

RESOURCE-BASED LEARNING: A SELECTED LIST
OF PRINT AND NONPRINT INSTRUCTIONAL
MATERIALS TO SUPPORT AND ENRICH THE
GRADES 7 AND 8 GEOGRAPHY PROGRAMS IN
NEWFOUNDLAND SCHOOLS

CENTRE FOR NEWFOUNDLAND STUDIES

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F. CHERRY DALLEY



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IN NEWFOUNDLAND SCHOOLS

BY



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ABSTRACT

The primary purpose of this study was to select appropriate print and nonprint instructional materials to support and enrich units presented for the grades 7 and 8 geography programs currently in use in Newfoundland schools.

The compilation of a selected, recommended list of instructional materials necessitates an understanding of the need for judicious selection, and an awareness of selection principles. The writer was guided by these factors when determining which materials were suitable for inclusion in the annotated, recommended list.

The recommended materials in this list which were examined by the writer were obtained either from local sources, such as district centers, the provincial Department of Education, the National Film Board, and the Curriculum Materials Center at Memorial University of Newfoundland, or were obtained for previewing from various publishers. All materials included have been recommended by reputable reviewing periodicals, or other selection sources, or on the basis of the writer's personal study and assessment. For each selected item, complete bibliographic information, an annotation, and an indication of the appropriate age or grade levels are provided.

This list makes no attempt to be exhaustive. It is an initial selection tool for educators and/or students in search

of useful materials to supplement the grades 7 and 8 geography programs in this province. This annotated list will need to be updated regularly to include newer materials which are constantly being produced.

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TABLE OF CONTENTS

	Page
ABSTRACT	11
ACKNOWLEDGEMENTS	1v
PART ONE: THE STUDY	
CHAPTER ONE	
THE STUDY	1
Introduction	1
Statement of the Problem	2
Purpose of the Study	3
Need for the Study	4
Scope and Goals of the Grades 7 and 8 Geography Programs	6
Methodology	8
Overview of the Study	10
CHAPTER TWO	
REVIEW OF THE LITERATURE	12
Introduction	12
Vitalizing Instruction in Social Studies through the Multi-media Approach	12
Summation	22
Potential Value and Uses of Instructional Materials	22
Still Projection Materials	23
Motion Projection Materials	25
Audio Materials	26
Nonprojected Visuals	27
Multi-media Kits	29
Trade Books	30
Summation	33

	Page
Guidelines for the Utilization of Instructional Materials	33
Need for Selection	36
Summary	37
 CHAPTER THREE	
DEVELOPING CRITERIA FOR SELECTION	38
Introduction	38
Selection Criteria for Print Materials	38
Selection Criteria for Nonprint Materials	41
Summary	43
 CHAPTER FOUR	
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	44
Summary	44
Conclusions	46
Recommendations	47
 BIBLIOGRAPHY	49
 PART TWO: A SELECTED LIST OF PRINT AND NONPRINT INSTRUCTIONAL MATERIALS TO SUPPORT AND ENRICH THE GRADES 7 AND 8 GEOGRAPHY PROGRAMS IN NEWFOUNDLAND SCHOOLS	
Introduction	62
Geography Programs, Grade 7 and 8	64
Introductory Unit	65
Grade 7 Geography Program	81
The Round World	82
Mediterranean Europe and North Africa	118

	Page
Coniferous Forests and Temperate Grasslands of Europe	134
Coniferous Forests and Temperate Grasslands of North America	152
Grade 8 Geography Program	170
U.S.A. - The Warm South	171
South of Capricorn	183
Deserts and Savannahs of the World	200
Monsoon Lands of Asia	228
APPENDIX A. Outline of Program of Studies for Grades 7 and 8 Geography Programs in Newfoundland Schools	255
APPENDIX B. Annotated List of Selection Aids Used	257
APPENDIX C. Evaluation Forms for Print and Nonprint Materials	270
APPENDIX D. Author Index to Trade Books Recommended	275
APPENDIX E. Addresses of Nonprint Materials Producers	289

CHAPTER ONE

THE STUDY

Introduction

Traditionally in education there has been heavy reliance on teachers and textbooks as sole dispensers of knowledge in the classroom. In recent years, however, there has been a slow but steady move away from this tradition as increasing emphasis has been placed on continuous progress, self-directed learning, individualized instruction, and resource-based learning.

Today's educators who would facilitate learning through the use of instructional media face a stupendous task. Davies (1969) affirms that because of the availability of an ever increasing wealth of media, teachers and librarians face a professional challenge. She suggests that:

it is not in providing materials that we meet our educational obligation to the learner; it is in providing the most appropriate material when the use of that material is feasible, purposeful, significant, timely. (p. 74)

Davies (1969) also contends that in today's school libraries there should be no sight and sound barrier, "for an educational program of excellence demands the multi-media approach to teaching and learning" (p. 21).

With specific reference to the social studies, Snow and Hauck (1973) maintain that:

among the most difficult areas for which to select instructional materials

are the social sciences, for probably in no other subject has the volume of information swelled so enormously in recent years, or the quality been so diverse. (p. 79)

Statement of the Problem

The Master Guide for Social Studies, K-XII, in Newfoundland and Labrador (1979) suggests that effective instruction in the social studies "cannot be satisfied by resorting to a single mode of teaching" (p. 8).

A wealth of material is currently available to support the grades 7 and 8 geography programs in Newfoundland schools. The rapid increase in the quantity of such materials and the increased use of a variety of instructional materials to improve learning and to account for individual differences, as well as the development of instructional materials centers, have all added new dimensions to learning and teaching. Simultaneously these developments have brought added responsibilities to the classroom teacher upon whom the onus is often placed to find, to plan the use of, and to evaluate the effectiveness of various forms of instructional materials.

Regardless of their commitment to resource-based instruction, but teachers often have little time left to devote to the selection of instructional materials. As well, many teachers lack necessary training and background concerning the process of selection and are not aware of the various selection aids which do exist. Those who are aware of these selection tools, and who do have the appropriate training and background, often

do not have access to such aids to selection. Therefore, teachers who wish to facilitate learning through the use of varied instructional materials need selected, recommended lists of print and nonprint materials which are closely correlated with the objectives of these geography programs. The writer has been unable to find evidence of the existence of a recommended list of print and nonprint resource materials to supplement all aspects of the current grades 7 and 8 geography programs in Newfoundland schools.

Purpose of the Study

It was the purpose of this study to prepare a selected, recommended list of both print and nonprint materials to supplement the current grades 7 and 8 geography programs in Newfoundland schools. In the fulfillment of this primary objective, care was taken to ensure that only materials of high quality were contained in the list, and that in as far as it was possible to do so, materials included reflected local educational needs as well as the varied needs and interests of grades 7 and 8 students.

Full bibliographic details, as well as the recommended age or grade levels, are provided. Descriptive and/or critical comments are supplied, and the source supplying the comments is identified. Whenever possible the price of the material is included; any indication of price, however, will serve only as a guide, since prices listed are taken from American sources and since all prices are subject to frequent change.

Need for the Study

There is available today a rich supply of instructional materials in a diversity of forms to support all areas of the curriculum, especially the social studies. Because large quantities of materials exist, the need for judicious selection is crucial.

The scope and objectives of the grades 7 and 8 geography programs demand that adequate resource materials be available in the school and/or district to supplement the texts and to ensure that the slow, the average, and the above average students are provided for in the programs. As is stated in the Teacher's Guides for the grades 7 and 8 geography texts,

Introducing Earth, Parts 1 and 2;

teachers and students studying the geography of the world are always in need of additional resources beyond the textbook, atlas, map and globe. (Part 1, p. 157; Part 2, p. 224)

The primary objective of these programs is to enable the students to read, to see, to hear, to feel, and to use as much different material as possible to make the learning situation come alive and to ensure that the learning experiences are appropriate for all students.

Educators today are aware that although differences exist in learning theories, the one certain thing is that children are individuals and they learn as such. They do not all learn at the same rate, nor do they all learn in the same manner. It is for these reasons that students need a variety of learning materials, print and nonprint. Through

the use of varied instructional materials learning becomes real, becomes enjoyable, and becomes possible for all students.

In the Newfoundland context, the major problem which exists with the selection aids which have already been developed for the social studies is that they have been prepared for curricula in other places. In many cases, these curricula are quite different from the social studies curriculum in this province. Thus, the already existing selection aids do not reflect our local educational needs.

Bonnell (1977) made an attempt to alleviate these problems in one curriculum area in his development of a recommended list of materials supplemental to the history curriculum in the Newfoundland High School. He recommends that "the continuation of this type of selection aid in other specific areas should be encouraged" (p. 32).

This writer failed to find any evidence that such a list exists for the grades 7 and 8 geography programs in this province. Communication with consultants in social studies at the Department of Education confirmed a lack of, and a need for, this type of recommended list of resources to complement the grades 7 and 8 geography programs. Such a list is necessary in order to provide assistance to the educators who are responsible for selecting and purchasing the various instructional materials which are necessary to support, to enrich, and to vitalize these particular programs. It must be emphasized, however, that such a list will be only a guide for

the teachers of social studies in this province, but it can be a very useful guide.

Scope and Goals of the
Grades 7 and 8 Geography Programs

The current geography programs for grades 7 and 8 in Newfoundland schools are linked. Both texts, around which the geography curriculum is centered, are entitled Introducing Earth. These texts are about the world and its people - where they live, how they live, and how their relationships with their particular environments have changed or are changing.

As is stated in the Teacher's Guide for Introducing Earth,

Part 1:

the objective is to give an introductory picture of the main regions and peoples of the world, the problems presented by certain types of environment, the earlier methods of coping with these problems, and the future problems created by the impact of western civilization and technology upon the ways of life in other lands. (p. 2)

Both texts attempt to combine the study of the world's major natural and political regions.

Introducing Earth, Part 1, contains an introductory unit, "The Round World," which presents concepts and terms basic to the study of geography. The remaining three units involve a study of Mediterranean Europe and North Africa, Coniferous Forests and Temperate Grasslands of Europe, and Coniferous Forests and Temperate Grasslands of North America.

Introducing Earth, Part 2, continues to develop geographic skills and concepts through the study of four other regions of the earth which border on the regions studied in the grade 7 text. They include the U.S.A.- The Warm South, South of Capricorn, Deserts and Savannahs of the World, and Monsoon Lands.

This linked program emphasizes the value of field work, strongly recommending direct observations by students where and when possible. As the Teacher's Guide, Part 2, suggests:

its [field work's] most valuable contribution is in enabling students to understand concepts and in providing them with the background necessary for meaningful comparisons between their own area and other regions of the world. (p. 12)

The two programs seek to develop student skills related to map, chart, and graph work, photo interpretation, geographical concepts and vocabulary, and research skills.

A publication by the Newfoundland and Labrador Department of Education in 1979, entitled The Master Guide for Social Studies, K-XII, in Newfoundland and Labrador, maintains that the overall goal of the social studies is two-fold:

1. Person-centered. The social studies should help the learner to find meaning in life situations and in human relationships, as he develops in ways of knowing, thinking, feeling, valuing, and intelligent behaviour.

2. Citizen-centered. The social studies should help the learner understand the society in which he or she lives, develop the values and skills essential for personal self-actualization and effective citizenship,

and apply this knowledge in daily living. (p. 12)

The overall objective of social studies parallels the overall objective of schooling in this province as stated in Aims of Public Education for Newfoundland and Labrador (1959):

Education is the process by which a human being is enabled to achieve his fullest and best development both as a private individual and as a member of human society. (p. 3)

The social studies curriculum shares responsibility with all other curricula for achievement of this overall goal of education.

Full bibliographic details of the prescribed texts for grades 7 and 8 geography as well as course outlines are given in Appendix A.

Methodology

In fulfilling the purpose of this study, it was first necessary to examine thoroughly the programs of study for grades 7 and 8 geography in an attempt to identify the subjects and themes. It was then the intent, through the use of reputable selection aids, to judiciously select materials to support and enrich these programs and to prepare an annotated list of the same. As a part of the process, general criteria for the selection of both print and nonprint materials were developed and as much of this material as possible was personally examined. An outline of the topics which these selected materials will supplement is given in Appendix A.

The following steps were used to compile the annotated bibliography:

1. Appropriate general criteria for the selection of print and nonprint materials were developed.

2. Pertinent standard bibliographic tools and reputable reviewing sources were searched for recommended materials which cover the topics in the two programs. These included all appropriate authoritative selection tools, including reputable reviewing sources with particular emphasis on social studies. In the case of nonprint material, publishers' catalogs were searched also and the material was requested on a preview basis for personal examination and evaluation by the writer. A complete listing of sources searched appears in Appendix B. From this search an initial list of materials was prepared.

3. Items in this initial list were examined for suitability for inclusion in the annotated bibliography. In order to be included in the bibliography an item must have received favourable reviews from one or more reputable sources or have been personally examined and recommended by the writer. Many of the items included are recommended on the basis of personal examination as well as on the basis of their inclusion in one or more reputable sources. All of the print material is presently in print. For the nonprint items, only recent sources were searched. In spite of this, some of these items may not be available.

4. Each selected item generally met the standard of excellence as determined by the criteria set forth in chapter three.

5. For each item chosen for inclusion full bibliographic detail and annotations are provided. The source of sources in which an item was favourably reviewed is identified. In the case of items for which favourable reviews were found, but which were not available for preview by the writer, the descriptive and/or critical annotation was taken from that source. All annotations for materials which were previewed by the writer are those of the writer. Also included is the recommended age or grade level(s), and, where possible, the price of the material.

6. The annotated list is arranged by units for each grade, according to the outline of the programs in the Program of Studies 1983-84. (See Appendix A.) The unit entitled "The Round World" contains items which are valuable in terms of the two total programs, but not necessarily related to a specific unit in either grade, or any items which would be valuable for two or more units. Within each unit the list is further divided according to format, and organized alphabetically by title. An author index to recommended trade books is found in Appendix D.

Overview of the Study

This study is presented in two parts. Part one consists of four chapters, the first of which provides a general intro-

duction to the study, the statement of the problem, the purpose and need for the study, the scope and goals of the grades 7 and 8 geography programs, and the methodology. A review of the literature related to the study is the focus of chapter two. Primarily, chapter two reviews material which has been written about vitalizing instruction in the social studies through the use of a wide range of instructional materials and learning experiences. Chapter three presents selection criteria for print and nonprint materials, and chapter four summarizes the study and makes recommendations.

Part two of the report is an annotated bibliography designed as a handbook to be used by teachers or librarians who are responsible for the selection and purchase of instructional resources for use with geography programs in grades 7 and 8. It is arranged with a table of contents, an introduction, and a selected, recommended list of instructional materials to supplement the grades 7 and 8 geography programs. The items in this list are arranged alphabetically by title, according to format, and in accordance with the topics outlined in the Program of Studies 1983-84.

Further information of value to teachers is appended.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

In this chapter the literature related to effective means of improving instruction in the social studies will be reviewed. It will be presented under the following headings: Vitalizing Instruction in Social Studies through the Multi-media Approach, Potential Value and Uses of Instructional Materials, Guidelines for Using Instructional Materials, and The Need for Selection.

Vitalizing Instruction in Social Studies through the Multi-media Approach

A multi-media approach to teaching and learning may well be one effective way to vitalize the social studies in the schools. Michaelis (1976) believes that this particular instructional approach promotes learning and provides for individual differences (p. 335-339). Davies (1974) concurs, maintaining that:

the hope of vitalizing the social studies program rests on the ready availability of appropriate instructional resources containing significant learning experiences compatible with the developmental needs of the curriculum, and the wide spectrum of student capabilities, interests and needs. (p. 193)

An educational program of excellence today must embrace all types and kinds of resources because "the point for instruction is to provide the richest possible learning.

environment by including any medium that helps attain a specified objective" (Michaelis, 1976, p. 334). Davies (1974) emphasizes that "today's student should be as accustomed to using nonprint media as students traditionally have been accustomed to using the textbook" (p. 8). The Canadian School Library Association (1967) submits that materials are needed that will "instruct, inspire, encourage and facilitate the learning program" (p. 3).

Research findings and professional opinions of recent years tend to suggest that the one-teacher, one-textbook approach to teaching and learning is unsatisfactory. Doyle (in Davis, 1971) claims that "the use of textbooks alone, regardless of their worth, does not suffice and can no longer be considered adequate as a medium of instruction" (p. 148).

While certain merits of the textbook cannot be denied, it should not be the sole means of instruction in schools today. Davies (1974) asserts that ideally textbooks should serve as points of departure for learning, outlining and identifying topics and concepts worthy of exploration, and as points of departure for students to move to other instructional resources (p. 8). This type of approach to the use of the textbook is valid and quite different from the page-by-page approach so often adopted. A multiplicity of learning resources now exists to support and enrich social studies programs and they must be utilized so that all students will have a better chance of learning. Jarolimek (1967) says:

the day of a single approach, relying solely on the textbook as the source of

authority is passed....The teacher must therefore reach out beyond the textbook and include the use of a broad spectrum of learning resources as he works with his pupils. (p. 542)

Dyer et al. (1970) agree that there is no reason that any subject should be taught solely from a textbook. They conclude that:

where this is done the book cannot fail to become a symbol to most children of an appallingly boring method of instruction. It cannot be the lively stimulus its writer presumably intended. (p. 132)

The tradition of teaching and learning from the textbook is a long and distinguished one. Deighton (in Tickton, 1971) discusses the unique values of textbooks not only in providing an orderly introduction to a subject, but in providing review, comparisons, contiguity of text, and illustrations (p. 508). However, he concurs with many other educators in his conviction that "the textbook is a necessary but not a sufficient instrument of instruction" (p. 509). In many cases, placing sole reliance on the textbook as the only instructional resource leads to misuse and failure.

There is much agreement among educators that teachers can enrich the content and teaching of the social studies through the use of varied instructional materials including children's literature - both fiction and non-fiction, other printed materials, films, models, kits, recordings, and media developed to aid learning. During the past fifty years a large body of research has been accumulated concerning instructional media and materials. Smith and Nagel (1972)

affirm that "in terms of the evidence, the contribution that this area can make to the effectiveness of teaching and learning is irrefutable" (p. 15). Chu and Schramm (1967) and Jamison et al. (1974) conducted studies concerning the effectiveness of instructional media on learning. On the basis of the results of these studies Salomon (1978) concludes that "one very important lesson we can learn is that all media can instruct and that learners can learn from virtually all media" (p. 37). As Briggs et al. (1967) point out, "using a variety of media may improve the likelihood that each child will learn" (p. 14).

Moldstad (1974) presents research and evaluation data based upon comparative studies evaluating student learning outcomes when systems incorporating instructional technology are pitted against traditional learning results. He asserts that twenty years of media research have produced evidence to justify the following claims regarding the careful selection and use of instructional technology:

1. Significantly greater learning often results when media are integrated into the traditional instructional program.
2. Equal amounts of learning are often accomplished in significantly less time using instructional technology.
3. Multimedia instructional programs... frequently facilitate student learning more effectively than traditional instruction.
4. Multimedia... programs are usually preferred by students when compared with traditional instruction. (p. 390)

Moldstad (1974) quotes the President's Commission on Instructional Technology which claims that:

technology can make education more productive, individual, and powerful, make learning more immediate, give instruction a more scientific base, and make access to education more equal. (p. 387)

Schramm (1977), in his review of the research on learning from instructional media, found that there is no reason to doubt that students can learn efficiently from these resources. He suggests, as well, that while little research has been done on the small media, the research which is available shows favourable results (p. 26-30).

Educators today are aware of the values of instructional media. These materials offer concreteness, enrichment, and interest. Kinder (1973) submits that "they [instructional media] provide integrated experiences varying from the concrete to the abstract, and they bring experts and multiple resources to the classroom" (p. 19). As Dettrick (in Tickton, 1971) maintains, "technology has demonstrated value as a means of making classroom instruction a more effective vehicle for learning" (p. 568).

With specific reference to the social studies, Trow (in Weisgerber, 1968) claims that "visual media can make much more vivid the nature of the life and time in various parts of the world at different periods of history" (p. 201). Gross et al. (1978) agree that "the potential authentic sound and action have for bridging gaps between where the students are and other people, places, times, and

more relevant to life. They work, too, because, as research conducted in this century has shown, children are very different from one another and they learn in different ways.

Taylor (in Davis, 1971) claims that:

it is clear by now that standard teaching has been effective only for those fortunate children who learn in spite of the method. Thousands of others who could learn equally well through visual and kinesthetic activities have failed to find learning experiences in the schools. (p. 27)

Educators have sought to find a solution to the problem of meeting individual differences for at least the last thirty years. Therefore, a large body of research evidence exists which supports the conviction that children cannot be molded to adjust to school programs. Kopp (in Hunnicutt, 1960) argues that, "rather, the instructional process itself must be the pliant factor. School programs can be adjusted to children" (p. 80). The Commission on Instructional Technology (in Tickton, 1970) says that:

researchers in human learning agree that individuals differ markedly in the ways they learn, in the speed at which they learn, in their motivation to learn, and in what they desire to learn. (p. 17)

Psychologists such as Bracht (1970) and Cronbach (in Gagne, 1967) have asserted that no single teaching method is best for all students. Davis (1980) emphasizes this belief in stating that "the 'ideal' class of twenty-five students who are on the same level and who progress at the same rate is a myth" (p. 2). As Snow (1977) points out, "one of the oldest facts about human learning in educational settings

circumstances is beyond comparison" (p. 195). Fraser and West (1961) also support the value of audiovisual materials. They say that it is through these materials that "pupils can obtain a vivid impression of many scenes, processes, and activities that they cannot experience directly" (p. 331). They further contend that these materials have enormous power for motivating in depth study of a topic, for developing socially constructive attitudes, and for encouraging critical thinking, all of which are especially vital to the area of social studies (p. 332).

As important as any of the other media in the teaching of social studies is carefully chosen children's literature. Gross et al. (1978) assert that "what a student reads about in 'trade books' (children's literature broadly defined)... can help him/her piece together the topics and concepts studied in social studies" (p. 191). For this reason they conclude that "they [trade books] should be a basic component of social studies teaching and learning" (p. 195). Indeed almost fifty years ago Horn (1937) maintained that "of all the subjects not traditionally included under the social studies, none is more ultimately affiliated with them than literature" (p. 265).

It is the belief of many educators that instructional resources, other than the textbook, work in all areas of the curriculum, including the social studies. These materials work because they have the potential to interest students, they provide variety in the classroom, and they make learning

is that individuals differ profoundly in how they learn" (p. 19). People are not born biologically or psychologically equal, he suggests, but they do have the right to equal opportunity to learn. Therefore, instruction must be adapted to individual differences of students (p. 20).

When considering individual differences in learning we typically look for, as Bennett (1979) suggests:

emotional reasons to explain why a child is not learning....Many of us ignore the possibility that children are not learning because they are not given an opportunity to use their own style of learning in the classroom. (p. 60)

A review of the research shows that students learn in multiple ways, and it seems likely that there are optimum ways of learning for each individual at particular points in time. In this respect, Taba et al. (1971) contend that:

since we know so little about diagnosing individual optimal ways of learning, the activities should provide for variety in both process and materials so no individual is deprived of his only possible way of learning or of his best way of learning. (p. 40)

Bergeson (1967) agrees that learning resources are, potential avenues for meeting individual differences in students (p. 229). With regard to junior high students Martorella (1980) proposes that in these grades there are probably more potential variations in students' needs and interests than at any other time in their schooling, thus while a commitment to individualization is desirable at all

grade levels, perhaps it is more urgently needed at the junior high level (p. 55).

It is apparent that individual opportunities for learning can be increased through the use of a wide range of instructional resources. Jarolimek (1971) contends that nonreading materials are especially important in the social studies because they are "first of all, an avenue of learning which is open to the child who does not have well-developed reading skills" (p. 129). The Commission on Instructional Technology (in Tickton, 1970) agrees that instructional technology, print and nonprint materials, and the teacher can work together to create "conditions for maximum effective learning" (p. 31).

Just as the acceptance and understanding of children and their individual differences is a key to excellence in teaching, Sullivan (1968) claims that the school library, serving as an instructional materials center, is also a keystone of quality education in every school (p. 323). The American Association of School Librarians (1960), claiming that the school library is "a materials centre, an instructional materials centre, or any of the equivalent terms now springing into existence" (p. 13), supports the concept of the school library as one of the basic requirements for quality education (p. 4). As Gaver (1962) says, it is only with the school library literally the heart of the school that students have their best chance to learn (p. 16).

Although the concept of learning resource centers does not exclusively belong to the twentieth century, Beggs (in Davis, 1971) suggests that it is only in recent years that it has become "a manifestation of the belief that individuals are taught, not subjects" (p. 10). As the American Library Association (1969) states:

today, educators and other citizens realize that educational programs of vitality, worth, and significance to students and to society depend upon excellent media services and resources in schools. (p. 5)

It is the belief in the use of multiple resources that supports the development of better school library facilities. Coxé (in Howes, 1970) proposes that teachers who make wide use of the school library and the instructional materials which it provides "have taken a major step toward the strengthening of the social studies program" (p. 178).

The school library is designed to provide informational, enrichment, and recreational materials for all students and for all areas of the curriculum. As Tolman (1973) says, libraries recognize individuality (p. 24). Most educators tend to agree with Green (in Pula and Goff, 1972), who stresses that:

the need to provide a "warehouse" of learning resources...for the student to use in learning is a common thread winding through nearly all of the innovations in modern education. (p. 97)

Summation

The review of the literature on vitalizing instruction in the social studies clearly suggests that promising avenues for improving instruction and promoting learning lie in the use of varied instructional materials, individualized instruction, and extensive use of the school library facilities. These practices will ensure the validity of Davies' (1974) statement that:

the promise that each student will receive an education uniquely reflective of his immediate and future growth needs as a learner, as a citizen, and as a human being is moving steadily from the limbo of philosophic myth to the reality of classroom practice. (p. 45)

Potential Value and Uses of Instructional Materials

Smith and Nagel (1972) suggest that the following generalizations may be made concerning instructional media and materials. They:

1. provide concrete experiences
2. motivate and arouse interest
3. increase retention
4. develop continuity of thought
5. contribute to growth of meaning and vocabulary
6. provide variety in learning
7. provide experience not otherwise easily obtained
8. save instructional time (p. 16)

Each type of instructional material available to educators has a unique contribution to make to the educational process. Clarke (in Enright, 1972) says that some materials will be more effective in achieving one teaching or learning objective, while others will serve another better (p. 66). He believes, moreover, that "in any situation the distinctive characteristics of each medium should be recognized and all appropriate material should be used" (p. 66).

The nonprint instructional resources which have enormous potential value for the teaching of social studies include still projection materials, motion projection materials, audio materials, nonprojected visuals, and multi-media kits.

Still Projection Materials

Still projection materials are valuable because they can enlarge objects and thus provide opportunity for detailed study of a particular scene, chart, or graph by a group.

As early as 1949 Rufsvold was claiming that "slides contribute to the clarification of almost every subject in the curriculum" (p. 26). Slides are particularly valuable to the social studies because they can make foreign countries and historic places more real to students. Wilkinson (1971) asserts that slides have a unique place among instructional materials because teachers have the opportunity to produce their own and to tailor them to their own specific needs (p. 63). Heinich et al. (1982) concur that slides are a flexible teaching resource material because teachers can arrange

and rearrange them in an infinite variety of sequences and can prepare narration to accompany them (p. 125). They may be used to stimulate interest, to introduce a topic, or to provide a detailed study.

Filmstrips are also a very valuable instructional aid for the teaching of social studies. The special features of the filmstrip are sequential arrangement and continuity. As Wilkinson (1971) says, filmstrips allow for the study of individual pictures and are an excellent tool for group or individual use. Wilkinson (1971) further suggests that filmstrips may be used for these purposes:

1. to introduce a new topic
2. to give opportunity for detailed study of information previously provided by the use of other media
3. for basic information
4. for review and for drill
5. for teaching skills
6. for stimulation of aesthetic appreciation
7. for reading readiness
8. for programmed learning
9. or, in combination with tape recordings, for language study (p. 62).

Transparencies are also versatile instructional tools for the social studies. Freedman and Berg (1961) suggest that the principal advantages of using transparencies are that images can be seen far more clearly than they would be on a blackboard or chart; the teacher can face the class while using them, they can be prepared beforehand, and can

be added to or marked on for emphasis while being projected (p. 52). Transparencies are especially useful to the teaching of social studies because they permit the visualization of many concepts which are illustrated through the use of pictures, diagrams, graphs, and maps.

Motion Projection Materials

Motion projection materials such as films, filmloops, and videotapes add the magic of movement to projected visual images. While teachers try to provide students with as many direct, concrete learning experiences as possible, vicarious experiences are essential in certain circumstances in the teaching of social studies. As Wilkinson (1971) suggests, films, filmloops, and videotapes are especially suitable to the teaching of social studies because they compel attention through the impact of sight, sound, colour, and movement. They help students appreciate people of other lands and gain a fuller understanding of themselves. These forms of motion projection materials give students a common experience and thus do much to overcome individual differences (p. 90).

Heinich et al. (1982) discuss the instructional advantages of motion projection materials. They suggest that aside from their obvious instructional characteristic of being able to show motion, they can present a process more effectively than other media. This advantage is particularly pertinent to the teaching of social studies where many different processes are explored. These instructional devices

also permit safe observation of certain phenomena which might be hazardous to view directly, such as a total eclipse of the sun or natural disasters. Motion pictures are also particularly useful in teaching skills because they allow for repeated observation and emulation of a skill. The 8-mm-loop films are especially good for this purpose (p. 195).

Heinich et al. (1982) contend that certain motion projection materials have great emotional impact and thus are very useful for teaching and learning within the affective domain. They are quite suitable for social studies instruction because they often capture the subtleties of unfamiliar cultures through dramatized events and situations. Films which are open-ended can often be used in problem-solving instruction. Certain techniques such as close-ups and image-freezing can direct students' attention to specific aspects of instruction. Finally, motion projection materials can be used by individuals and large or small groups with a minimum of instructor intervention (p. 196, 197).

Audio Materials

Audio materials such as tapes and recordings also have a great deal of potential for the teaching of social studies. Wilkinson (1971) contends that these devices are especially valuable because they can be used to take students back in time to hear various musicians of earlier years, and to

listen to historically important persons of many countries (p. 46). Tapes and records of the music and literature of foreign countries are also valuable in helping students more fully appreciate other cultures. These types of audio materials can be used in all phases of instruction in the social studies from the introduction of a topic to enrichment activities.

Reinich et al. (1982) note that a major advantage of audio tapes is the ease with which they can be prepared by students and teachers. In the social studies tape recorders can be used to record information gleaned from a field trip. The tapes can later be played back for discussion and review. They can be extremely valuable for oral history or geography projects which might require interviews with people outside the school. Also, audio materials can be used effectively for creative evaluation purposes in the social studies. For example, students can be asked to identify the person most likely to have made certain famous speeches, or they could be asked to identify the time period or the country involved (p. 148-150).

Nonprojected Visuals

Nonprojected visuals such as still pictures, graphic materials, models, realia, and games have a great deal of potential for the teaching and learning of social studies. Buttery (1980) expresses the belief that "children need these visuals to develop bridges between their real-world

perceptions and the abstract concepts in the social studies text" (p. 452). As Woodbury (1980) points out, these visuals are concrete representations to aid abstractions (p. 153). These nonprojected materials are tangible items and are important tools for understanding social studies concepts. She suggests that these instructional resources are valuable because they can be perused and re-examined by students, and they provide concrete backgrounds which help students sharpen their powers of observation (p. 153).

Heinich et al. (1982) claim that still pictures and teacher-made and/or student-made photographs may be used to illustrate and to help teach specific lesson topics. Photographs which are taken on a field trip, for example, can be excellent sources of information in follow-up activities. Study prints are equally valuable in the study of processes and in their ability to illustrate such things as relationships between people and their environment (p. 85).

Graphics such as maps, charts, graphs, and diagrams have long been considered essential to the teaching of social studies. Comprehension of these graphics "is a basic social science literacy skill" (Woodbury, 1980, p. 153). All of these nonprojected visuals help to translate ideas into a more realistic format and may be used in all phases of instruction from the introduction of a topic through to evaluation.

Models, realia, and games are equally valuable to social studies instruction. Heinich et al. (1982) claim that

models and realia can stimulate inquiry and discovery. They further contend that models can provide learning experiences that real things cannot provide because, for example, with models important details can be accented by color and some can be disassembled to provide interior views (p. 95).

Models show appearance, structure, and how an object works.

Montebello (1972) suggests that children have a difficult time visualizing things that they have never seen and that objects and models can give them accurate understanding which would otherwise be impossible. The artifacts of other countries, models of buildings, furniture, and dolls dressed in authentic costumes arouse student interest and deepen understanding because students can see and handle the objects. (p. 60).

Games involve students in situations paralleling real life and real decision making. Real-life games are a means of broadening experiences. They have potential for developing positive student attitudes as well as developing certain skills (Woodbury, 1980, p. 153). Pate (1978) claims that they work because "the students become involved in learning both emotionally and intellectually" (p. 35). Heinich et al. (1982) also suggest that games are useful because they have the potential to add motivation to topics which ordinarily attract low student interest (p. 292).

Multi-media Kits

Multi-media kits are versatile resources for use with

social studies because "they stimulate active participation, encourage individualized, multi-sensory learning, and help make learning exciting and enjoyable" (Heinich et al., 1982, p. 174). Such kits are generally designed for use in the social studies to teach specific knowledge and skills, but the uses of these kits are limited only by the ingenuity of the teacher and the students.

Trade Books

Chambers (1971) claims that "children's literature and social studies reinforce each other" (p. 42). Michaelis (1976) supports this claim and suggests that literature should be employed in the teaching of social studies for these reasons:

to heighten interest, deepen understanding, create mood and atmosphere, portray the diversity of ways of living and thinking among people in various cultures, stimulate imagination, give colorful backgrounds, promote more complete identification with others, give a warm feeling for the problems of others, improve attitudes towards others, build appreciations for the contributions of others, provoke creativity, and give vivid impressions of ways of living being studied in various units. (p. 357)

Students need good trade books which will broaden their knowledge and understanding of people and places to "add needed flesh to the skeleton of information supplied by a basic social studies text, or a group of texts" (Chambers, 1971, p. 43). Young people need a good selection of non-fiction books to enrich, enliven, and extend the concepts,

facts, and information provided in textbooks. As Wheeler (1971) states:

trade books will offer a student the very latest information, trade books encourage children to arrive at their own conclusions, whereas textbooks tend to preach, and good trade books breathe life into people and places...recreating the charm and life style of other times and places. (p. 467)

Montebello (1972) cautions that trade books selected to enrich the social studies must extend beyond the informational genre because "stories, poems, folktales, and biographies help children gain a feeling for the people about whom they are studying as well as an understanding of their way of life" (p. 57). She further concludes that these trade books are the lifeline of textbook learning because they provide for a wide range of reading levels which cannot be provided for with a single textbook. As well, these books offer up-to-date information which is often outdated in many textbooks (p. 77).

Woodbury (1980) concurs that trade books other than informational ones can enliven and enrich the social studies. She emphasizes the value of such genres as historical and science fiction because they tend to cover areas which are often overlooked in standard texts, such as the role of women in various cultures. She believes that students reading books from these genres can enjoy and absorb facts and flavors that they would never get from textbooks "about the costumes, cultures, literature, manners, architecture, daily lives, daily food, ways of travel, inventions, ideas,

and beliefs of credible humans...with whom they can identify" (p. 153). As Chambers (1971) points out, "the trade book is a good instrument for transmitting the mores of a culture and the beliefs of a people" (p. 42).

Literature should play an important role in social studies because it has the potential to portray so well the dimensions of human experience. As Jarolinek (1971) states:

the realism that is achieved through vivid portrayals in worlds of literature, stirs the imagination of the young reader and helps develop for him a feeling for and identification with the topic being studied. (p. 125)

The number of techniques and activities which may be used to share and enjoy literature in the social studies is enormous. Michaelis (1976) suggests the following list:

book reports, card files of favorite poems and stories, choral reading, creative writing, dramatization, independent reading, films, filmstrips, oral reading by children, oral reading by the teacher, programs and pageants, puppets and marionettes, radio and TV programs, recordings, and storytelling. (p. 359)

In order for social studies students to use a wide variety of good trade books, there must exist an appropriate classroom environment and an enthusiastic teacher. As Huck (1979) says, "if the teacher loves books, shares them with children, provides time for children to read and a place for them to read, children will become enthusiastic readers" (p. 591). She claims that books, as well as comfortable, attractive reading centers, must be a natural part of the classroom environment. The enthusiastic teacher will surround students with books and displays which will call special attention to particular books. These displays can

take many forms, such as collections of objects, models, or figurines related to social studies, and appropriate books, or bulletin board displays of pictures, biographic information, and anecdotes about authors and illustrators (pp. 590-593).

Summation

It is apparent from this review of the literature regarding the potential value and uses of instructional materials that the teaching and learning of social studies can be improved by the use of audio-visual materials. However, the valuable contribution which trade books can make to study in this area must not be overlooked in the face of these newer forms of instructional resources. Both print and nonprint instructional resources have potential for enriching the social studies. Many of these resources are closely interrelated and can be used interdependently in all subject areas. As Rufsvold (1949) points out:

the use of one medium sets off a sort of chain reaction involving many types of educational tools and experiences. The printed word is an important link in the chain, but it is one of many links. Teachers and pupils need all resources to make up the complete chain. (p. 2)

Guidelines for the Utilization of Instructional Materials

Throughout the literature there is a general consensus among educators that in order for instructional materials to

provide memorable and meaningful learning experiences they must be carefully prepared, wisely selected, and intelligently used. Chase and John (1978) contend that planning for optimal learning and planning for the use of instructional materials are basically parts of the same process (pp. 269, 270). The use of materials which have been inadequately prepared, selected, or used often results in a waste of valuable time. Consequently, educators must follow certain general guidelines for effective utilization of instructional materials. The basic guidelines which follow are an adaptation of those formulated by such educators as Kinder (1973), Davies (1974), Michaelis (1976), and Heinich et al. (1982):

Guideline 1: Choose instructional materials which will fulfill specific objectives of instruction.

Guideline 2: Choose materials on the basis of students' maturity and experience, and in accord with individual differences within the group.

Guideline 3: Prepare yourself in advance. Examine material for accuracy, validity, and appropriateness to needs and maturity of students. Preview all material and decide upon its potential for integration into the lesson.

Guideline 4: Prepare the class in advance. Discuss with them the material to be used and outline points to observe.

Guideline 5: Prepare the physical environment in advance.

Guideline 6: Ensure that there is a place for student participation either before, during, or after the presentation or use of material. This could include a planned follow-up of instructional material with related activities, as well as an evaluation of the material by the class.

Guideline 7: Evaluate the material you have used.

Teachers who follow these guidelines for the utilization of instructional materials will, in all likelihood, maximize the value of any instructional resource. Michaelis (1976), however, cautions educators that when literary selections are being used to enrich and enliven the social studies curriculum, care must be taken to ensure that the attitude of the group or individual is one of delight and enjoyment. He warns that literature should not be dissected, but should be enjoyed. It should be analyzed only if analysis increases enjoyment. He suggests that literature should be shared, not tested (p. 358). Troy (1977) affirms that "we should be aware of the possible danger of making literature too much of a teaching-learning medium which could turn children off to all literature for fun" (p. 474).

Freedman and Berg (1967) contend that instructional materials can be used in any part of a lesson or unit. They may be used to introduce a lesson or unit, to arouse interest, or to provide a common experience for the learners. They may be used in the body of a lesson to convey information, to illustrate concepts, or to reinforce what has been learned. They may be used towards the end of a lesson or unit to provide review or a summary (p. 75). For whatever reasons instructional materials are used, there must be a systematic plan for their effective utilization.

Need for Selection

Teachers today are faced with a massive amount of curriculum materials and teaching aids to supplement and enrich all areas of study. As Huck (1961) states:

Today there is an abundance of materials in a diversity of formats, covering all areas of human knowledge. Obviously, school and public library budgets require selection from this vast array of material. (p. 37)

Carr (1965) maintains that today's social studies teachers have a considerable advantage over their counterparts of yesterday in the quantity and the quality of instructional materials available to them (p. 82). The abundance of materials available offers great potential to the classroom, but also makes the need for selection imperative. Broadus (1973) contends that selection is essential "to facilitate personal enrichment and effectiveness in instruction" (p. 11).

Children are students for a limited period of time, thus educators must make the very best books and materials available to them while they are in school. In 1979, Huck reminded educators that "the adage of 'the right book [or other instructional resource] at the right time' still holds true" (p. 37). The impact of that statement is as great more than two decades later as it was then. Educators must accept responsibility for selection, for as Smith (1953) so aptly points out, "a child's range of choice...will always depend on what is at hand" (p. 12). Educators must ensure that students have access to as much quality instructional and

recreational materials as possible so that each student's needs and interests will be met, and so that the instructional goals of the school will be reflected.

The National Education Association (1972) has reported that "the kinds of instructional materials selected by schools greatly affect curricula, ways of teaching and student motivation and achievement" (p. 10). Thus, judicious selection of materials is one of the professional responsibilities of today's educators. The teachers of the social studies, no less than all other educators, must become directly involved.

Summary

This review of the literature indicates that a multi-media approach to instruction has potential to improve and vitalize instruction in the social studies. The utilization of this instructional approach encourages teachers and students to use instructional resource centers and thus affords students a greater opportunity for individualized instruction. In much of the literature reviewed educators are reminded of their professional responsibility to judiciously select learning materials and are cautioned that there must be a systematic plan for the effective utilization of resource materials.

CHAPTER THREE

DEVELOPING CRITERIA FOR SELECTION

Introduction

Teachers who are involved in the trend towards resource-based instruction are, of necessity, involved in the selection of materials. These teachers must, then, be aware of the criteria which should be applied in determining the value of any instructional aid. The educational literature is filled with guidelines and principles for the selection of instructional resources. This literature suggests that two separate sets of criteria must be used to evaluate print and nonprint materials. There are, however, certain common factors which must be considered when selecting materials, regardless of format. As Rufsvold (1949) affirms, all types of materials must be evaluated on the basis of their truth and their art (p. 13).

This chapter will present two separate sets of criteria for evaluating print and nonprint materials.

Selection Criteria for Print Materials

Criteria for the selection of books and other printed materials have been outlined by such educators as Wofford (1962), Davies (1969), Arbuthnot and Sutherland (1972), Gillespie and Spirt (1973), Broadus (1973), Michaelis (1976), and Huck (1979). Emerging from the literature on selection

and selection criteria are useful guidelines for all involved in the selection process. These guidelines center around a number of common concerns which are identified below.

1. Content

- Style
- Literary quality
- Organization
- Presentation
- Scope
- Pupil appeal

2. Authority

- Reputation of author or publisher

3. Reliability

- Accuracy and authenticity
- Completeness
- Currency

4. Readability and Presentation

- Lucid presentation
- Logical arrangement
- Appropriate vocabulary and visuals
- Attractive format

5. Treatment

- Objectivity
- Full treatment of subject
- Practical/Theoretical
- Unbiased treatment of women and ethnic, and minority groups

6. Aesthetic Considerations

- Artistically acceptable
- Aesthetically pleasing whole
- Appeal to imagination, senses, and intellect

7. Special Features

- Unique approach/contribution
- Index
- Bibliography
- Suggested activities
- Glossary of terms
- Charts and diagrams
- Maps and other atlas features
- Other helpful material of an appendix nature

8. Physical Characteristics

- Suitable size
- Quality paper
- Appropriate size print
- Durable binding
- Suitable margins
- Quality and value of illustrations

9. Potential Use

- Curriculum tie-in
- Specific reader interest
- General suitability to needs and abilities of students

The educators previously mentioned suggest that in the case of books of fiction, the following evaluative criteria should also be utilized:

1. Characterization

- Credibility
- Avoidance of stereotypes
- Use of suitable, imaginative ways of revealing characters

2. Plot

- Logical, sequential development leading to a climax
- Well constructed
- Appropriately reflecting the central theme or purpose
- Well-balanced flow

3. Setting and Atmosphere

- Appropriate to the author's purpose
- Vivid

4. Style

- Smooth and dynamic
- Appropriate to the material, theme, and potential readers

5. Theme

- Valid
- Believable
- Important

6. Point of View

- Appropriate to the material and theme

Selection Criteria for Nonprint Materials

Criteria for the selection of nonprint instructional resources have been outlined by Hicks and Tillin (1970), the National Education Association (1972), Broadus (1973), The Booklist (in Davies, 1974), Michaelis (1976), and Huck (1979). According to the guidelines set down in these sources, selected nonprint materials should be evaluated on the basis of the following criteria:

1. Scope and Content

- Full coverage as indicated
- Superior concept development by this means
- Integrity of original work preserved

2. Authenticity

- Accurate facts
- Up to date information
- Reputation of author/producer

3. Appropriateness

- Vocabulary at user's level
- Concepts at user's level
- Useful data
- Media-subject correlation
- Appropriate titles, captions, etc.
- Narration, dialogue, sound effects, etc. related to subject
- Individual and/or group suitability

4. Interest

- Relationship to user's experience
- Intellectual challenge
- Curiosity satisfaction
- Credibility
- Imagination appeal
- Human appeal
- Sensory appeal

5. Organization

- Logical development
- Pertinence of all sequences
- Balance in the use of narration and dialogue, music and sound effects, background elements, etc.

6. Technical Aspects

- Tone fidelity
- Clarity
- Intelligibility
- In-focus pictures
- True size relationships
- Effective color use
- Complete synchronization of sound and image
- Accompanying media

7. Special Features

- Useful descriptive notes, teacher and/or user guides
- Accompanying aids offering suggested activities and follow-up
- Pupil consumables (Can they be easily replaced? At what cost?)

8. Physical Characteristics

- Ease in use and handling for user, for storage
- Minimum instruction for individual use
- Attractive packaging
- Durability
- Ease of repair

9. Library Potential

- Relevancy that promotes communication
- Flexibility

10. Cost

- Conformity to budget
- No less expense for satisfactory substitute
- Necessary hardware available
- Average cost for replacement, repair, physical processing, storage
- Use warrants expenditure

11. Utility

- Will it require extravagant demands on teaching time before it can be utilized?
- Are there technical skills involved in its use that require a trained operator?

Summary

All forms of instructional material must be carefully and judiciously evaluated and selected. The two comprehensive sets of general criteria for the selection of print and nonprint materials, which have been outlined in this chapter, are based on the study of the literature pertaining to the subject of selection and drawn from the selection policies used in the standard selection tools. These criteria have formed the basis for the development of appropriate guidelines and evaluation forms for print and nonprint materials. These forms are given in Appendix C.

CHAPTER FOUR

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to compile an annotated listing of selected, recommended print and nonprint materials which would effectively support and enrich the current grades 7 and 8 geography programs in Newfoundland schools. Currently no such list exists for these particular programs.

In fulfilling the purpose of this study the programs of study for grades 7 and 8 geography were thoroughly examined, and by searching reputable selection aids and reviewing sources, and by previewing materials from various sources, the writer was able to prepare a substantial list of materials to support and enrich these particular geography curricula.

The following steps of procedure were used to compile the annotated bibliography:

1. Appropriate general criteria for the selection of print and nonprint materials were developed.
2. Pertinent standard bibliographic tools and reputable reviewing sources were searched for recommended materials which cover the topics in the two programs. These included all appropriate authoritative selection tools including reputable reviewing sources with particular emphasis on social studies. In the case of nonprint material publishers' catalogs were searched also and material was requested on a preview basis for personal examination and evaluation by

the writer. A complete listing of sources searched appears in Appendix B. From this search an initial list of materials was prepared.

3. Items in this initial list were examined for suitability for inclusion in the annotated bibliography. In order to be included in the bibliography an item must have received favourable reviews from one or more reputable sources or have been personally examined and recommended by the writer. Many of the items included are recommended on the basis of personal examination as well as on the basis of their inclusion in one or more reputable sources. All of the print material is presently in print. For the nonprint items only recent sources were searched. In spite of this, some of these items may not be available.

4. Each selected item generally met the standard of excellence as determined by the criteria set forth in chapter three.

5. For each item chosen for inclusion full bibliographic details and annotations are provided. The source or sources in which the item was favourably reviewed is identified. In the case of items for which favourable reviews were found, but which were not available for preview by the writer, the descriptive and/or critical annotation was taken from that source. All annotations for materials which were previewed by the writer are those of the writer. Also included is the recommended age or grade level(s), and, where possible, the price of the material.

During the course of completing this project the writer found a scarcity of 8mm films related to topics covered in the two geography programs and was unable to obtain any for preview purposes. The scarcity of 8mm films was rather disappointing because it would seem that this particular medium would be a valuable social studies instructional aid.

ThTs study also clearly demonstrated the absolute necessity for intelligent, judicious selection of materials because of the barrage of materials that exists and, more importantly, because of the variations in quality of those available.

Recommendations

1. A selection tool must be current to be of value; therefore, it is recommended that this annotated list be revised regularly. This task could be undertaken by such groups as the Social Studies Committee of the Newfoundland Department of Education, or the Educational Media Council.
2. It is recommended that annotated lists of materials be compiled for all subject areas and that these lists be made available to all schools.
3. It is recommended that all teachers be trained in the proper use of selection aids and selection processes either through the university degree program or through

6. The annotated list is arranged by units for each grade, according to the outline of the programs in the Program of Studies 1983-84. (See Appendix A.) The unit entitled "The Round World" contains items which are valuable in terms of the two total programs but not necessarily related to a specific unit in either grade, or any items which would be valuable for two or more units. Within each unit the list is further divided according to format, and organized alphabetically by title. An author index to recommended trade books is found in Appendix D.

Conclusions

A need exists in this province for the development of selection aids to correlate with the various curricula presently existing in the schools. In recent years individuals and groups have developed such aids for some curriculum areas in an attempt to alleviate this situation. This study was a further attempt to do so.

In compiling this list, the writer examined a substantial amount of material housed at the Instructional Materials Division of the Provincial Department of Education. While a good deal of the material examined from this collection did prove to be timely, relevant, and valuable, much was found to be outdated and, consequently, sometimes inaccurate. As well, a considerable number of items proved to be of poor quality.

in-service workshops, and that schools or school boards ensure that teachers have access to selection aids.

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PART TWO

A SELECTED LIST OF PRINT AND NONPRINT
INSTRUCTIONAL MATERIALS TO SUPPORT
AND ENRICH THE GRADES 7 AND 8
GEOGRAPHY PROGRAMS IN
NEWFOUNDLAND SCHOOLS

TABLE OF CONTENTS

	Page
Introduction	62
Geography Programs - Grade 7 and 8	64
Introductory Unit	65
Grade 7 Geography Program	81
The Round World	82
Mediterranean Europe and North Africa	118
Coniferous Forests and Temperate Grasslands of Europe	134
Coniferous Forests and Temperate Grasslands of North America	152
Grade 8 Geography Program	170
U.S.A. - The Warm South	171
South of Capricorn	183
Deserts and Savannahs of the World	200
Monsoon Lands of Asia	228
APPENDIX A. Outline of Program of Studies for Grades 7 and 8 Geography Programs in Newfoundland Schools	255
APPENDIX B. Annotated List of Selection Aids Used	257
APPENDIX C. Evaluation Forms for Print and Nonprint Materials	270

Page

APPENDIX D.	Author Index to Trade Books Recommended	275
APPENDIX E.	Addresses of Nonprint Materials Producers	289

A SELECTED LIST OF PRINT AND NONPRINT INSTRUCTIONAL
RESOURCES TO SUPPORT AND ENRICH THE GRADES
7 & 8 GEOGRAPHY PROGRAMS IN
NEWFOUNDLAND SCHOOLS

Introduction

The most important responsibility of educators whose task is to bring students and instructional materials together is perhaps the wise and judicious selection of materials. The large amount of resource materials available makes selection imperative. Teachers must, then, be aware of the criteria which should be applied in determining the value of an instructional aid. (See Appendix C.) While the best method of selection is firsthand examination, circumstances such as unavailability of materials for examination by the selector often makes this practice impossible. Fortunately there are many selection tools available which can assist in the selection process. These tools give bibliographic data and often provide descriptive and/or critical evaluations by qualified professionals.

This annotated list, while not intended to be exhaustive, is designed to provide educators with a selective list from which to choose materials to support and enrich the grades 7 and 8 geography programs currently being used in Newfoundland schools. The list is arranged alphabetically by title according to the units outlined in the Program of Studies.

1983-84, and according to format. Full bibliographic details, a descriptive and/or critical annotation, and a recommended age or grade level are provided for each item. Whenever possible the price of the material is given; any indication of price, however, will serve only as a guide, since prices listed are taken from American sources and since all prices are subject to frequent change. As well, where applicable, the sources in which items have been reviewed and recommended are identified.

It is possible that some items in this list may be useful for more than one unit; therefore, teachers are encouraged to check possible cross references. The unit entitled "The Round World" includes materials which are valuable in terms of the two total programs rather than a specific unit, and items which could be valuable for several units. The unit entitled "Introductory Unit" includes materials which support the introductory units for both the grade 7 and 8 geography texts.

GEOGRAPHY PROGRAMS - GRADES 7 AND 8

TEXTS: INTRODUCING EARTH - PART I

INTRODUCING EARTH - PART II

INTRODUCTORY UNIT

Note: The resources recommended in this section have been selected to support the introductory units at both levels - grades 7 and 8.

BOOKS

A Close Look at the Moon by G.J. Taylor. New York: Dodd, Mead and Co., 1980. 95 pages. Nonfiction. / Elementary/Junior High.

In an easy to understand text the author discusses what man has learned about the moon and how the moon compares to earth.

Sources:

1. Elementary School Library Collection, 1982.
2. Personal examination.

Earthwatch: Space-time Investigations with a Globe by Julius Schwartz. Illustrated by Radu Vero. New York: McGraw, 1977. 63 pages. \$7.95. Reference. Junior High.

"This remarkable, innovative book changes the often dull and difficult subject of globe study into a series of fun activities...."

Junior High School Library Catalog, 1980.

Source:

1. Junior High School Library Catalog, 1980.

Earth's Changing Climate by Ray A. Gallant. New York: Four Winds Press, 1979. 226 pages. \$9.95. Nonfiction. Age 12 and up.

This book is complete with a thorough bibliography, glossary, and index. It examines the natural and man-made factors which cause change in climate and the economic, social, and political effects of these changes.

Sources:

1. Bookbird, September, 1979.
2. Bulletin of the Centre for Children's Books, November 1979.
3. Personal examination.

Goode's World Atlas (15th ed.) by Edward B. Espenshade and Joel L. Morrison (Eds.). Chicago: Rand McNally, 1978. 372 pages. \$14.95. Reference. Elementary and up.

An excellent general reference atlas, this book provides information regarding distribution of cultural, economic, and natural phenomena. This atlas includes a name-pronouncing index. It lists over 30,000 geographical names.

Sources:

1. Guide to Reference Books for School Media Centers, 1981.
2. Junior High School Library Catalog, 1980.
3. Personal examination.

Geo-cepts by William W. Fisher. Chicago: Denoyer-Geppert, 1977. Student book, teacher's guide, review tests, wind chart. Reference. Elementary/Junior High.

"Geo-cepts is a map skills text for upper elementary-age students that places emphasis on the how and why behind concepts of geography."

Instructor, September 1978.

Source:

1. Instructor, September 1978.

Hammond Citation World Atlas. Maplewood, N.J.: Hammond, 1978. 352 pages. \$17.95. Reference. Elementary/Junior High.

This scaled-down version of the Hammond Medallion World Atlas contains 500 thematic and topographical maps arranged by continent and then nation. For each country information is given on area, population, cities and religion.

Sources:

1. Guide to Reference Books for School Media Centers, 1981.
2. Junior High School Library Catalog, 1980.
3. Personal examination.

Living in Space by James T. Trefil. Illustrated by Gloria Walters. New York: Scribner, 1981. 133 pages. \$10.95. Nonfiction. Junior High.

"A physics professor takes a serious look at possible space colonies of the future, and discusses how they could be designed, constructed, and used, even if only the materials and technical skills now available were used."

Bulletin of the Centre for Children's Books, May 1982.

Source:

1. Bulletin of the Centre for Children's Books, May 1982.

Man Changes the Weather by Ben Bova. Reading, Massachusetts: Addison-Wesley, 1971. 159 pages. \$6.95. Nonfiction. Grade 6 and up.

This is an informative book by an author well-known for his science fact and science fiction books. He explains that man has changed the weather in many ways throughout history - some harmful, others beneficial. Pollution is discussed.

Sources:

1. Bulletin of the Centre for Children's Books, March 1974.
2. Horn Book Magazine, August 1974.
3. Personal examination.

Map Making: The Art That Became a Science by Lloyd Brown. Illustrated by Aldren A. Watson. Boston: Little, Brown and Co., 1960. 217 pages. \$6.95. Nonfiction. Elementary/Junior High.

The author traces the history of map making from early times to the present and explains the instruments and methods which cartographers use.

Sources:

1. Best Books for Children, 1981.
2. Personal examination.

National Geographic Atlas of the World (4th ed.) by National Geographic Society. Washington, D.C.: National Geographic Society, 1963. \$22.95. Reference. All ages.

"Maps and text of this atlas treat the world by geographic regions. The digest for each country gives its population, ... the religion and racial background of a nation's people, what the climate is, what industries and natural resources exist."

Junior High School Library Catalog, 1980.

Sources:

1. Children's Catalog, 1981.
2. Junior High School Library Catalog, 1980.

National Geographic Picture Atlas of Our World by National Geographic Society. Washington, D.C.: National Geographic Society, 1979. 312 pages. Reference. Elementary/Junior High.

This is a splendid atlas which introduces mapping and provides information on climate and its effect on life. The maps are arranged according to continents and island groups.

Sources:

1. Elementary School Library Collection, 1982.
2. Bulletin of the Centre for Children's Books, September 1980.
3. Personal examination.

The Nine Planets (Rev. ed.) by Franklyn M. Branley. Illustrated by Helmut K. Wimmer. New York: Thomas Y. Crowell, 1978. 99 pages. \$8.95. Nonfiction. Elementary/Junior High.

This author, who is known for his science books for children, describes in detail each of the nine planets. He explains discoveries that have been made by astronomers and how they have made these discoveries.

Sources:

1. Junior High School Library Catalog, 1980.
2. Personal examination.

Oxford Regional Economic Atlas: The United States and Canada (2nd ed.). New York: Oxford, 1975. 128 pages. \$22.95. Reference. Grade 5 and up.

"This is an outstanding collection of maps and graphic illustrations of a wealth of economic information about Canada and the United States. The Canadian content is excellent."

Canadian Materials, Autumn 1977.

Source:

1. Canadian Materials, Autumn 1977.

Premier World Atlas. Chicago: Rand McNally, 1978. 340 pages. \$24.95. Reference. Age 10 and up.

"Premier World Atlas contains a section on the earth and solar system, political maps, U.S. travel maps, and statistical tables of geographical facts....[It is] a solid purchase."

Appraisal, Fall 1979.

Source:

1. Appraisal, Fall 1979.

Rand McNally New Concise Atlas of the Universe by Patrick Moore (Ed.). Chicago: Rand McNally, 1978. 190 pages. \$29.95. Reference. Age 12 and up.

This invaluable atlas of the universe is excellent in every respect. It is a complete guide to the universe.

Sources:

1. Junior High School Library Catalog, 1980.
2. Appraisal, Spring 1977.
3. Personal examination.

The Weather Changes Man by Ben Bova. Reading, Massachusetts: Addison-Wesley, 1974. 140 pages. Nonfiction. Grade 5 and up.

This book traces the patterns of weather and climate changes from prehistory to the present. It presents intriguing ideas about how the weather has changed man - his life, and his body.

Sources:

1. Booklist, September 15, 1974.
2. School Library Journal, April 1975.
3. Personal examination.

World Almanac and Book of Facts 1983 by Hana U. Lane. New York: World Almanac, 1982. 996 pages. Reference. Grade 5 and up.

This book provides a wide range of statistical and directory information.

Sources:

1. Elementary School Library Collection, 1982.
2. Personal examination.

FILMLOOPS

Basic Map and Globe Skills. Leonard Peck Productions, n.d..
58 loop, color, 9 loops (3½ min. ea.), teacher's
guide. Grades 1-8.

"These loops are designed as part of a sequential
developmental program in building map skills for the early
grades, or as a review and re-teaching device on the upper
elementary level."

Previews, October 1973.

Source:

1. Previews, October 1973.

FILMS

Axis Makes Climate. Moreland-Latchford Productions, 1969.
16 mm film, color, 7 min.. Elementary/Junior High.

Climates in different parts of the world are explained by the earth's revolution around the sun and its rotation on its axis. The way in which climate affects life and vegetation is also discussed.

Source:

1. Personal examination.

The Earth's Movements. Coronet Instructional Films, 1970.
16 mm film, color, 11 min.. Elementary/Junior High.

This film offers a clear explanation of how the inclination of the earth's axis and the earth's revolution around the sun influences seasonal changes and the length of day and night.

Source:

1. Personal examination.

Eclipses of the Sun and Moon. Encyclopaedia Britannica
Films, 1966. 16 mm film, color, 11 min.. Junior
High/High School.

Good photography and clear diagrams help describe solar and lunar eclipses and explain how and why they occur.

Source:

1. Personal examination.

Latitude, Longitude, and Time Zones. Coronet Instructional
Films, 1967. 16 mm film, color, 14 min.. Elementary/
Junior High.

Clear explanations, with the aid of diagrams, provide a basic introduction to locating places on earth by means of lines of latitude and longitude. Time zones and how they were established are explained.

Source:

1. Personal examination.

FILMSTRIPS

Exploring the World of Maps. National Geographic, 1973.
5 color filmstrips, 5 cassettes (11-14 min. ea.),
\$74.50. Grades 5-12.

"The graphics of mapmaking is shown from the beginning sketches to the final product. Students discover what can be learned from maps and how to read the different kinds of maps."

Core Media Collection for Elementary Schools, 1978.

Source:

1. Core Media Collection for Elementary Schools, 1978.

Finding Our Way with Maps and Globes. Walt Disney Educational Media, 1977. 7 color filmstrips, 7 discs or cassettes. (9-13½ min. ea.), teacher's guide. Grades 4-7.

"The old time favorites - Mickey Mouse, Donald Duck, Goofy, and their erudite leader, Professor Ludwig Von Drake - lead the viewers along the journey of cartography from the first primitive drawings to modern maps which are made with the assistance of satellites and space ships."

Previews, September 1978.

Source:

1. Previews, September 1978.

How to Use Maps and Globes. Troll Associates, 1974. 6 color filmstrips, 3 cassettes (16 min. ea.), teacher's guide, \$78.00. Grades 4-8.

"Stimulates development of map-reading skills, and helps students understand scale, symbols, direction, and distance."

Core Media Collection for Elementary Schools, 1978.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Elementary School Library Collection, 1982.

Learning About Our Universe. Moreland-Latchford, 1973.
6 color filmstrips, 6 cassettes (6 min. ea.).
Elementary/Junior High.

Various aspects of the earth, moon, sun, and stars, as well as the importance of the sun to life on this planet, are discussed.

Source:

1. Personal examination.

Learning to Use Maps. Encyclopaedia Britannica Films Inc., 1963. 6 color filmstrips, 6 cassettes. Elementary/Junior High.

This set offers simple, explicit directions for using maps. The filmstrips clearly describe how to find directions of maps, how to use a compass, meridians, and great circles. The set also explains how to use a scale, and how to measure distances on a map. Special types of maps, as well as typical kinds of symbols used, are discussed.

Source:

1. Personal examination.

The Universe. National Geographic Society, 1972. 6 color filmstrips, 6 cassettes, 6 teacher's guides with scripts. Elementary/Junior High.

This series presents many facts about the earth, moon, sun, stars, and other planets. It assesses the possibility of life on other planets.

Source:

1. Personal examination.

KITS

Exploring the World of Maps. National Geographic Society, 1973. 5 color filmstrips, 5 discs or cassettes, 9 wall maps, teacher's guide with script. Grades 5-12.

This set provides an introduction to what map symbols mean, how maps are used, the history of maps, map projection, and map production.

Sources:

1. *Previews, November 1974.
2. Personal examination.

Graphs and Charts Skill Box. Troll Associates, 1977. 6 cassettes (7 min. ea.), 36 spirit masters, 1 guide. Grades 4-8.

"A useful aid to help students develop skills in discovering relationships, observing and drawing conclusions, and analyzing, interpreting, and evaluating information on graphs and charts...."

Booklist, December 15, 1978.

Source:

1. Booklist, December 15, 1978.

Map and Globes Skill Box. Troll Associates, 1977. 8 cassettes (7 min. ea.); 40 spirit masters, 1 guide, 1 map, teacher's guide. Grades 4-8.

"Intended to develop such map skills as finding geographic features, measuring distance, reading a map for special facts, and understanding climate and time zones, each of these cassettes begins with a short story related to the skill being studied."

Booklist, December 15, 1978.

Source:

1. Booklist, December 15, 1978.

PRINTS

Day and Night and the Seasons. Encyclopaedia Britannica -
Educational Corporation, 1962. 10 color prints, notes.
Elementary/Junior High.

The causes of day, night, and seasons are clearly shown through the detailed illustrations and the notes on the reverse side of the prints.

Source:

1. Personal examination.

SLIDES

The Planets. Educational Dimensions Group, 1976. 20 color slides, 1 teacher's guide. Grade 4 and up.

"These slides clarify some facts about the planets in our solar system. All planets are depicted and the slides of planets closest to the Earth show good detail."

Previews, November 1977.

Source:

1. Previews, November 1977.

The Sun and the Moon. Educational Dimensions Group, 1976. 20 color slides, notes, \$25.00. Grades 6-12.

"Topics covered include the sun and sun-spots, solar eclipse, lunar eclipse, phases of the moon, and tidal pull. The information contained in this presentation is up-to-date and accurate."

Previews, April, 1978.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Previews, April 1978.

TRANSPARENCIES

The Earth. Minnesota Mining and Manufacturing Company,
1966. 23 transparency masters, 1 teacher information
sheet. Elementary/Junior High.

These visuals clearly depict the solar system,
dimensions of the earth, lunar and solar eclipses, seasons,
lines of latitude and longitude.

Source:

1. Personal examination.

Map and Globe Understandings' Transparencies. Benefic Press,
1967. 8 transparencies, 8 instructional sheets.
Junior High.

Clear transparencies cover basic map and globe skills.
The instruction sheets are very useful providing general
instructions and suggestions on how to use the transparencies.

Source:

1. Personal examination.

GRADE 7 GEOGRAPHY PROGRAM
TEXT: INTRODUCING EARTH - PART I

THE ROUND WORLD

BOOKS

Age of Exploration by John R. Hale and the Editors of Time-Life Books. New York: Time-Life International, 1966. 192 pages. Nonfiction. Elementary/Junior High.

"An account of the Renaissance voyages of discovery."

School Library Books, 1969.

Source:

1. School Library Books, 1969.

Atlas of the Sea by Robert Barton. Illustrated by David Nockels. New York: The John Day Company, 1974. 128 pages. Reference. Age 11 and up.

"It is difficult to find one comprehensive volume on this vast and diverse part of the earth, but this one does a good job."

Appraisal, Spring 1975.

Source:

1. Appraisal, Spring 1975.

Book of Mammals (2 vols.) by National Geographic Society. Washington, D.C.: National Geographic Society, 1981. 608 pages. \$22.95. Reference. All ages.

"It is a splendid book-making tour de force in every department."

Appraisal, Winter 1982.

Sources:

1. Appraisal, Winter 1982.
2. Bulletin of the Centre for Children's Books, February 1982.

The Boy Who Sailed Around the World Alone by Robin Lee Graham and Derek L.T. Gill. Illustrated with photographs. New York: Golden Press, 1973. 140 pages. \$5.95. Nonfiction. Elementary/Junior High.

Although the narrative is somewhat flat, the book does take the reader to many exotic places as Robin, a sixteen year old young man, proceeds to sail around the world in the 24-foot DOVE. This is as much a love story as an adventure story.

Sources:

1. Book Bait, 1979.
2. Bulletin of the Centre for Children's Books, June 1974.
3. Personal examination.

Children of the Wild by John R. Berger and Lewis Gardner. Julian Messner, 1978. 125 pages. Nonfiction. Age 11 and up.

"John Berger and Lewis Gardner present at a descriptive level all the reported cases of feral children, as well as some fictional cases, e.g., Tarzan, and Pecos Bill."

Appraisal, Fall 1979.

Source:

1. Appraisal, Fall 1979.

Columbia - Lippincott Gazetteer of the World by Leon E. Seltzer (Ed.). New York: Columbia University Press and J.B. Lippincott Co., 1962. 2148 pages. Reference. Grade 5 and up.

The scope and quality of this gazetteer makes it outstanding and valuable.

Sources:

1. Guide to Reference Books for School Media Centers, 1981.
2. Personal examination.

Companion to World Mythology by Richard Barber. Illustrated by Pauline Baynes. New York: Delacorte Press, 1979. 312 pages. \$14.95. Nonfiction. Grade 4 and up.

The material in this book is drawn from every continent in the world except Antarctica, and is not only reference material but also a collection of tales.

Sources:

1. Horn Book Magazine, June 1980.
2. Personal examination.

Encyclopaedia of Africa. New York: Franklin Watts, 1976. 223 pages. \$16.90. Reference. Junior High/High School.

This book presents a comprehensive picture of the continent of Africa - its people, economy, social services, landscapes, wildlife, arts, history, and government. It also includes a detailed index, a bibliography, and a gazeteer.

Sources:

1. Guide to Reference Books for School Media Centers, 1981.
2. Junior High School Library Catalog, 1980.
3. Personal examination.

Europa Year Book: A World Study (2 vols.). London: Europa Publications, 1980. \$150.00. Reference. Grade 5 and up.

"The yearbook provides a compact survey for each country of the geography, recent history, government, and economic affairs. Additional information includes statistical data on the country, population, agriculture, industry, mining, finance, [etc.]...."

Guide to Reference Books for School Media Centers, 1981.

Source:

1. Guide to Reference Books for School Media Centers, 1981.

Far-Flung America by Allan Carpenter. Chicago: Children's Press, 1979. \$6.95. Nonfiction. Grades 5-7.

"A brief, attractive introduction to the geography of America."

Best Books for Children, 1981.

Source:

1. Best Books for Children, 1981.

The Firebringer and Other Great Stories by Louis Untermeyer. New York: M. Evans, 1968. Nonfiction. Junior High.

"Here is a great book of folklore, mythology, and history with stories from Greece, Rome, Scandinavia and many other areas of the world."

High Interest Easy Reading for Junior and Senior High School Students, 1979.

Source:

1. High Interest Easy Reading for Junior and Senior High School Students, 1979.

Folk Arts Around the World and How to Make Them by Virginia Fowler. New York: Prentice, 1981. 151 pages. \$7.95. Reference. Elementary/Junior High.

This collection of thirty-five projects will allow students to make various folk objects from around the world out of easily accessible materials.

Sources:

1. Horn Book Magazine, October 1981.
2. Personal examination.

Funk and Wagnall's Standard Dictionary of Folklore, Mythology and Legend by Maria Leach (Ed.). New York: Funk, 1972. 1236 pages. \$22.95. Reference. Grade 5 and up.

This "dictionary offers comprehensive coverage of customs, beliefs, songs, tales, heroes, dances, games, etc., for the various cultures of the world, including survey articles with bibliographies on individual regions and on special topics."

Guide to Reference Books for School Media Centers, 1981.

Sources:

1. Guide to Reference Books for School Media Centers, 1981.
2. Junior High School Library Catalog, 1980.

The International Geographic Encyclopedia and Atlas. Boston: Houghton Mifflin, 1979. 1300 pages. \$24.95. Reference. Grade 5 and up.

Entries numbering 25,000 provide details concerning important places around the world and geographic features of regions of the world.

Sources:

1. Guide to Reference Books for School Media Centers, 1981.
2. Personal examination.

Lands and People (Rev. ed.), (7 vols.). Toronto: Grolier, Educational Corporation, 1981. \$102.50. Reference. Grades 5-7.

Information concerning the continents and their people is well presented in this set of books.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

The Living World by Jane Oliver (Ed.). New York: Warwick Press, 1976. 160 pages. \$6.95. Nonfiction. Elementary/Junior High.

This beautifully illustrated book examines the main natural regions of the earth.

Sources:

1. Appraisal, Spring 1978.
2. Personal examination.

Natural Wonders of America (Rev. ed.) by the Editors of American Heritage. New York: Simon and Schuster, 1980. 319 pages. \$6.95. Nonfiction. Junior High.

This book "lists and describes the natural wonders of each state."

Junior High School Library Catalog, 1980.

Sources:

1. Junior High School Library Catalog, 1980.
2. Instructor, February 1983.

The New Explorers: Women in Antarctica by Barbara Land. New York: Dodd, Mead and Company, 1981. 224 pages. \$8.95. Nonfiction. Age 12 and up.

"The New Explorers is a wonderful book! The author tells the stories of over twenty women who were the first to pioneer the frozen desert of Antarctica."

Appraisal, Winter 1982.

Sources:

1. Appraisal, Winter, 1982.

Powers of Nature by National Geographic Society. Washington, D.C.: National Geographic Society, 1978. 199 pages. \$5.75. Nonfiction. Junior High.

"This book focuses on earthquakes, floods, volcanoes, windstorms, droughts, and other natural forces that shape the earth and effect human civilization."

Junior High School Library Catalog, 1980.

Source:

1. Junior High School Library Catalog, 1980.

Purnell's Concise Encyclopedia of Geography by Christopher Tunney. Berkshire: Purnell and Sons Ltd., 1976. 256 pages. \$25.00. Reference. Elementary/Junior High.

This book gives a concise overview of the seven continents and includes a dictionary of geography, a world atlas, a gazetteer, and an index. The world is discussed in terms of man, weather, climate, geography, and history.

Source:

1. Personal examination.

The Sun and Its Family (Rev. ed.) by Irving Adler, Illustrated by Ruth Adler. New York: Day, 1969. 128 pages. \$6.89. Nonfiction. Junior High.

"The author describes the sun and the planets and the satellites which revolve around it. The development of the solar system and the contributions of early scientists, including Ptolemy, Copernicus and Galileo, are also related."

Junior High School Library Catalog, 1980.

Source:

1. Junior High School Library Catalog, 1980.

Suppose You Were Netsilik: Teenagers in Other Societies by Barbara Milbauer. New York: Messner, 1981. 157 pages. \$8.79. Nonfiction. Grades 7-10.

This book "serves to stimulate consideration of the factors that influence cultural similarities and differences."

Bulletin of the Centre for Children's Books, November 1981.

Source:

1. Bulletin of the Centre for Children's Books, November 1981.

Then There Were None by Charles Roth. Toronto: Addison-Wesley, 1977. Nonfiction. Junior High/High School.

"People are now aware that there are many species of animals in danger of disappearing from the earth. This book discusses the animals that are endangered and some that are already extinct."

High Interest Easy Reading for Junior and Senior High School Students, 1979.

Source:

1. High Interest Easy Reading for Junior and Senior High School Students, 1979.

Understanding Africa by E. Jefferson Murphy. Illustrated by Louise E. Jefferson. New York: Crowell, 1978. 209 pages. \$8.79. Nonfiction. Grades 6-9.

"A survey brimming with information about the past, present, and future of Africa by an author well qualified to explode popularly held misconceptions about the Dark Continent."

Best Books for Children, 1981.

Sources:

1. Best Books for Children, 1981.
2. Children's Catalog, 1981.

Webster's New Geographical Dictionary. Springfield, Massachusetts: G. & C. Merriam Co., 1977. 1320 pages. \$14.95. Reference. Elementary/Junior High.

This dictionary includes over 47,000 entries and 217 maps. It also includes a list of geographical terms, signs, and symbols.

Sources:

1. Elementary School Library Collection, 1982.
2. Junior High School Library Catalog, 1980.
3. Personal examination.

Wild Animals I have Known by Ernest T. Seton. New York: McClelland, 1926. 304 pages. \$3.50. Nonfiction. Elementary/Junior High.

"A collection of true animal tales illustrated with the author's sympathetic pen-and-ink drawings."

Canadian Books for Young People, 1978.

Source:

1. Canadian Books for Young People, 1978.

Wildlife Atlas by Sylvia A. Johnson. Illustrated by Alcuin D. Dornish. Toronto: Dent, 1977. 167 pages. \$14.95. Reference. Elementary/Junior High.

"A look at representative animals living in six different environments throughout the world."

Elementary School Library Collection, 1982.

Source:

1. Elementary School Library Collection, 1982.

Worldmark Encyclopedia of the Nations (5 vols.) by Moshe Y. Sachs (Ed.). New York: Worldmark Press and Wiley, 1976. \$99.50/set. Reference. Junior High.

"A popular encyclopedia in schools and public libraries, the set provides basic information on 162 countries and 90 dependencies of the world."

Guide to Reference Books for School Media Centers, 1981.

Source:

1. Guide to Reference Books for School Media Centers, 1981.

FILMS

Despite Man's Differences. McGraw-Hill Films, 1971.

16 mm film, color, 20 min.. Elementary/Junior High.

Through this film students can see that people of all ethnic groups, nationalities, and religions have a cultural heritage of which they can be proud.

Sources:

1. AV Guide, July 1972.
2. Personal examination.

Mission to Earth - Physical Geography - Part 1. Barr Films,

1979. 16 mm film, color, 15 min.. Elementary/Junior High.

This is an innovative film which gives a creative presentation of facts concerning the earth and the sun. A spaceship from an unknown galaxy approaches the planet earth and sends down 'terrain probes' to explore the earth's surface and to determine whether this planet sustains life forms. The spaceship crew uses high and low level photography to analyze the atmosphere, the composition of the earth, and its topography.

Source:

1. Personal examination.

South America: Life in the City. BFA Educational Media,

1971. 16 mm film, color, 10 min.. Elementary/Junior High.

This film surveys the rapidly growing cities of South America and the problems which are arising as a result of the influx of people to these cities. The film points out that industrialization is not keeping up with these growing urban populations.

Sources:

1. Booklist, May 15, 1972.
2. Personal examination.

Strange and Unusual Animals. Aims Instructional Media, 1974.
16 mm film, color, 11 min.. Elementary/Junior High.

Interesting photography shows a variety of strange and unusual animals. The film offers a discussion of how their particular adaptations benefit them.

Sources:

1. Previews, May 1975.
2. Science Teacher, November 1975.
3. Personal examination.

FILMSTRIPS

Age of Exploration and Discovery. Coronet Instructional Media, 1975. 6 color filmstrips, 6 cassettes or discs (12.45 - 15:00 min. ea.), \$95.00. Grades 5-8.

"Capturing the historical significance of oceanic voyages and experiences of famous discoverers, this set traces important explorations and our increasing knowledge of the world, from the 13th to the 20th century."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Core Media Collection for Secondary Schools, 1979.

Africa. Educational Design, 1978. 4 color filmstrips, 2 cassettes or discs (10 - 15 min. ea.), teacher's guide. Grades 6-10.

"The series is recommended as an introduction to the study of Africa or as a final summary statement for the unit."

Previews, September 1979.

Source:

1. Previews, September 1979.

Africa: Learning About the Continent. Society for Visual Education, 1978. 4 color filmstrips, 4 cassettes (10 min. ea.), teacher's guide, \$74.00. Grades 7-12.

This series explores the African continent and its people.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Previews, April 1979.
3. Personal examination.

Africa: Tradition and Change. Encyclopaedia Britannica Educational Corporation, 1972. 6 color filmstrips, 6 cassettes, \$135.00. Elementary/Junior High.

An attempt is being made in Africa to modernize yet preserve traditional values. This set of filmstrips describes the geography and climate of the various regions of Africa, the people who live in permanent villages and cities, and the nomads.

Sources:

1. Elementary School Library Collection, 1982.
2. Personal examination.

Comparative Cultures and Geography: Set One. Learning Corporation of America, 1973. 4 color filmstrips, 4 cassettes, \$94.00. Grades 5-10.

"This set of filmstrips reveals how the interplay of people and nature has evolved in our present day world. Moving back and forth between continents, each filmstrip provides comparison of contrasting cultures within similar geographic regions."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Core Media Collection for Secondary Schools, 1979.

Comparative Cultures and Geography: Set Two. Learning Corporation of America, 1973. 4 color filmstrips, 4 cassettes, \$94.00. Grades 5-10.

"This set presents similarities and differences among societies in various cultural regions. Central focus is on human beings' adaptation to natural environment with culture."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Core Media Collection for Secondary Schools, 1979.

Elements of Climate. Visual Publications, 1972. 3 color filmstrips, 3 cassettes, 3 teacher's guides. Upper Elementary.

This is a systematic, elementary explanation of the elements of climate. The set describes the effect of the sun on equatorial, savannah, maritime, and arctic climates.

Source:

1. Personal examination.

Europe: Diverse Continent. Encyclopaedia Britannica Educational Corporation, 1977. 6 color filmstrips, 6 cassettes (12-15 min. ea.), teacher's guide. Grades 7-12.

This is an excellent introduction to the diverse physical geography and the people of Europe.

Sources:

1. Previews, November 1978.
2. Personal examination.

Experiencing Geography. Eye Gate House, 1976. 6 color filmstrips, 6 cassettes. Elementary/Junior High.

"Describes the relationship between geography and climate, and shows how climate creates different environments and affects the way people live."

Elementary School Library Collection, 1982.

Source:

1. Elementary School Library Collection, 1982.

Family: A Cross Cultural Study: Educational Design, 1979.
4 color filmstrips, 4 cassettes (10-14 min. ea.),
teacher's guide. Grades 7-12.

"This series is part of a broader program of cross-cultural filmstrips which encompasses a global, comparative study of the most important and basic human activities around the world."

Reviews, February 1980.

Source:

1. Previews, February 1980.

Families Around the World. Science Research Associates,
1977. 8 color filmstrips, 4 cassettes, teacher's guide.
Grades 4-12.

This series exposes students to various types of family life around the world.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Personal examination.

Families of South America. Encyclopaedia Britannica
Educational Corporation, 1972. 6 color filmstrips,
6 cassettes. Grades 4-12.

This set shows different areas of South America and the differences which exist among the life-styles of families in each area. It also shows how the environment affects their lives.

Sources:

1. Previews, April 1975.
2. Personal examination.

Geography in Our Lives. Orange Cherry Media, 1980. 4 color filmstrips, 4 cassettes (5-6 min. ea.), spirit masters, \$75.00. Grades 4-7.

"The relationship between culture and geography is stressed in this survey of the world's geographic features and their effects on population."

School Library Journal \September 1981.

Source:

1. School Library Journal, September 1981.

Geography of the United States. National Geographic Society, 1979. 10 color filmstrips, 5 cassettes (14 min. ea.), \$157.00 (set), \$35.00 (each). Elementary.

"This series introduces students to the geography, industry, and culture of 10 regions of the United States. Maps and photos are utilized."

Previews, January 1980.

Source:

1. Previews, January 1980.

Great Explorers. National Geographic Society, 1978. 4 color filmstrips, 4 cassettes, 4 teacher's guides with scripts. Elementary/Junior High.

The focus of this set is on the voyages of four great explorers - Columbus, Magellan, Drake, and Cook. Colorful photos and maps are appealing and informative.

Source:

Personal examination.

Kingdom of the Animals. National Geographic Society, 1972.
5 color filmstrips, 5 cassettes, 5 teacher's guides
with scripts. Elementary/Junior High.

Describing the physical characteristics and the
habitats of a variety of animals, this set stimulates an
appreciation for animals and fosters interest in endangered
species.

Source:

1. Personal examination.

The Oceans: A Key to Our Future. United Learning, 1977.
5 color filmstrips, 5 cassettes (15-20 min. ea.);
teacher's guide, \$75.00. Grades 5-8.

"Designed to relate basic earth and life science concepts
to the world's oceans, this program portrays the oceans as a
major resource for the future development of human society and
economics."

Core Media Collection for Elementary Schools. 1978.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Previews, October 1977.

Places People Live. Urban Media Materials, 1976. 3 units
with 4 color filmstrips and 2 cassettes each, teacher's
guide, \$65.00 (set). Grades 4-8.

"An authentic, non-narrative series designed to
motivate students to learn for themselves by vividly
comparing and contrasting people living in different parts
of the world but sharing the same physical environments."

Previews, January 1978.

Source:

1. Previews, January 1978.

The Regions of America. Learning Tree Filmstrips, 1974.
12 color filmstrips, 12 cassettes (8-12 min. ea.).
Elementary/Junior High.

The geography, history, and culture of each region of the United States are discussed in this set.

Sources:

1. ProNews, September 1976.
2. Personal examination.

South America: A Regional Study. Skylight Productions,
1975. 5 color filmstrips, 5 cassettes, teacher's guide.
Grades 7-12.

"... the set analyzes information common to all the countries concerning anthropology, culture, history, and politics, as well as depicts some of the continent's distinctive qualities, making this set a refreshing change of pace for junior and senior high school social studies classes."

Booklist, July 15, 1976.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Booklist, July 15, 1976.

South America: Land of Many Faces. Society for Visual
Education, 1977. 5 color filmstrips, 5 cassettes, 1
guide. Grades 4-8.

"This series offers an overview of the South American continent: its people, resources, history, and problems."

Previews, April 1979.

Sources:

1. Booklist, February 1, 1978.
2. Previews, April 1979.
3. Social Education, May 1978.

U.S. Regional Studies. Educational Dimensions Group, 1976.
8 color filmstrips, 8 cassettes (8-15 min. ea.),
teacher's guide. Grades 4-8.

"Produced to be shown only one filmstrip per lesson,
this up-to-date series is packed with information on U.S.
industries and the natural features of its regions."

Previews, November 1977.

Source:

1. Previews, November 1977.

Weather, Seasons, and Climate. Norman Bean Films, 1977.
4 color filmstrips, 4 discs or cassettes, teacher's
guide. Grades 4-8.

"Introduces weather, storms, seasons and time, their
causes and variations, the need for time zones, the reasons
for day and night, seasons and climate."

Previews, April 1978.

Source:

1. Previews, April 1978.

Why Cultures Are Different. United Learning, 1974. 6 color
filmstrips, 3 cassettes (10-13 min. ea.), teacher's
guide with script, \$80.00. Grades 5-8.

Culture is defined in this series which goes on to
discuss the reasons cultures are different - land, climate,
government, economy, education, technology, history, and
religion.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Core Media Collection for Secondary Schools, 1979.
3. Personal examination.

Women in World Cultures. GEM Publications, 1980. 4 color filmstrips, 4 cassettes, 4 guides. Grades 8-12.

"Discussions of such now outmoded customs as child widows in India and foot binding in China and brief comparisons between the lives of women in contemporary Moslem countries and in Israel are among the topics encompassed in this unusual focus on world history and culture."

Booklist, May 15, 1981.

Source:

1. Booklist, May 15, 1981.

World Myths and Folktales. Coronet Instructional Media, 1974. 8 color filmstrips, 8 discs or cassettes (11½ min. ea.). \$129.00: Grades 5-12.

"Each tale is retold in an appropriate dialect and in a suitable ethnic context."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Core Media Collection for Secondary Schools, 1979.

KITS

Africa: Portrait of a Continent. Educational Enrichment Materials, 1976. 6 color filmstrips, 6 cassettes or discs (13-18 min. ea.), 5 wall charts, 6 spirit duplicating masters, 1 paperback book, teacher's guide, \$127.00. Grades 4-9.

"An excellent overview of the continent of Africa. Well written scripts are objective and show a respect for the people and their culture."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Core Media Collection for Secondary Schools, 1979.

Children, Families, and the Sea. Cypress Publishing Co., 1979. 5 units each with 1 filmstrip and 1 cassette, 5 books, 1 read-along cassette for each unit, teacher's guide, \$202.00 (series), \$45.00 (ea. set). Grades 4-8.

"Students in grades four to eight will show interest in seeing how children of similar ages live in their unique environments. The localities used are Milbridge, Maine; Gilford Island, British Columbia; Hekura, Japan; Pardito Island, Baja California, Mexico; and Matelot, Trinidad."

Previews, November 1979.

Source:

1. Previews, November 1979.

Conversations with Global Explorers. Coronet Instructional Media, 1978. 6 cassettes (21-27 min. ea.), 28 maps, worksheets, 1 program guide, \$70. Grades 7-9.

Actors take on the characters of six different world explorers - Marco Polo, Christopher Columbus, Henry Hudson, Vasco da Gama, Ferdinand Magellan and James Cook - and talk with a modern-day interviewer answering questions about their explorations. This is an excellent enrichment material.

Sources:

1. Booklist, May 15, 1979.
2. Personal examination.

Exploring Sea and Space. National Geographic Society, 1975. 5 color filmstrips, 5 cassettes, 2 maps, 1 poster, teacher's guide with script. Elementary/Junior High.

The kit points out parallels in investigations of the sea and space. The filmstrips deal with methods used in exploration, major findings, and future plans, possibilities, and problems related to sea and space exploration. Ocean resources and spin-offs from the space program are discussed.

Source:

1. Personal examination.

Geography in Our Lives. Orange Cherry Media, 1980. 4 color filmstrips, 4 cassettes (5-6 min. ea.), spirit masters, teacher's guide, \$75.00. Grades 4-7.

"This series deserves serious consideration for geography collections, especially those which stress the relationship between culture and geography."

School Library Journal, September 1981.

Source:

1. School Library Journal, September 1981.

Myths of the Ancient World. Spoken Arts, 1978. 4 color filmstrips, 4 cassettes (9-12 min. ea.), 12 duplicating masters, teacher's guide. Grades 7-10.

"Although the theme of the disappearance and return of the sun and vegetation is common to the myths of all peoples, it is presented here as it appears in different climates and cultures."

Booklist, December 15, 1978.

Source:

1. Booklist, December 15, 1978.

Natural Resources: Human and Natural Perspective. Current Affairs Films, 1979. 1 color filmstrip, 1 cassette (13 min.), 25 student activity manuals, teacher's guide, \$39.50. Grades 5-12.

"An excellent visual and sound presentation. The filmstrip explains the development of deserts by human misuse and also discusses the intelligent use of resources in the southern pine forests."

Previews, April 1980.

Source:

1. Previews, April 1980.

PERIODICALS

Americana. American Heritage Society, 383 W. Center St., Marion, OH 43302. Grades 5-12. \$10.00. Bimonthly.

The primary focus of this periodical is on aspects of life and culture in the United States. The articles are interesting and the photographs are usually sharp and clear.

Sources:

1. Periodicals for School Media Programs, 1978.
2. Personal examination.

Animal Kingdom: The Magazine of the New York Zoological Society. Zoological Park, 185th St. and Southern Blvd., Bronx, N.Y. 10460. All grades. Bimonthly.

"The articles are authoritative and informative but very readable. Explanations of habits and behavior of animals are presented in terms easily understood. The photographs of wildlife are superb...."

Periodicals for School Media Programs, 1978.

Source:

1. Periodicals for School Media Programs, 1978.

Asia Bulletin. Asia Society, 112 E. 64th St., New York, N.Y. 10021. Grades 5-12. Bimonthly.

"There are photographs of people, places, and works of art in every 12-page issue. The magazine will be of value to classes studying Asia. If Asia is neglected in the curriculum, Asia Bulletin should be available to help fill a serious gap."

Periodicals for School Media Programs, 1978.

Source:

1. Periodicals for School Media Programs, 1978.

Atlantic Advocate. Gleaner Building, Phoenix Square,
Fredericton, New Brunswick. Grade 7 and up. \$1.85/
issue. Monthly.

This periodical featuring news and articles in the
Atlantic Provinces, also includes fiction, poetry, and
some book reviews.

Sources:

1. Annotated Bibliography of Newfoundland Material
for School Libraries, 1980.
2. Personal examination.

Atlantic Insight. 6088 Coburg Road, Halifax, Nova Scotia.
Grade 7 and up. \$1.95/issue. 11/year.

This magazine is valuable primarily for its news and
feature articles on the Atlantic Provinces.

Sources:

1. Annotated Bibliography of Newfoundland Material
for School Libraries, 1980.
2. Personal examination.

Beaver. Hudson's Bay House, 177 Main St., Winnipeg, Manitoba.
Elementary and up. \$2.50/issue. Quarterly.

Nicely illustrated with photographs and pictures, this
magazine includes many fine articles concerning the North.

Sources:

1. In Search of Canadian Materials, 1976.
2. Personal examination.

Canadian Geographic Journal. Royal Canadian Geographical Society, 488 Wilbrod St., Ottawa. Junior High/High School. \$3.25/issue. 6/year.

Many interesting articles on ecology, human geography, and natural sciences are found in this magazine. The photographs are very good.

Sources:

1. In Search of Canadian Materials, 1976.
2. Personal examination.

China Pictorial. Guozhi Shidian, P.O. Box 399, Peking, China. Grades 5-12. Monthly.

"In a format somewhat larger than bygone Life, this pictorial carries photographs, many in color, of very high quality. Industry, science, the arts, scenery, and politics are all portrayed through many illustrations depicting the life of Chinese people."

Periodicals for School Media Programs, 1978.

Source:

1. Periodicals for School Media Programs, 1978.

Decks Awash. Extension Service, Memorial University of Newfoundland, St. John's, Newfoundland. Grade 7 and up. \$2.00/issue. Monthly.

This publication is devoted to articles concerning Newfoundland issues.

Sources:

1. Annotated Bibliography of Newfoundland Material for School Libraries, 1980.
2. Personal examination.

Japan Illustrated. Japan Times Ltd., 5-4, Shibaura 4-chrome, Minato-Ku, Tokyo 108, Japan. Grades 5-12. \$12.00. Quarterly.

This pictorial periodical beautifully portrays the people, arts, amusements, flora and fauna, and places of Japan.

Sources:

1. Periodicals for School Media Programs, 1978.
2. Personal examination.

Junior Scholastic. Scholastic Magazines Inc., 902 Sylvan Ave., Englewood Cliffs, N.J., Grades 5-8. 24 issues.

This periodical pertains to junior high school social studies, containing many interesting photographs, drawings, articles, and skill-building items.

Sources:

1. Periodicals for School Media Programs, 1978.
2. Personal examination.

National Geographic Magazine. National Geographic Society, 17th and M. Sts., N.W., Washington, D.C. 20036. Grades 5-12. Monthly.

Profusely illustrated, this magazine contains articles on many and varied geographic areas of the world.

Sources:

1. Gateways to Readable Books, 1975.
2. Periodicals for School Media Programs, 1978.
3. Personal examination.

National Geographic World. National Geographic Society,
17th and M. Sts., N.W., Washington, D.C. 20036.
K - grade 8. Monthly.

This superb magazine carries articles on people and their culture, and plant and animal life from all over the world.

Sources:

1. Periodicals for School Media Programs, 1978.
2. Personal examination.

Nature Canada. Magazine Services, Canadian Nature Federation,
46 Elgin St., Ottawa. Junior High/High School. \$10.00.
Quarterly.

This periodical replaces Audubon Canada. It includes articles on wildlife, plants, and ecology with many excellent maps, drawings, and photographs dispersed throughout.

Sources:

1. In Search of Canadian Materials, 1976.
2. Personal examination.

North. Department of Indian and Northern Affairs,
Information Canada. Elementary and up. \$1.50/issue.
6/year.

This bilingual magazine consists of a variety of articles on the Arctic, excellent photographs, and book reviews.

Sources:

1. In Search of Canadian Materials, 1976.
2. Personal examination.

Owl: The Canadian Outdoor and Wild Life Magazine.

59 Front St. E., Toronto, Ontario. Elementary/Junior High. \$1.50/issue. Monthly.

This attractive magazine carries a good variety of articles on outdoor life and wildlife in Canada.

Sources:

1. Periodicals for School Media Programs, 1978.
2. In Search of Canadian Materials, 1976.
3. Personal examination.

Rounder. P.O. Box 306, Lander, Newfoundland. Grade 7 and up. \$0.75/issue. Monthly.

Many articles pertaining to rural Newfoundland and Labrador are found in this magazine.

Sources:

1. Annotated Bibliography of Newfoundland Material for School Libraries, 1980.
2. Personal examination.

Soviet Life. Embassy of the U.S.S.R. in U.S.A., 1706 18th St., N.W., Washington, D.C. 20009. Grades 5-12. \$1.25/issue. Monthly.

This magazine, published in the United States, contains articles about Soviet people and the Soviet Union written by Soviets. It gives the reader an interesting and very positive view of the Soviet Union and its people. It avoids controversial issues and is filled with beautiful photographs.

Sources:

1. Periodicals for School Libraries, 1978.
2. Personal examination.

Travel: The Magazine that Roams the Globe. Travel Magazine, Inc., Travel Building, Floral Park, N.Y. 11001. Grades 5-12. Monthly.

"Areas of interest all over the world are introduced to readers. The feature articles are designed to whet one's appetite for travel to far-off lands through interesting information and vivid photographs, often in color."

Periodicals for School Media Programs, 1978.

Source:

1. Periodicals for School Media Programs, 1978.

UNESCO Courier. United Nations Educational, Scientific and Cultural Organization, Unipub., P.O. Box 433, Murray Hill Station, New York, N.Y. 10016. Grades 5-12. 11 issues.

"A window open on the world' effectively describes this magazine. This magazine provides a world outlook not commonly found in magazines suitable for schools, and as such would be a valuable publication for several areas of the curriculum."

Periodicals for School Media Programs, 1978.

Source:

1. Periodicals for School Media Programs, 1978.

Family Life Around the World. Coronet Films, n.d..

40 color prints; 1 study guide, 1 orientation record.
All grades.

These outstanding color prints show aspects of the daily life of forty families from North and Central America, South America, Europe, Asia and the South Pacific, Africa and the Middle East. Unlimited possibilities exist for the use of these prints.

Sources:

1. Instructor, October 1972.
2. Personal examination.

PRINTS

Endangered Species: Birds. Encyclopaedia Britannica Educational Corporation, 1976. 8 color prints, 1 study guide. Elementary/Junior High.

Vivid pictures, maps, illustrations, and text offer a good introduction to 8 endangered species of birds. Their habits, distribution, and status are discussed.

Source:

1. Personal examination.

Endangered Species: Mammals. Encyclopaedia Britannica Educational Corporation, 1976. 8 color study prints, 1 study guide. Elementary/Junior High.

This set of study prints is a good introduction to 8 endangered mammals. The text discusses how these animals have become endangered and steps which have been taken to increase their chances for survival. These prints provide a stimulus for thought about endangered wildlife in general. The prints are beautiful.

Source:

1. Personal examination.

Endangered Species: Reptiles and Amphibians. Encyclopaedia Britannica Educational Corporation, 1976. 8 color study prints, 1 study guide. Elementary/Junior High.

This set introduces 8 endangered species through photographs, maps, illustrations, and text. The photographs are vivid, while the text provides clear, concise information on the distribution, habits, status, and description of each animal.

Source:

1. Personal examination.

TRANSPARENCIES

Outline Maps. Instructo Products Co., 1963. 8 color transparencies, 8 teacher information sheets. Elementary/Junior High.

These transparencies are large, clear, and accurate, covering North America, South America, Africa, Europe, the United States, Australia, Asia, and the world.

Source:

1. Personal examination.

VIDEOCASSETTES

Terra: Our World. AIT, 1980. 3 color videocassettes, teacher's guide, \$135.00. Grades 6-9.

"These three videocassettes are part of a series of ten programs dealing with environmental issues. This series should be a wonderful addition to any science or social studies curriculum."

School Library Journal, November 1982. r

Source:

1. School Library Journal, November 1982.

MEDITERRANEAN EUROPE AND
NORTH AFRICA

BOOKS

D'Aulaire's Book of Greek Myths by Ingri and Edgar Parin d'Aulaire. Illustrated by the authors. New York: Doubleday and Co. Ltd., 1962. 192 pages. Folk literature. Elementary/Junior High.

This is a suburb collection of Greek myths brought to life by handsome illustrations.

Sources:

1. Elementary School Library Collection, 1982.
2. Instructor, May 1980.
3. Personal examination.

Egypt: Activities and Projects in Color by Claude Soleillant. New York: Sterling, 1980. 96 pages. \$8.29. Non-fiction. Elementary/Junior High.

"Each of these books [this series] provides information for conducting a festival about a specific country. Information in each book tells how to make costumes, jewelry, and inexpensive craft projects. Also included are native games, stories to read or act out, and recipes. Photographs and drawings, some in color, enhance the books."

Reference Books for Children, 1981.

Source:

1. Reference Books for Children, 1981.

The French Detection by Ann Waldron. New York: E.P. Sutton. 1979. 129 pages. \$7.95. Fiction. Grades 4-7.

Bessie, a 13-year old girl from Texas, answers an ad in the New York Times and finds herself in a French village and into mysterious business.

Sources:

1. Booklist, December 1, 1979.
2. Horn Book Magazine, April 1980.
3. Personal examination.

Greece: Wonderland of the Past and Present by Dorothy M. Johnson. Illustrated by the author. New York: Dodd, 1964. \$3.95. Nonfiction. Grades 6-7.

"Plants, animals, and places are linked with names of gods and legendary heroes in this history of the country."

Best Books for Children, 1981.

Source:

1. Best Books for Children, 1981.

Greeks Bearing Gifts by Bernard Evslin. Illustrated by Lucy Martin Bitzer. New York: Four Winds Press, 1969. 324 pages. \$9.95. Folk literature. Elementary/Junior High.

Evslin brings alive many of the old legends of Greece in a fluent style.

Sources:

1. The Best in Children's Books, 1980.
2. Booklist, February 1, 1977.
3. Personal examination.

Hieroglyphs for Fun by Joseph and Lenore Scott. New York: Van Nostrand, Reinhold Co., 1974. 79 pages. Nonfiction. Elementary/Junior High.

Students are shown how to write their own secret-code language based on Egyptian signs. An Egyptian tale and instructions for a game something like checkers are also included.

Source:

1. Personal examination.

Israel: One Land, Two Peoples by Harry B. Ellis. New York: Thomas Y. Crowell Co., 1972. 183 pages. \$7.95. Nonfiction. Elementary/Junior High.

This comprehensive book gives an account of the conflict in Israel. This is a very informative book.

Sources:

1. Best Books for Children, 1981.
2. Junior High School Library Catalog, 1980.
3. Personal examination.

Let's Visit Greece by Garry Lyle and John C. Caldwell. New York: John Day Co., 1969. 94 pages. Nonfiction. Elementary/Junior High.

The history, geography, climate, and people of Greece are well-presented in this book.

Source:

1. Personal examination.

The Land and People of the Arabian Peninsula by Mary Louise Clifford. New York: Lippincott, 1977. \$8.95. Nonfiction. Grades 6-8.

"An overview that deals with many cultural, historical, and geographical ties that bring these people together."

Best Books for Children, 1981.

Source:

1. Best Books for Children, 1981.

The Land and People of Egypt (Rev. ed.) by Zaki Waguib
Mahmond. New York: Lippincott, 1972. 159 pages.
\$8.95. Nonfiction. Grades 5-7.

This concise book discusses the history of Egypt and the effect that its geography has had upon the people.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

The Land and People of Greece (Rev. ed.) by Theodore
Gianakoulis. New York: Lippincott, 1972. 160 pages.
\$8.95. Nonfiction. Grades 5-7.

"Against a detailed background of Greek history from earliest to modern times, this book surveys Greece's physical geography, culture, government, and social and economic conditions."

Children's Catalog, 1981.

Source:

1. Children's Catalog, 1981.

The Land and People of Italy (Rev. ed.) by Frances Winwar.
New York: Lippincott, 1972. 159 pages. \$8.95.
Nonfiction. Grades 6-9.

"A thorough account for mature readers."

Best Books for Children, 1970.

Sources:

1. Best Books for Children, 1970.
2. Children's Catalog, 1981.

The Land and People of Spain (Rev. ed.) by Dorothy Loder.
New York: Lippincott, 1972. 157 pages. \$8.95.
Nonfiction. Grades 5-8.

"An introduction to the history and civilization of Spain, with emphasis on famous Spaniards and their contribution to world culture."

Best Books for Children, 1981.

Sources:

1. Best Books for Children, 1981.
2. Children's Catalog, 1981.

Mara, Daughter of the Nile by Eloise Jarvis McGraw. New York: Coward-McCann Inc., 1953. 279 pages. Fiction. Grades 5-7.

Set in ancient Egypt, this is the story of Mara, a slave girl. The book is rich in vivid characterizations and details about Egyptian life.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

Modern Egypt by Emil Lengyel. New York: Franklin Watts Inc., 1973. 87 pages. \$4.90. Nonfiction. Elementary/Junior High.

Modern Egypt is surveyed in terms of its history, geography, culture, and politics.

Sources:

1. Junior High School Library Catalog, 1980.
2. Personal examination.

Mosques and Minarets by Doreen Ingrams. St. Paul, Minnesota: EMC Corp., 1974. 44 pages. Nonfiction. Elementary/high interest-easy reading for Junior High.

With the aid of colorful photographs, Ingrams discusses the history and customs of the Islam religion.

Sources:

1. Booklist, April 15, 1975.
2. School Library Journal, September 1975.
3. Personal examination.

New Ways for Ancient Lands by Doreen Ingrams. St. Paul, Minnesota: EMC Corp., 1974. 48 pages. Nonfiction. Elementary/high interest-easy reading for Junior High.

Ingrams discusses how ways of life are changing in the Arab World and the impact that technology is having on the people of this region.

Sources:

1. Booklist, April 15, 1975.
2. School Library Journal, September 1975.
3. Personal examination.

Shadow of a Bull by Maia Wojciechowska, Illustrated by Alvin Smith. New York: Atheneum, 1968. 165 pages. Fiction. Elementary/Junior High.

Manolo Olivar was the son of a great Spanish bullfighter and although he was just a boy, he was expected to be the man his father was. This is the story of Manolo's struggle to be himself and to become a man.

Sources:

1. New York Times Book Review, November 5, 1972.
2. Personal examination.

Tents to City Sidewalks by Doreen Ingrams. St. Paul, Minnesota: EMC Corp., 1974. 48 pages. NonFiction. Elementary/high interest - easy reading for Junior High.

In this colorful book Ingrams introduces the Arab people and their contrasting life-styles.

Sources:

1. Booklist, April 15, 1975.
2. School Library Journal, September 1975.
3. Personal examination.

The Year: Life on an Israeli Kibbutz by Suzanne Lange. Williamstown, N.J.: Phillips, 1970. 188 pages. Fiction. Elementary/Junior High.

"Twenty-one-year-old Ann Sanger goes with a volunteer group of American and Canadian young people to live and work for a year on a kibbutz in Israel. Although the Arab-Israeli problem complicates life, Ann finds romance and a commitment to Israel."

Gateways to Readable Books, 1975.

Source:

1. Gateways to Readable Books, 1975.

FILMS

Arab Identity: Who Are the Arabs? Learning Corporation of America, 1975. 16 mm film, color, 26 min. 13 sec.. Junior High/High School.

Contemporary Arab life and culture are introduced in this film. While these people are different in many ways, they are united as Arabs by history and religion.

Sources:

1. Film News, September/October 1977.
2. Personal examination.

Family Life: A Kibbutz. Bailey Film Associates, 1970. 16 mm film, color, 15 min.. Elementary/Junior High.

A kibbutz is a collectively owned property where responsibility is shared and work is performed according to the ability of each member. This film explains the life on a kibbutz in Israel.

Source:

1. Personal examination.

Israel: History, Land and People. CBS Inc., 1978. 16 mm film, color, 17 1/2 min.. Elementary and up.

The story of the Jewish people is concisely told in this film. The film depicts the accomplishments of Israel after it became a country in 1948 and Israel's conflicts with the Arabs. Also discussed are the customs and traditions of Israel's people.

Sources:

1. Previews, November 1979.
2. Personal examination.

The Middle East: Oil and Sudden Wealth. Coronet, 1979.
16 mm film, color, 21½ min.. Elementary/Junior High.

This well-organized film depicts the land and people of the Middle East and explains how the discovery of oil has changed the landscape and the lives of the people. The visuals are clear and interesting.

Source:

1. Personal examination.

Mideast: Land and People. CBS Inc., 1978. 16 mm film,
color, 19 3/4 min.. Elementary and up.

Concentrating on the countries of Saudi Arabia, Egypt, Iran, Iraq, Morocco, and the Gulf States, this film explores the lands, peoples, and life-styles of the Mideast region. The film also includes discussion of the discovery and impact of oil.

Source:

1. Personal examination.

FILMSTRIPS

Algiers: A Step Into the Future, A Step Into the Past.
National Film Board of Canada, 1976. 1 color film-
strip, 1 cassette (13 min.), teacher's guide, \$25.00.
Grades 5-8.

"This is an interesting look at a little-known nation,
clinging to old ways and discovering the new."

Core Media Collection for Secondary Schools, 1979.

Source:

1. Core Media Collection for Secondary Schools, 1979.

Great Myths of Greece. Encyclopaedia Britannica Educational
Corporation, 1972. 4 color filmstrips, 4 cassettes,
4 teacher's guides with script. Grades 4-8.

This pleasant series introduces students to the beliefs
and traditions of the people of Greece through their myths.
The filmstrips explore various interpretations of the myths
and reveal the influence of Greek mythology on history,
literature, and the arts.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Previews, February 1974.
3. Personal examination.

Israel's Land and People. Encore, 1974. 5 color filmstrips,
recordings or discs, teacher's guide. Upper elementary.

"Emphasis in the series is on geography, land and
climate, economic development, Kibbutzim, cultural plurality,
and to a lesser extent, Israel's democratic principles and
government."

Social Education, May 1975.

Source:

1. Social Education, May 1975.

Italy: European Neighbour. Encore Visual Education, 1974.
6 color filmstrips, 6 cassettes (8 min. ea.), teacher's
guide. Grades 4-8.

"The series offers a broad survey of Italian history,
culture, and life in general. The manner of the presentation
is excellent."

Previews, May 1975.

Source:

1. Previews, May 1975.

Learning About the Mid-East Region. United Learning, 1976.
6 color filmstrips, 6 cassettes (10-21 min. ea.),
teacher's guide. Grades 5-8.

This series covers the history, geography, and
civilization of Egypt, Iran, Israel, Lebanon, Saudi Arabia,
and Turkey.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Elementary School Library Collection, 1982.
3. Personal examination.

Seeing Greece, Ancient and Modern. Coronet, 1973. 4 color
filmstrips, 4 cassettes (11 min. ea.), teacher's guide,
\$85.00. Grades 4-8.

The technical quality and the content of this series,
which surveys ancient and modern Greece, is high.

Sources:

1. Elementary School Library Collection, 1982.
2. Previews, March 1975.
3. Personal examination.

Seeing Northern Africa. Coronet, 1974. 4 color filmstrips, 2 discs or 4 cassettes, teacher's guide. Grades 4-8.

"Although historical background material is presented, the emphasis in this moderately priced series is on today's problems in Africa."

Previews, May 1975.

Source:

1. Previews, May 1975.

Southern Europe: Mediterranean Lands. Encyclopaedia Britannica Educational Corporation, 1977. 4 color filmstrips, 4 cassettes, teacher's guide with script. Elementary/Junior High.

This series gives a photographic tour of the Mediterranean countries of Europe acquainting viewers with the geography and history of each country - its inviting climate and rich past.

Sources:

1. Previews, April 1979.
2. Personal examination.

Spain and Portugal: European Neighbours. Encore Visual Education, 1972. 6 color filmstrips, 6 cassettes or discs, student study manual and teacher's guide. Grades 6-8.

"In general the content is appropriate for the grade level, well-selected and organized, and commendable for the degree of pupil involvement."

Previews, March 1973.

Source:

1. Previews, March 1973.

Western Europe: France. Encyclopaedia Britannica Educational Corporation, 1977. 3 color filmstrips, 3 cassettes (14 min. ea.), teacher's guide with script, \$43.50. Grades 7-12.

This series describes the attributes of France - its location, national unity, regional geography, and the diverse backgrounds of its people. It includes beautiful pictures of the landscape of France.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Previews, April 1979.
3. Personal examination.

Western Europe: Group Two. Society for Visual Education, 1975. 6 color filmstrips, 3 discs or cassettes (20 min. ea.), teacher's guide, \$83.00. Grades 4-10.

"People, places, customs, and contemporary problems are discussed. Emphasis is placed on the idea that each country retains its own culture and character, even though European economy is interdependent."

Core Media Collection for Elementary Schools, 1978.

Source:

1. Core Media Collection for Elementary Schools, 1978.

KITS

The Arab World. EMC Corporation, 1974. 4 color filmstrips, 4 discs or cassettes, 3 paperback books, political map, teacher's guide, \$92.00. Junior High/High School.

"This set highlights the comparison between diverse but unified nations. The environment, history, and culture are explored. A traditional and changing life-style is presented and change is a key concept."

Core Media Collection for Secondary Schools, 1979.

Source:

1. Core Media Collection for Secondary Schools, 1979.

Middle East: A Unit of Study.— United Learning, 1977.

8 color filmstrips, 8 cassettes (10-21 min. ea.),
2 cassette Interview Tapes, student activities,
duplicating materials, teacher's guide, \$135.00.
Grades 7-12.

"Utilizing a unique regional approach, this filmstrip unit presents the history, geography, religions, economy, and politics that have been both the unifying strengths and destructive weaknesses of the Middle East. Two interview cassettes contain interviews with teenagers who talk about their life-styles, dating, school, work, and expectations."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Previews, April 1978.

PHONODISCS

The Music of Greece. National Geographic Society, 1972.
1 disc, 1 booklet. All grades.

This is a beautiful recording of Greek music with a booklet of beautiful color pictures of the country.

Sources:

1. Instructor, February 1974.
2. Personal examination.

The Music of Spain. National Geographic Society, 1973.
1 disc. All grades.

This record contains a sampling of Spanish music which anyone could enjoy.

Source:

- 1. Personal examination.

Mythology of Greece and Rome. Society for Visual Education, 1969. 4 discs. Elementary/Junior High.

This set of records gives the listener a good introduction to the mythology of Greece and Rome. The imaginative dramatization of these myths attempts to explain the riddle of the universe. An acquaintance with these myths is essential for a proper understanding of the history and culture of Greece.

Source:

1. Personal examination.

CONIFEROUS FORESTS AND TEMPERATE
GRASSLANDS OF EUROPE

BOOKS

The Faber Book of Northern Folk Tales by K. Crossley-Holland (Ed.). Illustrated by A. Howard. Salem, NH: Faber, 1981. 158 pages. Folk literature. Elementary/Junior High.

This is a valuable collection of thirty-five folk tales from northwestern Europe.

Sources:

1. Horn Book Magazine, June 1981.
2. Junior Bookshelf, April 1981.
3. Personal examination.

The Faber Book of Northern Legends by K. Crossley-Holland (Ed.). Illustrated by A. Howard. Salem, NH: Faber, 1979. 236 pages. Folk literature. Elementary/Junior High.

This is a fine anthology of prose and verse from the northern European countries.

Sources:

1. Junior Bookshelf, April 1979.
2. Personal examination.

Grimm's Tales for Young and Old translated by Ralph Manheim. New York: Doubleday and Co., 1977. 633 pages. \$14.95. Folk literature. Grade 6 and up.

Manheim beautifully retells 210 tales of the Brothers Grimm.

Sources:

1. Library Journal, November 15, 1977.
2. School Library Journal, March 1977.
3. Personal examination.

Growing Up in France by Sabra Holbrook. Photographs by Nancee Fennessey and Thomas Mille. New York: Atheneum Pub., 1980. 106 pages. \$8.95. Nonfiction. Elementary/Junior High.

The author "has spent time with youngsters from a variety of backgrounds and regions; and out of her orderly, integrated account of their year-round activities comes an absorbing picture of geography, schooling, leisure-time, activities, manners, and local and regional social customs."

Booklist, June 15, 1980.

Sources:

1. Junior High School Library Catalog, 1980.
2. Booklist, June 15, 1980.

Journey Across Russia: The Soviet Union Today by Bart McDowell. Photographs by Dean Conger. Washington, D.C.: National Geographic Society, 1977. 367 pages. \$12.95. Nonfiction. Junior High and up.

"With emphasis on the cultural and geographical color and diversity of the nation rather than its political and ideological philosophies, Conger and McDowell each explore the heart of the people, recording their observations through exquisite color photographs and informal, personalized narrative."

Junior High School Library Catalog, 1980.

Source:

1. Junior High School Library Catalog, 1980.

The Land and People of Austria (Rev. ed.) by Raymond A. Wohlrabe and Werner E. Krusch. New York: J.B. Lippincott, 1972. 159 pages. Nonfiction. Grades 6-9.

This book surveys well the people, culture, geography, and history of Austria.

Sources:

1. Children's Catalog, 1981.
2. Best Books for Children, 1981.
3. Personal examination.

The Land and People of Czechoslovakia (Rev. ed.) by Elvajan Hall. Illustrated. New York: Lippincott, 1972. 154 pages. \$8.95. Nonfiction. Grades 6-9.

"An account that concentrates on present-day conditions."

Best Books for Children, 1981.

Sources:

1. Best Books for Children, 1981.
2. Children's Catalog, 1981.

The Land and People of Denmark (Rev. ed.) by Raymond A. Wohlraabe and Werner E. Krusch. New York: J.B. Lippincott, 1972. 160 pages. \$8.95. Nonfiction. Grade 6 and up.

This account adequately surveys the land and people of Denmark. It is an introduction to the history, geography, and social conditions of the country.

Source:

1. Personal examination.

The Land and People of Finland (Rev. ed.) by Erick Berry. New York: J.B. Lippincott, 1972. 159 pages. \$8.95. Nonfiction. Grades 5-8.

The geography, history, and people of Finland are described in this comprehensive book.

Sources:

1. Best Books for Children, 1981.
2. Children's Catalog, 1981.
3. Personal examination.

The Land and People of France (Rev. ed.) by Lillian J. Bragdon. New York: J.B. Lippincott, 1972. 157 pages. \$8.95. Nonfiction. Grades 5-8.

This book adequately surveys the geography, history, and people of France.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

The Land and People of Germany (Rev. ed.) by Raymond A. Wohlrabe and Werner E. Krusch. New York: J.B. Lippincott, 1972. 159 pages. \$8.95. Nonfiction. Grades 5-8.

This is a valuable, concise introduction to Germany, discussing its geography, history, people, and culture.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

The Land and People of Norway by Elvajeane Hall. New York: J.B. Lippincott, 1973. \$8.95. Nonfiction. Grades 6-8.

"Norway, its land, history, and people are covered clearly in this comprehensive text."

Best Books for Children, 1981.

Source:

1. Best Books for Children, 1981.

The Land and People of Poland (Rev. ed.) by Eric P. Kelly and Drago Kostich. New York: J.B. Lippincott, 1972. 143 pages. \$8.95. Nonfiction. Grades 5-8.

This book offers an introductory look at Polish history and geography.

Sources:

1. Best Books for Children, 1981.
2. Children's Catalog, 1981.
3. Personal examination.

The Land and People of Russia (Rev. ed.) by Alexander Nazaroff. New York: J.B. Lippincott, 1972. 190 pages. \$8.95. Nonfiction. Grades 5-8.

The vast and diverse terrain of Russia is described in this book, as well as its history and its people.

Sources:

1. Best Books for Children, 1981.
2. Children's Catalog, 1981.
3. Personal examination.

Norse Gods and Giants by Ingri and Edgar D'Aulaire. Illustrated by the authors. New York: Doubleday, 1967. 159 pages. \$7.95. Folk literature. Elementary/Junior High.

The Norse gods and giants are beautifully brought to life in this superbly illustrated book.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

Scandinavian Legends and Folk Tales retold by Gwyn Jones.
Illustrated by Joan Kiddell-Monroe. New York: Henry
Z. Walck Inc., 1956. 222 pages. \$10.95. Folk
literature. Elementary/Junior High.

Twenty-four legends and folk tales from the Scandinavian
nations are beautifully retold in this anthology.

Source:

1. Junior High School Library Catalog, 1980.
2. Personal examination.

The Soviet Union Today by John Dornberg. New York: Dial,
1976. 276 pages. Nonfiction. Grade 7, and up.

"... Dornberg's well-written book for younger readers
affords fascinating insights into the society."

Horn Book Magazine, February 1977.

Source:

1. Horn Book Magazine, February 1977.

Tales from Central Russia: Russian Tales: Volume One
retold by James R. Jordan. Illustrated by Krystyna
Turska. New Westminster, B.C.: Kestrel/Viking, 1979.
286 pages. \$12.50. Folk literature. Elementary/Junior
High.

"The collection includes many well-known tales, told
with flavor and directness."

Horn Book Magazine, August 1979.

Source:

1. Horn Book Magazine, August, 1979.

Tales from Tartary: Russian Tales: Volume Two retold by James Riordan. Illustrated by Anthony Colbert. New Westminster, B.C.: Kestrel/Viking, 1979. 172 pages. \$12.50. Folk literature. Elementary/Junior High.

"The second volume is a generous compilation of stories from Tartary - comprising today's Tartarstan, southern Siberia, and the Crimea. The book is superbly illustrated with pictures that are strong in design and full of humor and action."

Horn Book Magazine, August 1979.

Source:

1. Horn Book Magazine, August 1979.

Scandinavia: Nations of the North. Bailey Films, 1969.
16 mm film, color, 22 min.. Upper Elementary/Junior High.

This film presents a well organized overview of the geography, culture, agriculture and industry of the Scandinavian countries, Denmark, Norway, and Sweden. The picture and sound quality of this film is very good.

Sources:

1. Personal examination.

Siberia. National Geographic Society, 1977. 16 mm film, color, 25 min.. Junior High/High School.

In beautiful photographs this film gives a spectacular view of the land of Siberia. It shows the peasant culture, the cities, the importance of the Trans-Siberian railroad, and the promise for the future in oil, gas, coal, and timber.

Sources:

1. Media and Methods, December 1977.
2. Personal examination.

The Soviet Union: Epic Land. Encyclopaedia Britannica Educational Corporation, 1971. 16 mm film, color, 29 min.. Junior High/High School.

Opening with beautiful, traditional Russian music, this film gives a broad pictorial view of the diversity of the Soviet Union. This is an informative film giving geographic details, and taking close looks at the rich farmlands, urban centres, and the industry of the Soviet Union.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Previews, February 1973.
3. Personal examination.

FILMS

The Mighty Volga. National Geographic Society, 1977. 16 mm film, color, 25 min.. Junior High/High School.

The Volga, the most important waterway in Russia, is longer than any European river. This film discusses the river's role in Russian history, culture, and industrialization. It is called "Russia's Main Street".

Source:

1. Personal examination.

The Sami: Four Lands, One People. National Film Board, 1978. 16 mm film, color, 23 min. 35 sec.. Elementary/Junior High.

The challenge of northern development is affecting the 35,000 reindeer herders who live in Norway, Sweden, Finland, and the U.S.S.R. The Sami are trying to find a way to live between old traditions and new developments.

Sources:

1. Booklist, April 1, 1980.
2. Personal examination.

Sami Herders. National Film Board, 1978. 16 mm film, color, 27 min. 50 sec.. Elementary/Junior High.

This film studies the nomadic lives of the Mikkel Haette family, reindeer herders in the subarctic wilderness. This documentary records their unusual life in their summer and winter homes, and on the road. The film provides vivid pictures of their elaborate traditional costumes and of the land on which they live.

Sources:

1. Booklist, February 15, 1980.
2. Media and Methods, December 1979.
3. Personal examination.

The Soviet Union: Faces of Today. Encyclopaedia Britannica Educational Corporation, 1972. 16 mm film, color, 20 min.. Junior High/High School.

The size and diversity of the Soviet Union and the contrast between rural and urban life are effectively illustrated in this film.

Sources:

1. History Teacher, April 1979.
2. Personal examination.

Switzerland: A Study in Contrasts. Oxford Films, 1974. 16 mm film, color, 27 min.. Junior High/High School.

The theme of this film is harmony in diversity. It depicts the striking beauty, great diversity, order, tranquility, and peace of this country. It also surveys the natural resources, industries, and the people of Switzerland.

Sources:

1. Social Education, May 1973.
2. Personal examination.

Timber in Finland. Visual Education Centre, 1970. 16 mm film, color, 18 min.. Elementary/Junior High.

While this film gets off to a slow start, it does offer a good look at the timber industry in Finland. It shows the importance of the vast network of lakes and rivers that allows the logs to be transported to the pulp and paper mills.

Source:

1. Personal examination.

FILMSTRIPS

East Central Europe: Group 1. Society for Visual Education, 1972. 6 color filmstrips, 3 cassettes or discs (15 1/2 - 19 3/4 min. ea.), teacher's guide. Grade 7 and up.

Maps, photos, and charts contribute to this overview of the geography, culture, industry, agriculture, and politics of Czechoslovakia, Hungary, and Poland.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. School Library Journal, February 1973.
3. Personal examination.

East Central Europe: Group 2. Society for Visual Education, 1973. 6 color filmstrips, 3 cassettes or discs (14:50 - 19:55 min. ea.), teacher's guide. Grades 4-12.

This filmstrip set gives a thorough account of the land and people of Bulgaria and Yugoslavia.

Sources:

1. Previews, April 1974.
2. Personal examination.

Eastern Europe From Within. Encyclopaedia Britannica Educational Corporation, 1973. 6 color filmstrips, 6 cassettes or discs (15 min. ea.), teacher's guide. Grades 5-9.

"In this series, nationals of these countries [Poland, Czechoslovakia, Hungary, Yugoslavia, Romania, and Bulgaria] speak about life in their homelands."

Core Media Collection for Elementary Schools, 1978.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Previews, April 1975.

France: European Neighbour. Encore Visual Education, 1974.
6 color filmstrips, 6 cassettes or discs (5½-6 min.
ea.), teacher's guide. Grades 4-9.

"An introduction to France which is informative without being overwhelming. It skillfully relates the geography and natural resources to the economic and cultural life of the people."

Previews, April 1975.

Source:

1. Previews, April 1975.

Inside the U.S.S.R. Educational Enrichment Materials, 1977.
8 color filmstrips, 8 cassettes, teacher's guide,
\$144.00. Grades 6-12.

"Introduces students to Russian history, culture, government, politics, geography, agriculture, and industry to encourage an understanding of the Soviet Union today."

Core Media Collection for Secondary Schools, 1979.

Source:

1. Core Media Collection for Secondary Schools, 1979.

Journey Across Russia: The Soviet Union Today. National Geographic Society, 1977. 2 color filmstrips,
2 cassettes, teacher's guide. Junior High/High School.

This set provides a good introduction to Russia - its varied land, natural resources, industry, agriculture, and people. The content is accurate and up-to-date.

Source:

1. Personal examination.

Leningrad, A Center of Soviet Culture. Encore Visual Education, 1979. 1 color filmstrip, 1 cassette, teacher's guide, \$23.00. Grades 7-12.

"Combining paintings, drawings, and photographs with background music, the filmstrip presents a broad survey to introduce Russian culture to students in art, music, and social studies classes."

Previews, October 1980.

Source:

1. Previews, October 1980.

Northern Europe: Scandinavia. Encyclopædia Britannica Educational Corporation, 1977. 4 color filmstrips, 4 cassettes, teacher's guide with script. Junior High/High School:

Viewers are acquainted with the history and geography of "the rooftop of Europe" - Norway, Sweden, and Finland. Economics, politics, and natural resources are described. The contemporary lifestyles of the Scandinavian people are compared and contrasted.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Previews, February 1979.
3. Personal examination.

Seeing France. Coronet Instructional Films, 1971. 6 color filmstrips, 6 cassettes, teacher's guide, \$115.00. Elementary/Junior High.

The people, culture, history, agriculture, and industry of France is presented in this series. The organization is excellent.

Sources:

1. Elementary School Library Collection, 1982.
2. Previews, September 1972.
3. Personal examination.

Seeing the Soviet Union. Coronet Instructional Media, 1976.
6 color filmstrips, 6 cassettes, teacher's guide,
\$115.00. Elementary/Junior High.

This series presents an unbiased coverage of the geography, history, and culture of Russia.

Sources:

1. Elementary School Library Collection, 1982.
2. Personal examination.

Soviet Transcaucasia. Encore Visual Education, 1979.
1 color filmstrip, 1 cassette (15 min.), teacher's
guide, \$23.00. Grades 7-12.

"This inexpensive teaching aid is a good resource for a unit of geography concentrating on this region of the world [the southwest central portion of the Soviet Union]."

Previews, October 1980.

Source:

1. Previews, October 1980.

Soviet Union. Encyclopaedia Britannica Educational Corporation, 1971. 8 color filmstrips, 8 cassettes.
Junior High/High School.

This set of filmstrips examines Soviet climate, land, industry, agriculture, and people.

Sources:

1. Booklist, June 1, 1973.
2. Personal examination.

Sweden: A Regional Study. Eye Gate House, 1972. 4 color filmstrips, 4 cassettes or discs, teacher's guide. Elementary/Junior High.

"Provides general background on geography, government, climate, and Swedish character in general.... [The set] describes the country's natural resources, its agriculture and industry, and how the people live."

Elementary School Library Collection, 1982.

Sources:

1. Elementary School Library Collection, 1982.

Western Europe: Germany. Encyclopaedia Britannica Educational Corporation, 1977. 3 color filmstrips, 3 cassettes, teacher's guide with script. Grades 7-12.

Through this set of filmstrips students are acquainted with the regional geography and the differences that have traditionally divided the German people. Historical background is given and Germany's role in the development of the European Economic Community is discussed.

Sources:

1. Previews, September 1978.
2. Personal examination.

Western Europe: Group 1. Society for Visual Education, 1975. 6 color filmstrips, 3 discs or cassettes (20 min. ea.), teacher's guide. Grades 4-10.

"Explores contemporary and historical problems and the geography of nine countries of western Europe."

Elementary School Library Collection, 1982.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Elementary School Library Collection, 1982.

KITS

One World - Many Cultures: The Soviet Union. The Media Tree, 1978. 80 color slides, 1 cassette, 5 transparency masters, student production guide, resource book, teacher's guide. Grade 6 - adult.

"An excellent series of slides depicting life and culture in the Soviet Union."

Previews, October 1979.

Source:

1. Previews, October 1979.

Siberia Now. EMC Corporation, 1974. 4 color filmstrips, 4 cassettes (11-19 min. ea.), 4 paperback books, political map, teacher's guide. Grade 8 - adult.

"An up-to-date approach to Siberia's geography, history, varied cultures, resources, and technological development."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Booklist, June 15, 1974.
3. Previews, March 1975.

The Soviet World. EMC Corporation, 1976. 4 color filmstrips, 4 cassettes (12-18 min. ea.), 8 student books, wall map, teacher's guide. Grades 7-12.

"This study of the Soviet Union, reinforced by firsthand observations, focuses on the vast areas west of the Urals."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Booklist, March 15, 1977.

West Germany, Switzerland, and Austria. McGraw-Hill, 1978.
4 color filmstrips, 4 cassettes, wall poster, teacher's
guide. Grades 4-8.

"Beginning with a brief history, the filmstrips proceed
to explore the economic aspects of each country and the
characteristics of the people. Highly recommended for
upper elementary or junior high school students."

Previews, September 1979.

Source:

1. Previews, September 1979.

CONIFEROUS FORESTS AND TEMPERATE
GRASSLANDS OF NORTH AMERICA

BOOKS

Canada: A Regional Analysis (Rev. ed.) by Donald F. Putnam and Robert G. Putnam. Toronto: J.M. Dent & Sons, Ltd., 1979. 406 pages. \$16.95. Reference. Junior High.

This good reference book places emphasis on human geography. It also discusses each of the provinces and regions, the physical resource base, and the management of these special resources.

Sources:

1. Canadian Books for Schools, 1968-1970.
2. Personal examination.

Canada Handbook 1980-81 by Statistics Canada. Toronto: Ashton-Potter, 1981. 376 pages. \$6.00 paper. Reference. Junior High/High School.

This handbook presents an overview of the life in this country - social, cultural, and economic development, the environment, the people, their heritage, and the governments and their services.

Sources:

1. Elementary School Library Collection, 1982.
2. Personal examination.

Canadian Almanac and Directory by Susan Bracken (Ed.). Toronto: Copp Clark Pitman, 1983. 1156 pages. Reference. Elementary and up.

This book gives an enormous number of facts about Canada. It is divided into four sections: Section A - Canadian Directory, Section B - Almanac Information, Section C - Canadian Information and Statistics, and Section D - Canadian Law Firms and Lawyers.

Source:

1. Personal examination.

Canadian Landscape: Map and Air Photo Interpretation (Rev. ed.) by C.L. Blair and R.I. Simpson (Eds.). Toronto: Copp Clark Pitman, 1978. 164 pages. \$19.94. Reference. Junior High.

This is a valuable resource for the teaching of geography. This book's purpose is to teach reading and interpretation of topographic and aerial photographs. Student exercises are designed to help the student make his own analysis of a geographic region.

Source:

1. Personal examination.

Dust of the Earth by Vera Cleaver and Bill Cleaver. New York: Lippincott, 1975. 159 pages. Fiction. Grades 7-9.

The Drawns, a family who inherit a Dakota farm, face hardships and challenges that bring them closer together as a family.

Sources:

1. Horn Book Magazine, December 1975.
2. School Library Journal, December 1975.
3. Personal examination.

Fishing: British Columbia's Commercial Fishing History by Joseph E. Forester and Anne D. Forester. Seattle, WA: Hancock House, 1975. 224 pages. Nonfiction. Grades 7-12.

"Well-researched, packed with pertinent information for school students, interesting for leisurely perusal, Fishing is a welcome addition to any library shelf. Excellent drawings and photographs are generously interspersed with the text."

In Review, Autumn 1976.

Source:

1. In Review, Autumn 1976.

Four Seasons West by R.H. Macdonald. Saskatoon, Sask.:
Western Producer, 1975. 116 pages. \$25.00. Nonfiction.
Elementary and up.

"A photographic odyssey of the three Prairie Provinces."

Canadian Books for Young People,
1978.

Source:

1. Canadian Books for Young People, 1978.

Fur Trade in Canada, by Keith Wilson. Toronto: Grolier Ltd.,
1980. 96 pages. \$7.95. Nonfiction. Elementary/Junior
High.

Wilson concisely describes the fur trade in Canada from
its early beginning to the present.

Sources:-

1. In Review, June 1981.
2. Quill and Quire, Fall 1981.
3. Personal examination.

Green Grass of Wyoming by Mary O'Hara. New York: Lippincott,
1946. 319 pages. \$8.95. Fiction.

My Friend Flicka by Mary O'Hara. Illustrated by Dare Blossom.
New York: Lippincott, 1941. 266 pages. \$7.95. Fiction.

Thunderhead by Mary O'Hara. New York: Lippincott, 1943.
302 pages. \$8.95. Fiction. Junior High and up.

This series, beginning with My Friend Flicka and followed
by Thunderhead and then Green Grass of Wyoming, is a splendid
tale of family life, a boy's love for a horse, and life on the
beautiful, rich western plains of Wyoming.

Sources:

1. Junior High School Library Catalog, 1980.
2. Personal examination.

Here is Alaska (Rev. ed.) by Evelyn Stefansson. New York: Scribner, 1973. 178 pages. \$6.95. Nonfiction. Grades 5-9.

"The book explores all aspects of Alaskan life, agricultural and urban, geographic and historical, and industrial; it discusses the Eskimos, the Indians, the oil rush and the struggle between industrialists and environmentalists. Useful, well-organized, and well-written. A relative index is appended."

The Best in Children's Books, 1980.

Source:

1. The Best in Children's Books, 1980.

Land and Wildlife of North America by Peter Farb and the Editors of Time - Life Books. New York: Time - Life Books, 1964. 200 pages. \$13.95. Nonfiction. Junior High/High School.

Peter Farb, a naturalist, describes the land and wildlife of the various regions of North America stressing the need for conservation. Although this book is twenty years old, the information provided is not out-dated.

Sources:

1. Best Books for Children, 1981.
2. Personal examination.

The Life of Prairies and Plains by Durward L. Allen. New York: McGraw-Hill, 1967. 232 pages. Nonfiction. Junior High/High School.

This book looks at the grasslands of North America before the white man came. The plant and animal life are described, as well as the Indians who were the first inhabitants of this land. This book is filled with beautiful color pictures.

Source:

1. Personal examination.

Logging: British Columbia's Logging History by Ed Gould.
 Seattle, WA: Hancock House, 1975. 224 pages.
 * Nonfiction. Junior High/High School.

"In this large, profusely illustrated history of logging in British Columbia one finds a veritable potpourri of information about the forest industry in this province."

In Review, Summer 1976.

Sources:

1. In Review, Summer 1976.

Mrs. Mike by Benedict Freedman and Nancy Freedman.
 Illustrated by Ruth D. McCrea. New York: Coward-McCann Inc., 1947. 312 pages. \$8.95. Fiction. Junior High and up.

The setting for this compelling love story is the beautiful, yet frightening, wilderness area of northern Alberta. The characterizations are outstanding.

Sources:

1. Junior High School Library Catalog, 1980.
2. Personal examination.

Naomi by Bernice Rabe. Elsevier-Nelson Books, 1975. 192 pages. \$6.95. Fiction. Upper Elementary/Junior High.

"Naomi is 10 at the outset of the story; by the conclusion she is 14....These years show Naomi struggling to maintain her identity in a large family of southeastern Missouri."

Booklist, June 1, 1975.

Sources:

1. Junior High School Library Catalog, 1980.
2. Booklist, June 1, 1975.

Niagara by Peter Fowler. Oxford, 1981. \$15.95. Nonfiction.
Elementary and up.

"The variety of photos will raise their [children's] awareness of the beauty and geography of the Niagara region, making this an entertaining but primarily educational work."

In Review, October 1981.

Source:

1. In Review, October 1981.

The St. Lawrence: Seaway of North America by Anne Terry White.
New Canaan, CT: Garrard, 1961. \$3.68. Nonfiction.
Grades 4-7.

"The history of the St. Lawrence River from the early explorers to the building of the seaway."

Best Books for Children, 1981.

Source:

1. Best Books for Children, 1981.

Who Has Seen the Wind? by W.O. Mitchell. Illustrated by
William Kurelek. Toronto: Macmillan, 1976. 301 pages.
Fiction. Grade 5 and up.

This beautifully illustrated version of W.O. Mitchell's
Who Has Seen the Wind? gives a vivid, realistic impression
of life on the Canadian prairies.

Sources:

1. Canadian Materials, Autumn 1977.
2. Personal examination.

FILMS

Canada's Provinces and People. Coronet Films, 1973. 16 mm film, color, 14 min.. Elementary/Junior High.

Canadians live on the land of the world's second largest country. This film illustrates Canada's variety of landforms and the diversity of the ethnic backgrounds of its people whose lives are closely related to the country's natural resources.

Source:

1. Personal examination.

Corn: The Plant with Ears. Centron Educational Films, 1972. 16 mm film, color, 10½ min.. Elementary/Junior High.

Corn is discussed in terms of production, technology, uses, economic importance, geographic distribution, and history.

Source:

1. Personal examination.

Forest Regions of Canada. Coronet Films, 1969. 16 mm film, color, 17 min.. Elementary/Junior High.

This film surveys the forest regions of Canada technology in the lumber industry, and long-range reforestation projects. The need for fore-thought and conservation efforts is stressed.

Source:

1. Personal examination.

North America: Its Mountains. Coronet, 1972. 16 mm film, color, 14 min.. Elementary/Junior High.

This film shows the rich resources found in the North American mountain regions and the role they play in the economy and the lives of the people of the continent. There is heavy American emphasis.

Source:

1. Personal examination.

North America: Its Plains and Plateaus. Coronet, 1972. 16 mm film, color, 16 min.. Elementary/Junior High.

The plains and plateaus of North America are described - their agriculture and industry, urbanization, and the historical development of these important regions.

Source:

1. Personal examination.

Story of the St. Lawrence Seaway. National Filmboard of Canada, 1960. 16 mm film, color, 14 min.. Elementary/Junior High.

The mammoth undertaking of building the St. Lawrence Seaway from the planning stage to completion is systematically described in this film. The need for, and value of, this important waterway is discussed.

Source:

1. Personal examination.

Wheat: From Field to Flour. Centron Educational Films,
1973. 16 mm film, color, 11 min.. Elementary/Junior
High.

Wheat is discussed in terms of geographic distribution, production, technology, and uses. A clear distinction is made between spring wheat and winter wheat.

Source:

1. Personal examination.

FILMSTRIPS

Alaska: The Big Land and Its People. Encyclopaedia Britannica Educational Corporation, 1975. 5 color filmstrips, 5 cassettes (12 min. ea.), 1 guide, \$72.50. Grades 4-8.

This set of filmstrips surveys the history and geography of Alaska and the role that natural resources have played in its development. The series also examines the Eskimo and Indian cultures, the economy, and the major cities.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Elementary School Library Collection, 1982.
3. Personal examination.

Canada. National Geographic Society, 1976. 5 color filmstrips, 5 cassettes or discs (12-14 min. ea.), guide, \$74.50. Grades 5-12.

Life in Canada's varied regions is surveyed in this series. Historical background, geography, natural resources, and industries of each region is presented through beautiful photography and clear, concise narration. The Canadian mosaic of cultures is clearly shown.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Core Media Collection for Secondary Schools, 1979.
3. Personal examination.

Canada: Land of New Wealth. Encyclopaedia Britannica Educational Corporation, 1976. 5 color filmstrips, 5 cassettes (10 min. ea.), guide, \$72.50. Junior High/High School.

The main geographic regions of Canada, their resources and their chief industrial and agricultural activities, are examined in this set of filmstrips. Canadian city-life is also explored.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Elementary School Library Collection, 1982.
3. Personal examination.

Canada's Wealth: Using Our Natural Resources. McIntyre Educational Media, 1981. 6 color filmstrips, 6 cassettes, guide, \$199.00. Grades 5-10.

This series describes Canada as the 'Land of Plenty'. It discusses this country's natural resources in terms of fishing, forestry, farming, mining, and energy. The difference between renewable and non-renewable resources is explained and conservation is emphasized. The guide is valuable, providing student work sheets and questions to emphasize concepts discussed.

Source:

1. Personal examination.

The Canadian Mosaic. Moreland-Latchford Productions Ltd., 1976. 8 color filmstrips, 8 cassettes (15 min. ea.). Junior High/High School.

Canada is a single nation composed of a variety of ethnic groups, each being allowed to retain its own culture and maintain its ethnic individuality. This series surveys the diversity of Canadian society.

Source:

1. Personal examination.

The Canadians. Encyclopaedia Britannica Educational Corporation, 1976. 5 color filmstrips, 5 cassettes (11 min. ea.), guide, \$72.50. Grades 4-9.

This series looks at the diversity of Canadian society and examines national unity in historical and modern contexts. Canada's relations with other countries, especially the United States, are also discussed.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Elementary School Library Collection, 1982.
3. Personal examination.

Documentary on Canada. Society for Visual Education, 1973. 6 color filmstrips, 3 cassettes (19 min. ea.), guide, \$83.00. All grades.

This series examines the various regions of Canada in light of modern problems. Each filmstrip describes a particular region, focusing on the people and their lives.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Elementary School Library Collection, 1982.
3. Personal examination.

Geography of British Columbia. National Film Board of Canada, 1981. 6 color filmstrips, 6 cassettes, guide, \$185.00. Grades 7-12.

This series of filmstrips concentrates on the population, landforms, and resources of British Columbia. Special emphasis is placed on examining the forest industry, mining, fishing, and farming. The set provides a comprehensive framework for the study of British Columbia.

Source:

1. Personal Examination.

Human Geography of Canada: Regions of Canada. International Cinemedia Center Ltd., 1978. 8 color filmstrips, 8 cassettes, guide, \$154.00 (set), \$24.00 (each). Junior High.

This set depicts the vast geographic differences which characterize this nation. Individual filmstrips show the relationship between people and their geographic setting.

Sources:

1. Media Materials: A Canadian Literature Collection, 1980.
2. Personal examination.

Newfoundland - The Country Back of My Place. National Film Board of Canada, 1970. 4 color filmstrips, 4 cassettes (12 min. ea.). Elementary/Junior High.

This series beautifully depicts the landforms of Newfoundland - the forests, the barrens, and the peatlands - and the four seasons.

Source:

1. Personal examination.

Peoples of Canada: Our Multi-Cultural Heritage. See Hear Now! 1976. 3 sound filmstrips, \$82.00. Grade 7 and up.

"This kit is one of the most interesting outcomes of the increased emphasis being placed on multi-culturalism by Canadian educators and publishers. Canada's multi-cultural heritage is approached from an historical perspective, beginning with the arrival of the native peoples in North America and concluding with contemporary concerns such as land claims, language policy, and immigration policy.

This kit can be given high marks in many areas: illustrations, script, narration and overall comprehensiveness."

Canadian Materials, Spring 1978.

Source:

1. Canadian Materials, Spring 1978.

Seeing the Great Lakes States. Coronet, 1975. 6 color filmstrips, 6 cassettes (12-13 min. ea.). Grades 6-12.

This series describes the Middle West region - land, resources, agriculture, history, people and culture. The effect that the natural resources of this area have on the economy is discussed.

Sources:

1. Previews, September 1977.
2. Personal examination.

Seeing the Plains States. Coronet, 1976. 4 color filmstrips, 4 cassettes (10-15 min. ea.), \$60.00. Grades 5-9.

"This presentation on the geography, industry, and people of the plains states covers Kansas, Nebraska, North and South Dakota, Missouri, and Iowa."

Previews, November 1977.

Source:

1. Previews, November 1977.

KITS

Discovering Our Land: The Geography of North America. Walt Disney Educational Media, 1979. 10 filmstrips, 10 cassettes or discs, 10 spirit masters, guide, \$229.00. Grades 7-12.

"The first five units examine the earth's physical structure, particularly that of the U.S., while the latter five strips discuss how geography has shaped people's lives and has, in turn, been shaped by them."

Booklist, June 15, 1980.

Source:

1. Booklist, June 15, 1980.

Geography of Canada - A Regional Survey: The Atlantic Provinces. McIntyre Educational Media, 1978. 1 sound filmstrip, 3 overhead transparencies, 50 color slides, 3 guides, \$165.00. Grade 8 and up.

This kit gives good visual images of the geography of the Atlantic Provinces and examines the economic activities and resources in this region - fishing, forestry, agriculture, mining, energy resources, and manufacturing.

Sources:

1. Canadian Materials, Spring 1981.
2. Personal examination.

Geography of Canada - A Regional Survey: British Columbia. McIntyre Educational Media, 1977. 1 sound filmstrip, 3 overhead transparencies, 50 color slides, 3 guides, \$165.00. Grades 7-12.

This kit introduces students to the geography of British Columbia and examines the economic activities and resources in this province - forestry, mining, hydro-electricity, fishing, agriculture, and the industries based on these resources.

Source:

1. Personal examination.

PHONODISCS

Canada's Favourite Folksongs for Kids. Berandol Records, 1979. 1 phonodisc, booklet, \$7.98. Primary/Elementary/Junior High.

This comprehensive, enjoyable record includes folk songs from all geographic areas of the country.

Sources:

1. Canadian Materials, Summer 1979.
2. Instructor, February 1983.
3. Personal examination.

American Tall Tales. Caedmon Records, 1970. Read by Ed Begley. 4 discs. All grades.

Ed Begley does an excellent job of reading these American folk tales which have the potential to stimulate the imagination of children and adults alike.

Sources:

1. Library Journal, March 1, 1971.
2. Personal examination.

SLIDES

The Ecology of the Prairie. Educational Images, 1979.
20 slides, color, text, \$29.50. Grade 7 and up.

"Using a mixed group of excellent slides, Lynn M. Stone presents an unusual visual lecture on the prairie of North America. Highly recommended."

Previews, May 1980.

Source:

1. Previews, May 1980.

GRADE 8 GEOGRAPHY PROGRAM

TEXT: INTRODUCING EARTH - PART II

S.A. - THE WARM SOUTH

BOOKS

Across Fire Aprils by Irene Hunt. Chicago: Follett Pub. Co., 1964. 223 pages. \$4.95. Historical Fiction. Grades 6-8.

This novel deals with the division of a family as a result of the Civil War.

Sources:

1. Best Books for Children, 1981.
2. Personal examination.

New Enchantment of America Series by Alan Carpenter. Chicago: Children's Press, 1979. 96 pages each. \$6.95. Non-fiction. Elementary/Junior High.

"This 'newly revised' edition of the old standby Enchantment of America Series is an updated, more nicely packaged version of the first. Each entry covers geography, history, culture, economy, resources, and attractions."

School Library Journal, March 1980.

[The books in this series, which are recommended by this source, are entitled: Arizona, Georgia, North Carolina, Oklahoma, South Carolina, and West Virginia.]

Sources:

1. Booklist, July 1, 1979.
2. School Library Journal, March 1980.

Brady by Jean Fritz. Illustrated by Lynd Ward. New York: Coward-McCann Inc., 1960. 223 pages. \$3.50. Historical Fiction. Grades 4-7.

Brady forms his own opinion of slavery when he discovers that his father is an Underground Railroad agent.

Sources:

1. Best Books for Children, 1981.
2. Children's Catalog, 1981.
3. Personal examination.

The Days When Animals Talked Back by William J. Faulkner.
Illustrated by Troy Howell. Chicago: Follett Pub.
Co., 1977. 190 pages. \$7.95. Folk literature.
Elementary/Junior High.

This is an excellent collection of animal tales and other folktales that deal with the life of southern slaves.

Sources:

1. Best Books for Children, 1981.
2. Bulletin of the Centre for Children's Books, March 1978.
3. Personal examination.

Folk Stories of the South by Moritz Adolf Jagendorf.
Illustrated by Michael Parks. New York: Vanguard, 1973.
355 pages. \$6.95. Folk literature. Grades 4-7.

"A satisfying collection of folklore - including tall tales, Indian legends, and old ghost stories - arranged by states."

Best Books for Children, 1981.

Sources:

1. Best Books for Children, 1981.
2. The Best in Children's Books, 1980.

The Great Southwest by Charles McCarry. Photographed by George F. Mobley. Washington, D.C.: National Geographic Society, 1980. 199 pages. \$6.95. Nonfiction. Junior High and up.

"[This book] provides an informal panorama of Texas, New Mexico, Arizona, Southern Utah and Colorado. [He] the author notes the contributions of various cultures and stresses the major problems of the Southwest today... The text is accompanied by the best of 'Geographic' photography."

Junior High School Library Catalog, 1980.

Source:

1. Junior High School Library Catalog, 1980.

Hew Against the Grain by Betty Sue Cummings. New York: Atheneum, 1977. 174 pages. \$6.95. Historical Fiction. Grades 6-9.

The effects of the Civil War on a Virginia family is told through the eyes of the youngest daughter.

Sources:

1. Best Books for Children, 1981.
2. Personal examination.

Huckleberry Finn by Samuel Clemens. Toronto: Thomas Nelson and Sons Ltd., 1885. 272 pages. Fiction. Junior High.

This popular and widely read novel portrays Southwest America.

Sources:

1. Junior High School Library Catalog, 1980.
2. Personal examination.

I Am the Darker Brother by Arnold Adoff (Ed.). Illustrated by Benny Andrews. Toronto: The Macmillan Co., 1968. 128 pages. \$4.95. Poetry. Junior High/Senior High.

A collection of poems by such Negro Americans as Langston Hughes, Richard Wright, and Gwendolyn Brooks, reveals the Negro condition in America.

Sources:

1. Reading Ladders for Human Relations, 1981.
2. Personal examination.

The Mighty Mississippi by Bern Keating. Photographs by James R. Stanfield. Washington, D.C.: National Geographic Society, 1971. 199 pages. \$5.75. Nonfiction. Junior High and up.

The author describes the Mississippi River from its source to the Gulf of Mexico. The photography is exceptional.

Sources:

1. Junior High School Library Catalog, 1980.
2. Personal examination.

Old Yeller by Fred G. Gosson. Illustrated by Carl Burger. New York: Harper and Row, 1956. 158 pages. Fiction. Elementary and up.

This warm, beautiful tale of a boy and his dog is also the story of the Texas hill country in the late 1860's. The superb illustrations capture the warmth and excitement of the story.

Sources:

1. Children's Catalog, 1981.
2. Junior High School Library Catalog, 1980.
3. Personal examination.

The Slave Dancer by Paula Fox. Illustrated by Eros Keith. New York: Bradbury Press, 1973. 176 pages. \$6.95. Fiction. Grades 6-9.

At the age of thirteen Jessie Bollier was kidnapped in New Orleans and taken across the ocean to Africa. His hateful duty on the return trip was to play the fife for the illegally captured Ashantis so they could be "danced" in order to keep them strong and profitable.

Sources:

1. Bulletin of the Centre for Children's Books, January 1974.
2. Horn Book Magazine, December 1973.
3. Personal examination.

Sounder by William H. Armstrong. Illustrated by James Barkley. New York: Harper, 1969. 116 pages. \$4.95. Fiction. Grades 5-7.

This is the story of a boy and his dog and the story of black sharecroppers in the American south.

Sources:

1. Children's Catalog, 1981.
2. Children's Books Too Good to Miss, 1971.
3. Personal examination.

To Be A Slave by Julius Lester. Illustrated by Tom Feelings. New York: The Dial Press, 1968. 160 pages. \$4.95. Nonfiction. Grades 7-12.

This book is a collection of writings by slaves describing many aspects of slavery.

Sources:

1. Elementary School Library Collection, 1982.
2. Reading Ladders for Human Relations, 1981.
3. Personal examination.

To Kill A Mockingbird by Harper Lee. Toronto: McClelland and Stewart Ltd., 1965. 312 pages. Fiction. Junior High and up.

This is an appealing story of a family and of life in a small southern town in Alabama in the 1930's. The attitudes and values of the people are clearly depicted.

Sources:

1. Book Bait, 1979.
2. Junior High School Library Catalog, 1980.
3. Personal examination.

Underground to Canada by Barbara Smucker. Illustrated by Tom McNeely. Toronto: Clarke, Irwin and Co., 1977. 157 pages. Historical Fiction. Grade 5 and up.

The tragedy of slavery is revealed in this story of the escape of two girls from a Mississippi plantation via the Underground Railway.

Sources:

1. Canadian Materials, Winter 1978.
2. Personal examination.

Woman Against Slavery: The Story of Harriet Beecher Stowe by John Anthony Scott. New York: Thomas Y. Crowell Co., 1978. 169 pages. \$7.89. Nonfiction. Grade 7 and up.

This account of the life of the author of Uncle Tom's Cabin presents a view of the political and social aspects of slavery.

Sources:

1. Horn Book Magazine, August 1978.
2. Personal examination.

The Yearling by Marjorie Kinnan Rawlings. New York: Charles Scribner's Sons, 1938. 428 pages. \$5.95. Fiction. Junior High.

This entertaining novel explores boyhood, and in particular the relationship between Jody and his pet fawn. Throughout the story are vivid descriptions of the Florida landscape.

Sources:

1. Book Bait, 1979.
2. Junior High School Library Catalog, 1980.
3. Personal examination.

FILM

Gulf Coast Region: McGraw-Hill, 1963. 16 mm film, color,
14 min.. Elementary/Junior High.

While this film is somewhat dated, it is recommended because of lack of more recent material in this format and because of its overview of the natural resources and farm lands of the Gulf Coast states.

Source:

1. Personal examination.

FILMSTRIPS

Black Culture Program. Scholastic Magazines, 1973. 8 color filmstrips, 8 cassettes or discs (12-17 min. ea.), 1 supplemental music disc or cassette, teacher's guide. Grades 7-12.

"An excellent introduction to the culture of the black man in America."

Previews, October 1974.

Source:

1. Previews, October 1974.

Folktales of Black America. International Film Bureau, 1977. 4 color filmstrips, 4 cassettes (7 min. ea.), \$62.50. Grade 5 and up.

"An excellent example of the rhythm, dialect, and tone of Black oral literature is provided by the narrator."

Core Media Collection for Elementary Schools, 1978.

Source:

1. Core Media Collection for Elementary Schools, 1978.

Grand Canyon. Scribner/Sierra Club/Lyceum, 1976. 2 color filmstrips, 2 cassettes (18 and 19 min.). Elementary/Junior High.

"Magnificent photography comprises each frame of the entire series and serves to illustrate most beautifully each point of the near-poetic yet highly informative narration."

Film News, January/February 1977.

Source:

1. Film News, January/February 1977.

Roots I: The Making of A Slave. Roots II: Adjusting to Plantation Life. Films Incorporated and Wolper Pictures, 1977. 6 color filmstrips, 6 cassettes, 2 teacher's guides. Junior/High School.

This moviestrip, like the T.V. Roots series and Alex Haley's book itself, forces people to think seriously about slavery and man's natural right to freedom. Excellently produced, this moviestrip may help students reach an understanding that all men are human - regardless of color, or where and when they lived. It gives a look at the African heritage.

Sources:

1. Previews, March 1979.
2. Previews, April 1979.
3. Personal examination.

Seeing the South Central States. Coronet, 1975. 6 color filmstrips, 6 cassettes (11-13 min. ea.), \$77.00. Coronet, 1975. Elementary/Junior High.

Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee are discussed in terms of land and climate, agriculture, natural resources and industry, shipping and commerce, history and people.

Sources:

1. Previews, November 1976.
2. Personal examination.

Seeing the Southeastern States. Coronet, 1972. 6 color filmstrips, 6 cassettes, \$115.00. Elementary/Junior High.

This series provides an overview of the southeastern states of Florida, Georgia, Virginia, and North and South Carolina. It covers the history and the people, the land and the climate, agriculture and industry, natural resources, and shipping and commerce.

Sources:

1. Elementary School Library Collection, 1982.
2. Personal examination.

Seeing the Southwestern States. Coronet, 1972. 6 color filmstrips, 6 cassettes (15 min. ea.), \$115.00. Junior High/High School.

This series provides an informative introduction to the land, natural resources, and people of Arizona, New Mexico, Oklahoma, and Texas.

Sources:

1. Previews, October 1973.
2. Personal examination.

KITS

To Kill A Mockingbird. Ealing Films, 1980. 2 color filmstrips, 2 cassettes, teacher's guide, 1 paperback book, \$69.95. Grades 7-12.

This moviestrip, based on Harper Lee's novel by the same title, provides information about the Deep South in the 1930's. The stereotypes and prejudices that existed in the rural south are depicted.

Sources:

1. School Library Journal, November 1981.
2. Personal examination.

SOUTH OF CAPRICORN

BOOKS

Aborigines of Australia by Olga Hoyt. New York: Lothrop, 1969. \$6.48. Nonfiction. Grades 6-8.

"A reconstruction of the way in which Aborigines lived when white settlers arrived in Australia."

Best Books for Children, 1981.

Source:

1. Best Books for Children, 1981.

Australia: The Land and Its People by Elizabeth Cornelia. Illustrated by Alex Gencur et al. London: Macdonald Educational Ltd., 1977. Nonfiction. Junior High/High School.

Many color pictures and concise, informative text make up this book. Included is a gazeteer, and political and physical maps of Australia.

Source:

1. Personal examination.

Boy Alone by Reginald Ottley. Illustrated by Clyde Pearson. New York: Harcourt, 1966. 191 pages. \$5.95. Fiction. Grades 5-7.

The life of a young boy on an isolated cattle ranch in Australia is depicted in this book.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

Cry, the Beloved Country by Alan Paton. New York: Charles Scribner's Sons, 1948. 277 pages. Fiction. Age 14 and up.

This book, universal in its theme, is a rare novel about South Africa for mature readers.

Sources:

1. Booklist, September 1, 1949.
2. Horn Book Magazine, November 1948.
3. Personal examination.

Djugurba: Tales from the Spirit Time by Bill Brinter et al. Indiana: Indiana University Press, 1976. \$6.95. Folk literature. Grades 6-9.

"An enchanting, often exciting collection of folktales of the aborigine people."

Best Books for Children, 1981.

Source:

1. Best Books for Children, 1981.

Go Well, Stay Well by Toeckey Jones. New York: Harper, 1980. \$8.95. Fiction. Grades 5-7.

"A white girl in South Africa meets a black girl her own age and a friendship begins in spite of social pressures."

Best Books for Children, 1981.

Source:

1. Best Books for Children, 1981.

The Land and People of Australia (Rev. ed.) by Godfrey Blunden. New York: Lippincott, 1972. 144 pages. \$5.95. Nonfiction. Elementary/Junior High.

The author discusses Australia in terms of its geography, native people, vegetation, language, customs, and government.

Sources:

1. Best Books for Children, 1981.
2. Children's Catalog, 1981.
3. Personal examination.

The Land and People of New Zealand (Rev. ed.) by Edna M. Kaula. New York: Lippincott, 1972. 160 pages. \$5.95. Nonfiction. Grades 6-8.

"After a short history, this introductory account tells about present-day New Zealand."

Best Books for Children, 1981.

Sources:

1. Best Books for Children, 1981.
2. Children's Catalog, 1981.

The Land and People of South Africa (Rev. ed.) by Alan Paton. New York: J.B. Lippincott, 1972. 159 pages. \$8.95. Nonfiction. Elementary/Junior High.

In addition to a survey of the geography, history, natural resources, industries, government, people and customs of South Africa, this book also discusses the racial problems which exist.

Sources:

1. Best Books for Children, 1981.
2. Personal examination.

The Land and Wildlife of Australia by David Bergamini. New York: Time-Life, 1964. Nonfiction. Grades 6-9.

"An introduction to diverse and unique flora and fauna."

Best Books for Children, 1981.

Source:

1. Best Books for Children, 1981.

Roan Colt by Reginald Ottley. Illustrated by David Parry. New York: Harcourt, 1967. 159 pages. \$5.50. Fiction.

Roan Colt is a sequel to Boy Alone. The land and people of Australia are vividly portrayed in this one.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

The Shadow on the Hills by Colin Thiele. New York: Harper and Row Pub., 1977. 216 pages. \$6.79. Fiction. Junior High.

This is an enthralling novel about life in South Australia and the relationship between a boy and an old man.

Sources:

1. Social Education, April 1979.
2. Personal examination.

South Africa: Coming of Age Under Apartheid by Jason and Ettagale Laure. Photographs by Jason Laure. Toronto: McGraw-Hill Ryerson, 1980. 180 pages. Nonfiction. Elementary/Junior High.

"Summarizes the system of apartheid before presenting photo essays of eight South African teenagers of various races. Each profile highlights what life is like and problems of living in a racially torn society."

Elementary School Library Collection, 1982.

Source:

1. Elementary School Library Collection, 1982.

Tales from a Troubled Land by Alan Paton. New York: Charles Scribner's Sons, 1961. 128 pages. \$2.25. Fiction. Junior High and up.

Paton offers a view of the racial conflicts that exist in Africa through this collection of short stories. This book would be good resource material for mature readers.

Source:

1. Personal examination.

Tales from Silver Lands by Charles J. Finger. Illustrated by Paul Honoré. New York: Doubleday & Co., 1924. 207 pages. \$3.95. Folk literature. Grades 4-7.

Children and adults will enjoy these fascinating tales which the author learned from the Indians of South America. This book won the Newbery medal in 1925. The illustrations are appropriate to the text.

Source:

1. Personal examination.

The Zulu of South Africa by Sonia Bleeker. Illustrated by
Kisa N. Saski. New York: William Morrow & Co., 1970.
160 pages. \$5.71. Nonfiction. Elementary/Junior
High.

Dr. Sonia Bleeker presents the story of the Zulu
cattlemen of South Africa in simple language and surprising
depth. She discusses their family life, customs, and
religious beliefs.

Sources:

1. Best Books for Children, 1981.
2. Personal examination.

FILMS

Australia. Film Arts Ltd., 1977. 16 mm film, color.
16 min. 30 sec.. Elementary/Junior High.

Australia is the largest island in the world. This film surveys the settlement, geography, and flora and fauna of the country. Australia is shown to be a major trading nation.

Source:

1. Personal examination.

Children of the World: Chile. CBC and United Nations
Children's Fund, 1975. 16 mm film, color, 28 min..
Elementary/Junior High.

This film tells the story of two young boys from the Chilean ranchlands who struggle to learn the skills of a champion horseman. In the midst of the story the beauty of the landscape is evident.

Sources:

1. Social Education, May 1973.
2. Personal examination.

Chile and Argentina. Sterling Educational Films, 1973.
16 mm film, color, 20 min.. Elementary/Junior High.

Chile and Argentina share the southern part of South America. This film surveys the tremendous variations in the land and the climate.

Source:

1. Personal examination.

The Grassgrowers. New Zealand National Film Unit, 1977.
16 mm film, color, 15 min.. Elementary/Junior High.

This film illustrates how man has changed the land of New Zealand from a forested region to a region of rolling grasslands. It discusses the cultivation and improvement of grass growing and its relation to the quality of cattle and sheep reared.

Source:

1. Personal examination.

New Zealand. Film Arts Ltd., 1977. 16 mm film, color,
16 min. 30 sec.. Elementary/Junior High.

This film concisely surveys the history, geography, and way of life of the people of the island nation of New Zealand. It also describes the way in which the Maoris and the white people have come to live in harmony with one another.

Source:

1. Personal examination.

New Zealand. Ruddell Films, 1978. 16 mm film, color,
21 min.. Elementary/Junior High.

This film gives a concise geographical, economic, and cultural overview of New Zealand.

Source:

1. Personal examination.

Southern Africa: Industry and Agriculture. McGraw-Hill
1966. 16 mm film, color, 15 min.. Elementary/Junior
High.

A great deal of valuable information is presented in this film even though some of it needs to be up-dated. The climate, land, agriculture, industry, and people of South Africa is described. The film gives a good glimpse of the Veld and the Bushmen of the Kalahari.

Source:

1. Personal examination.

FILMSTRIPS

African Society: Ways of Life. Society for Visual Education, 1978. 4 color filmstrips, 4 cassettes or discs (8-11 min. ea.), teacher's guide. Grades 6-9.

"The series is valuable as a comprehensive yet simplified introduction to the study of present-day Sub-Sahara nations."

Previews, March 1979.

Source:

1. Previews, March 1979.

Australia: The Island Continent. McIntyre Educational Media, 1979. 4 color filmstrips, 4 cassettes (10 min. ea.), teacher's guide. Grade 7 and up.

This set of filmstrips gives a visually pleasing and comprehensive overview of the geographical divisions, natural resources, agriculture, wildlife, and people of Australia.

Sources:

1. Canadian Materials, Summer 1981.
2. Previews, May 1980.
3. Personal examination.

Australia and New Zealand. Encyclopaedia Britannica Educational Corporation, 1972. 6 color filmstrips, 6 cassettes (13 min. ea.), teacher's guide. Junior High/High School.

This informative series describes, and compares and contrasts, the geography, natural resources, industries, and people of Australia and New Zealand.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. School Library Journal, April 1973.
3. Personal examination.

Australia and New Zealand: A Regional Study. Eye Gate Media, 1973. 8 color filmstrips, 4 cassettes. Elementary/Junior High.

"Comprehensive overview of the geography, social life and customs of Australia and New Zealand, emphasizing similarities with the U.S. and Great Britain."

Elementary School Library Collection, 1982.

Source:

1. Elementary School Library Collection, 1982.

Seeing Southern Africa. Coronet, 1974. 4 color filmstrips, 2 discs or 4 cassettes, teacher's guide. Grades 4-8.

"Seemingly unbiased presentation of the material, good contemporary photographs, and the moderate cost are some of the reasons most libraries needing more information on Africa's contemporary problems should consider purchasing this series."

Previews, May 1975.

Source:

1. Previews, May 1975.

South America: Eastern and Southern Lands. Brunswick Productions, 1975. 6 color filmstrips, 6 cassettes. Grades 4-8.

"This series studies social, cultural, economic, and geographical concerns of eastern and southern South America."

Previews, December 1976.

Source:

1. Previews, December 1976.

Walkabout. Ealing Films, 1977. 2 color filmstrips,
2 cassettes, teacher's guide, \$49.50. Grade 7 and up.

This study in cultural conflict, based on the novel by James Vance, is the story of two urban children who are abandoned in the Australian outback and befriended by a young aborigine.

Sources:

1. Previews, April 1979.
2. Personal examination.

White Roots in Black Africa. Current Affairs Films, 1978.
2 color filmstrips, 2 cassettes (16 min. ea.), teacher's
guide, \$52.00. Grades 7-12.

"The photographs are particularly beautiful. The comprehensive study guide adds to the value of the strips as an introduction to the racial problems with which Black Africa is struggling."

Previews, December 1978.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Previews, December 1978.

World Nearby: New Zealand. Guidance Associates, 1976.
2 color filmstrips, 2 cassettes, 1 captioned filmstrip,
1 guide. Grades 4-7.

"Explores the social tradition, economy, language, climate and geography of other cultures."

Core Media Collection for Elementary Schools, 1978.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Booklist, February 15, 1977.

KITS

Africa: An End to White Rule? New York Times, 1979.
1 color filmstrip, 1 disc (14 min.), teacher's guide,
spirit master, map, \$22.00. Grades 7-12.

"The evolution of the problems of Rhodesia and South Africa is presented in this sound filmstrip with an open ending as to the ultimate resolution of the interracial conflict. Because the history of this geographic area changes rapidly, the teacher should be prepared to offer current data to complement the program's content.
Recommended:"

Previews, January 1980.

Source:

1. Previews, January 1980.

Australia: United Learning, 1978. 4 color filmstrips,
4 cassettes, 1 set of Duplicating Masters, teacher's
guide. Junior High/High School.

"The geography, history, resources and culture of this fascinating and significant continent are vividly portrayed in this four-part sound/color filmstrip program."

Previews, October 1979.

Source:

1. Previews, October 1979.

PHONODISCS

Cry, the Beloved Country (Abridged). Read by the author, Alan Paton. New York: Caedmon, 1979. 51 min. \$7.98. Age 14 and up.

"Reading from his famous novel, author Alan Paton illustrates the book's enduring qualities as he describes his native South Africa with precision, affection, and a deep feeling for the land itself...."

Booklist, February 15, 1980.

Sources:

1. Booklist, February 15, 1980.
2. Previews, February 1980.

Tshindao and Other African Folk Tales from the book by Verna Aardema, Behind the Back of the Mountain. Read by Ossie Davis and Ruby Dee. Caedmon, 1976. 60 min. Ages 8-12.

"This selection is outstanding not only for the quality of the plots but also for Aardema's ability to maintain the cultural integrity of the stories by weaving details of South African atmosphere into the narratives."

Booklist, October 15, 1976.

Source:

1. Booklist, October 15, 1976.

Zulu and Other African Folk Tales from the book by Verna Aardema, Behind the Back of the Mountain. Read by Ossie Davis and Ruby Dee. Caedmon, 1975. \$6.98. Elementary/Junior High.

"In the jacket notes the author states that not only do the stories reflect details and customs of South African life, but they exhibit traits of universal folklore...."

Horn Book Magazine, February 1976.

Source:

1. Horn Book Magazine, February 1976.

PRINTS

Chile. Society for Visual Education, 1973. 8 color study prints, teacher's guide. Elementary/Junior High.

The people and the land of Chile are depicted in these interesting study prints which could serve as an effective introduction to this country.

Source:

1. Personal examination.

South America: - The Varied South. Encyclopaedia Britannica Educational Corporation, 1976. 8 color study prints, 1 study guide. Elementary/Junior High.

These prints develop concepts concerning the geography, sociology, economics, anthropology, and history of the southern region of South America. It is a good series to stimulate interest in another region of the world.

Source:

1. Personal examination.

SLIDES

The Southern Continents: Patterns in Maps. McIntyre Educational Media, 1977. 3 units, each consisting of 20 color slides of maps and charts, 3 teacher's guides, \$75.00. Grades 7-8.

This set of slides examines the major geographical characteristics of each of the southern continents: Africa, Australia/New Zealand, and South America. The notes for each slide give background information for the teachers, and is followed by a series of question and exercises for the students.

Sources:

1. Canadian Materials, Summer 1979.
2. Personal examination.

DESERTS AND SAVANNAHS OF
THE WORLD

BOOKS

Akavak by James Houston. Illustrated by James Houston.
New York: Harcourt Brace Jovanovich, 1968. 75 pages.
Fiction. Elementary.

Through the exciting story of Akavak's journey with his aging grandfather the reader may gain a genuine feeling for the Eskimo and his way of life. The illustrations contribute to this feeling. This book could serve as good high interest easy reading for junior high school students.

Sources:

1. Canadian Books for Schools, 1968-1970.
2. Elementary School Library Collection, 1982.
3. Personal examination.

Along the Niger River: An African Way of Life by Aylette Jenness. Illustrated by Aylette Jenness. New York: Thomas Y. Crowell, 1974. 135 pages. Nonfiction. Junior High.

This is a beautiful informative book. It is a photo documentary of life in the countryside of Africa, along the Niger River.

Sources:

1. Best Books for Children, 1981.
2. Bulletin of the Centre for Children's Books, December 1974.
3. Personal examination.

Animals of the Deserts, Animals of the Grasslands, Animals of the Polar Regions by Sylvia A. Johnson. Illustrated by Alcuin C. Dornisch. New York: Lerner Publications, 1976. 28 pages. Nonfiction. Elementary/Junior High.

"Each book describes ten animals of a specific geographical and climatic region, with maps of the animals' ranges, and a concluding "Scale of Animal Sizes", showing silhouettes on graph paper, and giving measurements in both feet and meters."

Appraisal, Winter 1977.

Source:

1. Appraisal, Winter 1977.

The Antarctic by P. Hargreaves (Ed.). Hereford: Wayland, n.d.. 70 pages. Nonfiction. Junior High.

"A first-rate book on one of the most fascinating, awe-inspiring and inhospitable places on earth, it ends with a plea for sanity and co-operation, protection and good management by all nations to ensure that this unique environment is not polluted or destroyed."

Junior Bookshelf, May 1981.

Source:

1. Junior Bookshelf, May 1981.

The Ashanti of Ghana by Sonia Bleeker. Illustrated by Edith G. Singer. New York: Morrow, 1966. 160 pages. Nonfiction. Elementary/Junior High.

"Each Ashanti is a member of his 'household', of two clans, of his village, and of a great tribal group. This book tells about his life, his religion, his famous talking drum, his language, crafts, occupations, legends, and history."

Elementary School Library Collection, 1982.

Source:

1. Elementary School Library Collection, 1982.

The Bedouin by Fidelity Lancaster. Illustrated by Maurice Wilson. Fairmont, WV: Gloucester Press, 1978. 31 pages. Nonfiction. Junior High.

"The brief text, accompanied by many illustrations, describes the history, social life and customs and culture of the Arabic-speaking Nomads in Syria, Iraq, Jordan, other countries of the Arab Peninsula, and in North Africa."

Junior High School Library Catalog, 1980.

Source:

1. Junior High School Library Catalog, 1980.

The Bushbabies by William Stevenson. Illustrated by Victor Amrus. Boston: Houghton Mifflin Co., 1965. 278 pages. Fiction. Elementary/Junior High.

The daughter of an English game warden, after discovering she does not have a permit to take her pet bushbaby out of Africa, decides to return her pet to his native Kenya. She enlists the help of Tembo, an African headman. Their suspenseful journey moves through a majestic background of riverbed, jungle, and plain.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

The Changing Desert by Ada and Frank Graham. Illustrated by Robert Shetterly. New York: Charles Scribner's Sons, 1981. 90 pages. Nonfiction. Ages 9-14.

"The Graham's book, The Changing Desert, is a very sensitive book presenting not only some of the basic ecology of deserts, but also some of the difficult issues regarding use of the deserts."

Appraisal, Spring/Summer 1981.

Sources:

1. Appraisal, Spring/Summer 1981.
2. Bulletin of the Centre for Children's Books, June 1982.

Come Along to Saudi Arabia by L. Edmond Leopold. Minneapolis, MN: Denison, 1974. 167 pages. Nonfiction. Junior High.

"Saudi Arabia is a country filled with ways of the past ... however, it is a land rapidly entering the modern scene because of the wealth developed from its black gold, oil. A clear explanation of how this change took place can be found in this book."

Elementary School Library Collection, 1982.

Source:

1. Elementary School Library Collection, 1982.

The Desert by A. Starker Leopold and the Editors of Life. New York: Times Inc., 1967. 128 pages. Nonfiction. Elementary/Junior High.

"Desert" comes from the Latin word meaning "abandoned". This book shows through clear text and beautiful pictures that the deserts of the world are very much alive.

Sources:

1. School Library Books, 1969.
2. Personal examination.

Deserts of the World: Future Threat or Promise? by Jane Werner Watson. New York: Philomel Books, 1981. 128 pages. \$13.95. Nonfiction. Elementary/Junior High.

"Illustrated with photographs and with diagrams, and maps. In a book which combines an attractive format with an informative and orderly text, the author offers the reader a wide-ranging and challenging picture of the desert."

Horn Book Magazine, December 1981.

Sources:

1. Bulletin of the Centre for Children's Books, January 1982.
2. Horn Book Magazine, December 1981.

Don't Shoot by Roxanne Chadwick. Illustrated by Edwin H. Ryan. Los Angeles, CA: H. Ryan, 1978. \$5.95. Fiction. Grades 5-8.

"A young Inuit (Eskimo) boy must decide on saving a polar bear or a cruel hunter."

Best Books for Children, 1981.

Source:

1. Best Books for Children, 1981.

Eskimos: Growing up in a Changing Culture by Carolyn Meyer. Photographs by John McDonald. New York: Atheneum, 1977. 215 pages. \$7.95. Nonfiction. Junior High/High School.

This is an informative and valuable introduction to the culture of the Eskimos of Alaska. The life of a representative Eskimo family is depicted - their tradition and their uncertain future.

Sources:

1. Best Books for Children, 1981.
2. Elementary School Library Collection, 1982.
3. Personal examination.

Frozen Fire: A Tale of Courage by James Houston. Illustrated by James Houston. New York: Atheneum, 1977. 149 pages. \$6.95. Fiction. Elementary/Junior High.

Based partly on a true event, this is the story of a young boy and his Eskimo friend as they battle for their lives against the Arctic wilderness. The story gives a sense of the traditional Eskimo way of life.

Sources:

1. School Library Journal, November 1977;
2. High Interest, Easy Reading for Junior and Senior High School Students, 1979.
3. Personal examination.

Gentle Desert: Exploring an Ecosystem by Laurence Pringle. New York: Macmillan, 1977. 58 pages. \$6.95. Nonfiction. Elementary/Junior High:

This book offers a good introduction and overview of the North American Desert. Words and photographs paint a vivid picture of a fascinating land, rich in plant and animal life.

Sources:

1. Bulletin of the Centre for Children's Books, April 1978.
2. Personal examination.

Great American Deserts by Rowe Findley. Photographed by Walter M. Edwards. Washington, D.C.: National Geographic Society, 1972. 207 pages. Nonfiction. Elementary and up.

This is a vivid book with stunning photographs of the geographic and climatic forces of the desert. It also chronicles the human history of the American deserts. There is enough here to instill a love for the desert in any reader.

Source:

1. Personal examination.

Growing up Masai by Tom Shachtman. Photographed by Donn Renn. Toronto: Macmillan, 1981. 41 pages.
Nonfiction. Elementary/Junior High.

On the African savannah live the nomadic tribe of herdsmen, the Masai. The text describing their life is poetic and the pictures, although black and white, are memorable.

Sources:

1. Horn Book Magazine, June 1981.
2. Personal examination.

Julie of the Wolves by Jean Craighead George. Illustrated by John Schoenherr. New York: Harper and Row, 1972. 170 pages. \$4.95. Fiction. Elementary/Junior High.

This story of Julie's resourcefulness in the Arctic wilderness gives the reader a good deal of information about the Arctic and the Eskimo way of life.

Sources:

1. The Best in Children's Books, 1980.
2. Elementary School Library Collection, 1982.
3. Personal examination.

The Land and People of Argentina (Rev. ed.) by Elvajeau Hall. New York: J.B. Lippincott Co., 1972. 159 pages. Nonfiction. Elementary/Junior High.

This book describes Argentina - its sophisticated cities, Indians, rich, fertile plains, and snowcapped mountains.

Source:

1. Personal examination.

Land and People of Brazil (Rev. ed.) by Rose Brown. Revised by Leslie F. Warren. New York: J.B. Lippincott Co., 1972. 158 pages. Nonfiction. Elementary/Junior High.

This introduction to Brazil covers the land and the people, the geography and the history of this country.

Sources:

1. Best Books for Children, 1981.
2. Children's Catalog, 1981.
3. Personal examination.

Legacy of the Desert: Understanding the Arabs by Jules Archer. Boston: Little, Brown and Co., 1976. 214 pages. \$6.95. Nonfiction. Junior High.

A concrete picture of the Arabs and their world is presented in this book through an overview of their culture, traditions, history, and the wealth that has become theirs as a result of oil.

Sources:

1. Junior High School Library Catalog, 1980.
2. Personal examination.

Lost in the Barrens by Farley Mowat. Toronto: Bantam Books, 1956. 192 pages. \$2.25, paper. Fiction. Grade 7 and up.

This is the story of two boys who are faced with the struggle for survival in the Canadian Arctic.

Sources:

1. Basic Book List for Canadian Schools, 1969.
2. Elementary School Library Collection, 1982.
3. Personal examination.

The Masai: Herders of East Africa by Sonia Bleeker.

Illustrated by Kisa N. Sasaki. New York: Morrow.
1963. 155 pages. \$5.71. Nonfiction. Grades 4-7.

"An intriguing picture of the life of a nomadic tribe."

Best Books for Children, 1981.

Sources:

1. Best Books for Children, 1981.
2. Children's Catalog, 1981.
3. Personal examination.

The Polar Regions: Earth's Frontiers by Lyn Harrington.

South Nashville, TN: Nelson, 1973. 192 pages. \$5.95.
Nonfiction. Grades 5-7.

"The author describes the geography, history, resources and people of the polar regions. She also discusses the changes that are occurring and their effects on the regions."

Children's Catalog, 1981.

Source:

1. Children's Catalog, 1981.

Red Earth, Blue Sky: The Australian Outback by Margaret Rau.

Photographs by Margaret Rau. New York: Crowell, 1981.
128 pages. Nonfiction. Elementary/Junior High.

"Sprinkling her writing with the colorful lingo of the bush country, the author describes the desert wilderness: its many colors, searing heat, torrid winds, and exotic plant and animal life."

Horn Book Magazine, June 1981.

Source:

1. Horn Book Magazine, June 1981.

The Snow Walker by Farley Mowat. Boston: Little, Brown and Co., 1975. 222 pages. \$8.95. Nonfiction. Junior High.

This book is a portrait of the Arctic and its people. The stories describe the harsh life in the Arctic, the courage and resourcefulness of the people, and the beauty of the land.

Sources:

1. Library Journal, Fall 1976.
2. School Library Journal, May 1976.
3. Personal examination.

The White Archer: An Eskimo Legend by James Houston. New York: Harcourt, 1967. 95 pages. \$6.25. Folk literature. Elementary.

Reflected in an Eskimo boy's triumph over hatred is an appreciation of the Eskimo people and culture. This is a good high interest easy reading book for junior high students.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

White Fang by Jack London. Illustrated by Charles Pickard. New York: E.P. Sutton, 1967. 232 pages. Fiction. Junior High.

This is an exciting animal story which portrays the harshness of life in the North.

Sources:

1. Book Baif, 1979.
2. Personal examination.

Desert Caravan. National Broadcasting Company, 1971.
16 mm film, color, 13 min.. Elementary/Junior High.

Mohammed is a young boy on his first caravan, a human adventure organized in careful respect of nature. The film illustrates the fragile relationship which exists between man, animals, and nature. It examines the influence of physical geography on the lives of the Kanuri people.

Sources:

1. Booklist, April 15, 1972.
2. Personal examination.

Geography of South America: Argentina, Paraguay, Uruguay.
Coronet, 1961. 16 mm film, color, 11 min..
Elementary/Junior High.

While this film is dated, it does present valuable information about the farmers and herders of these three countries. The film shows how geographical factors affect the economy of these countries and the lives of the people.

Sources:

1. Personal examination.

Grasslands of the World. CBS Inc., 1978. 16 mm film, color,
13 min., Elementary and up.

The grasslands, one of the most important biomes in the world, covers large areas of North and South America, Russia, and Africa. These grasslands support a variety of unique plants and animals. This film discusses the value of these lands for growing foods to help support the human population of the world.

Sources:

1. Instructor, January 1979.
2. Personal examination.

FILMS

Bananas: Gold from the Tropics. Centron Corp. Inc., 1969.
16 mm film, color, 9 min.. Elementary/Junior High.

The banana producing area of Central America is described in this film. The methods of growing, harvesting, and shipping this fruit crop are shown.

Sources:

1. Journal of Geography, March 1971.
2. Personal examination.

Children of the World: Brazil. CBC and United Nations
Children's Fund, 1975. 16 mm film, color, 28 min..
Elementary/Junior High.

This film, which promotes international understanding among children, follows the journey of a 13 year old boy who walked alone from the jungles and mountains of interior Brazil to Rio de Janeiro in search of his father.

Sources:

1. Personal examination.

Children of the World: Jamaica. CBC and United Nations
Children's Fund, 1975. 16 mm film, color, 28 min..
Elementary/Junior High.

Through describing the life of a young Jamaican boy and his family this film contrasts the tropical panorama of the forests and plantations of Jamaica.

Sources:

1. Personal examination.

High Arctic: Life on the Land. National Film Board of Canada, 1969. 16 mm film; color, 22 min.. Elementary/Junior High.

A panoramic view of the geography, vegetation, and animal life on the Queen Elizabeth Islands is presented in this film. The ecology of the north is discussed - how the plants and animals are adapted to this region.

Source:

1. Personal examination.

Last Stand: The Desert. Canadian Broadcasting Corporation, 1976. 16 mm film, color, 27 min.. Junior High/High School.

This film offers beautiful visuals of the Arizona Desert and useful discussion of how plants and animals have adapted to this type of land and climate.

Source:

1. Personal examination.

North Brazil. Sterling Educational Films, 1973. 16 mm film, color, 20 min.. Junior High/High School.

For nearly 500 years the coastal cities of Brazil grew while the interior of the country remained uninhabited. In an effort to remedy this situation a new capital, Brasilia, was planned. Brazil is a country of wealth, but the wealth lies in the interior. This film emphasizes the need for conservation in order to maintain the balance of nature.

Source:

1. Personal examination.

Oasis in the Sahara. Visual Education Centre, 1975.
16 mm film, color, 13 min., Elementary/Junior High.

This film gives a glimpse of life in an oasis, the value of the date palm, and the nomadic way of life in the desert.

Source:

1. Personal Examination.

South America: Land and People. BFA Educational Media, 1978. 16 mm film, color, 21 min., Elementary and up.

This film illustrates the geographical and cultural diversity of South America. It brings alive the culture, resources, and economies of the five major geographic regions of this continent: the rainforest of the Amazon Basin, the Andes Mountains, the desert regions, the plains of the temperate zone, and the tropical coast. This film offers students a breathtaking geographical and cultural tour of this great and varied continent.

Sources:

1. Previews, May 1979.
2. Personal examination.

Top of the World: Taiga, Tundra, Ice Cap. Learning Corporation of America, 1971. 16 mm film, color, 20 min., Upper Elementary and up.

This film explores the lands of Canada, Siberia, and Alaska, which comprise the regions known as the taiga, the tundra, and the ice cap. The climatic and geographical characteristics and the types of natural life found in these regions are presented. The film takes an ecological point of view. It also describes the ways of life which have been developed by the Eskimo, the Siberian city-dweller, and the Canadian factory workers.

Sources:

1. Previews, October 1972.
2. Personal examination.

Two Deserts: Sahara and Sonora. Learning Corporation of America, 1973. 16 mm film, color, 16 min.. Elementary/Junior High.

Deserts comprise 1/7 of the earth's land. This film describes two deserts - the land, the climate, and the people. The film illustrates how man has changed the desert, and how man has adapted himself to it.

Sources:

1. Social Education, May 1973.
2. Personal examination.

Venezuela: Oil Builds a Nation. Sleeping Giant Films, 1972. 16 mm film, color, 17 min.. Junior High/High School.

In recent years Venezuela is emerging from 400 years of colonialism, exploitation, and poverty. This film describes the varying topography of this country as well as the life-styles of its people, ranging from primitive to modern. Oil is steadily becoming Venezuela's potential for modern industrialization. The oil wealth is also creating problems which must be overcome.

Source:

1. Personal examination.

FILMSTRIPS

Arctic Portrait. ATC Publishing, 1974. 3 color filmstrips, 3 cassettes. Elementary/Junior High.

This set gives an indepth discussion of plants of the Arctic and the ability of various animals to adapt to this environment. It paints a vivid picture of how the hunters of this region hunt, travel, eat, and live. In each filmstrip the sound effects are good, the pictures are detailed, and the narration is interesting.

Sources:

1. Elementary School Library Collection, 1982.
2. Personal examination.

Antarctica: The White Continent. Lyceum Productions., 1973. 2 color filmstrips, 2 cassettes (7-10 min. ea.), teacher's guide, \$37.00. Grade 5 and up.

This set of filmstrips provides an interesting overview of the geography and climate of the Antarctic as well as reasons for its exploration.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Elementary School Library Collection, 1982.

Brazil. Encyclopaedia Britannica Educational Corporation, 1973. 6 color filmstrips, 6 cassettes or discs (12 min. ea.), teacher's guide, \$86.95. Grades 4-8.

"Viewers are transported to semi-desert backlands and prosperous coffee fazendas, to Amazon fishing villages, and highly industrialized cities."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Previews, November 1974.

The Canadian Arctic. Robert B. Mansour Ltd., 1974. 4 color filmstrips, 2 cassettes (10 min. ea.). Elementary/Junior High.

This set gives the findings and impressions of what the north is like as seen firsthand by a group of young explorers living in tents and exploring the Arctic landscape. There are vivid scenes of the rugged beauty of the land, and the plants and animals. The traditional way of life is contrasted with life in the modern Arctic.

Sources:

1. Personal examination.

Central America and the Caribbean. Encyclopaedia Britannica Educational Corporation, 1972. 5 color filmstrips, 5 cassettes, 6 teacher's guides with script, \$135.00. Elementary/Junior High.

The history, geography, economics, and culture of Central America and the Caribbean Islands are discussed in this set of beautifully done filmstrips which depicts the life-style of typical families of the region.

Sources:

1. Elementary School Library Collection, 1982.
2. Personal examination.

Desert: Profile of an Arid Land. Encyclopaedia Britannica Educational Corporation, 1974. Grades 4-8.

"This series shows how deep canyons are formed by desert streams and sand dunes by violent windstorms; how one plant survives by growing its own shade and how a tiny animal manufactures its own water. The last filmstrip in the series shows how humans are changing the face of the desert and why they pose a threat to this environment."

Core Media Collection for Elementary Schools, 1978.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Elementary School Library Collection, 1982.

Earth Without Man Series: Equatorial Lands, Hot Grasslands (i), Hot Grasslands (ii), Cold Lands (i), Cold Lands (ii).
Visual Publications, 1972. 5 color filmstrips,
5 cassettes, teacher's notes. Junior High.

"Each of these strips illustrates with diagrams and photographs the climatic conditions of the particular region and the effect that these have on the natural vegetation. All these strips are well produced in good color. They would be very useful as an introduction to or summing up of a subject; they would be less useful in the intervening lessons as each strip tends to cover too many aspects of each topic."

Visual Education, April 1972.

Source:

1. Visual Education, April 1972.

The Ecology of a Desert. Imperial Film Company, 1973.
 2 color filmstrips, 2 cassettes or discs (10:43-11:39 min.). Grades 4-8.

"The desert depicted in this set is Death Valley, California. The set is a good addition for any study of desert environments. It gives the viewer an appreciation of the difficulties in adapting to this type of environment, and an understanding of the delicate balance between the plants and animals that make the desert their home."

Previews, December 1974.

Sources:

1. Elementary School Library Collection, 1982.
2. Previews, December 1974.

Egypt: Crossroads of Civilization. Eye Gate Media, 1981.
4 color filmstrips, 2 cassettes (13-21 min.), teacher's guide, \$68.00. Grades 7-9.

"The effect of climate and geography on life in modern day Egypt is demonstrated in this series. Because of the inter-disciplinary orientation of this series, it could serve equally well in a social studies unit on the history and geography of Egypt or as a science lesson dealing with climate and life in a desert."

School Library Journal, December 1982.

Source:

1. School Library Journal, December 1982.

Families of the Dry Muslim-World. Encyclopaedia Britannica Educational Corporation, 1973. 5 color filmstrips, 5 cassettes (6 min. ea.), teacher's guide, \$72.50. Elementary/Junior High.

The similarities and differences in the life-styles of five Muslim families are depicted in this fine series.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Elementary School Library Collection, 1982.
3. Personal examination.

Hawaii: The Fiftieth State. Encyclopaedia Britannica Educational Corporation, 1974. 4 color filmstrips, 4 cassettes or discs (16 min. ea.), teacher's guide. Grade 5 and up.

"Visits to three Hawaiian families representing a rich cultural mix of backgrounds and life-styles are revealing."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Elementary School Library Collection, 1982.
3. Previews, April 1976.

Introduction to Latin America. Encyclopaedia Britannica Educational Corporation, 1973. 5 color filmstrips, 5 cassettes, 5 teacher's guides with script. Elementary/Junior High.

This set is designed to survey the main geographical regions of Latin America showing well its physical diversity and the factors which affect the climate in various areas. The ways which man utilizes the land are related to topography, climate, and resources. The series also deals with the history of Latin America, its people, its agriculture, and its industry.

Source:

1. Personal examination.

Middle East: Conflict and Change. Educational Activities, 1972. 5 color filmstrips, 5 cassettes (14-16 min. ea.), teacher's guide. Grades 6-10.

"An excellent overview of the Middle East from ancient times to the present, including coverage of the economic and political situation today. Recommended for junior high social studies classes, especially those stressing geography."

Previews, May 1974.

Source:

1. Previews, May 1974.

Nomads of the Sahara. Society for Visual Education, 1975. 2 color filmstrips, 2 cassettes, teacher's guide, \$42.00. Elementary/Junior High.

"Introduces nomadic life and contrasts the different aspects of life of two nomadic Sahara tribes, the Fulani and the Tuareg."

Elementary School Library Collection, 1979.

Source:

1. Elementary School Library Collection, 1982.

The Wild Young Desert Series. Lyceum/Mook and Blanchard, 1970. 2 color filmstrips, 2 cassettes or discs (10 min.). All ages.

"The color photography of this set brings an appreciation of the desert to those who know and love it and to those who have never experienced the desert. This set deepens awareness of the geological background, ecological balance, and the unique beauty of the desert."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Elementary School Library Collection, 1982.

KITS

Along Egypt's Nile. The Media Tree, 1981. 80 slides, 1 cassette, resource book, student manual, teacher's guide, \$59.95. Grades 7-12.

"This slide presentation shows viewers how modern day Egyptians live. This is a worthwhile purchase as long as teachers are willing to go to the trouble of incorporating the information in the guide into classroom presentations."

School Library Journal, September 1981

Source:

1. School Library Journal, September 1981.

Geography of Canada, A Regional Survey: Canada's North.

McIntyre Educational Media, 1979. 1 color filmstrip, 1 cassette, 3 teacher's guides, 1 transparency with overlap, 30 color slides. Elementary/Junior High.

This multi-media kit introduces students to the geography of the Yukon and the North West Territories. It discusses settlement in the north, the people of the north, and the problems associated with natural resource development.

Source:

1. Personal examination.

PHONODISCS

Alaskan Eskimo Songs and Stories. University of Washington Press, n.d.. 1 disc, illustrated booklet. Elementary and up.

"This is probably the definitive recording of songs and stories of the Alaskan Eskimo, seemingly authentic in every detail, and recorded on the spot. This is an attractive album which will find much use in folklore and geography classes and for general listening in public library collections."

Previews, September 1973.

Source:

1. Previews, September 1973.

Julie of the Wolves. Caedmon Records, 1973. 1 cassette or disc, 40 min., jacket notes. \$6.98 (disc), \$7.95 (cassette). Grades 4-8.

This recording vividly brings to life Jeah Craighead George's compelling Newbery Award winning novel of the same name. It is the story of a 13 year old Eskimo girl who survives her flight into the tundra where a wolf pack adopts her.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Previews, January 1978.
3. Personal examination.

Tales of the Desert. Caedmon Records, 1975. 1 disc. Read
by Omar Sharif. Grades 4-8.

"Omar Sharif, in his mellow Arabic-accented voice, charmingly tells four Arabian Nights stories, versions of which have been told for centuries in the Arab lands and beyond."

Previews, February 1980.

Source:

1. Previews, February 1980.

PRINTS

Argentina, Paraguay, Uruguay (South America Today Series),
Society for Visual Education, 1973. 8 color prints,
1 guide. Elementary/Junior High.

These vivid prints introduce the land, people, industries, natural resources, and cities of Argentina, Paraguay, and Uruguay.

Source:

1. Personal examination.

Deserts. Instructional Aids, Inc., 1965. 6 color prints.
Elementary/Junior High.

This is a visually appealing set of prints which shows the desert environments of the world. There are informative notes on the reverse side of each print.

Source:

1. Personal examination.

People of the Seal. Encyclopaedia Britannica Educational Corporation, n.d.. 10 color prints, 1 guide.
Elementary/Junior High.

These prints were designed to record the traditional culture of the Netsilik Eskimo. By means of the pictures and the notes on the back of the prints students are exposed to the Eskimo life-style - their family life, clothing, shelter, tools, and their hunting and fishing practices.

Source:

1. Personal examination.

South America: The Vast Northeast. Encyclopaedia Britannica Educational Corporation, 1976. 8 color prints, 1 guide, \$26.00. Elementary/Junior High.

These prints may be used individually or as a set to stimulate interest in, or to introduce the region of, northeast South America. This area is comprised of Venezuela, Guyana, Surinam, French Guiana, and the northern and central portions of Brazil. The notes on the back of the prints discuss various concepts concerning geography, sociology, economics, health and welfare, anthropology, history, the arts, and education.

Source:

1. Personal examination:

SLIDES

Eskimo Seal Hunt. National Film Board of Canada, 1974.
Elementary/Junior High.

This short set of 10 slides gives insight into the Eskimo seal hunt. The accompanying teacher's guide offers explanations of how the seal is butchered and what each part of the animal is used for.

Source:

1. Personal examination.

How to Build An Igloo. National Film Board of Canada, 1970.
10 color slides, guide, \$15.00. Elementary/Junior High.

This set of 10 slides with a teacher's guide explicitly shows how to construct an igloo.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Previews, December 1974.
3. Personal examination.

MONSOON LANDS OF ASIA

BOOKS

Area Handbook for the People's Republic of China by Donald P. Whitaker et al. Washington, D.C.: U.S. Government Printing Office, 1972. 729 pages. Reference. Junior High/High School.

This handbook provides a wealth of information on aspects of social, political, and economic life in China. It presents many other facts concerning such things as topography, climate, industry, and agriculture.

Source:

1. Personal examination.

China Diary by Charlotte Y. Salisbury. New York: Walker and Co., 1973. 210 pages. Nonfiction. Junior High/High School.

The author was one of the few American women to have visited China in 1972. This is her personal report on the daily life and concerns of the average man and woman in China.

Sources:

1. Library Journal, May 15, 1977.
2. New York Times Book Review, April 22, 1973.
3. Personal examination.

The Chinese Way: Life in the People's Republic of China by Gil Loescher and Ann Dull Loescher. New York: Harcourt, Brace Jovanovich, 1974. 206 pages. \$7.95. Nonfiction. Junior High/High School.

A timely and comprehensive survey of China, its society and culture is presented in this interesting and useful book.

Sources:

1. Horn Book Magazine, April 1975.
2. School Library Journal, September 1975.
3. Personal examination.

Daughter of the Mountains by Louise Rankin. Illustrated by Kurt Wiese. New York: Viking Press, 1948. 191 pages. Fiction. Grades 4-7.

Momo, a Tibetan girl who journeys from her mountain home to the coast of India in search of her stolen dog, has to face many difficulties. The story is filled with excitement and beautiful descriptions of the country.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

Eight Billion: The Real China by Ross Terrill. Boston: Little, Brown and Co., 1971. 250 pages. Nonfiction. Junior High/High School.

This is an important portrait of China - what it is, what it is like, and what it wants. It is an excellent study of the people and government of China.

Sources:

1. Library Journal, May 15, 1972.
2. Personal examination.

The Fables of India by Joseph Gaer. Illustrated by Randy Monk. Boston: Little, Brown and Co., 1955. 176 pages. \$6.95. Folk literature. Elementary/Junior High.

The Hindus have been regarded as the earliest and possibly the greatest creators and tellers of fables. This collection is 52 of the best Indian fables.

Sources:

1. Best Books for Children, 1981.
2. Personal examination.

The First Book of India (Rev. ed.) by Jean Bothwell. New York: Franklin Watts, Inc., 1966. 81 pages. \$7.90. Nonfiction. Elementary/Junior High.

This is an informative and unbiased survey of India and its inhabitants by an author who spent 14 years in that country.

Sources:

1. Booklist, July 1, 1966.
2. Library Journal, May 15, 1972.
3. Personal examination.

India: Activities and Projects in Color by Claude Soleillant. New York: Sterling, 1977. 96 pages. \$9.95. Nonfiction. Elementary/Junior High.

"Each of these books (this series) provides information for conducting a festival about a specific country. Information in each book tells how to make costumes, jewelry, and inexpensive craft projects. Also included are native games, stories to read or act out, and recipes. Photographs and drawings, some in color, enhance the books."

Reference Books for Children, 1981.

Source:

1. Reference Books for Children, 1981.

India: The Challenge of Change by James Traub. New York: Messner, 1980. 159 pages. \$9.79. Nonfiction. Junior High and up.

"This survey of modern India includes chapters on its history, daily life, religions, government, agriculture, industry and foreign relations."

Junior High School Library Catalog, 1980.

Source:

1. Junior High School Library Catalog, 1980.

Indus: South Asia's Highway of History by Jane W. Watson.
Illustrated. New Canaan, CT: Garrard, 1970. \$3.68.
Nonfiction. Elementary/Junior High.

"Historical and geographical introduction to the land and people involved in the course of this river."

Best Books for Children, 1981.

Source:

1. Best Books for Children, 1981.

Japan: Activities and Projects in Color by Claude Soleillant.
New York: Sterling, 1980. 96 pages. \$9.95. Nonfiction.
Elementary/Junior High.

"Each of these books (this series) provides information for conducting a festival about a specific country. Information in each book tells how to make costumes, jewelry, and inexpensive craft projects. Also included are native games, stories to read or act out, and recipes. Photographs and drawings, some in color, enhance the books."

Reference Books for Children, 1981.

Source:

1. Reference Books for Children, 1981.

Japan: The Land and Its People by Sophy Hoare. Morristown, NJ: Silver Burdett, 1975. 61 pages. Illus. maps.
Nonfiction. Junior High.

"Describes various aspects of life in modern Japan, including: geography, trade, family, recreation, sports, education, shopping, food, language, arts, industry, transportation, customs, Tokyo, Buddhism, and Shinto. Historical background is provided by a reference section as well as the main text. Illustrated with color photographs and diagrams."

Junior High School Library Catalog, 1980.

Source:

1. Junior High School Library Catalog, 1980.

Joi Bangla! The Children of Bangladesh by Joan Laure and Ettagale Laure. Photographs by Jason Laure. New York: Farrar, Straus and Giroux, 1974. 149 pages. \$7.95. Nonfiction. Elementary/Junior High.

The author writes about nine boys and girls, ages 11-16, representing a cross-section of the Bengali young. Through these writings the reader feels the thoughts of these children - the problems they must live with, caused by war, poverty, and their role as the first free Bengali people.

Sources:

1. School Library Journal, January 1975.
2. Social Education, March 1975.
3. Personal examination.

The Jungle Book by Rudyard Kipling. Illustrated by Fritz Eichenberg. New York: Grosset and Dunlap, 1950. 275 pages. \$5.95. Folk literature. Grades 4-7.

Mowgli, adopted by jungle animals, learns the ways of the jungle. This is a beautiful book in all respects.

Sources:

1. Basic Book List for Canadian Schools, 1969.
2. Best Books for Children, 1981.
3. Personal examination.

Kim by Rudyard Kipling. Illustrated by J.W. McDaniel. Garden City: Doubleday and Co., 1966. 329 pages. Fiction. Elementary/Junior High.

Kim's travels across India with the old lama beautifully capture the spirit of India.

Sources:

1. Junior High School Library Catalog, 1980.
2. Personal examination.

The Land and People of Ceylon (Rev. ed.) by Donald N. Wilber.
New York: Lippincott, 1972. 156 pages. \$9.57.
Nonfiction. Junior High.

"This introduction to the island nation of Ceylon discusses its history and geography, as well as its industries, its political life, and the customs of its people."

Junior High School Library Catalog, 1980.

Source:

1. Junior High School Library Catalog, 1980.

Pakistan: Yesterday and Today by Donald N. Wilber. New York: Holt, Rinehart and Winston, Inc., 1964. 243 pages. Nonfiction. Junior High.

This book presents an overview of the history and culture of the people of this relatively new nation.

Source:

1. Personal examination.

The People of New China by Margaret Rau. Photographs by Margaret Rau. New York: Julian Messner, 1978. 128 pages. \$8.79. Nonfiction. Junior High.

This is a detailed overview of contemporary life in Mainland China.

Sources:

1. Booklist, September 1, 1978.
2. School Library Journal, September 1978.
3. Personal examination.

Sing to the Dawn by Mintong Ho Lothrop. Illustrated by Kwongjan Ho. New York: Lothrop, Lee and Shepard Company, 1975. 160 pages. Fiction, Elementary/Junior High.

The author and illustrator provide an accurate portrayal of the Thai culture through this novel.

Sources:

1. Instructor, November 1975.
2. Social Education, April 1976.
3. Personal examination.

Sweet and Sour: Tales from China by Carol Kendall and Li Ydowen. Illustrated by Shirley Felts. New York: Seabury, 1979. 112 pages. \$7.95. Folk literature. Grades 5-7.

"A choice collection of some enchanting Chinese folktales."

Best Books for Children, 1981.

Sources:

1. Best Books for Children, 1981.
2. Social Education, April 1980.

Tales and Legends from India by Iris Macfarlane. Illustrated by Eric Thomas. London: Chatto and Windus, 1965. 136 pages. Folk literature. Elementary/Junior High.

"Ten stories from the Assam region of India."

School Library Books, 1969.

Source:

1. School Library Books, 1969.

Thailand in Pictures (Rev. ed.) by James Nach. New York: Sterling, 1979. 64 pages. \$2.95. Nonfiction. Junior High.

"This is an introduction in text and pictures to Thailand's history, people, land, government and economy."

Junior High School Library Catalog, 1980.

Source:

1. Junior High School Library Catalog, 1980.

Through Chinese Eyes (2 vols.) by Peter J. Seybolt (Ed.). New York: Praeger Pub., 1974. 136 pages (Vol. 1). 158 pages (Vol. 2). Nonfiction. Junior High

Through Indian Eyes (2 vols.) by Donald J. Johnson and Jean E. Johnson (Eds.). New York: Praeger Pub., 1974. 156 pages (Vol. 1). 136 pages (Vol. 2). Nonfiction. Junior High.

Through Japanese Eyes (2 vols.) by Richard Minear (Ed.). New York: Praeger Pub., 1974. 151 pages (Vol. 1). 147 pages (Vol. 2). Nonfiction. Junior High.

This is a set of interesting books with a novel approach. They do not attempt to explain the countries, rather they try to show it through the eyes of their people. The material used in these books has been taken from a variety of sources - autobiographies, fiction, poetry, magazine articles - and has all been written by the people of these countries. These books may truly broaden the reader's perspective of these countries.

Source:

1. Personal examination.

Young Fu of the Upper Yangtze (Rev. Ed.) by Elizabeth Foreman Lewis. Illustrated by Ed Young. New York: Holt, 1932. 267 pages. \$9.75. Fiction. Grades 5-7.

This book won the Newbery Medal in 1932, yet the story of Young Fu still offers young readers an understanding of the Chinese character and customs.

Sources:

1. Children's Catalog, 1981.
2. Personal examination.

FILMS

China: An Emerging Giant. National Geographic Society,
1978. 16 mm film, color, 15 min.. Elementary/Junior
High.

This film surveys China's industrial and agricultural life, giving insight into the life of the factory worker. Modern Chinese industrial life emphasizes technical and scientific education. There is a wealth of information in this film.

Source:

1. Personal examination.

Children of the World: Korea. CBC and United Nations
Children's Fund, 1977. 16 mm film, color, 25 min..
Elementary/Junior High.

Aspects of the geography and culture of Korea are shown through an account of the way of life of rural children in this country. This film is interesting, with good narration and excellent picture quality.

Source:

1. Personal examination.

Children of the World: Sri Lanka. CBC and United Nations
Children's Fund, 1977. 16 mm film, color, 24 min..
Elementary/Junior High.

This film gives a glimpse of the life style of rural children in Sri Lanka. Through this account, the viewer is exposed to aspects of the geography and sociology of the country.

Source:

1. Personal examination

Japanese Farmers. Visual Education Centre, 1970. 16 mm film, color, 17 min.. Elementary/Junior High.

Only 1/6 of the land of Japan is suitable for agriculture, but all usable soil is made to yield throughout the year. The skill and energy of Japanese farmers ensure that the soil is not depleted. This film points out that although Japan is involved in intense cultivation this country still has to import a good deal of food.

Source:

1. Personal examination.

Malaysian River Boy. 16 mm film, color, 15 min.. n.d. Elementary/Junior High.

The viewer is introduced to two families of Sarawak, Malaysia. The film shows the land, the crops, the people and their family life and culture.

Source:

1. Personal examination.

Silk Making in China. Atlantis Productions Inc., 1976. 16 mm film, color, 13 min.. Elementary/Junior High.

This interesting and informative film follows the entire traditional process of making silk in China, beginning with the baby silk worms and ending with the finished product. It explains the mysteries of silk making.

Sources:

1. Film News, November/December 1976.
2. Personal examination.

Children of the World: Thailand. CBC and United Nations
Children's Fund, 1975. 16 mm film, color, 28 min.
17-sec.. Elementary/Junior High.

This film takes the viewer on a scenic caravan of river barges that wind their way downstream to Bangkok and the rice merchants. On this journey the viewer tours the rice mills and visits the ruins of a Buddhist temple.

Source:

1. Personal examination.

Family Life in Malaysia: We Live in a Kampong. McGraw-Hill,
1970. 16 mm film, color, 13 min.. Elementary/Junior
High.

This film illustrates family life in a Kampong - a farm-village in Malaysia. With its excellent visuals it shows the Malaysian way of life - old and new.

Source:

1. Personal examination.

Industrial China. Gateway Productions, 1973. 16 mm film,
color, 13 min.. Junior High/High School.

This film outlines the major industries in China and explains the workers' close ties to the factory.

Sources:

1. Visual Education, August/September 1975.
2. Personal examination.

Southeast Asia: Burma and Thailand. Coronet Instructional Films, 1972. 16 mm film, color, 14 min.. Junior High/High School.

This film compares and contrasts Burma and Thailand, two countries which are similar geographically and in ways of life. Burma, however, has more natural resources while Thailand is more industrialized. The importance of rivers to both these countries is noted.

Source:

1. Personal examination.

Southeast Asia: Lands and People. Coronet Instructional Media, 1976 (Rev.). 16 mm film, color, 13½ min.. Junior High/High School.

The uncertain future which lies ahead for the people of Southeast Asia is illustrated in this film which surveys the geographic and climatic features of this region. The film gives insight into the daily lives of the people and the western influences which have changed their lives. The film also surveys economics, religion, culture, and politics.

Sources:

1. Previews, February 1978.
2. Personal examination.

FILMSTRIPS

Bangladesh: Birth of a New Nation. Current Affairs Films, 1973. 1 filmstrip, 1 cassette (15 min.), teacher's guide. Grade 6 and up.

"Social studies teachers will welcome this up-to-date presentation of the formation of Bangladesh. An excellent production."

School Library Journal, November 1973.

Source:

1. School Library Journal, November 1973.

China. Scholastic Book Services, 1973. 1 filmstrip, 1 cassette (11 min.), teacher's guide. Grades 7-12.

This filmstrip is designed to introduce students to the history and culture of China, and is a valuable supplementary resource for the study of this cultural area.

Sources:

1. Previews, December 1973.
2. Personal examination.

China: The Land and Its People. January Productions, 1979. 4 filmstrips, 4 cassettes (12-15 min. ea.), teacher's guide, \$64.00. Grades 4-8.

"Photographed in Mainland China, this series focuses on a panorama of rural life and how it compares to life in the city. The script achieves praiseworthy depth, perhaps more suitable for junior high and high school than junior high and elementary levels. The photography is uniformly excellent."

Previews, April 1980.

Source:

1. Previews, April 1980.

China: The One-Billion Society. Current Affairs Films, 1979. 1 filmstrip, 1 cassette (18 min.), teacher's guide. Grade 7 and up.

"An excellent program on the state of affairs in China today. The coverage ranges from the history and geography of the country to its goals for the future. An excellent filmstrip definitely worth purchasing."

Previews, December 1979.

Source:

1. Previews, December 1979.

China Today. Spoken Arts, 1973. 6 color filmstrips with cassettes (7-16 min.). Elementary/Junior High.

"This series was originally produced in 1973 so that the teacher or group leader will have to update some of the history and cultural information in the series. China's recent history has been a major turning point, especially in relation to the United States. Nevertheless, this program is valuable for the quality of its photography, its sensitive narration with which students can readily identify, and the glimpse it provides of a people who have for many years been unknown to the Western world."

Film News, Spring 1980.

Source:

1. Film News, Spring 1980.

Chinese Poetry. Schloot Productions, 1973. 2 filmstrips, 2 cassettes (13-15 min.), teacher's guide. Grade 7 and up.

"The culture and history of China are introduced by using examples of Chinese poetry and folk songs from the time of Confucius to the present day People's Republic. A good supplementary purchase for further in-depth study of China."

Previews, March 1975.

Source:

1. Previews, March 1975.

Families of Asia. Encyclopaedia Britannica Educational Corporation, 1975. 6 color filmstrips, 6 cassettes (8 min. ea.), teacher's guide, \$86.95. Grades 1-8.

This series depicts every day life in six different Asian countries by looking at a single family from each country.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Elementary School Library Collection, 1982.
3. Personal examination.

Families of Southeast Asia. Family Filmstrips, 1973. 4 color filmstrips, 2 cassettes (7 min. ea.), teacher's guide. Elementary/Junior High.

Each filmstrip is organized around the daily life of a particular family and its cultural environment. The sound and visuals are excellent.

Sources:

1. Previews, November 1973.
2. Personal examination.

India: Tradition and Change. Society for Visual Education, 1977. 5 color filmstrips, 5 cassettes (12 min. ea.), teacher's guide. Grades 5-11.

This is a good series to use to introduce India's geography and culture to students. Patterns of family life are shown as city and village life are contrasted.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Booklist, January 1, 1978.
3. Personal examination.

The Indian Subcontinent. Educational Design, 1978. 4 color filmstrips, 2 cassettes (10-15 min. ea.), teacher's guide. Grades 7-12.

"The four filmstrips are independent of each other in content but together they cover extensive ground in presenting the viewer with an understanding of Indian life. The series is extremely well done. The photography captures the picturesque scenes and local color of India."

Previews, January 1980.

Source:

1. Previews, January 1980.

Japan: Economic Miracle. Encyclopædia Britannica Educational Corporation, 1974. 5 color filmstrips, 5 cassettes (8 min. ea.), teacher's guide. Grades 5-10.

"A balanced look at modern Japan - geography and resources; economy, technology and trade; agriculture; environmental problems; and the effect of economic change on urban life-styles."

Elementary School Library Collection, 1982.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Elementary School Library Collection, 1982.
3. Personal examination.

Japan: Spirit of Iemoto. Encyclopaedia Britannica Educational Corporation, 1974. 5 color filmstrips, 5 cassettes (11 min. ea.), teacher's guide, \$72.50. Grades 5-10.

"An examination of Japanese tradition and culture, family structure, Japan's unique system of worker relationships in business and industry, and traditional and modern sports and recreation. The Japanese concept of family is explored in depth."

Elementary School Library Collection, 1982.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Elementary School Library Collection, 1982.

Japan: Western Technology and Eastern Culture. Multi-Media Productions, 1973. 1 color filmstrip, 1 cassette (10:20 min.), teacher's guide. Grades 6-12.

"A broad survey of contemporary Japanese society and the impact of Western technology. Recommended for social studies and sociology courses in junior and senior high school."

Previews, January 1974.

Source:

1. Previews, January 1974.

Korea: What You'd See There! Encore Visual Education, 1974. 4 color filmstrips, 4 cassettes (5-6 min. ea.), teacher's guide. Grades 4-9.

"The viewer is given a basic overview of the country's geography, history, politics and culture. The narrative is elementary in content, but the photography makes the series useful as an introduction, review, or for lower ability students in junior and senior high schools."

Previews, February 1975.

Source:

1. Previews, February 1975.

Living in Asia Today. Coronet Instructional Films, 1972.
8 color filmstrips, 8 cassettes, teacher's guide,
\$145.00. Elementary/Junior High.

The geography and culture of various regions of Asia are brought out through descriptions of family activities.

Sources:

1. Elementary School Library Collection, 1982.
2. Personal examination.

The New Japan. Society for Visual Education, 1973. 6 color filmstrips, 3 cassettes. Grade 5 and up.

This series gives a good picture of Japanese life and portrays Japan both as a modern industrial country and a simple agricultural country which is committed to tradition. This series is of high quality.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Previews, April 1974.
3. Personal examination.

Ni Hao - Meet the People of China. Multi-Media Productions, 1979. 4 color filmstrips, 4 cassettes (13-18 min. ea.), teacher's guide, script, \$80.00. Grade 6 and up.

"A first-rate program written by a China expert, the series is alive with the images of modern China since the 1946 revolution...this series cannot be recommended highly enough.

Previews, September 1980.

Source:

1. Previews, September 1980.

South Asia: Region in Transition. Encyclopaedia Britannica Educational Corporation, 1976. 5 color filmstrips, 5 cassettes (10 min. ea.), teacher's guide, \$72.50. Grades 5-9.

This series covers the political history of South Asia and its struggle for independence. It deals with the role of religion in the lives of the people, the technological changes which are taking place, and problems related to the continued development of these South Asian economies and societies.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Elementary School Library Collection, 1982.
3. Personal examination.

Southeast Asia. Educational Design, 1976. 4 color filmstrips, 2 cassettes (12:37 min. ea.), guide, \$79.00. Grades 5-9.

"Presents basic geographical, historical, economic, and cultural information of these nations, revealing unusual and uncommon insights into the people's lives."

Core Media Collection for Elementary Schools, 1978.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Booklist, September 1, 1977.

World Nearby: Hong Kong. Guidance Associates, 1976.
3 color filmstrips, 2 cassettes (14-16 min. ea.),
guide, \$51.50. Grades 4-7.

"Part 1 presents an overview of Hong Kong, its geography, economic and social problems. Part 2 takes a close-up look at the lifestyles of two children, one urban, one rural. Part 3 is a captioned question-review of the program."

Elementary School Library Collection, 1982.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Elementary School Library Collection, 1982.

KITS

China Multimedia Program. Nystrom, 1973. 5 color filmstrips, 2 cassettes, set of activity sheets, 2 transparencies, 10 student readers, teacher's guide, \$165.00. Grades 7-12.

"The China program utilizes a variety of instructional materials to show the complex transformations that have taken place in Chinese society under Communist leadership."

Core Media Collection for Secondary Schools, 1979.

Source:

1. Core Media Collection for Secondary Schools, 1979.

Japan - Land of the Golden Fish. National Wildlife Federation, 1977. 1 color filmstrip with 1 cassette (10 min.), 3 cassettes, 4 hardbound issues of Ranger Rick, 6 slides, 5 teacher's guides. Grades 3-8.

This kit, with its beautiful visual appeal, introduces a study unit on Japan and its people. It also emphasizes wildlife unique to this island country.

Sources:.

1. Booklist, October 1, 1978.
2. Previews, April 1979.
3. Personal examination.

Monsoon Lands - The Earth Without Man Series. Visual Publications, 1973. 1 filmstrip, 4 study prints, 1 set of work cards, set of Work Sheets, booklet. Junior High/High School..

This set, which includes a variety of visuals, gives an overview of monsoon areas - the geography and climate.

Source:

1. Visual Education, May 1983.
2. Personal examination.

The New Face of China. Crystal Productions, 1976.

80 slides, 1 cassette (12 min.); 1 phonodisc (12 min.).

Age 14 and up.

"The New Face of China begins with Shanghai, showing the schools, the industry, and the people. It provides a fascinating general survey of China today."

Booklist, June 1, 1977.

Source:

1. Booklist, June 1, 1977.

PHONODISCS

Kim. Caedmon Records, 1976. 1 disc, 60 min.. Grades 6-8.

"Excerpts from the first, third, and fourth chapters of Kipling's tale in which Kim, an English boy who is brought up as a native of colonial India, meets the Lama with whom he will travel over the Indian countryside. Anthony Quayle's reading of this masterpiece gives it color, power, and life."

Core Media Collection for Secondary Schools, 1979.

Sources:

1. Core Media Collection for Secondary Schools, 1979.
2. Booklist, December 15, 1977.
3. Previews, September 1977.

The White Seal/Tiger. Jimcin Recordings, 1980. 1 disc or cassette, 83 min., \$6.95. Age 9 and up.

"Without any sound effects, the narrators quickly catch the listener's interest and curiosity, as the land and people so loved by Kipling come alive and as a respect for India, its people, and their customs is generated."

Booklist, September 15, 1981.

Source:

1. Booklist, September 15, 1981.

PRINTS

China: Scenes from the People's Republic. Encyclopaedia Britannica Educational Corporation, 1978. 8 color study pictures, study guide. Grades 4-9.

The pictures show aspects of Chinese history, industry, agriculture, architecture, education, commerce, and language. The content of each picture is explained very well, and the photographs are beautiful. The study guide suggests creative activities.

Sources:

1. Previews, April 1979.
2. Personal examination.

China's People. Encyclopaedia Britannica Educational Corporation, 1978. 8 color study prints, study guide. Elementary/Junior High.

This set is an interesting supplement to an ongoing study of China. It shows ways in which Chinese culture is different from ours and reveals many aspects of Chinese culture. Good explanatory notes give a great deal of background information about life in China.

Sources:

1. Previews, April 1979.
2. Personal examination.

Unesco Geography Series. McIntyre Educational Media, n.d. 8 color study prints each, 1 teacher's guide each. Elementary/Junior High.

This series depicts the land and people of such countries as India, Pakistan, Japan, Burma, and Indonesia. The prints are bright, clear, and interesting.

Source:

1. Personal examination.

SLIDES

The Arts of Japan. Educational Dimensions Corporation, 1973. 20 color slides, guide. Grade 6 and up.

These slides, which can be flexibly used to supplement regular classroom work in the social studies, give a chronological view of Japanese art - sculpture, architecture, painting, and crafts.

Sources:

1. Core Media Collection for Elementary Schools, 1978.
2. Previews, January 1975.
3. Personal examination.

China Today. Educational Images, 1980. 20 color slides, 1 guide, \$34.95. Age 14 and up.

This set of slides gives a good visual overview of the agriculture, industry, landmarks, and people of China.

Sources:

1. Booklist, November 1, 1981.
2. Personal examination.

APPENDIX A

OUTLINE OF PROGRAM OF STUDIES FOR GRADES 7
AND 8 GEOGRAPHY PROGRESS IN
NEWFOUNDLAND SCHOOLS
1984-84

Grade 7 Geography

Hobley, L.F. Introducing earth: Part I (SI Metric Edition).
Toronto: Macmillan of Canada, 1979.

- Unit 1. The Round World
2. Mediterranean Europe and North Africa
 3. Coniferous Forests and Temperate Grasslands of Europe
 4. Coniferous Forests and Temperate Grasslands of North America

Grade 8 Geography

Hobley, L.F. Introducing earth: Part II (SI Metric Edition).
Toronto: Macmillan of Canada, 1979.

- Unit 1. The U.S.A. - The Warm South
2. South of Capricorn
 3. Deserts and Savannahs of the World
 4. Monsoon Lands of Asia

APPENDIX B

ANNOTATED LIST OF SELECTION AIDS USED

Books

Annotated bibliography of Newfoundland materials for school libraries by Linda Braine and Audrey Hiscock. St. John's, Newfoundland: Department of Education, 1980. 137 pages.

This annotated listing of over 300 books and 24 periodicals was designed to create an awareness of the Newfoundland materials which are available and which are recommended for inclusion in school library collections in this province.

Basic book list for Canadian schools, senior division grades 10-13 by The Canadian Library Association. Ottawa, Ontario: The Canadian Library Association, 1969. 145 pages.

This annotated listing of proven successful books is a guide to first purchases. All books included are recommended. There are no revisions or supplements.

Best books for children: Preschool through the middle grades by John T. Gillespie and Christine Gilbert. New York: Bowker, 1981. 541 pages. \$21.95.

The titles recommended in this annotated list, which number over 7,000, cover all subjects in kindergarten to grade 6. All books included are recommended.

The best in children's books by Zena Sutherland. Chicago: University of Chicago Press, 1980. 547 pages. \$17.50.

This book, a valuable reference tool in the field of children's literature, reviews the best children's books which appeared between 1973 and 1978. The annotations are excellent.

Book bait: Detailed notes on adult books popular with young people (3rd ed.) compiled by Elinor Walker. Chicago: American Library Association, 1979. 164 pages. \$5.00.

Book Bait is an annotated listing of books which are popular with young people. In each entry the book is summarized, its best features are listed, suggestions are given for book talks, and books related to the one being recommended are described.

Book review digest. New York: H.W. Wilson, 1905. Monthly (except February and July) with quarterly and permanent bound annual cumulations.

This index to book reviews covers 83 popular periodicals. Each year approximately 6,000 books are listed and for each book full bibliographic details are provided, as well as descriptive notes and excerpts from reviews.

Canadian books for schools, 1968-1970 by Dorthea Cutts (Ed.). Edmonton, Alberta: Alberta Department of Education, 1974. 46 pages.

This booklet provides an annotated listing of Canadian materials covering the period from 1968 to 1970 inclusive. Materials range from preschool to senior high school level.

Canadian books for young people by Irma McDonough (Ed.). Toronto: University of Toronto Press, 1978. 148 pages. \$8.50 paperback.

This annotated listing of selected books, which ranges from a preschool level to grade 9, includes 1,500 books in both French and English. The titles are arranged by subject. Full bibliographic information, descriptive annotations, and appropriate grade levels are provided.

Canadian materials for schools by Kathleen M. Snow and Philomena Hauck. Toronto: McClelland and Stewart Ltd., 1970. 200 pages.

This book is a guide to sources of Canadian materials. It lists Canadian resources which can be used to support and enrich the curricula in Canadian schools.

Children's book review index by Gary C. Tarbert (Ed.). Detroit: Gale, 1975 - . Annual. \$38.00.

Children's Book Review Index is an index to reviews of children's books. There are no excerpts from reviews given, nor is there any indication of the length of the review, or whether or not the review is favourable. It is, however, a useful tool because it gives the exact location of reviews of children's books.

Children's books too good to miss by May Hill Arbuthnot, et al. Cleveland: The Press of Case Western Reserve University, 1971. 97 pages.

This is a very selective list of children's books which the authors feel are "too good to miss". Annotations are provided for over 300 titles for children from preschool to junior high.

Children's catalog (14th ed.) by Richard H. Isaacson and Gary L. Bogart (Eds.). New York: The H.W. Wilson Company, 1981. 1277 pages.

This is an essential selection tool for all school libraries. It includes 5,901 titles, and annotations are provided for each title. Books for children from preschool to the sixth grade are included.

Children's literature review. Detroit: Gale, 1976 -
3 volumes published. : \$44.00/v.

Each volume lists approximately 50 major authors and provides bibliographic information and excerpts from reviews of their work. Information regarding the source and location of the full review is provided.

Core media collection for elementary schools by Lucy Gregor Brown. New York: Bowker, 1978. 224 pages. \$17.50.

This core collection lists and describes approximately 1,400 nonprint items recommended for kindergarten to grade 8. There is an alphabetical subject arrangement as well as a title index.

Core media collection for secondary schools (2nd ed.) by Lucy Gregor Brown. New York: Bowker, 1979. 263 pages. \$18.95.

This book lists and describes a core collection of some 3,000 nonprint items suitable for grades 7-12. The items are arranged under Sears subject headings.

Elementary school library collection: A guide to books and other media, phases 1-2-3 (13th ed.) by Lois Winkel (Ed.). Newark, N.J.: Brodart, 1982. 1096 pages. \$39.95.

This is an essential selection guide for children's material. While it emphasizes trade books, it also lists recommended nonprint materials for kindergarten to grade 6. All materials included are recommended and priorities for acquisitions are suggested.

Gateways to readable books (5th ed.) by Dorothy E. Withrow et al. New York: H.W. Wilson, 1975. 299 pages. \$12.00.

This annotated list of over 1,000 titles is an excellent guide to easy reading for young people. Reading levels are suggested for each title.

Guide to reference books for school media centers (2nd ed.) by Christine Gehrt Wynar. Littleton, Colorado: Libraries Unlimited Inc., 1981. 377 pages.

This selection tool is a comprehensive annotated listing of selection aids and reference materials which school media centers require.

High interest easy reading for junior and senior high school students (3rd ed.) by Marian White. Urbana, IL: National Council of Teachers of English, 1979. 98 pages. \$1.25 paperback.

This book contains over 400 recommended titles of books of high literary quality that will appeal to reluctant adolescent readers.

In search of Canadian materials. Winnipeg, Manitoba: Department of Education, n.d.. 1 volume, 1 supplement.

This selection aid is an annotated bibliography of Canadian materials, print and nonprint, for use in Canadian schools. Grade levels are given for each item.

Junior high school library catalog (4th ed.). New York:
H.W. Wilson, 1980. 1 volume with 4 annual
supplements. \$62.00.

This highly valuable selection tool for secondary schools lists and describes a basic book collection for junior high school libraries. Full bibliographic details and descriptive annotations or excerpts from reviews are provided for each item.

Media materials: A Canadian literature collection by Gail Donald. Victoria, B.C.: Canlit, 1977. 35 pages.

This selection tool provides a sample of various forms of nonprint materials which are available in Canada and which deal with Canadian topics. The material is listed under authors and themes. Prices are included for most items listed.

Media review digest by Elinor J. Schwartz (Ed.). Ann Arbor, MI: Pierian Press, 1971 - . Annual volume and supplements.

Media Review Digest is an annual index to reviews of nonprint media published in 150 review journals. Rating codes and excerpts from reviews are given for many of the entries.

Periodicals for school media programs by Selma K. Richardson. Chicago: American Library Association, 1978. 397 pages. \$9.00 paperback.

This book provides annotated listings of magazines, indexes, and newspapers for schools, K-12. Selection criteria and the use of periodicals in school media centers are discussed in the introduction.

Reading ladders for human relations (6th ed.) by Eileen Iway (ed.). Washington, D.C.: American Council on Education, 1981.

This annotated listing of books for children concentrates on those books which could serve to increase children's social awareness and sensitivity. The range of this book is from preschool to high school.

Reference books for children by Carolyn Sue Peterson and Ann D. Fenton. Metuchen, N.J.: The Scarecrow Press, Inc., 1981. 265 pages.

Approximately 900 annotations for reference books and selection tools suitable for school and public libraries are included in this valuable selection aid.

School library books: Non-fiction. London: National Book League, 1969. 351 pages.

The aim of this book is to provide a comprehensive guide for educators who are responsible for selecting non-fiction books for children between the ages of 7 and 15. All books are recommended. Although this book was published in 1969 it lists many books which would still be valuable additions to school libraries.

School library journal book review. Detroit: Gale Research Company, 1976 - . Annual.

This reference tool contains a useful collection of reviews of fiction and nonfiction for children and young people.

Periodicals

Appraisal: Children's Science Books. 36 Cummington Street, Boston, MA 02215. \$6.00/year. 3 issues.

This magazine reviews books from elementary to high school levels. The unique feature of this reviewing source is that each book is reviewed first by a librarian, and then by a subject specialist.

AV Guide. Scranton Gillette Communications, Inc., 380 Northwest Highway, Des Plaines, Illinois, 60016. Monthly.

This short monthly newsletter offers interesting articles concerning learning and media. It also contains reviews of films and filmstrips.

Booklist. American Library Association, 50 East Huron Street, Chicago, Illinois 60611. \$32.00/year. Semi-monthly, September-July; Monthly, August.

A valuable source for reviews of educational media, each issue contains individual sections devoted to films, filmstrips, recordings, and other miscellaneous media. Between twenty and fifty media reviews appear in each issue, which is otherwise devoted to books. All materials are recommended.

Bulletin of the Centre for Children's Books. University of Chicago Press, University of Chicago Graduate Library School, Chicago. \$10.00/year. Monthly (except August).

This reputable book review journal provides critical evaluations of children's books, both fiction and nonfiction. Approximately 70 books, both recommended and not recommended, are reviewed in each issue. Books are rated by quality and reading levels are provided.

Canadian Materials. Canadian Library Association, 151
Sparkes Street, Ottawa. \$15.00/year. 4 issues.

This periodical is a valuable selection tool. It evaluates print and nonprint materials which are written by Canadians, concerned with Canadian subjects, and/or published or produced in Canada.

Film News. 250 West 57th Street, New York, New York 10019.
\$4.50/year. Bi-monthly.

This publication carries a number of regular review sections as well as feature articles which often deal with a large number of educational and informational films in a particular subject area. In each issue, anywhere from twenty to forty films, videotapes, and filmstrips are reviewed. Reviews of books which pertain to the motion picture and audiovisual fields are sometimes included.

History Teacher. Society for History Education, Inc.
Department of History, California State University,
Long Beach, 1250 Bellflower Blvd., Long Beach, CA
90840. \$20.00/year. Quarterly.

The History Teacher publishes many articles concerning promising new classroom techniques and educational programs. Other articles concentrate on historiographical problems and recent trends in historical research. This periodical also publishes excellent media-related articles and reviews of audio-visual materials, textbooks, supplementary readers, and other printed materials.

Horn Book Magazine. Horn Book Inc., 585 Boylston Street,
Boston, Massachusetts 02116. \$15.00/year. 6 issues.

This periodical contains many interesting articles concerning children's literature. Each issue reviews 70-120 books, primarily fiction, picture books, folk tales, and legends.

In Review. Ontario Provincial Library Service. 14th Floor
Mowat Block, Queen's Park, Toronto. 4 issues.

This periodical is particularly useful in keeping readers informed about new Canadian books. It reviews Canadian books for young readers. Not all books reviewed are recommended. Publications of this periodical has ceased.

Instructor. Instructor Publications, 7 Bank Street,
Danville, New York 14437. \$2.50/issue. Monthly,
September - June.

"Reviews of Instructional Media" features a number of topical sections and form divisions. Reviews are evaluative. The number of reviews per issue varies from five to more than twenty-five.

Journal of Geography. The National Council for Geographic
Education, University of Houston, Houston, TX 77004.
\$25.00/year. Monthly.

This periodical consists of articles of interest to geography teachers at any grade level. It provides reviews of both print and nonprint materials.

The Junior Bookshelf. The Stanley Press Ltd., 27 Bradford
Road, Dewsbury, WF13 2DX. 6 issues.

This periodical consists of descriptive and evaluative annotations of picture books, books for children under ten, books for children from ten to fourteen, books for the intermediate library, and books for librarians.

Kirkus Reviews, 200 Park Avenue South, New York, N.Y.
10003. Semi-monthly.

Each issue of Kirkus Reviews consists of two sections - one for adult reviews, and one for juvenile reviews. Approximately 5,000 books are reviewed annually.

Library Journal, R.R. Bowker Co., P.P. Box 67, Whitinsville,
Mass. 01588. \$29.00/year. Semi-monthly, September -
June; monthly, July and August.

Library Journal is an excellent source of book reviews written by librarians and specialists. The reviews are a mixture of both descriptive and critical commentary. Approximately 6,000 books are reviewed annually. This periodical also covers topics of interest to librarians and teachers.

Media and Methods, North American Publishing Co., 34 North
14th Street, Philadelphia, Pa. 19107. \$11.00/year.
Monthly, September - May.

This periodical contains articles on new media developments and critical reviews of books, films, and occasionally other media. Some reviews are signed.

Previews, R.R. Bowker Co., 1180 Avenue of the Americas,
New York, New York 10036. 9 issues.

Although the emphasis is on filmstrips and 16 mm films, Previews reviews all types of audiovisual materials suitable for schools. Each review is signed and provides complete descriptions. Articles and news items are also a part of this periodical. This periodical is no longer available as a separate publication but is now included as a regular section of School Library Journal.

School Library Journal. R.R. Bowker Co., 1180 Avenue of the Americas, New York, New York 10036. \$23.00/year. Monthly, September - May.

Annually this magazine reviews approximately 2,400 books for children and young adults, as well as a great deal of nonprint materials. Reviews are signed and are a mixture of descriptive and evaluative commentary. This periodical also contains many stimulating articles concerning school and public libraries.

Science Teacher. National Science Teachers Association, 1201 16th Street, N.W., Washington, D.C. 20036. \$30.00/year. Monthly, September - May.

This periodical features many stimulating articles related to science and science education. It also provides descriptive and critical reviews of print and nonprint materials. The reviews are signed.

Social Education. National Council for Social Studies, 1201 16th Street, N.W., Washington, D.C. 20036. \$15.00/year. Monthly, October - May.

"Instructional Media" offers long reviews of educational materials, often concentrating on particular themes or subjects. The reviews are usually critical. One issue might cover anywhere from six to thirty items. This magazine also carries articles of interest to social studies teachers.

Visual Education. National Committee for Audio-Visual Aids in Education, 33 Queen Anne Street. London, England. Monthly.

This periodical offers a "Review Section" which presents reviews of books, educational films, filmstrips, records, cassettes, multimedia kits, wall charts, and other media. These reviews, which are prepared by teachers' groups in England and Wales, are a mixture of both descriptive and critical commentary.

APPENDIX C

PRINT MATERIALS EVALUATION FORM

Title _____ Author _____
 Publisher _____ Date of Publication _____
 Price _____ Grade level (9) _____
 Fiction _____ Nonfiction _____ Reference _____
 Subject Area(s)/Potential Uses _____

Excellent Good Fair Poor

Content

Style
 Literary Quality
 Organization
 Presentation
 Scope
 Pupil Appeal
 Treatment of subject

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Authority

Reputation of author
 or publisher

_____	_____	_____	_____
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Reliability

Accuracy and authenticity
 Completeness
 Currency

_____	_____	_____	_____
_____	_____	_____	_____

Excellent Good Fair Poor

Aesthetics

Artistically acceptable
 Aesthetically pleasing whole
 Appeal to imagination, senses
 and intellect

—	—	—	—
—	—	—	—

Physical Characteristics

Suitable size
 Quality of paper
 Appropriate size print
 Durable binding
 Suitable margins
 Quality and value of
 illustrations

—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—

Elements of Story

Characterization
 Plot
 Setting and Atmosphere
 Style
 Theme
 Appropriate Point of View

—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—

Special Features

Comments

Overall Rating Excellent Good Fair PoorRecommended for Purchase Yes No

Reviewed by _____ Date _____

NONPRINT MATERIALS

EVALUATION FORM

Title _____ Medium _____

Publisher _____ Date of Publication _____

Color _____ Black and White _____

Price _____ Grade Level (s) _____

Subject Area(s) / Potential Uses

Excellent Good Fair Poor

Purpose

Relevancy to objectives

Scope and Content

Accuracy and currency of facts
Authenticity of author/producer
Appropriateness to topic and
learners

Logical, sequential development
Balanced treatment of topic

Production Qualities

Quality of visuals
Quality of sound
Suitable captions

Aesthetics

Visual appeal
Aural appeal
Imaginative, creative presentation
Promotion of creative thinking

Special Features

Comments

Overall Rating ☐ Excellent ☐ Good ☐ Fair ☐ PoorRecommended for Purchase ☐ Yes ☐ No

Reviewed by _____ Date _____

APPENDIX D

AUTHOR INDEX TO TRADE
BOOKS RECOMMENDED

- Adler, Irving. The sun and its family (Rev. ed.).
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