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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.

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MULTI-ETHNIC MATERIALS COLLECTION

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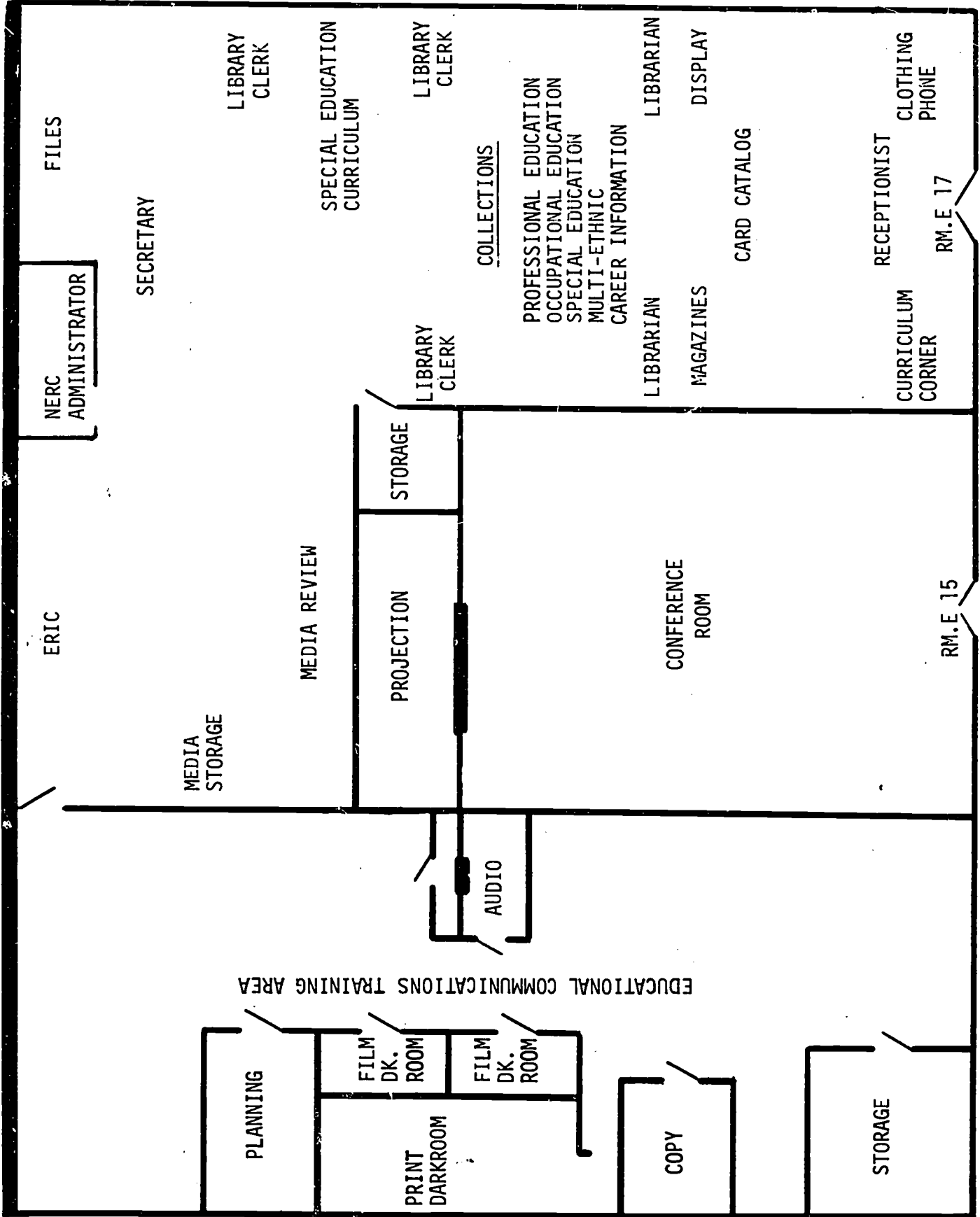
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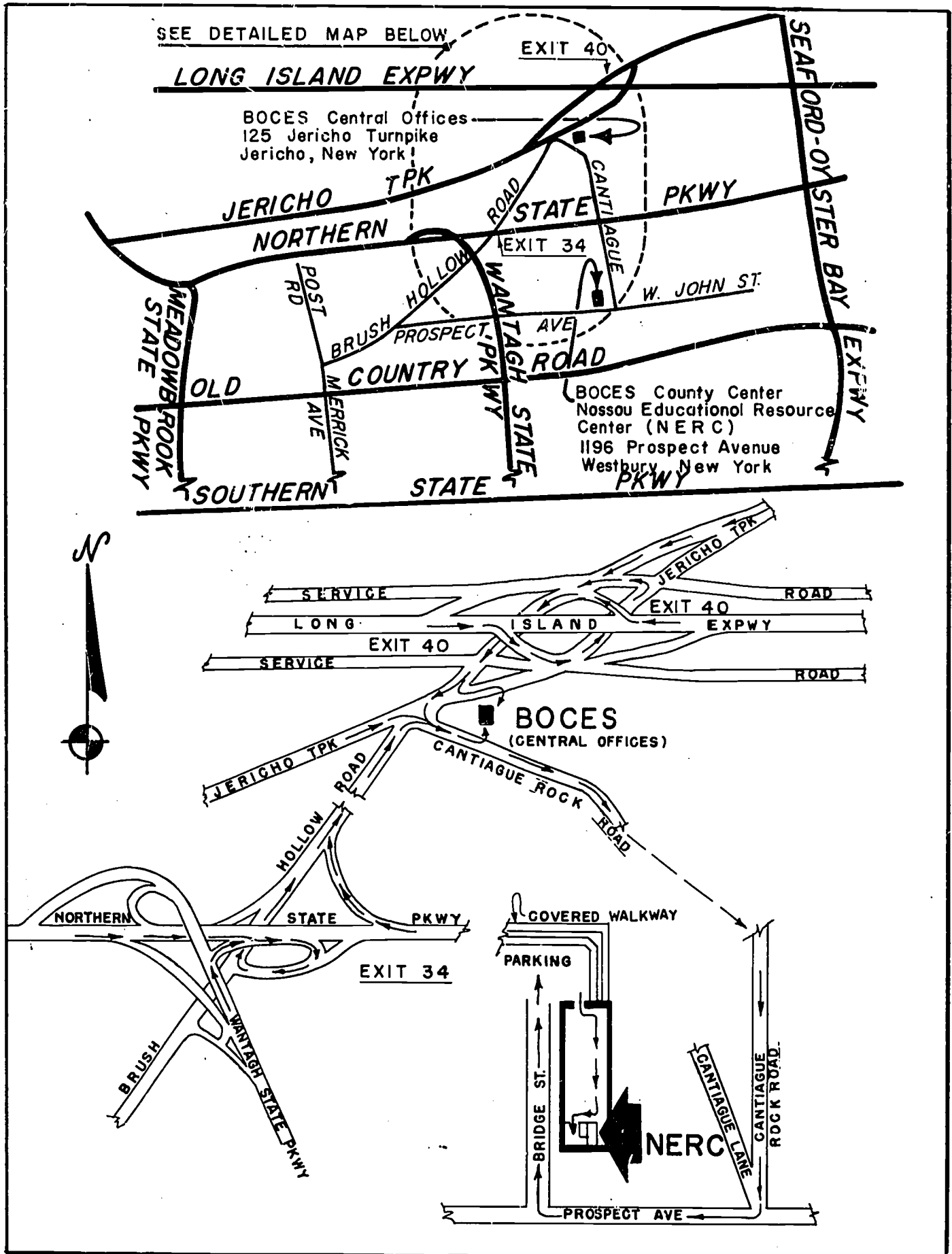
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--WINDOWS--



EDUCATIONAL COMMUNICATIONS TRAINING AREA



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 Divisions 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 Dr. 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.

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 alienation 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 REAP 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.

PREFACE

All of the films, filmstrips and games in this bibliography 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 life, 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.

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 of 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

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 media. 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	Reel-to-reel tape recorder
Microfiche reader-printer	Cassette tape recorders
Microfiche reader (portable)	Filmstrip projectors
Microforms reader (portable)	Film loop projectors
2 sound filmstrip projectors	Record player for Braille
1 for phonograph records	Sound film loop projector (A. B. Dick)
1 for cassette tapes	Sound film loop projector (Technicolor)
Listening table (6 position)	Vacuum Formers
16 mm film projector	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	color
FS/S	sound filmstrip	b/w	black and white
K	kit	a-f, a-t, 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	P	pamphlet
J	juvenile	WB	workbook
LT	large type		

TABLE OF CONTENTS

Board of Cooperative Educational Services	ii
Map of Interior of NERC	iii
Traveling and Parking Map for NERC	iv
Introduction	v
Foreword	vii
Preface	ix
How to Use the Multi-Ethnic Collection	xi
Audiovisual Information	xii
REAP MULTI-ETHNIC MATERIALS	
Black—print	1
non-print	5
Culture—print	7
non-print	9
Education—print	10
non-print	15
Emigration-Immigration—print	16
non-print	17
Eskimos and Indians of the Americas—print	18
non-print	20
European Peoples—print	21
non-print	24
Human Behavior—print	26
non-print	28
Minorities in Literature—print	29
non-print	34
Oriental or Asian Heritage—print	35
non-print	36
The Poor—print	37
non-print	37
Prejudices and Antipathies—print	38
non-print	40
Religious Diversity—print	41
non-print	42
Slavery—print	43
non-print	43
Social Psychology—print	44
non-print	45
Spanish-Speaking Peoples—print	46
non-print	47
Bibliographies	49
Games	49
NERC MULTI-ETHNIC MATERIALS	
Print	51
Non-print	66
Pamphlets	70
Curriculum Guides	76

BLACK-PRINT MATERIALS

Afro-American, African, Black Panther, 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, 1967

- 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, Ill.: 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: Knopf, 1962
- Herskovits, Melville Jean.
The Myth of the Negro Past. Gloucester, Mass.: P. Smith, 1970
- Holding, James.
The King's Contest, and Other North African Tales. New York: Abelard-Schuman, 1964
- Howell, Leon.
Freedom City. Richmond: John Knox Press, 1969
- Hughes, Langston, and Milton Meltzer.
A Pictorial History of the Negro in America. New York: Crown Publishers, 1963
- Jordan, Winthrop D., ed.
The Negro Versus Equality, 1762-1826. Chicago: Rand McNally, 1969
- Journal of Negro History. (A Reference Work of Fifty-Three Volumes with an Index.) New York: United Publishing Corporation, 1969
- Killens, John Oliver.
Black Man's Burden. New York: Trident Press, 1965
- King, Martin Luther.
Stride Toward Freedom; the Montgomery Story. New York: Harper, 1958
- King, Martin Luther.
Why We Can't Wait. New York: Harper & Row, 1964
- Itz, Jill.
Let Pea. (A Black Girl Growing Up in the Rural South.) New York: Harcourt, Brace & World, 1969
- Lee, Irvin H.
Negro Medal of Honor Men. New York: Dodd, Mead, 1969
- Lester, Julius.
Black Folktales. New York: R. W. Baron, 1969
- Liebow, Elliot.
Tally's Corner. (A Study of Negro Streetcorner Men.) Boston: Little, Brown, 1967
- Lincoln, Charles Eric.
Sounds of the Struggle. (Persons and Perspectives in Civil Rights.) New York: Morrow, 1967
- Lincoln, Charles Eric.
The Negro Pilgrimage in America. New York: Bantam Books, 1967
- Lindenmeyer, Otto.
Black & Brave. New York: McGraw-Hill, 1970
- Litto, Fredric M.
Plays from Black Africa. New York: Hill and Wang, 1968
- Major, Clarence.
Dictionary of Afro-American Slang. New York: International Publishers, 1970
- McCord, William.
Life Styles in the Black Ghetto. New York: Norton, 1969
- McDonald, Marjorie.
Not by the Color of Their Skin. New York: International Universities Press, 1971
- Meier, August, and Elliott Rudwick.
From Plantation to Ghetto. New York: Hill and Wang, 1970
- Meier, August, and Elliott Rudwick, eds.
The Making of Black America. (Essays in Negro Life and History.) New York: Atheneum, 1969
- Meltzer, Milton, ed.
In Their Own Words. (A History of the American Negro.) New York: Crowell, 1964
- Montell, William Lynwood.
The Saga of Coe Ridge. Knoxville: University of Tennessee Press, 1970
- Murray, Albert.
The Omni-Americans. (New Perspectives on Black Experience and American Culture.) New York: Dutton, 1970
- Myrdal, Gunnar.
An American Dilemma. (The Negro Problem and Modern Democracy.) New York: Harper & Row, 1962

- New York City Board of Education.
The Negro in American History. n.d.
- Oliver, Roland Anthony, and Caroline Oliver, eds.
Africa in the Days of Exploration. Englewood Cliffs,
N.J.: Prentice-Hall
- Parsons, Talcott, and Kenneth B. Clark, eds.
The Negro American. Boston: Houghton, 1966
- Pinkney, Alphonso.
Black Americans. Englewood Cliffs, N.J.: Prentice-Hall,
1969
- Ploski, Harry A., and Roscoe C. Brown, Jr.
The Negro Almanac. New York: Bellwether Publishing
Co., 1967
- Price, Daniel O.
Changing Characteristics of the Negro Population.
Washington: U.S. Bureau of the Census; U.S.
Government Printing Office, 1969
- Quarles, Benjamin.
The Negro in the American Revolution. Williamsburg,
Virginia: University of North Carolina Press, 1961
- Quarles, Benjamin.
The Negro in the Civil War. Boston: Little, Brown, 1953
- Quarles, Benjamin.
The Negro in the Making of America. New York: Collier
Books, 1969
- Ramsey, Frederic.
Been Here and Gone. New Brunswick, N.J.: Rutgers
University Press, 1960
- Reuter, Edward Bryon.
The American Race Problem. New York: Thomas Y.
Crowell Co., 1970
- Romero, P. W., ed.
In Black America. Washington: United Publishing
Corporation, 1968
- Rose, Arnold.
The Negro in America, the Condensed Version of
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Our Faces, Our Words. New York: W. W. Norton, 1964
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Leadership in American Society. (A Case Study of Black
Leadership.) Boston: Allyn and Bacon, 1969
- Spangler, Earl.
The Negro in America. Minneapolis: Lerner Publications
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- Starkey, Marion L.
Striving to Make it My Home. (The Story of Americans
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Slave and Citizen, the Negro in the Americas. New York:
Vintage Books, 1946
- Taylor, Susie King.
Reminiscences of My Life in Camp. New York: Arno
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BLACK-NON-PRINT MATERIALS

• Films • Filmstrips • Records

R-1	African and Afro-American Drums	
FS/S-1	African Art and Culture	c tg
FS/S-2	Afro-American Art	c tg
FS/S-3	Anthony Lives in Watts	c tg
FS/S-12	Birth of Direct Action, part II.	c tg 14 min.
R-2	Black Gold—Nina Simone	
FS/S-4	Black is Beautiful, part VIII	c tg 15 min.
FS/S-13	The Black Panther Movement—Eldridge Cleaver	c tg 30 min.
FS/S-5	Black Political Power—Carl Stokes	tg 18 min.
FS/S-6	Black Political Power—John Conyers	tg 18 min.
FS/S-7	Black Political Power—Julian Bond	tg 18 min.
FS/S-8	Black Political Power—Shirley Chisholm	tg 18 min.
FS/S-9	Black Political Power—Using the System: a Summary	tg 17 min.
FS/S-10	Black Political Power—Yvonne Braithwaite	tg 18 min.
FS/S-19	Black Power—Nat Hentoff	c 25 min.

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| 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
(copies of Golden Legacy Magazine)
c tg 15 min. | FS-4 | The Negro in American History: Legacy of
Honor, Part I and II |
| R-3 | The Dialect of the Black American | R-8 | Negro Prison Camp Worksongs |
| R-5 | Everybody's Got a Right to Live | R-9 | The Negro Woman |
| FS/S-14 | Fred, Black American Boy
c tg 17 min. | R-10 | Songs of the American Negro Slaves |
| F-1 | From the Inside Out
b/w 24 min. | R-11 | The Story of Jazz, Langston Hughes |
| FS/S-15 | The Ghetto—Dr. Kenneth Clark
c tg 31 min. | FS-5 | The Story of the Negro-American
c tg |
| R-6 | The Glory of Negro History | FS/S-20 | They Have Overcome
c tg |
| FS/S-16 | Growing Up Black
c tg | F-4 | Veronica
c 28 min. |
| F-2 | Hey, Cab!
c 10 min. | F-5 | William: from Georgia to Harlem
c 15 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
c 20 min. | | |
| FS/S-17 | Jerry Lives in Harlem
c | | |
| 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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Ardrey, Robert.

African Genesis. (A Personal Investigation into the Animal Origins and Nature of Man.) New York: Atheneum, 1961

Benedict, Ruth (Fulton).

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Berry, Brewton.

Almost White. New York: Collier Books, 1969

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The Children of the Dream. New York: Macmillan, 1969

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Boorstin, Daniel Joseph.

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Bronfenbrenner, Urie.

Two Worlds of Childhood: U.S. and U.S.S.R. New York: Russell Sage Foundation, 1970

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Cohen, Robert Carl.

The Color of Man. New York: Random House, 1968

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Coon, Carleton Stevens.

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Crowe, Charles Robert, ed.

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Dubos, Rene Jules.

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Finkelstein, Louis, ed.

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CULTURE—NON-PRINT MATERIALS

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F/S-1 Brotherhood of Man

c

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FS/S-1 Minorities Have Made America Great (set 1)

c tg

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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.

Webster, Staten Wentford, ed.
The Disadvantaged Learner: Knowing, Understanding,
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Wright, Herbert Fletcher.
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EDUCATION—NON-PRINT MATERIALS

• *Films* • *Filmstrips* • *Records*

F-1 Goofing Off With Objectives c 14 min.

MINORITIES IN LITERATURE—PRINT MATERIALS

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.

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No Longer at Ease. New York: I. Obolensky, 1961
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- | | | | |
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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 13 min. |
| 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. | | |
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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 I 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

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- | | | |
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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 Wrong | b/w tg 33 min. |
| F-1 | Siu Mei Wong: Who Shall I Be | c 15 min. |

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- | | | |
|--------|--|--------------|
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| 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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- | | | |
|------|-------------------------------------|------|
| R-1 | Ballads of Sacco and Vanzetti | |
| R-2 | Folk Music U.S.A. (Vol. 1) | |
| R-3 | Italian Folk Songs | |
| FS-1 | The Story of the English-American | c tg |
| FS-2 | The Story of the German-American | c tg |
| FS-3 | The Story of the Hungarian-American | c tg |
| FS-4 | The Story of the Irish-American | c tg |

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- FS-6 The Story of the Jewish-American c tg
- FS-7 The Story of the Polish-American c tg
- FS-8 The Story of the Scandinavian-American c tg

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HUMAN BEHAVIOR—PRINT MATERIALS

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- F-2 Reflections c 15 min.
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- FS/S-5 The Right to Vote c tg
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- 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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N.J.: Prentice-Hall, 1966
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• Films • Filmstrips • Records

R-1 Mark Olif Sings Jewish Folksongs

R-2 Songs of Israel

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- 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— 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.

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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 | c 16 min. |
| FS/S-3 | La Raza: Conflict of Cultures
I-Invasion, II-Conquest, III-Revolution
(Bibliography-Part III). | c tg 82 min. (3 parts) |

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
b/w 15 min.

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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 labor-
management 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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89a-c | Adventures in Negro History. Pepsi Cola Co. | SP-44 | The Black American Achievement Posters.
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90a-c | Adventures in Negro History—The Frederick
Douglass Years 1817-1895. Vol. II. Pepsi
Cola Co. | TR-35 | The Black American Past and Present.
CCM School Materials |
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8a-d | Black Contributors to American Culture.
Society for Visual Education |
| TR-56 | Afro-American History. AEVAC Educational
Publications | K
49a-g | Black Guardians of Freedom. Coca-Cola,
U.S.A. R FS tg |
| FS/S
123a-j | Alaska After Statehood. Bailey Films | FS/S
93a-d | Black History. Library Filmstrip Center
c R P |
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| FS
23a-g | American Negro Pathfinders. Bailey Film
Associates | CT-27 | Black militant ideologists; important black
leaders view today's black militancy.
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27 min. |
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| CT-136 | Amos Fortune, Free Man. Newbery Award
Records | K-25 | Black Treasures. Coca-Cola, U.S. in cooperation
with Association of Study of Negro Life and
History
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| RE-94 | The Anglo-American in United States History:
Part I—African backgrounds. Educational Service | | |
| RE
89a-b | Anthology of Negro Poets in the U.S.A.—200
Years. Folkways Records, read by Arna
Bontemps. | CT-29 | A Gwendolyn Brooks treasury; a Pulitzer
Prize laureate discusses poverty and solitude.
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85a-b | Ashanti Folk Tales from Ghana. Folkways
Records, narrated by Harold Courlander. | CT-23 | The changing black citizen; a documentary on
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86a-b | The Autobiography of Frederick Douglass.
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5a-f | Children Around the World. SVE
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| FS-145 | The Aztecs and Their Way of Life.
Encyclopaedia Britannica | F-3025 | Children Without. NEA
29 min. b/w |
| | | | |
| SP-8 | Black ABC's. Society for Visual Education | SP
3a-f | Community Helpers. Society for Visual
Education
R c |

RE 83a-b	The Development of Jazz. Follett Publishing Co.		RE 92a-b 93a-b	The Glory of Negro History. Folkways Records, Langston Hughes—writer and narrator.	
RE 87a-b	The Dialect of the Black American. Western Electric	tg			tg
RE 88a-b	W.E.B. DuBois, a recorded autobiography. Folkways Records		FS 104a-d	Hawaii: The Island State. Encyclopaedia Britannica	
RE 81a-b	Emerging Africa in the light of its past—Unit No. 1: land, people and history. Cultural History Research Inc.		FS-181	The Hidden Lookout. McGraw-Hill Skyline Series	c
FS/S 84a-o	Exploring Moral Values. Wasp Filmstrips		FS/S 87a-d	Historical Highlights In the Education of Black Americans. NEA	b/w R 22 min. tg K P
		c R tg	K-26	History as Culture Change: An Overview. Macmillan Co.	
SP-23	Eyewitness: The Negro in American History. Pitman Publishing Co.				FS c R tg TR
FS/S 40a-o	Famous American Women. Eye Gate		FS/S 94a-h	The History of Black America. Universal Education & Visual Arts	c R tg
SP-27	Famous Black Americans. Audio and Visual Methods Company		TR 45a-k	A History of the Negro Contribution to Civilization. Designers for Education Inc.	tg
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RE-84	Folk Tales from West Africa. Folkways Records		FS-141	The Incas and Their Way of Life. Encyclopaedia Britannica	c
SP-22	Gallery of Great Afro-Americans. Pitman Publishing Co.	tg	FS 61a-f	Indian Cultures of the Americas. Encyclopaedia Britannica	tg
FS-183	A Garden of My Own. McGraw-Hill Skyline Series	c	RE-78	John Brown's Body. Author: Stephen Vincent Benet. Anti-Defamation League—B'nai B'rith	
CT-24	Ghetto law and order; a documentary on the police's role in the nation's ghettos. Educational Research Group, 1969		FS-184	Kenny Wants to Help. McGraw-Hill Skyline Series	c
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- CT-30 Jonathan Kozol discusses "Death at an Early Age" with columnist Robert Cromie. Includes bibliography. Motivational Programming Corp., 1969 28 min. RE 91a-b The Negro Woman. Folkways Records; Jean M. Brannon, ed., Dorothy Washington, reader. tg
- CT-143 The Magic Ball and Other Tales from Silver Lands. Based on the book by Charles J. Finger. Newbery Award Records RE-77 Poems, by Sterling Brown; Simple Speaks His Mind, by Langston Hughes. Folkways Records tg
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- Afro-American History—Elementary and Secondary
- Alaska—Grade 7
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- Black Studies
- Disadvantaged—Education of
- Disadvantaged—Preschool and Kindergarten
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- Intergroup Relations—Grades K-3, Grades 4, 5, 6
- Intergroup Relations—Grade 12—Social Studies
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- Mathematics Education and Educationally Disadvantaged
- Negro in America
- Netsilik Eskimos
- Race and Culture in American Life—Elementary
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- United States History: The Black Perspective—Grade 8