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ABSTRACT

The Nassau Educational Resource Center is a multimedia, multi-area curriculum and instructional materials center. with an educational communications training component. The catalog contains listings of the professional resources made available at the Center in the area of multi-ethnic studies by the Racial Ethnic Action Project (REAP). REAP, funded under Title III, Elementary Secondary Education Act, was initiated in the Freeport Public Schools in September 1969. Jointly sponsored by the Freeport Public Schools and the Board of Cooperative Educational Services, its goal was to alleviate the tensions and conflicts among various ethnic groups by developing a curriculum through which students, teachers, and community would gain an understanding of cultural differences. REAP's main goal was to gather a collection of media (film, film strips, games, and print materials) that provided data about the many ethnic groups in their diverse forms of race, religion, or national origin found in the United States; also, educational methods and concepts that deal with developing and implementing affective education in the classroom. REAP staff writers used these materials in the development of its multi-ethnic human relations units of instruction. (Author/JM)

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MULTI-ETHNIC MATERIALS COLLECTION

Published as a service by:

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NASSAU COUNTY, NEW YORK
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BOARD OF COOPERATIVE EDUCATIONAL SERVICES NASSAU COUNTY, NEW YORK

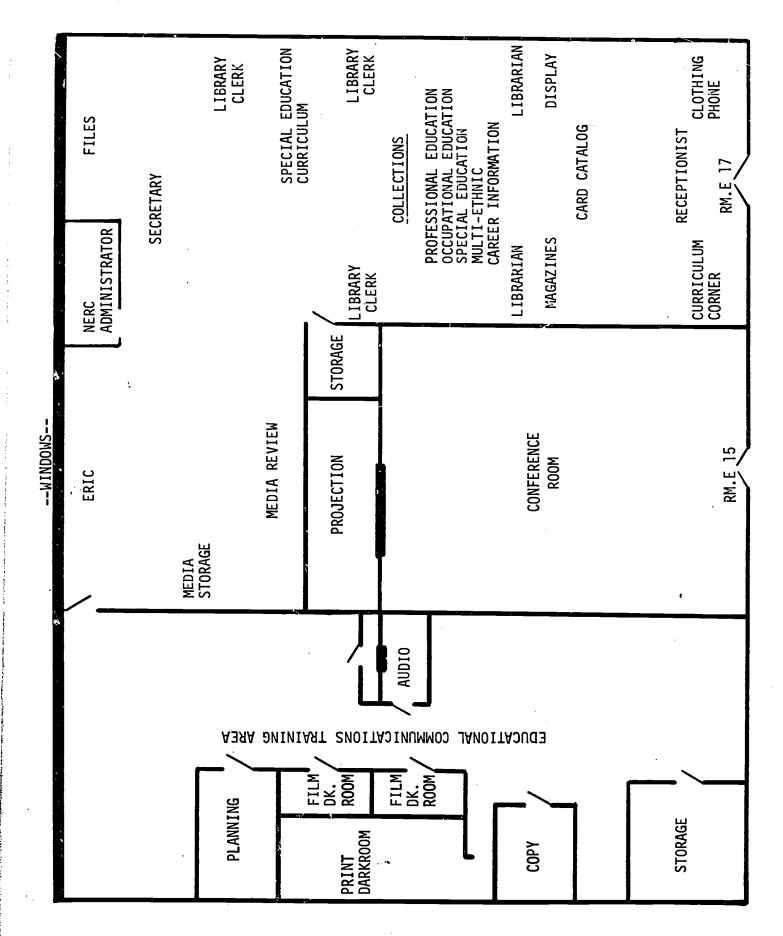
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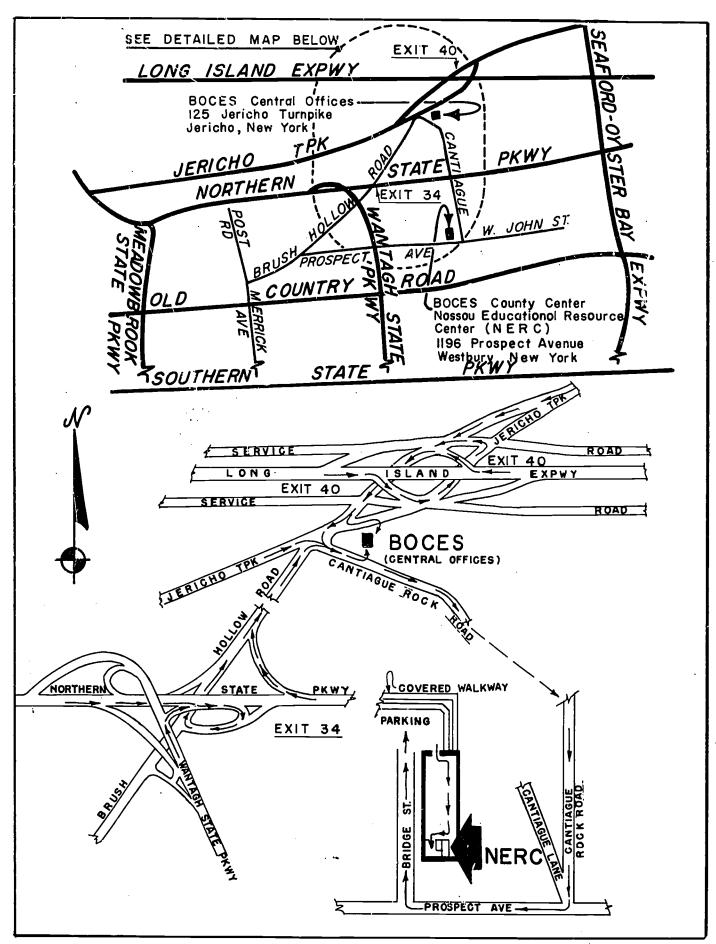
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INTRODUCTION

From its beginning as a modest ESEA Title III library, the Nassau Educational Resource Center (NERC), has now become a multimedia, multi-area curriculum and instructional materials center, with an educational communications training component. The merit and credit of NERC belong to the combination of Research and Development, Occupational Education, and Special Education Oivisions of BOCES in terms of planning, space, and funds.

REAP (Racial Ethnic Action Project), a federally funded educational venture, was initiated in the Freeport Public Schools in September, 1969. Jointly sponsored by the Freeport Public Schools and BOCES, its goal was to alleviate the tensions and conflicts among various ethnic groups by developing a curriculum through which students, teachers and community would gain an understanding of cultural differences.

BOCES R & D Division's relationship to REAP continues, as now we have incorporated the carefully constructed REAP library into the Nassau Educational Resource Center.

The true benefit of any Title III project—local continuation—has already manifested itself as both Freeport (the original site of REAP) and a district outside the County have contracted through BOCES for teacher training in the multi-ethnic area, beginning Fall, 1972.

The materials listed at the end of this bibliography have been gathered by the NERC staff on a continuing basis under Title III funds granted originally to The Education Council (TEC) for its Social Studies Service and Planning Commission, dating back to 1966.

NERC is administered by Or. Ann E. Fitzpatrick of the Research and Development Division. The staff of NERC includes Harriet Falb, who compiled the NERC multi-ethnic listing with diligence and accuracy, and Helen Kirsch, secretary. In addition, the NERC facility includes an Associate Special Education Instructional Materials Center (ASEIMC), with Nava Krieger, Librarian, and William Fayette. Rita Weinroth is the Librarian for the Occupational Education collection. Lester Kohs is responsible for the Educational Communications Training Area.

This multi-ethnic catalog is another of a series, listed on the cover, that is being issued. All have been prepared under the supervision of Arlene B. Soifer, Staff Assistant, Research and Development Division.

Jack Tanzman
Director
Research and Development Division
Nassau Regional Office for
Educational Planning



FOREWORD

The spirit reflected in this bibliography is one that

... searches for a new way to define what it means to be an American. We embrace the American dream as culturally pluralistic—a nation having a unity of spirit and ideal, but a diversity of origin and expression, a nation not of atomic individuals, but of dynamic, interacting groups, each of which brings forth its best to help build a just and equitable society, free of isolation, segregation, and racism.

We believe that people who are secure in their past and joyful in their present cannot but be hopeful in their future. We call this the "new ethnicity."*

The materials in this bibliography—which contains print materials such as books, pamphlets and teaching manuals, and non-print materials in the form of films, filmstrips, records and games—were selected in the period from September, 1969, to May 1971.

REAP's main goal was to gather a collection of media that provided data about the many ethnic groups in their diverse forms of race, religion or national origin found in the United States; also, educational methods, and concepts that deal with developing and implementing affective education in the classroom. REAP staff writers used these materials in the development of its multi-ethnic human relations units of instruction. Selectivity was exercised in terms of immediacy, so that retrospective and source materials would not be neglected.

Some of the material is controversial; some of the material is of dubious personal value; but all was adjudged significant historically. REAP wanted to attempt to gather materials which would explain America to Americans; the heritages from which we come, and the society in which we live now.

CLASSIFICATION OF MATERIALS

REAP media center has used the Dewey Decimal classification system with Library of Congress subject headings in its card catalog. For the purpose of this bibliography, however, we have established group headings and distributed our materials among these categories with multi-media materials listed at the end of each section. In the card catalog, all the material directed deliberately at the young will have "J" for juvenile. There has been no cross referencing. Once a book or film has been listed under a category it will not appear in any other group.** Admittedly, this is an arbitrary decision—e.g., should *Soul on Ice* be classified under the group heading Black or Minorities In Literature?

The classifications are listed for convenience of use only, and are not value judgments of the book or film or filmstrip. Under each classification heading there is an enumeration of subjects included in each group.

BLACK: Afro American, African, Negro, Black Panther, Mulatto, Colored, Separatism.

CULTURE: anthropology, customs, ethnology, race, assimilation, acculturation, history. This section does not include books devoted to folk lore, myths, folk tales, or legends. These will be placed within specific groups. For example, folk tales of Eskimos are with Eskimos and Indians of the Americas.

EDUCATION: teaching, testing, free school, open classroom, philosophy of teaching, child welfare.

- *Leonard F. Chrobot, Ethnic Awareness and Self Identity, ("Orchard Lake Center for Polish Studies and Culture: Monograph No. 6., Orchard Lake, Michigan: Saint Mary's College, April, 1971).
- **For exceptions, see last paragraph of this Foreword.



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EMIGRATION-IMMIGRATION: (see European Peoples): aliens, foreigners, refugees, and conditions leading to emigration or immigration.

ESKIMOS AND INDIANS OF THE AMERICAS: includes those of North and South America.

EUROPEAN PEOPLES: English, French, Germans, Greeks, Hungarians, Irish, Italians, Jews, Poles, Russians, Scandinavians, Scotch, Slavs, etc. Here, the topic in the material is primarily involved with the ethnic group living in the Americas. However, if the book is concerned with famine in Ireland and then emigration to America, then it is grouped under Emigration-Immigration. If the book is involved only with history in the old country, then it is listed under Culture and History.

HUMAN BEHAVIOR: relationships and roles of individuals: to individuals, to groups, and groups to groups; in personal, cultural, racial, and ethnic patterns—e.g., violence of students, police, civil rights, political attitudes, community attitudes, urban problems.

MINORITIES IN LITERATURE: both by and about minority groups, including plays, poetry, fiction, biography, and autobiography but not where the biography or autobiography is really a history of a people; then it is classified under the minority group itself.

ORIENTAL OR ASIAN HERITAGE: Chinese, Filipino, Japanese, Hawaiian, Indian.

THE POOR: Appalachia, economic conditions of poor-Black, Brown, Red, White or Yellow peoples-geographical areas of poverty; social implications.

PREJUDICES AND ANTIPATHIES: KKK, racism, discrimination, anti-Semitism, genocide, lynching, segregation, patriotism, political parties—e.g., The Know Nothing Movement.

RELIGIOUS DIVERSITY: Buddhist, Catholic, Protestant, Jew, Moslem, Sects (Friends, Amish, etc.).

SLAVERY: for and against slavery, and discussion movements related to slavery.

SOCIAL PSYCHOLOGY: study of alignation between generations, groups, social classes; social motives and values; studies of groups.

SPANISH-SPEAKING PEOPLES: Cuban, Mexican-American (Chicano), Puerto Rican, South American.

REAP audiovisual materials are listed at the end of each section of the bibliography. The audiovisual key is on page xii. The catalog cards at NERC contain further details, including a brief summary, on print and non-print materials.

Frances R. Treem REAP Librarian

N.B.: A collection of multi-ethnic materials was gathered by NERC under ESEA Title III monies allocated to Social Studies beginning in 1966, when the NERC had its genesis as the TEC Research Library. There are, therefore, a small number of these materials duplicated in the NEAP collection. Also available at NERC, but not included in this bibliography, are the complete ERIC Collection of Selected Documents on the Disadvantaged (microfiche), and the ERIC Catalog of Selected Documents on the Disadvantaged.



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PREFACE

All of the films, filmstrips and games in this biblography have been reviewed by the REAP staff with criteria developed by James M. Conte and George H. Grimes, *Media and the Culturally Different Learner* (Washington, O.C.: National Education Association, Division of Educational Technology and Project Urban, 1969, pp. 27-32).

Many of these materials have also been reviewed by two REAP Curriculum Study Groups. The Study Group was made up of four high school students, five parents, and three teachers, with an ethnic, ideological and sexual balance among group members. They were paid to function as curriculum advisors and to reveal their perceptions of intergroup relationships as they exist in the Freeport Schools and community; the kinds of special knowledges they have relevant to religious customs, cultural values and life styles unique to different groups in Freeport; the individual curriculum experiences they have had in their own schooling and the kinds of changes they would like to see effected in the schools.

The REAP staff considered these group responses when making decisions about lessons and media materials. What ultimately occurred was the sharpening of staff and group members' perceptions of the media. Each was teaching the other something. No one ever left the group the way he entered. The value is obvious. Ethnically different people were advising school people—the REAP staff—about their ethnic feelings regarding ethnic materials. The following are REAP staff and group responses to media materials and their recommendations.

GAMES

Objections have been raised to certain games that deal with Black and White ethnic problems by Black and White staff and group members. The game "GHETTO," for instance, by presenting the negative side of ghetto lite, perpetuates a one-sided definition. In the games "BLACKS AND WHITE" and "GHETTO," the subject of welfare is presented as a problem endemic to Black people. This is not true. While each game is designed to create a situation where feelings can be revealed and understood, it is recommended that discretion be used so that the game is in agreement with teacher objectives.

The above statements should not be interpreted as a word of caution against gaming per se, but rather, a word of caution concerning certain games.

FILMSTRIPS

Filmstrips such as "Jerry Lives in Harlem," which describes the life of a Black youngster in Harlem, caused a Black student to express herself, "If you showed me this filmstrip in a classroom, I would have walked out of the room." When she was asked why, her reply was, "The filmstrip views only the negative parts of ghetto life. While it is not the kind of life people want, they nevertheless have created a life that does have its positive sides like clean floors, flowers in the windows, etc." The group agreed. The White participants agreed that they had been watching the materials with "White eyes" and had difficulty seeing objectively. This was especially true of people with no ghetto experience.

FILMS

A film, The Brotherhood of Man, when reviewed, was found to be basically laudable. However, several aspects of the film were questionable. A White male parent, who was becoming increasingly sensitive to ethnic nuances, spotted the unconscious stereotyping of Black people around the world who were being racially examined as part of the film in the most ecumenical way. Actually they were characterized as African wearers of loin cloths, who dwell in straw houses. This was in contrast to White people living in North America and Europe in stone and wooden houses and wearing "western" clothes. One was left with the impression that Black people lived only in Africa, White people resided in North America and Europe, and Orientals lived in Asia.



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Aside from these objections the group believed *The Brotherhood of Man* to be a good film, i.e., congruent with REAP's goals of cultural pluralism by developing an understanding and acceptance of cultural and biological difference.

USING BIASED MATERIALS

Since all materials have some bias or sympathy, the question regarding ethnic materials becomes: "What do we do with such material?" Our groups have discussed this problem at length and make the following recommendation: The use of all material, regardless or origin and point of view, should become critical thinking experiences. Material should never be accepted at face value. The broadest value can be extrapolated from material when it is discussed from many ethnic points of view. The encouragement to open all sides of an issue is required and the usual skills used to examine propaganda should also be applied.

Thomas B. Cousins
REAP Project Director



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HOW TO USE THE MULTI-ETHNIC COLLECTION

The following pages contain listings of professional resources available at our Center in the area of multi-ethnic studies. All of the materials were obtained through Title III ESEA funding. Other materials available in the Center are not included in this multi-ethnic bibliography. All supervisors, teachers and other personnel in Nassau County may avail themselves of these resources. Audiovisual equipment is available and all materials may be previewed.

USING THE CATALOG

The materials are arranged by subject and are further subdivided according to medic. Curriculum guides and pamphlets are to be found in the last pages of this catalog. More complete information is given under "Classification of Materials."

LOAN PROCEDURE

Because of the numerous requests for materials, the loan period for all materials, print and non-print, is limited to two weeks. Three print items on any one topic may be borrowed at one time. Six sets of non-print items may be borrowed at one time.

HOURS

9:00 A.M.-4:30 P.M., Monday and Friday; 9:00 A.M.-6:00 P.M., Tuesday, Wednesday, and Thursday. Subject to change on a need basis.

For information, call 997-8751 or 997-8754.



AUDIOVISUAL INFORMATION

EQUIPMENT AVAILABLE FOR PREVIEWING PURPOSES ONLY

Microfilm reader-printer
Microfiche reader-printer
Microfiche reader (portable)
Microforms reader (portable)
2 sound filmstrip projectors
1 for phonograph records
1 for cassette tapes
Listening table (6 position)
16 mm film projector

Reel-to-reel tape recorder
Cassette tape recorders
Filmstrip projectors
Film loop projectors
Record player for Braille
Sound film loop projector (A. B. Dick)
Sound film loop projector (Technicolor)
Vacuum Formers
Slide projector

KEY TO AUDIOVISUAL INSTRUCTIONAL MATERIALS

| AT | audio tape | R or Re | record |
|------|-----------------|----------------|------------------------------|
| CT | cassette tape | SP | study print |
| F | 16 mm film | TR | transparency |
| FS | filmstrip | C | ะolor |
| FS/S | sound filmstrip | b/w | black and white |
| K | kit | a-f, a-c, etc. | multiple units or multimedia |
| M | map | tg | teacher guide |

N.B.: The catalog cards for print materials at NERC may carry the following notations:

| HL | high interest, low level | Ρ. | pamphlet |
|----|--------------------------|----|----------|
| J | juvenile | WB | workbook |
| LT | large type | | |



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BLACK-PRINT MATERIALS

Afro-American, African, Black Pauther, Negro, Mulatto, Separatism, Colored

Amistad.

New York: Random House, 1969

Aptheker, Herbert, ed.

A Documentary History of the Negro People in the United States. New York: Citadel Press, 1969

Baldwin, James.

Nobody Knows My Name. New York: Dell, 1961

Berger, Terry.

Black Fairy Tales. New York: Atheneum, 1969

Bergman, Peter M.

The Chronological History of the Negro in America. New York: Harper & Row, 1969

Bernard, Jacqueline.

Journey Toward Freedom. (The Story of Sojourner Truth.) New York: Norton, 1967

Bernard, Jessie Shirley.

Marriage and Family among Negroes. Englewood Cliffs, N.J.: Prentice-Hall, 1966

Billingsley, Andrew, and Amy Tate Billingsley.
Black Families in White America. Englewood Cliffs,

N.J.: Prentice-Hall, 1968

Brawley, Benjamin Griffith.

The Negro Genius. New York: Biblo and Tannen, 1966

Brink, William J., and Louis Harris.

The Negro Revolution in America. New York: Simon and Schuster, 1964

Brotz, Howard.

The Black Jews of Harlem. New York: Schocken Books, 1970

Bullock, Henry Allen.

A History of Negro Education in the South; from 1619 to the Present. Cambridge, Mass.: Harvard University Press, 1967

Bullock, Paul, ed.

Watts: the Aftermath. New York: Grove Press, 1969

Butcher, Margaret (Just).

The Negro in American Culture. (Based on Materials Left by Alain Locke.) New York: Knopf, 1956

Carmichael, Stokely, and Charles V. Hamilton.

Black Power. (The Politics of Liberation in America.)

New York: Random House, 1967

Carson, Josephine.

Silent Voices. (The Southern Negro Woman Today.)

New York: Delacorte Press, 1969

Chambers, Bradford.

Chronicles of Negro Protest. (A Background Book for Young People, Documenting the History of Black Power.) New York: Parents' Magazine Press, 1968

Chu, Daniel, and Elliott Skinner.

A Glorious Age in Africa; the Story of Three Great African Empires. Garden City, N.Y.: Doubleday, 1965

Clarke, John Henrik, ed.

Malcolm X: the Man and His Times. New York:

Macmillan, 1969

Clark, Kenneth Bancroft.

Dark Ghetto. (Dilemmas of Social Power.) New York:

Harper & Row, 1965

Cleaver, Eldridge.

Soul on Ice. New York: Dell Publishing Co., 1968

Cohen, Jerry, and William S. Murphy.

Burn, Baby, Burn! (The Los Angeles Race Riot, August

1965.) New York: Dutton, 1966

Corson, William R.

Promise or Peril. New York: Norton, 1970

Cox, David, Thomas Koberna, and Betty Nassif, eds. How Does a Minority Group Achieve Power? (A Case Study of Black Americans, 1954 to the Present.) New

York: Wiley, 1969

Cruse, Harold.

The Crisis of the Negro Intellectual. New York: Morrow,



Delany, Martin Robison.

The Condition, Elevation, Emigration, and Destiny of the Colored People of the United States. New York: Arno Press, 1968

Dixon, Vernon J., and Badi G. Foster, eds.

Beyond Black or White; an Alternate America. Boston:
Little, Brown, 1971

DuBois, William Edward Burghardt.

The Autobiography of W. E. B. DuBois; a Soliloquy on Viewing My Life from the Last Decade of its First Century. New York: International Publishers, 1968

DuBois, William Edward Burghardt, ed.
The Negro American Family. New York: Negro
Universities Press, 1969

DuBois, William Edward Burghardt.
The Souls of Black Folk; Essays and Sketches.
Greenwich, Conn.: Fawcett Publications, 1961

Ducas, George, ed.

Black Dialogues. (Topics in Afro-American History.) Chicago: Encyclopaedia Britannica Educational Corp., 1970

Durham, Philip, and Everett L. Jones.
The Adventures of the Negro Cowboys. New York:
Dodd, Mead, 1966

Edwards, Harry.

The Revolt of the Black Athlete. New York: Free Press, 1969

Eichelberger, William L. Reality in Black and White. Philadelphia: Westminster Press, 1969

Fager, Charles E.

White Reflections on Black Power. Grand Rapids: W. B. Eerdmans Publishing Co., 1967

Fogelson, Robert M.

The Los Angeles Riots. New York: Arno Press, 1969

Foner, Eric.

America's Black Past. New York: Harper & Row, 1970

Fox, Stephen R.

The Guardian of Boston: William Monroe Trotter. New York: Atheneum, 1970

Franklin, John Hope.

From Slavery to Freedom. New York: Knopf, 1967

Franklin, John Hope.

Reconstruction: after the Civil War. Chicago: University of Chicago Press, 1961

Frazier, Edward Franklin.

Black Bourgeoisie. Glencoe, III.: Free Press, 1957

Garland, Phyl.

The Sound of Soul. Chicago: H. Regnery Co., 1969

Gayle, Addison.

The Black Situation. New York: Horizon Press, 1970

Glubok, Shirley.

The Art of Africa. New York: Harper & Row, 1965

Grant, Joanne, ed.

Black Protest; History, Documents, and Analyses, 1619 to the Present. New York: Fawcett World Library, 1968

Greene, Lorenzo Johnston.

The Negro in Colonial New England. New York: Atheneum, 1968

Greer, Colin.

Cobweb Attitudes. (Essays on Educational and Cultural Mythology.) New York: Teachers College Press, 1970

Hannerz, Ulf.

Soulside. (Inquiries into Ghetto Culture and Community.) New York: Columbia University Press, 1969

Harris, Janet, and Julius W. Hobson.
Black Pride; a People's Struggle. New York:
McGraw-Hill, 1969

Haskins, Jim.

Diary of a Harlem Schoolteacher. New York: Grove Press, 1969

Henson, Matthew A.

A Black Explorer at the North Pole. (An Autobiographical Report by the Negro Who Conquered the Top of the World with Admiral Robert E. Peary.)
New York: Walker, 1969

Herskovits, Melville Jean.
The Human Factor in Changing Africa. New York:
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● Films ● F^{:1}mstrips ● Records

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|---|---------|--|
| | FS/S-1 | African Art and Culture |
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| , | 10/0-0 | c tg |
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| Wilson, James Q. Negro Politics. Glencoe, III.: Free Press, 1960 | R-2 | Black Gold-Nina Simone |
| Wilson, Joseph Thomas. The Black Phalanx. New York: Arno Press, 1968 | FS/S-4 | Black is Beautiful, part VIII c tg 15 min. |
| | | |
| Woodward, Comer Vann. Origins of the New South, 1877-1913. Baton Rouge: | FS/S-13 | The Black Panther Movement—Eldridge Cleaver c tg 30 min. |
| Louisiana State University Press, 1966 | FS/S-5 | Black Political Power—Ca-I Stokes tg 18 min. |
| Woodward, Comer Vann. The Strange Career of Jim Crow. New York: Oxford University Press, 1966 | FS/S-6 | Black Political Power-John Conyers tg 18 min. |
| Wright, Nathan. | F0/0.7 | Divid Delicinal Devices Indian Devid |
| Black Power and Urban Unrest. New York: Hawthorn Books, 1967 | FS/S-7 | Black Political Power—Julian Bond tg 18 min. |
| | FS/S-8 | Black Political Power-Shirley Chisholm |
| Wright, Nathan, ed. What Black Educators Are Saying. New York: Hawthorn Books, 1970 | | tg 18 min. |
| 500%, 1370 | FS/S-9 | Black Political Power-Using the System: a |
| Yinger, John Milton. | | Summary tg 17 min. |
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| | FS/S-19 | Black Power-Nat Hentoff c 25 min. |



| FS/S-18 | Black Separatism—Milton Henry c 29 min. | R-7 | More Drums of Passion: Olatunji |
|---------|--|---------|---|
| FS/S-11 | Black Treasures: A Guide to the Study of Negro Life and History | FS-4 | The Negro in American History: Legacy of Honor, Part I and II |
| | (copies of Golden Legacy Magazine) c tg 15 min. | R-8 | Negro Prison Camp Worksongs |
| R-3 | The Dialect of the Black American | R-9 | The Negro Woman |
| R-5 | Everybody's Got a Right to Live | R-10 | Songs of the American Negro Slaves |
| | | R-11 | The Story of Jazz, Langston Hughes |
| FS/S-14 | Fred, Black American Boy c tg 17 min. | FS-5 | The Story of the Negro-American c tg |
| F-1 | From the Inside Gut b/w 24 min. | FS/S-20 | They Have Overcome c tg |
| FS/S-15 | The Ghetto-Dr. Kenneth Clark c tg 31 min. | F-4 | Veronica c 28 min. |
| R-6 | The Glory of Negro History | F-5 | William: from Georgia to Harlem c 15 min. |
| FS/S-16 | Growing Up Black | | |
| F-2 | Hey, Cab! c 10 min. | | |
| FS-1 | History of the American Negro Series: from Africa to America | | |
| FS-2 | History of the American Negro Series: Negro in Civil War and Reconstruction | | |
| FS-3 | History of the American Negro Series: Negro in Gilded Age | | |
| F-3 | Immigrant from America | | |
| FS/S-17 | Jerry Lives in Harlem | | |
| R-4 | The Light Side: The Dark Side-Dick Gregory | | |



CULTURE-PRINT MATERIALS

Anthropology, Customs, Ethnology, Race, Assimilation, Acculturation, History. Not books devoted to folklore, myths, folk tales, or legends. These will be placed within specific groups, e.g., folk tales of Eskimo, with Eskimos and Indians of the Americas.

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C

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HUMAN BEHAVIOR— NON-PRINT MATERIALS

• Films • Filmstrips • Records

| FS/S-1 | Exploring Moral Values (I-III Prejudice) c tg 6 min. |
|---------|--|
| FS/S-2 | Exploring Moral Values (IV-VII Personal Values) c tg 6 min. |
| FS/S-3 | Freedom of Speech c tg 17 min. |
| FS/S-4 | Give Us the Ballot (Part IV) c tg 13 min. |
| F-1 | Hangman c 12 min. |
| FS/S-5 | Interpretations: The Me Nobody Knows c tg |
| FS/S-6 | The Non-Violent Creed (Part III) c tg 17 min. |
| .FS/S-7 | The Right to Bear Arms c tg 18 min. |
| FS/S-8 | The Right to Counsel c tg 13 min. |
| FS/S-9 | States Against the Nation (Part I) c tg 15 min. |
| FS/S-10 | To Make Things Better (Part V) c tg 13 min. |
| F/S-2 | What Right Has A Child c 15 min. |
| FS/S-11 | Will It End? (Part VII) c tg 18 min. |



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• Films • Filmstrips • Records

F-1 Goofing Off With Objectives

c 14 min.



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EMIGRATION—IMMIGRATION— NON-PRINT MATERIALS

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c tg 60 min.

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ESKIMOS AND INDIANS OF THE AMERICAS—NON-PRINT MATERIALS

• Films • Filmstrips • Records

| FS/S-1 | The American Indian After Columbus c tg 9 min. | FS/S-7 | Music of the American Indians of the Southwest | |
|--------|---|--------|--|--|
| FS/S-2 | The American Indian Before Columbus c tg 11 min. | R-3 | Peter La Farge on the Warpath | |
| FS/S-3 | The American Indian Growing Up c tg 11 min. | FS/S-8 | Religions of the American Indian c tg | |
| FS/S-4 | The American Indian Today c tg 12 min. | | | |
| FS/S-5 | Art and Culture of the American Indian c tg 12 min. | | | |
| R-1 | As Long as the Grass Shall Grow | | | |
| F-1 | Ballad of Crowfoot b/w 10 min. | | . ' | |
| FS/S-6 | Eddie, American Indian Boy c tg 16 min. | | | |
| R-2 | The Eskimos of Hudson Bay and Alaska | | | |

c 21 min.

c tg 13 min.

F-2

Geronimo Jones

Winston (Helen) Productions, Ltd.

Hand in Hand. New York: Whittlesey House, 1961

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Albert Einstein, Citizen of the World. New York: Farrar, Straus & Cudahy, 1960

Woodward, Grace Steele.

Pocahontas. Norman: University of Oklahoma Press, 1969

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The Lean Lands. Austin: University of Texas Press, 1968

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R-1

Amos Fortune, Free Man. New York: Dutton, 1950

MINORITIES IN LITERATURE— MON-PRINT MATERIALS

● Films ● Filmstrips ● Records

| R-2 | The Best of Simple- Langston Hughes |
|-----|--|
| R-3 | Between Two Wars—American Adventures Program, Vol. 3 |
| R-4 | Black Boy |
| R∙5 | Black Pioneers in American History |
| R-6 | Fables for the Young |
| F-1 | l Wonder Why b/w 6 min. |
| R-7 | The Learning Tree-Gordon Parks |
| R-8 | 1, 2, 3 and a Zing Zing Zing |
| R-9 | Purlie |

A Choice of Weapons-Gordon Parks

EUROPEAN PEOPLES—PRINT MATERIALS

Italians, Poles, Slavs, Irish, Greeks, English, Scotch, Germans, French, Hungarians, Scandinavians, Jews, etc. Where the discussion in media is primarily involved with the ethnic group living in the Americas—if book is concerned with famine in Ireland and then emigration to America—then grouped under Emigration-Immigration to U.S.

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Balch, Emily Greene.

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Barzini, Luigi Giorgio.

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Benson, Adolph Burnett, and Naboth Hedin, eds.
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Land of Their Choice. Minneapolis: University of Minnesota Press, 1955

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Cutsumbis, Michael N.

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R-1 Born to Live: Hiroshima

FS/S-1 Cynthia, Japanese-American Girl

c tg 16 min.

FS/S-2 Relocation of Japanese Americans: Right or

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b/w tg 33 min.

F-1 Siu Mei Wong: Who Shall I Be

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Uprooted Children. Pittsburgh: University of Pittsburgh Press, 1970

Fager, Charles E.

Uncertain Resurrection: the Poor People's Washington Campaign. Grand Rapids: Eerdmans, 1969

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Films ● Filmstrips ● Records

FS/S-1 Gail Ann, Kentucky Mountain Girl

c tg 17 min.

FS/S-2 Out of the Mainstream: What more can you

take away? Basta. Migrant stream. Mostly poor,

a good citizen. You all got to live.

c tg 77 min.

F-1 Todd: Growing up in Appalachia

c 14 min.

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| FS-5 | The Story of the Italian-American | C | ţ |
|------|--|---|----|
| FS-6 | The Story of the Jewish-American | C | ţ |
| FS-7 | The Story of the Polish-American | C | ţ |
| FS-8 | The Story of the Scandinavian-American | r | tı |

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8eyond the Melting Pot. Cambridge: M.I.T. Press, 1970

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Vallieres, Pierre. FS/S-4 Over the Edge (Part VI) White Niggers of America. (The Precocious c tg 11 min. Autobiography of a Quebec "Terrorist.") New York: Monthly Review Press, 1971 F·2 Reflections c 15 min. Van den Berghe, Pierre L. Race and Racism. New York: Wiley, 1967 **FS/S-5** The Right to Vote c tg Weinstein, Allan, and Frank Otto Gatell, eds. The Segregation Era, 1863-1954. New York: Oxford F-3 Where is Prejudice? University Press, 1970 b/w 59 min.

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PREJUDICES AND ANTIPATHIES— NON-PRINT MATERIALS

• Films • Filmstrips • Records

FS/S-1 The Black and White Statue

c tg

FS/S-2 Black Rabbits and White Rabbits: an allegory
c tg

FS/S-3 Exploding the Myths of Prejudice

c tg

F-1 Night and Fog

b/w & c 31 min.

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RELIGIOUS DIVERSITY— NON-PRINT MATERIALS

• Films • Filmstrips • Records

R-1 Mark Olf Sings Jewish Folksongs

R-2 Songs of Israel

SLAVERY-PRINT MATERIALS

For, against, and discussion of movements

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Five Slave Narratives. (A Compendium.) New York: Arno Press, 1968

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SLAVERY-NON-PRINT MATERIALS

Films ● Filmstrips ● Records

FS/S-1 Folk Songs and Frederick Douglass (transcript

and notes)

c tg 30 min.

F-1 Slavery and Slave Resistance

c 26 min.



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SOCIAL PSYCHOLOGY—PRINT MATERIALS

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SOCIAL PSYCHOLOGY-NON-PRINT MATERIALS

• Films • Filmstrips • Records

FS/S-1 Exploring Moral Values (VIII-XI Authority) c tg 6 min.

FS/S-2 Exploring Mural Values (XII-XV Honesty)
c tg 6 min.

F-1 The Hand c 19 min.

SPANISH-SPEAKING PEOPLES-PRINT MATERIALS

Cuban, Mexican-American (Chicano), Puerto Rican, South American

Alba, Victor.

The Mexicans, the Making of a Nation. New York: Praeger, 1967

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Afull text Provided by ERIC

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SPANISH-SPEAKING PEOPLES— NON-PRINT MATERIALS

• Films • Filmstrips • Records

FS/S-1 Ernesto, Mexican-American Boy
c tg 17 min.

F-1 Felipa: North of the Border
c 16 min.

FS/S-2 Jose, Puerto Rican Boy

FS/S-3 La Raza: Conflict of Cultures
I-Invasion, II-Conquest, III-Revolution
(Bibliography-Part III).

c tg 82 min. (3 parts)



c 16 min.

FS/S-4 La Raza: The Awakening
IV-The Great Migration (Bibliography, Part
IV), V-The New Experiences, VI-The Political
Experience, VII-Huelga!
c tg 73 min. (4 parts)

F-2 Miguel: Up from Puerto Rico
c 15 min.

R-1 Nueva York

FS-1 The Story of the Spanish-Speaking American
c tg

F-3 That's Me

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GAMES

BLACKS AND WHITES
Psychology Today Games, 1970

Del Mar, California 92014

Players choose to be Black or White and compete for property. Players experience plight of being Black. Opportunities for players to create new strategies to fight the system; three to nine players.

GHETTO

Western Publishing Co. Inc., 1969 New York, N.Y.

Simulates the pressures that the urban poor live under and the choices that face them as they seek to improve their life situation; ten players.

STRIKE

Interact Co., 1970

Box 262, Lakeside, California 92040

A simulation of the history of American labormanagement relations. Ethnically, it involves as part of the game, the plight of European immigrant and Southern Black migrant workers in the labor struggle; total class involved.

SUNSHINE

Interact Co., 1970

Box 262, Lakeside, California 92040

A simulation of a typical American city of 50,000 moving through racial crisis; students act out roles, total class involved.



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