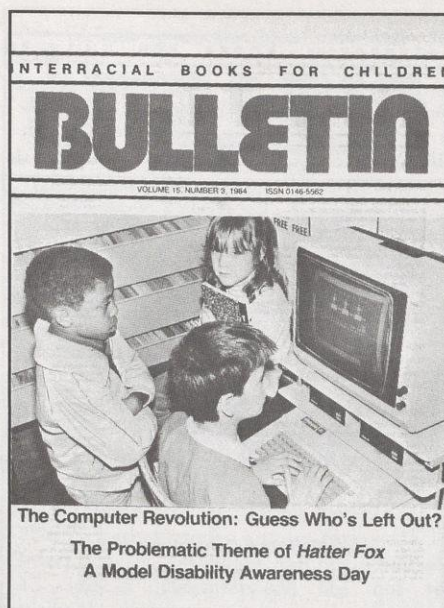
*Everett Anderson's Goodby.* L. Clifton. (gr ps-1) fiction/poetry 15—3:16 \*\*

## DISABILITIES AND DIFFERENCES FROM "NORMS"

**see also:** HANDICAPISM; WOMEN AND GIRLS—DISABILITIES

[Disabilities]. "Recommended Books." 15—3:13

*A Handbook for the Disabled.* S. Lunt. (adults) 15—3:21



## VOLUME 15, NO. 3

"A Model Disability Awareness Day." E.S. Watson. 15—3:11

*Someone Special, Just Like You.* T. Brown. (gr ps-1) 15—5:20 \*

## DISABILITIES AND DIFFERENCES FROM "NORMS"—CANCER

*No Dragons to Slay.* J. Greenberg. (gr 7+) fiction 15—4:17

*On with My Life.* P. Trull. (gr 5+) 15—1&2:38

## DISABILITIES AND DIFFERENCES FROM "NORMS"—CEREBRAL PALSY

*A Contest.* S.N. Payne. (gr 3-5) fiction 15—4:15

## DISABILITIES AND DIFFERENCES FROM "NORMS"—CYSTIC FIBROSIS

*Anna Joins In.* K. Arnold. (gr ps-2) fiction 15—5:19

## DISABILITIES AND DIFFERENCES FROM "NORMS"—DEVELOPMENTAL DISABILITIES

*Copycat Sam: Developing Ties with a Special Child.* (gr 1-3) fiction 15—7&8:32

*Just Vernon.* N.J. Hopper. (gr 5+) fiction 15—3:16

*Making Room for Uncle Joe.* A.B. Litchfield. (gr 1-3) fiction 15—5:19 \*\*

## DISABILITIES AND DIFFERENCES FROM "NORMS"—EPILEPSY

*A Handful of Stars.* B. Girion. (gr 7+) fiction 15—6:20 \*\*

*A Season of Secrets.* A.C. Herzig and J.L. Mali. (gr 5-7) fiction 15—5:16 \*\*

## DISABILITIES AND DIFFERENCES FROM "NORMS"—HEARING IMPAIRMENTS

*Keeping It Secret.* P. Pollock. (gr 3-6) fiction 15—4:19

## DISABILITIES AND DIFFERENCES FROM "NORMS"—HYPERACTIVITY

*An Uncommon Gift.* J.S. Evans. (gr 9+) 15—7&8:31 \*\*

## DISABILITIES AND DIFFERENCES FROM "NORMS"—LEARNING DISABILITIES

"Needed: Quality Literature for Reluctant Readers." J. Hansen. 15—4:9

*An Uncommon Gift.* J.S. Evans. (gr 9+) 15—7&8:31 \*\*

## DISABILITIES AND DIFFERENCES FROM "NORMS"—MENTAL/EMOTIONAL/ BEHAVIORAL CONCERNS

*But She's Still My Grandma!* D. Rappaport. (gr K-4) fiction 15—3:19

## DISABILITIES AND DIFFERENCES FROM "NORMS"—MULTIPLE DISABILITIES

*Secret Places of the Stairs.* S. Sallis. (gr 8+) fiction 15—6:18

*An Uncommon Gift.* J.S. Evans. (gr 9+) 15—7&8:31 \*\*

## DISABILITIES AND DIFFERENCES FROM "NORMS"—MUSCULAR DYSTROPHY

*Under the Shadow.* A. Knowles. (gr 5+) fiction 15—5:18

## DISABILITIES AND DIFFERENCES FROM "NORMS"—PHYSICAL DISABILITIES

**see also:** several other subdivisions under DISABILITIES; WOMEN AND GIRLS—DISABILITIES

*Hide Crawford Quick.* M.W. Froelich. (gr 6-8) fiction 15—4:19

*Mel on Wheels.* (gr not specified) film or video 15—6:22 \*\*

*On with My Life.* P. Trull. (gr 5+) 15—1&2:38

*Shadows across the Sun.* A. Likhanov. (gr 6+) fiction 15—4:18 \*

## DISABILITIES AND DIFFERENCES FROM "NORMS"—SIZE ISSUES

*The Revolution of Mary Leary.* S. Shreve. (gr 5+) 15—3:17

## EARLY CHILDHOOD EDUCATION

*Black Children: Their Roots, Culture and Learning Styles.* J.E. Hale. (adults) 15—3:20 \*\*

*Childcare Shapes the Future: Anti-Racist Strategies.* CIBC. (adults) filmstrips or slide shows 15—1&2:39; 15—6:23 \*\*

*Childcare Shapes the Future: Anti-Sexist Strategies.* CIBC. (adults) filmstrips 15—1&2:39; 15—6:23 \*\*

*Diversity in the Classroom.* F.E. Kendall. (adults) 15—7&8:35 \*\*

*Understanding the Multicultural Experience in Early Childhood Education.* O. Saracho and B. Spodek. (adults) 15—7&8:35

## ECOLOGY

*Green Paradise Lost.* E.D. Gray. (adults) 15—3:21 \*\*



## ECOLOGY continued

Remember to check all **see also** references.

*Patriarchy as a Conceptual Trap.* E.D. Gray. (adults) 15—3:21 \*

## ECONOMICS

**see also:** BUSINESS

*Poverty in the American Dream: Women and Children First.* K. Stallard, B. Ehrenreich and H. Sklar. (adults) 15—7&8:35 \*\*

*Women in Development: A Resource Guide for Organization and Action.* ISIS Women's International Communication Service. (adults) 15—7&8:38 \*\*

*Women in the Global Factory.* A. Fuentes and B. Ehrenreich. (adults) 15—7&8:38 \*\*

## EDUCATION

**see also:** ACTIVITIES, several subdivisions; BILINGUAL MATERIALS; COMPUTERS; EARLY CHILDHOOD EDUCATION; LANGUAGE ARTS; TEXTBOOKS

*Black Children: Their Roots, Culture and Learning Styles.* J.E. Hale. (adults) 15—3:20 \*\*

"The Computer Revolution: Guess Who's Left Out?" P.B. Campbell. 15—3:3

"A Model Disability Awareness Day." E.S. Watson. 15—3:11

*Myself, Yourself* [abt racial bias in education]. (adults) film 15—6:22 \*\*

"TABS: A Resource for Combatting Sexism in the Schools." 15—4:3

## EUROPE—GREAT BRITAIN

*Babylon.* J.P. Walsh. (gr K-3) fiction 15—3:18 \*

## EUROPEAN AMERICANS—POLITICAL AND SOCIAL ACTIVISTS

**see also:** WOMEN AND GIRLS—POLITICAL AND SOCIAL ACTIVISTS

"Bradford Chambers, 1922-1984." 15—6:3  
*The Mill Girls.* B. Selden. (gr 7-12) 15—4:15 \*  
*Northern Fried Chicken.* R. Schotter. (gr 6-10) fiction 15—5:16

*Not For Love.* H. Coleman. (gr 7-10) fiction 15—4:15

*Spirit to Ride the Whirlwind.* A.V. Lord. (gr 7+) fiction 15—5:18 \*\*

*Strike!* B. Corcoran. (gr 7+) fiction 15—5:17  
*Women Who Changed Things.* L. Peavy and U. Smith. (gr 9-adult) 15—3:18 \*

## FAIRYTALES AND FOLKLORE

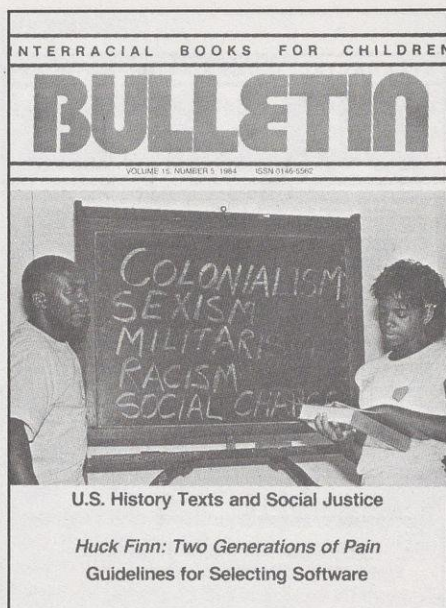
**see also:** MYTHS AND LEGENDS

*Behind the Back of the Mountain.* V. Aardema. (gr 3-5) folk stories 15—7&8:15  
*Fairy Tales and the Art of Subversion.* J. Zipes. (adults) 15—3:21 \*\*

## FAMILIES, RELATIONSHIPS AND EMOTIONS (former subject heading) **see** RELATIONSHIPS

## FOOD AND NUTRITION—HUNGER

*Famine.* R. Blumberg. (gr not specified) 15—4:7



## VOLUME 15, NO. 5

*Food First Comics.* L. Rifas. (gr not specified) 15—4:7 \*\*

*Food First Curriculum.* L. Rubin. (gr 4-8) 15—4:6 \*

"Hunger and Equity: The Links." G.E. Myers. 15—4:6

*Our Hungry Earth: The World Food Crisis.* L. Pringle. (gr not specified) 15—4:7

## GAY MALES

**see also:** HOMOPHOBIA; WOMEN AND GIRLS—LESBIANS

*Dance on My Grave.* A. Chambers. (gr 7-12) fiction 15—7&8:32 \*\*

*Danny.* M. Sturgis. (gr 7-12) fiction 15—5:18  
*Jenny Lives with Eric and Martin.* S. Bosche. (gr K-3) 15—4:16 \*\*

*The Milkman's on His Way.* D. Rees. (gr 7-12) fiction 15—7&8:32 \*\*

*No Turning Back: Lesbian and Gay Liberation for the 80's.* G. Goodman, G. Lakey, J. Lashof and E. Thorne. (adults) 15—5:21 \*

## HANDICAPISM AND ANTI-HANDICAPIST MATERIALS

**see also:** DISABILITIES

[Disabilities]. "Recommended Books." 15—3:13

"A Model Disability Awareness Day." E.S. Watson. 15—3:11

## HEALTH

**see also:** ALCOHOL AND DRUG ABUSE; DISABILITIES which includes physical, emotional, mental or sensory disabilities and chronic illnesses; FOOD AND NUTRITION—HUNGER

*I Will Be a Doctor!* D.C. Wilson. (gr 5+) 15—7&8:32

*The Teenage Hospital Experience: You Can Handle It!* E. Richter. (gr 6+) 15—1&2:36 \*

## HEALTH—PREGNANCY AND TEENAGERS

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) filmstrips 15—4:23 \*\*

## HOLIDAYS—CHANUKAH

*There's No Such Thing as a Chanukah Bush.* Sandy Goldstein. S. Sussman. (gr 3-7) fiction 15—6:20

## HOLIDAYS—CHRISTMAS

*There's No Such Thing as a Chanukah Bush.* Sandy Goldstein. S. Sussman. (gr 3-7) fiction 15—6:20

## HOLIDAYS—FATHER'S DAY

*I Wish I Had My Father.* N. Simon. (gr ps-4) fiction 15—3:17 \*

## HOMOPHOBIA/HETEROSEXISM/LESBIAN AND GAY LIBERATION

**see also:** GAY MALES; SOCIAL JUSTICE; WOMEN AND GIRLS—LESBIANS

*Danny.* M. Sturgis. (gr 7-12) fiction 15—5:18  
*Jenny Lives with Eric and Martin.* S. Bosche. (gr K-3) 15—4:16 \*\*

*No Turning Back: Lesbian and Gay Liberation for the 80's.* G. Goodman, G. Lakey, J. Lashof and E. Thorne. (adults) 15—5:21 \*

## JEWISH AMERICANS

**see also:** RELATIONSHIPS—FAMILIES, INTER-RACIAL/INTERCULTURAL; WOMEN AND GIRLS—JEWISH AMERICANS

"Communicating Is the Key." P. Spivey. 15—6:11

*Do You Love Me, Harvey Burns?* J. Marzollo. (gr 6+) fiction 15—4:18

*A Handful of Stars.* B. Girion. (gr 7+) fiction 15—6:20 \*\*

*The Holocaust and Genocide: A Search for Conscience.* H. Furman. (gr not specified) curriculum guide and readings for students 15—4:20 \*

*Northern Fried Chicken.* R. Schotter. (gr 6-10) fiction 15—5:16

*There's No Such Thing as a Chanukah Bush.* Sandy Goldstein. S. Sussman. (gr 3-7) fiction 15—6:20

*Voyage.* A. Geras. (gr 6+) fiction 15—5:20 \*

## KU KLUX KLAN

*Resurgence: The Movement for Equality vs. The Ku Klux Klan.* (gr not specified) film 15—6:22 \*\*

*Violence, the Ku Klux Klan and the Struggle for Equality.* The Connecticut Education Assn., The Council on Interracial Books for Children and The National Education Assn. (adults with jr hs+) 15—5:23 \*\*

## LABOR HISTORY/LABOR MOVEMENT

*The Mill Girls.* B. Selden. (gr 7-12) 15—4:15 \*  
*Passing the Message.* (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Resurgence: The Movement for Equality vs.*



## MEDIA—VIDEO MATERIALS

Remember to check all **see also** references.

*The Ku Klux Klan.* (gr not specified) film 15—6:22 \*\*  
*Spirit to Ride the Whirlwind.* A.V. Lord. (gr 7+) fiction 15—5:18 \*\*

## LANGUAGE ARTS AND LITERACY

### see also: BILINGUAL MATERIALS

*A-B-C-ing: An Action Alphabet.* J. Beller. (gr ps-K) 15—5:20  
*Editorial Forum* [a series]. G.E. McCuen, ed. (hs+) 15—4:20 \*\*  
*EMBERS: Stories for a Changing World.* Council on Interracial Books for Children. (gr 4-6) 15—3:23 \*\*  
*Opposing Viewpoints* [a series of books on controversial topics]. D.L. Bender, ed. (hs+) 15—4:20 \*\*  
*The Puzzle of Books* [about book production]. M. Kehoe. (gr 1-5) 15—4:17 \*

## LANGUAGE ARTS AND LITERACY—HIGH INTEREST/EASY-TO-READ MATERIALS

"Needed: Quality Literature for Reluctant Readers." J. Hansen. 15—4:9

## LATINAS AND LATINOS

**see also:** RELATIONSHIPS—FAMILIES, INTERRACIAL/INTERCULTURAL; RACISM; WOMEN AND GIRLS—LATINAS

*The Great Computer Dating Caper.* T.E. Bethancourt. (gr 8+) fiction 15—6:19  
"An Hispanic Perspective on Biracial, Bicultural Families." I.G. Rose. 15—6:12  
"Needed: Quality Literature for Reluctant Readers." J. Hansen. 15—4:9  
*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty.* E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

## LIBRARIES

### see also: SELECTION

"Library Vertical Files: A Source of Propaganda or Accurate Information?" [about South Africa; boxed note]. B. Randolph-Robinson. 15—7&8:18  
"What the Mail May Bring ..." [about South Africa; boxed note]. J. Sullivan. 15—7&8:8

## MEDIA

"Recommended Audio-Visual Materials" [about South Africa]. 15—7&8:25

"Recommended Audio-Visual Materials on South Africa." M. Crofts. 15—7&8:23

## MEDIA—COMICS

*Food First Comics.* L. Rifas. (gr not specified) 15—4:7 \*\*

## MEDIA—FILMS

*Africa on Film and Videotape.* African Studies Center, Michigan State University. book 15—7&8:25 [recommended but not reviewed]  
*The Afrikaner Experience.* (gr not specified)

15—7&8:25 [recommended but not reviewed]

*Apartheid, 20th Century Slavery.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*Awake from Mourning.* (gr not specified) 15—

7&8:25 [recommended but not reviewed]

*Colonialism, A Case Study: Namibia.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*Controlling Interest.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*Crossroads: South Africa.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*The Discarded People.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*The Dispossessed.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*The Dumping Grounds.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*Generations of Resistance.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*The Gods Must Be Crazy.* (gr not specified) film 15—7&8:34

*Gods of Metal* [abt nuclear arms race]. (hs, adults) 15—6:22 \*\*

*Gordimer series.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*How to Tape Instant Oral Biographies.* W. Zimmerman. (adults) book 15—7&8:38 \*\*

*Last Grave at Dimbaza.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*Life and Death of Steve Biko.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*Mel on Wheels* [abt a man with a physical disability]. (gr not specified) 15—6:22 \*\*

*Myself, Yourself* [abt racial bias in education]. (adults) 15—6:22 \*\*

*N'ai: The Story of a Kung Woman.* (gr not specified) film 15—7&8:34 [recommended but not reviewed]

*Namibia: A Trust Betrayed.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*Passing the Message.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*Purple Rain.* (gr not specified) 15—6:22

*Resurgence: The Movement for Equality vs. The Ku Klux Klan.* (gr not specified) 15—6:22 \*\*

*Six Days in Soweto.* (gr not specified) 15—7&8:26 [recommended but not reviewed]

*South Africa Belongs to Us.* (gr not specified) 15—7&8:26 [recommended but not reviewed]

*South Africa: The Nuclear File.* (gr not specified) 15—7&8:26 [recommended but not reviewed]

*South Africa: The White Laager.* (gr not specified) 15—7&8:26 [recommended but not reviewed]

*There Is No Crisis.* (gr not specified) 15—7&8:26 [recommended but not reviewed]

*Tsiamel.* (gr not specified) 15—7&8:26 [recommended but not reviewed]

*Using Film on South Africa: An Activation Kit on Investments.* (adults) study guide 15—7&8:24 [recommended but not reviewed]

*You Have Struck a Rock.* (gr not specified) 15—7&8:26 [recommended but not reviewed]

## MEDIA—FILMSTRIPS

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) 15—4:23 \*\*

"Beware: 'Mosaic of Progress: South Africa Today'" [boxed note]. M. Crofts. 15—7&8:23

*Childcare Shapes the Future: Anti-Racist Strategies.* CIBC. (adults) 15—1&2:39; 15—6:23 \*\*

*Childcare Shapes the Future: Anti-Sexist Strategies.* CIBC. (adults) 15—1&2:39; 15—6:23 \*\*

## MEDIA—KITS

"Beware: 'Mosaic of Progress: South Africa Today'" [boxed note]. M. Crofts. 15—7&8:23  
*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty.* E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

## MEDIA—PERIODICALS

"TABS: A Resource for Combatting Sexism in the Schools." 15—4:3

## MEDIA—PHOTOS

*Black as I Am.* Z. Mandela and P. Magubane. (gr 10+) poetry and photos 15—7&8:15 \*\*

*Black Child.* P. Magubane. (gr 7+) photo essay 15—7&8:15 \*\*

*House of Bondage.* E. Cole. (gr 7+) photo-essay 15—7&8:17 \*\*

## MEDIA—RECORDS

*Step It Down.* B. Jones. (gr not specified) record 15—4:21 \*\*

## MEDIA—SLIDE SHOWS

*Amandla.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*Childcare Shapes the Future: Anti-Racist Strategies.* CIBC. (adults) 15—1&2:39; 15—6:23 \*\*

*Forget Not Our Sisters.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

## MEDIA—TELEVISION

*Images of Life on Children's Television: Sex Roles, Minorities and Families.* F.E. Barcus. book 15—3:21 \*\*

## MEDIA—VIDEO MATERIALS

*Africa on Film and Videotape.* African Studies Center, Michigan State University. (adults) book 15—7&8:25 [recommended but not reviewed]

*Follow the Yellowcake Road.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*How to Tape Instant Oral Biographies.* W. Zimmerman. (adults) book 15—7&8:38 \*\*

*Mel on Wheels* [abt a man with a physical disability]. (gr not specified) 15—6:22 \*\*



## MEDIA—VIDEO MATERIALS continued

Remember to check all **see also** references.

*Namibia Behind the Lines.* (gr not specified) 15—7&8:25 [recommended but not reviewed]

*Portrait of Nelson Mandela.* (gr not specified) 15—7&8:26 [recommended but not reviewed]

*Remember Kassinga.* (gr not specified) 15—7&8:26 [recommended but not reviewed]

## MYTHS AND LEGENDS

*The Legend of the Bluebonnet.* T. dePaola. (gr ps-3) retelling of a legend 15—4:17 \*

*The Magical Adventures of Pretty Pearl.* V. Hamilton. (gr 6+) Based on myths, legends and tales 15—5:17 \*\*

*Star Boy.* P. Goble. (gr K+) retelling of Blackfeet story 15—1&2:38 \*

## NATIVE AMERICANS

**see also:** RELATIONSHIPS—FAMILIES, INTERRACIAL/INTERCULTURAL; RACISM; SOCIAL JUSTICE; WOMEN AND GIRLS—NATIVE AMERICANS

*Daybreak Star Preschool Activities Book.* S. Patascil and C. Neal. (gr ps-2) 15—7&8:31 \*\*

*First Came the Indians.* M.J. Wheeler. (gr 1-5) verse 15—6:18

## NATIVE AMERICANS—ALGONQUIAN-SPEAKING PEOPLES

*The Double Life of Pocahontas.* J. Fritz. (gr 4-7) 15—5:16

## NATIVE AMERICANS—BLACKFEET PEOPLE

*Star Boy.* P. Goble. (gr K+) retelling of Blackfeet story 15—1&2:38 \*

## NATIVE AMERICANS—CHEROKEE PEOPLE

*The Adventures of Billy Bean.* W. Studie. (gr 4-6) fiction 15—4:15 \*

## NATIVE AMERICANS—COMMANCHE PEOPLE

*The Legend of the Bluebonnet.* T. dePaola. (gr ps-3) retelling of a legend 15—4:17 \*

## NATIVE AMERICANS—HOPI PEOPLE

*Kachinas: Color and Cut-Out Collection.* J.W. Staheli. (gr 1-4) 15—7&8:31

## NATIVE AMERICANS—LAKOTA PEOPLE

*O Wakaga: Activities for Learning about the Plains Indians.* L.S. Brewer. (gr 4-6) 15—7&8:31 \*\*

*The Scared One.* D. Haseley. (gr 1-5) fiction 15—1&2:36

## NATIVE AMERICANS—NAVAJO PEOPLE

“Indians without Hope, Indians without Options—The Problematic Theme of *Hatter Fox*.” D. Seale. [*Hatter Fox* is a novel by Marilyn Harris for jr and sr hs students] 15—3:7

[Navajo People and other Native American Peoples]. “Suggested Reading List.” 15—3:8

## NATIVE AMERICANS—NORTHWEST COAST PEOPLES

*The Mamook Book: Activities for Learning about the Northwest Coast Indians.* S. Mathers, L. Skinner and T. Tafoya. (gr 4-6) 15—7&8:31 \*\*

## NATIVE AMERICANS—PLAINS INDIANS

*O Wakaga: Activities for Learning about the Plains Indians.* L.S. Brewer. (gr 4-6) 15—7&8:31 \*\*

## NATIVE AMERICANS—SEMINOLE PEOPLE

*The Talking Earth.* J.C. George. (gr 6+) fiction 15—6:21

## NATIVE AMERICANS—SOUTHWESTERN PEOPLES

*Not Just Any Ring.* D.R. Haller. (gr 1-5) fiction 15—3:16

## NUCLEAR POWER/ANTI-NUCLEAR MOVEMENT

**see also:** WAR AND PEACE

*Not for Love.* H. Colman. (gr 7-10) fiction 15—4:15

## OCCUPATIONS

**see also:** LABOR HISTORY; WOMEN AND GIRLS—OCCUPATIONS

*People Working.* D. Florian. (gr ps-1) 15—4:19

*The Puzzle of Books* [about book production]. M. Kehoe. (gr 1-5) 15—4:17 \*

## OLDER PEOPLE

**see also:** RELATIONSHIPS—GRANDPARENTS/GRANDCHILDREN; WOMEN AND GIRLS—OLDER WOMEN

*But She's Still My Grandma!* D. Rappaport. (gr K-4) fiction 15—3:19

*Look Me in the Eye: Old Women, Aging and Ageism.* B. Macdonald with C. Rich. (adults) 15—3:20 \*\*

*Not Just Any Ring.* D.R. Haller. (gr 1-5) fiction 15—3:16

*The War with Grandpa.* R.K. Smith. (gr 2-5) fiction 15—7&8:31 \*\*

*What about Grandma?* H. Irwin. (gr 7+) fiction 15—3:17 \*

## ORAL HISTORIES

*How to Tape Instant Oral Biographies.* W. Zimmerman. (adults) 15—7&8:38 \*\*

## PEOPLE OF COLOR

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty.* E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

## POETRY AND RHYME

*Apples on a Stick: The Folklore of Black Children.* B. Michels and B. White. (gr 3-6) rhymes and chants 15—6:18 \*\*

*Black as I Am.* Z. Mandela and P. Magubane. (gr 10+) poetry and photos 15—7&8:15 \*\*

*The Butter Battle Book.* Dr. Seuss. (gr ps-4) fiction/rhyme 15—3:16

*Everett Anderson's Goodbye.* L. Clifton. (gr ps-1) fiction/poetry 15—3:16 \*\*

*First Came the Indians.* M.J. Wheeler. (gr 1-5) verse 15—6:18

*If You Want to Know Me: Reflections of Life in Southern Africa.* P.L. Halsey, G. Morland and M. Smith. (gr 7+) poetry 15—7&8:17 \*\*

## PRISONS AND RELATED ISSUES

“Indians without Hope, Indians without Options—The Problematic Theme of *Hatter Fox*.” D. Seale. [*Hatter Fox* is a novel by Marilyn Harris for jr and sr hs students] 15—3:7

*When Can Daddy Come Home?* M.W. Hickman. (gr K-4) fiction 15—3:19 \*

## PROPAGANDA

“Beware: ‘Mosaic of Progress: South Africa Today’” [boxed note]. M. Crofts. 15—7&8:23

“Library Vertical Files: A Source of Propaganda or Accurate Information?” [abt South Africa; boxed note]. B. Randolph-Robinson. 15—7&8:18

“What the Mail May Bring . . .” [abt South Africa; boxed note]. J. Sullivan. 15—7&8:8

## RACISM AND ANTI-RACIST MATERIALS

**see also:** AFRICA—NAMIBIA; AFRICA—SOUTH AFRICA; KU KLUX KLAN; SELECTION; SOCIAL JUSTICE; TEXTBOOKS; and materials, especially non-fiction, listed under particular groups, e.g., BLACK AMERICANS

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) filmstrips 15—4:23 \*\*

*Because We Are.* M.P. Walker. (gr 7+) fiction 15—3:19 \*\*

*Childcare Shapes the Future: Anti-Racist Strategies.* CIBC. (adults) filmstrips or slide shows 15—1&2:39; 15—6:23 \*\*

*Diversity in the Classroom.* F.E. Kendall. (adults) 15—7&8:35 \*\*

Editorial: “On *Huck*, Criticism and Censorship.” 15—1&2:3

“*Huck Finn*: Two Generations of Pain.” M. Allen. 15—5:9

“*Huckleberry Finn* and the Traditions of Blackface Minstrelsy.” F. Woodard and D. MacCann. 15—1&2:4

*Images of Life on Children's Television: Sex Roles, Minorities and Families.* F.E. Barcus. 15—3:21 \*\*

“Indians without Hope, Indians without Options—The Problematic Theme of *Hatter Fox*.” D. Seale. [*Hatter Fox* is a novel by Marilyn Harris for jr and sr hs students] 15—3:7

“More on *Huckleberry Finn*” [short article]. 15—3:15

*Myself, Yourself* [abt racial bias in education]. (adults) film 15—6:22 \*\*

*Northern Fried Chicken.* R. Schotter. (gr 6-10) fiction 15—5:16



Remember to check all **see also** references.

"Scholars and *Huck Finn*: A New Look." B. Chambers. 15—4:12; 15—7&8:37 [letters in response to the article].

*The Slave Narrative: Its Place in American History.* M.W. Starling. (adults) 15—7&8:35 \*\*

**SPECIAL DOUBLE ISSUE:** The Depiction of South Africa in U.S. Materials. 15—7&8

**SPECIAL DOUBLE ISSUE:** On Interracial Families. Guest Editor, Kate Shackford. 15—6

*There Is a River: The Black Struggle for Freedom in America.* V. Harding. (adults) 15—7&8:35 \*\*

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty.* E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

*The Way Out Must Lead In: Life Histories in the Civil Rights Movement.* W.R. Beardslee. (adults) 15—3:20 \*\*

## REFERENCE MATERIALS

*Third World Resource Directory.* T.P. Fenton and M.J. Heffron. (adults) 15—4:20 \*\*

"Yearbooks and Almanacs" [abt South Africa; boxed note]. B. Randolph-Robinson. 15—7&8:15

## RELATIONSHIPS

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) filmstrips 15—4:23 \*\*

## RELATIONSHIPS—CHILD DEVELOPMENT

*Black Children: Their Roots, Culture and Learning Styles.* J.E. Hale. (adults) 15—3:20 \*\*

## RELATIONSHIPS—FAMILIES

**see also:** several other subdivisions above and below under RELATIONSHIPS

*The Hearts of Men: American Dreams and the Flight from Commitment.* B. Ehrenreich. (adults) 15—4:20 \*\*

*Images of Life on Children's Television: Sex Roles, Minorities and Families.* F.E. Barcus. 15—3:21 \*\*

## RELATIONSHIPS—FAMILIES IN TRANSITION

*Daddy's Girl.* J.D. Landis. (gr 8+) fiction 15—5:19

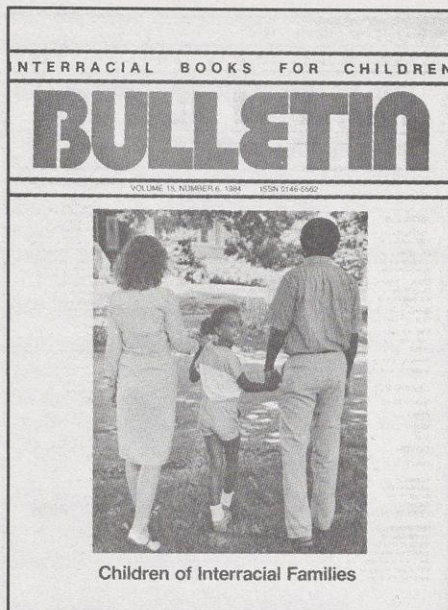
## RELATIONSHIPS—FAMILIES, INTERRACIAL/INTERCULTURAL

*Because We Are.* M.P. Walker. (gr 7+) fiction 15—3:19 \*\*

"CIBC Schedules Conference on 'Children of Interracial Families.'" 15—3:14

"Conference Addresses Needs of Interracial Children." 15—5:13

"Growing Up in Interracial Families." [Four articles: "Communicating Is the Key," P. Spivey. "Growing Up with an Asian Ameri-



## VOLUME 15, NO. 6

can Heritage," C.L. Chen. "An Hispanic Perspective on Biracial, Bicultural Families," I.G. Rose. "Suggestions for Single Parents," H. Brody]. 15—6:11

"Interracial Children: Growing Up Healthy in an Unhealthy Society." K. Shackford. 15—6:4

"The Interracial Family in Children's Literature." M.A. Long. 15—6:13

"Providing a Healthy Environment for Interracial Children." J. Ladner. 15—6:7

*Purple Rain.* (gr not specified) film 15—6:22

"Resources for Interracial Families and Children." 15—6:16; added entry 15—7&8:36

**SPECIAL DOUBLE ISSUE:** On Interracial Families. Guest Editor, Kate Shackford. 15—6

"Study of Interracial Children Presents Positive Picture." A.F. Poussaint. 15—6:9

## RELATIONSHIPS—FAMILIES WITH LESBIAN OR GAY PARENTS

*Jenny Lives with Eric and Martin.* S. Bosche. (gr K-3) 15—4:16 \*\*

## RELATIONSHIPS—FRIENDSHIP AND LOVE

**see also:** GAY MALES; WOMEN AND GIRLS—LESBIANS

*Angel Face.* N. Klein. (gr 8+) fiction 15—7&8:33

*Here's Looking at You, Kid.* J.B. Zalben. (gr 7+) fiction 15—7&8:33

*The Hot and Cold Summer.* J. Hurwitz. (gr 3-5) fiction 15—6:19 \*

*Just Another Love Story.* R.R. Knudson. (gr 7-12) fiction 15—6:20

*Just My Luck.* E. Moore. (gr 4-7) fiction 15—4:16 \*

*Just Vernon.* N.J. Hopper. (gr 5+) fiction 15—3:16

*Not for Love.* H. Colman. (gr 7-10) fiction 15—4:15

*Shadows across the Sun.* A. Likhonov. (gr 6+) fiction 15—4:18 \*

*Three Friends.* M. Levoy. (gr 7+) fiction 15—7&8:33

*Under the Shadow.* A. Knowles. (gr 5+) fiction 15—5:18

## RELATIONSHIPS—FRIENDSHIP AND LOVE, INTERRACIAL/INTERCULTURAL

*Do You Love Me, Harvey Burns?* J. Marzollo. (gr 6+) fiction 15—4:18

*Friends and Neighbors* [a series of five picture books: *The Contest*, *Little Lost Dog*, *Stormy Day Together*, *Treasure Hunt* and *Welcome Makoto*]. H. Goldsmith. (gr ps-2) fiction 15—1&2:36

*Go Well, Stay Well.* T. Jones. (gr 7+) fiction 15—7&8:16

*Just Another Love Story.* R.R. Knudson. (gr 7-12) fiction 15—6:20

*Mine Boy.* P. Abrahams. (gr 10+) fiction 15—7&8:19 \*

*When Can Daddy Come Home?* M.W. Hickman. (gr K-4) fiction 15—3:19 \*

## RELATIONSHIPS—GRANDPARENTS/GRANDCHILDREN

*But She's Still My Grandma!* D. Rappaport. (gr K-4) fiction 15—3:19

*Not Just Any Ring.* D.R. Haller. (gr 1-5) fiction 15—3:16

*The War with Grandpa.* R.K. Smith. (gr 2-5) fiction 15—7&8:31 \*\*

*What about Grandma?* H. Irwin. (gr 7+) fiction 15—3:17 \*

## RELATIONSHIPS—LIFE EVENTS/MILESTONES

*Everett Anderson's Goodbye* [about a father's death]. L. Clifton. (gr ps-1) fiction/poetry 15—3:16

## RELATIONSHIPS—SIBLINGS (TWINS)

*Herbert Rowbarger.* N. Babbitt. (gr 5+) fiction 15—3:18 \*\*

## RELATIONSHIPS—SINGLE PARENT FAMILIES

*Because We Are.* M.P. Walker. (gr 7+) fiction 15—3:19 \*\*

*Don't Hurt Me, Mama.* M. Stanek. (gr 1-4) fiction 15—4:17 \*

*I Wish I Had My Father.* N. Simon. (gr ps-4) fiction 15—3:17 \*

*Just Vernon.* N.J. Hopper. (gr 5+) fiction 15—3:16

*Music, Music for Everyone.* V.B. Williams. (gr ps-2) fiction 15—7&8:33 \*\*

"Suggestion for Single Parents." H. Brody. 15—6:12

*What about Grandma?* H. Irwin. (gr 7+) fiction 15—3:17 \*

## RELIGIOUS, SPIRITUAL AND PHILOSOPHICAL TEACHINGS

**see also:** MYTHS AND LEGENDS

*Green Paradise Lost.* E.D. Gray. (adults) 15—3:21 \*\*



## RELIGIOUS, SPIRITUAL AND PHILOSOPHICAL TEACHINGS continued

Remember to check all **see also** references.

*Patriarchy as a Conceptual Trap*. E.D. Gray. (adults) 15—3:21 \*

### RELIGIOUS, SPIRITUAL AND PHILOSOPHICAL TEACHINGS—JUDAISM

*There's No Such Thing as a Chanukah Bush*, *Sandy Goldstein*. S. Sussman. (gr 3-7) fiction 15—6:20

### RELIGIOUS, SPIRITUAL AND PHILOSOPHICAL TEACHINGS—NATIVE AMERICANS

*Star Boy*. P. Goble. (gr K+) retelling of Blackfeet story 15—1&2:38 \*

### RESOURCE LISTS AND BIBLIOGRAPHIES

[Note: These lists highlight recommended resources.]

[Black American and Puerto Rican literature for young adults. High interest/easy-to-read materials]. 15—4:10

"The Depiction of South Africa in Children's Literature." B. Randolph-Robinson. 15—7&8:14

[Disabilities]. "Recommended Books." 15—3:13

*Guide to Nonsexist Teaching Activities (K-12)*. Northwest Regional Education Laboratory, Center for Sex Equity. 15—3:21

"The Interracial Family in Children's Literature." M.A. Long. 15—6:13

[Navajo People and other Native American Peoples]. "Suggested Reading List." 15—3:8

*Now Read On: Recommended Fiction for Young People*. B. Dixon. (adults) 15—5:21 \*

"Recommended Audio-Visual Materials on South Africa." M. Crofts. 15—7&8:23

"Recommended Audio-Visual Materials" [about South Africa]. 15—7&8:25

"Resources for Interracial Families and Children." 15—6:16; added entry 15—7&8:36

[South Africa] "Resources." 15—7&8:27

*Third World Resource Directory*. T.P. Fenton and M.J. Heffron. (adults) 15—4:20 \*\*

*Women in Development: A Resource Guide for Organization and Action*. ISIS Women's International Communication Service. (adults) 15—7&8:38 \*\*

### SCIENCE FICTION, FANTASY AND UTOPIAS

*A Rag, a Bone and a Hank of Hair*. N. Fisk. (gr 6-8) fiction 15—6:21 \*

### SELECTION

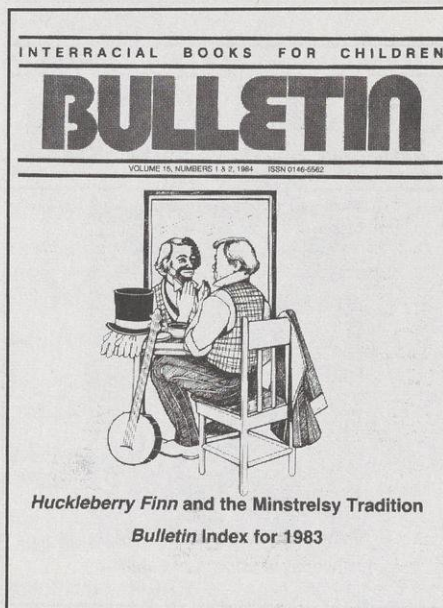
**see also:** CHECKLISTS; LIBRARIES; TEXTBOOKS

*Now Read On: Recommended Fiction for Young People*. B. Dixon. (adults) 15—5:21 \*

### SELECTION—CLASSICS AND AWARD WINNERS, CRITICISMS OF

*Cry, the Beloved Country*. F. Komai's and J. Douglas' adaptation of A. Paton's novel. (gr 7+) verse drama 15—7&8:15

Editorial: "On *Huck*, Criticism and Censorship." 15—1&2:3



### VOLUME 15, NOS. 1 & 2

"*Huck Finn*: Two Generations of Pain." M. Allen. 15—5:9

"*Huckleberry Finn* and the Traditions of Blackface Minstrelsy." F. Woodard and D. MacCann. 15—1&2:4

*King Solomon's Mines*. H.R. Haggard. (gr 6+) fiction 15—7&8:17

"More on *Huckleberry Finn*" [short article]. 15—3:15

"Scholars and *Huck Finn*: A New Look." B. Chambers. 15—4:12; 15—7&8:37 [letters in response to the article]

### SELECTION—CONSTITUTIONAL ISSUES, LIBRARIES AND SCHOOLS

Editorial: "On *Huck*, Criticism and Censorship." 15—1&2:3

"*Huck Finn*: Two Generations of Pain." M. Allen. 15—5:9

"*Huckleberry Finn* and the Traditions of Blackface Minstrelsy." F. Woodard and D. MacCann. 15—1&2:4

"More on *Huckleberry Finn*" [short article]. 15—3:15

*Strike!* B. Corcoran. (gr 7+) fiction 15—5:17

### SEX AND SEXUALITY

**see also:** HEALTH—PREGNANCY AND TEENAGERS; VIOLENCE—CHILD ABUSE, SEXUAL

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) filmstrips 15—4:23 \*\*

*Sexual Values* [Opposing Viewpoints series]. (hs+) 15—4:20 \*\*

### SEXISM AND ANTI-SEXIST MATERIALS

**see also:** HOMOPHOBIA; SOCIAL JUSTICE; TEXTBOOKS; WOMEN AND GIRLS [materials with positive ratings are often implicitly anti-sexist]

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) filmstrips 15—4:23 \*\*

*Childcare Shapes the Future: Anti-Sexist Strategies*. CIBC. (adults) filmstrips 15—1&2:39; 15—6:23 \*\*

*Green Paradise Lost*. E.D. Gray. (adults) 15—3:21 \*\*

*Guide to Nonsexist Teaching Activities (K-12)*. Northwest Regional Education Laboratory, Center for Sex Equity. 15—3:21

*The Hearts of Men: American Dreams and the Flight from Commitment*. B. Ehrenreich. (adults) 15—4:20 \*\*

*History of Women for Children*. V.S. Epstein. (gr ps-5) 15—5:18 \*

*The Hot and Cold Summer*. J. Hurwitz. (gr 3-5) fiction 15—6:19 \*

*Images of Life on Children's Television: Sex Roles, Minorities and Families*. F.E. Barcus. 15—3:21 \*\*

*Male/Female Roles* [Opposing Viewpoints series]. (hs+) 15—4:20 \*\*

*The Once in a While Hero*. C.S. Adler. (gr 5-8) fiction 15—1&2:38

*Patriarchy as a Conceptual Trap*. E.D. Gray. (adults) 15—3:21 \*

*Poverty in the American Dream: Women and Children First*. K. Stallard, B. Ehrenreich and H. Sklar. (adults) 15—7&8:35 \*\*

"A Profound Misogyny" [boxed note about *Huckleberry Finn*]. M. Bedell. 15—1&2:7

"TABS: A Resource for Combatting Sexism in the Schools." 15—4:3

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty*. E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

*We've All Got Scars*. R. Best. (adults) 15—4:21 \*

*Women in Development: A Resource Guide for Organization and Action*. ISIS Women's International Communication Service. (adults) 15—7&8:38 \*\*

### SOCIAL JUSTICE

**see also:** AGEISM; ANTI-SEMITISM; CLASSISM; FOOD AND NUTRITION—HUNGER; HANDICAPISM; HOMOPHOBIA; KU KLUX KLAN; RACISM; SELECTION; SEXISM; TEXTBOOKS; WAR AND PEACE

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) filmstrips 15—4:23 \*\*

"The Computer Revolution: Guess Who's Left Out?" P.B. Campbell. 15—3:3

*Editorial Forum* [a series]. G.E. McCuen, ed. (hs+) 15—4:20 \*\*

*EMBERS: Stories for a Changing World*. Council on Interracial Books for Children. (gr 4-6) 15—3:23 \*\*

*Now Read On: Recommended Fiction for Young People*. B. Dixon. (adults) 15—5:21 \*

*Opposing Viewpoints* [a series of books on controversial topics]. D.L. Bender, ed. (hs+) 15—4:20 \*\*

"Preliminary Guidelines for Selecting Computer Software." P.B. Campbell. 15—5:15



Remember to check all **see also** references.

*Third World Resource Directory*. T.P. Fenton and M.J. Heffron. (adults) 15—4:20 \*\*  
 "U.S. History Textbooks: Help or Hindrance to Social Justice?" R. Charnes. 15—5:3; 15—7&8:38 [letter in response to the article].  
*Violence, the Ku Klux Klan and the Struggle for Equality*. The Connecticut Education Assn., The Council on Interracial Books for Children and The National Education Assn. (adults with jr hs +) 15—5:23 \*\*

## SOVIET UNION

**see also:** WOMEN AND GIRLS—SOVIET UNION

*Shadows across the Sun*. A. Likhanov. (gr 6+) fiction 15—4:18 \*

## SPORTS

[Bodybuilding] *Just Another Love Story*. R.R. Knudson. (gr 7-12) fiction 15—6:20  
 [Soccer] *No Dragons to Slay*. J. Greenberg. (gr 7+) fiction 15—4:17

## TEXTBOOKS

"The Depiction of South Africa in U.S. Textbooks." B. Randolph-Robinson. 15—7&8:3  
*EMBERS: Stories for a Changing World*. Council on Interracial Books for Children. (gr 4-6) 15—3:23 \*\*  
 "U.S. History Textbooks: Help or Hindrance to Social Justice?" R. Charnes. 15—5:3; 15—7&8:38 [letter in response to the article].  
 "What Help for Teachers?" [boxed note about teaching *Huckleberry Finn*]. A.V. Schwartz. 15—1&2:6

## THE THIRD WORLD

**see also:** WOMEN AND GIRLS—THE THIRD WORLD

[Note: The term "Third World" can be read to imply that the other "worlds" are ranked ahead. The term "Developing Countries" has its own set of negative implications. The indexer would welcome suggestions for alternative terms.]

*Controlling Interest*. (gr not specified) film 15—7&8:25 [recommended but not reviewed]

*Third World Resource Directory*. T.P. Fenton and M.J. Heffron. (adults) 15—4:20 \*\*

*Women in Development: A Resource Guide for Organization and Action*. ISIS Women's International Communication Service. (adults) 15—7&8:38 \*\*

## TOYS, GAMES, TOOLS AND "HOW-TO" MATERIALS

*Apples on a Stick: The Folklore of Black Children*. B. Michels and B. White. (gr 3-6) rhymes and chants 15—6:18 \*\*  
*Step It Down*. B. Jones. (gr not specified) record 15—4:21 \*\*  
*Violence, the Ku Klux Klan and the Struggle for Equality*. The Connecticut Education Assn., The Council on Interracial Books for

Children and The National Education Assn. (adults with jr hs +) 15—5:23 \*\*

## VIOLENCE—CHILD ABUSE

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) filmstrips 15—4:23 \*\*  
*Don't Hurt Me, Mama*. M. Stanek. (gr 1-4) fiction 15—4:17 \*  
*Strike!* B. Corcoran. (gr 7+) fiction 15—5:17

## VIOLENCE—CHILD ABUSE, SEXUAL

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) filmstrips 15—4:23 \*\*  
*No More Secrets for Me*. O. Wachter. (gr 3-5) 15—4:19 \*\*

## VIOLENCE—NONVIOLENCE

*A Manual on Nonviolence and Children*. S. Judson. (adults) 15—4:21 \*\*

## VIOLENCE—WOMAN-BATTERING

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) filmstrips 15—4:23 \*\*

## WAR AND PEACE—MILITARISM, NUCLEAR WEAPONS, PEACE AND JUSTICE

**see also:** COMPETITION; COOPERATION; NUCLEAR POWER; SOCIAL JUSTICE; TEXTBOOKS; VIOLENCE—NONVIOLENCE  
*The American Military* [Opposing Viewpoints series]. (hs+) 15—4:20 \*\*  
*The Butter Battle Book*. Dr. Seuss. (gr ps-4) fiction/rhyme 15—3:16  
*Gods of Metal* [abt nuclear arms race]. (hs, adults) film 15—6:22 \*\*  
*War and Human Nature* [Opposing Viewpoints series]. (hs+) 15—4:20 \*\*  
*Watermelons Not War!: A Support Book for Parenting in the Nuclear Age*. K. Cloud, E. Deegan and other members of the Nuclear Education Project. (adults) 15—5:21 \*\*

## WOMEN AND GIRLS

**see also:** SEXISM; SOCIAL JUSTICE; VIOLENCE—WOMAN-BATTERING

*History of Women for Children*. V.S. Epstein. (gr ps-5) 15—5:18 \*

## WOMEN AND GIRLS—AFRICA

[Note: Cross check with titles under the AF-RICA headings for country of origin.]

*Awake from Mourning*. (gr not specified) film 15—7&8:25 [recommended but not reviewed]  
*Crossroads: South Africa*. (gr not specified) film 15—7&8:25 [recommended but not reviewed]  
*Forget Not Our Sisters*. (gr not specified) slide/tape 15—7&8:25 [recommended but not reviewed]  
*Go Well, Stay Well*. T. Jones. (gr 7+) fiction 15—7&8:16

*If You Want to Know Me: Reflections of Life in Southern Africa*. P.L. Halsey, G. Morland and M. Smith. (gr 7+) poetry 15—7&8:17 \*\*  
*Maru*. B. Head. (gr 10+) fiction 15—7&8:19 \*\*

*N'ai: The Story of a Kung Woman*. (gr not specified) film 15—7&8:34 [recommended but not reviewed]

*South Africa Belongs to Us*. (gr not specified) film 15—7&8:26 [recommended but not reviewed]

*Thirty-One Brothers and Sisters*. R. Mirsky. (gr 3-6) 15—7&8:22

*You Have Struck a Rock*. (gr not specified) 15—7&8:26 [recommended but not reviewed]

## WOMEN AND GIRLS—ASIAN AMERICANS

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty*. E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

## WOMEN AND GIRLS—BLACK AMERICANS

*Because We Are*. M.P. Walker. (gr 7+) fiction 15—3:19 \*\*  
*Hush, Puppies*. B. Mitchell. (gr 1-4) fiction 15—1&2:37  
*Just My Luck*. E. Moore. (gr 4-7) fiction 15—4:16 \*  
*The Magical Adventures of Pretty Pearl*. V. Hamilton. (gr 6+) Based on myths, legends and tales 15—5:17 \*\*  
*Resurgence: The Movement for Equality vs. The Ku Klux Klan*. (gr not specified) film 15—6:22 \*\*  
*Step It Down*. B. Jones. (gr not specified) record 15—4:21 \*\*  
*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty*. E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*  
*The Way Out Must Lead In: Life Histories in the Civil Rights Movement*. W.R. Beardslee. (adults) 15—3:20 \*\*

## WOMEN AND GIRLS—DISABILITIES AND DIFFERENCES FROM "NORMS"

[Note: Cross check with titles under the DIS-ABILITIES subdivisions to identify specific disabilities/situations.]

*Anna Joins In*. K. Arnold. (gr ps-2) fiction 15—5:19  
*A Handful of Stars*. B. Girion. (gr 7+) fiction 15—6:20 \*\*  
*Keeping It Secret*. P. Pollock. (gr 3-6) fiction 15—4:19  
*On with My Life*. P. Trull. (gr 5+) 15—1&2:38  
*The Revolution of Mary Leary*. S. Shreve. (gr 5+) fiction 15—3:17  
*Shadows Across the Sun*. A. Likhanov. (gr 6+) fiction 15—4:18 \*

## WOMEN AND GIRLS—EUROPEAN AMERICANS

[Note: Listings about European American



## WOMEN AND GIRLS—EUROPEAN AMERICAN continued

Remember to check all **see also** references.

women and girls are not repeated here if they appear in other WOMEN AND GIRLS subdivisions.]

*Daddy's Girl.* J.D. Landis. (gr 8+) fiction 15—5:19

*Just Vernon.* N.J. Hopper. (gr 5+) fiction 15—3:16

## WOMEN AND GIRLS—JEWISH AMERICANS

*A Handful of Stars.* B. Girion. (gr 7+) fiction 15—6:20 \*\*

*Northern Fried Chicken.* R. Schotter. (gr 6-10) fiction 15—5:16

*There's No Such Thing as a Chanukah Bush, Sandy Goldstein.* S. Sussman. (gr 3-7) fiction 15—6:20

## WOMEN AND GIRLS—LATINAS

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty.* E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

## WOMEN AND GIRLS—LESBIANS

*Look Me in the Eye: Old Women, Aging and Ageism.* B. Macdonald with C. Rich. (adults) 15—3:20 \*\*

*No Turning Back: Lesbian and Gay Liberation for the 80's.* G. Goodman, G. Lakey, J. Lashof and E. Thorne. (adults) 15—5:21 \*

## WOMEN AND GIRLS—NATIVE AMERICANS

*The Double Life of Pocahontas.* J. Fritz. (gr 4-7) 15—5:16

"Indians without Hope, Indians without Options—The Problematic Theme of *Hatter Fox*." D. Seale. [*Hatter Fox* is a novel by Marilyn Harris for jr and sr hs students]. 15—3:7

*The Legend of the Bluebonnet.* T. dePaola. (gr ps-3) retelling of a legend 15—4:17 \*

*Not Just Any Ring.* D.R. Haller. (gr 1-5) fiction 15—3:16

*The Talking Earth.* J.C. George. (gr 6+) fiction 15—6:21

## WOMEN AND GIRLS—OCCUPATIONS

*I Will Be a Doctor!* D.C. Wilson. (gr 5+) 15—7&8:32

*The Mill Girls.* B. Selden. (gr 7-12) 15—4:15 \*

*Resurgence: The Movement for Equality vs. The Ku Klux Klan.* (gr not specified) film 15—6:22 \*\*

*Spirit to Ride the Whirlwind.* A.V. Lord. (gr 7+) fiction 15—5:18 \*\*

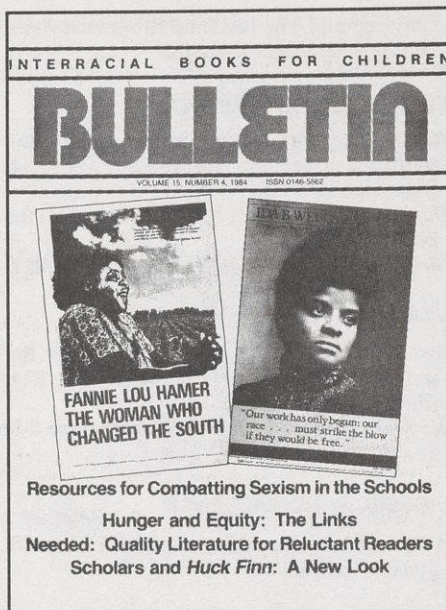
*Women in the Global Factory.* A. Fuentes and B. Ehrenreich (adults) 15—7&8:38 \*\*

## WOMEN AND GIRLS—OLDER WOMEN

*But She's Still My Grandma!* D. Rappaport. (gr K-4) fiction 15—3:19

*Look Me in the Eye: Old Women, Aging and Ageism.* B. Macdonald with C. Rich. (adults) 15—3:20 \*\*

*What about Grandma?* H. Irwin. (gr 7+) fiction 15—3:17 \*



## VOLUME 15, NO. 4

## WOMEN AND GIRLS—POLITICAL AND SOCIAL ACTIVISTS

*The Mill Girls.* B. Selden. (gr 7-12) 15—4:15 \*

*Northern Fried Chicken.* R. Schotter. (gr 6-10) fiction 15—5:16

*Not for Love.* H. Colman. (gr 7-10) fiction 15—4:15

*Resurgence: The Movement for Equality vs. The Ku Klux Klan.* (gr not specified) film 15—6:22 \*\*

*Spirit to Ride the Whirlwind.* A.V. Lord. (gr 7+) fiction 15—5:18 \*\*

*The Way Out Must Lead In: Life Histories in the Civil Rights Movement.* W.R. Beardslee. (adults) 15—3:20 \*\*

*Women Who Changed Things.* L. Peavy and U. Smith. (gr 9-adult) 15—3:18 \*

## WOMEN AND GIRLS—PREGNANCY AND TEENAGERS

*And Then What Happened?* The CIBC Resource Center for Educators. (gr K-4) filmstrips 15—4:23 \*\*

## WOMEN AND GIRLS—SOVIET UNION

*Shadows Across the Sun.* A. Likhanov. (gr 6+) fiction 15—4:18 \*

## WOMEN AND GIRLS—THE THIRD WORLD

[Note: see note under THE THIRD WORLD.]

*Women in Development: A Resource Guide for Organization and Action.* ISIS Women's International Communication Service. (adults) 15—7&8:38 \*\*

## WOMEN AND GIRLS—WOMEN AND GIRLS OF COLOR

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty.* E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

## WOMEN AND GIRLS—WORKING CLASS AND POOR WOMEN AND GIRLS

*Don't Hurt Me, Mama.* M. Stanek. (gr 1-4) fiction 15—4:17 \*

*The Hearts of Men: American Dreams and the Flight from Commitment.* B. Ehrenreich. (adults) 15—4:20 \*\*

*The Mill Girls.* B. Selden. (gr 7-12) 15—4:15 \*  
*Music, Music for Everyone.* V.B. Williams. (gr ps-2) fiction 15—7&8:33 \*\*

*Poverty in the American Dream: Women and Children First.* K. Stallard, B. Ehrenreich and H. Sklar. (adults) 15—7&8:35 \*\*

*Resurgence: The Movement for Equality vs. The Ku Klux Klan.* (gr not specified) film 15—6:22 \*\*

*Spirit to Ride the Whirlwind.* A.V. Lord. (gr 7+) fiction 15—5:18 \*\*

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty.* E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

*Women in Development: A Resource Guide for Organization and Action.* ISIS Women's International Communication Service. (adults) 15—7&8:38 \*\*

*Women in the Global Factory.* A. Fuentes and B. Ehrenreich. (adults) 15—7&8:38 \*\*

## WORKING CLASS AND POOR PEOPLE

**see also:** FOOD AND NUTRITION—HUNGER; WOMEN AND GIRLS—WORKING CLASS AND POOR WOMEN AND GIRLS

[Note: This is *not* a comprehensive list. Included are those titles about which the reviewer has explicitly discussed class issues. For additional titles see listings under all subject headings referring to people who have been/are oppressed.]

*Don't Hurt Me, Mama.* M. Stanek. (gr 1-4) fiction 15—4:17 \*

*The Hearts of Men: American Dreams and the Flight from Commitment.* B. Ehrenreich. (adults) 15—4:20 \*\*

*The Mill Girls.* B. Selden. (gr 7-12) 15—4:15 \*  
*Music, Music for Everyone.* V.B. Williams. (gr ps-2) fiction 15—7&8:33 \*\*

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*Resurgence: The Movement for Equality vs. The Ku Klux Klan.* (gr not specified) film 15—6:22 \*\*

*Spirit to Ride the Whirlwind.* A.V. Lord. (gr 7+) fiction 15—5:18 \*\*

*The Tempering.* G. Skurzynski. (gr 6+) fiction 15—5:20 \*

*Triple Jeopardy: An Audio-Visual Filmstrip and Mini-Curriculum about Women of Color and Poverty.* E. Higginbotham [curriculum]. CIBC Resource Center. (adults) 15—7&8:39 \*\*

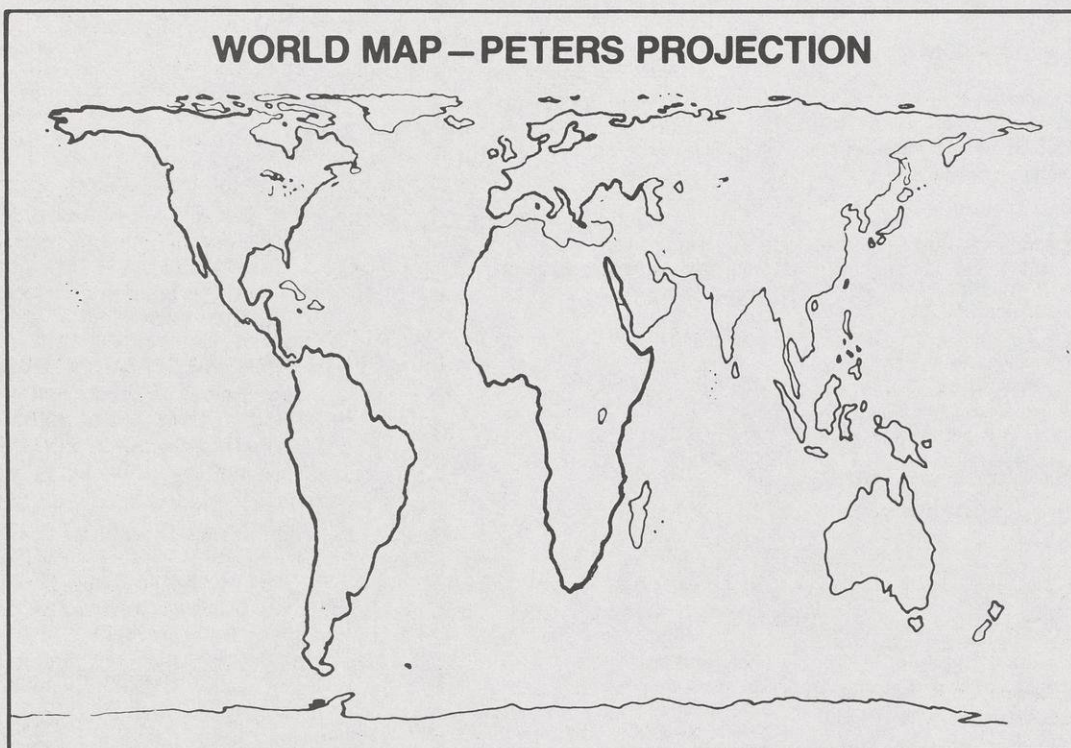
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