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An annotated bibliography of selected enrichment materials available for use by third grade teachers in Richmond, Virginia

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

AN ANNOTATED BIBLIOGRAPHY OF
SELECTED ENRICHMENT MATERIALS
AVAILABLE FOR USE BY THIRD GRADE TEACHERS
IN RICHMOND, VIRGINIA

Submitted by

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(A.B., Virginia Union University, 1950)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

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T A B L E O F C O N T E N T S

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CHAPTER I

INTRODUCTION, STATEMENT AND JUSTIFICATION OF THE PROBLEM

Introduction

Community demands upon education are increasing. The American educational system must meet the challenge of preparing American youth for their role in the world of tomorrow.

In addition to the community demands upon education, there are real problems within the classroom. Outside media are in keen competition with the learning environment the teacher attempts to create. Stimulating sources of information compete for a child's energy outside the classroom. With their powerful impact upon his imagination, they have made traditional avenues of classroom learning less attractive.

Instead of criticizing these outside media for capturing attention, today's teacher should accept their aid in imparting knowledge and achieving objectives. Enrichment materials awaken interest by permitting children to experience through sight and sound as well as through reading. Because they do provide distinctive sensory experiences, enrichment materials become valuable in the learning process as supplements to traditional methods.

Statement of Problem

The purpose of this study is to compile and arrange in content areas an annotated bibliography of selected enrichment materials available for use by third grade teachers in Richmond, Virginia.

Justification of Problem

If education results from the interaction of the learner with his environment, then it is reasonable to conclude that the richer the environment, the more will the child be motivated to enter into it, to interact with it, and make it a part of himself.

Today, a good environment for learning demands the use of a wide variety of instructional materials. Today's teacher helps children to explore every possible approach to understanding and as a result children continually seek answers to questions important to them. They are taught to seek the meaning behind the printed word and to bring meaning to the words they read. While seeking they also learn that the printed page is only one of many sources of information. One measure of the stimulus to learning within the classroom today is the variety of instructional materials which a teacher uses.¹

The teacher is no longer regimented to the teaching of a prescribed course of study and a specific textbook. He has become the guide to the learning experiences of children; he has become the director of curriculum in his classroom. The traditional program required of the teacher was primarily a knowledge of the subject matter he was to teach. The newer program requires much more. It requires a broader knowledge of children,

1. Indiana Department of Public Instructions, "Using Audio-Visual Materials in the Elementary Classroom," Bulletin No. 228, 1959.

the way they grow, their interests, their emotions, and the way they learn. It requires an understanding of profitable learning experiences and the way to organize and present them. It requires that the teacher utilize all of these factors and forces in providing an educational program.

CHAPTER II

SURVEY OF RELATED LITERATURE

The purpose of this chapter is to review the literature and to summarize previous studies on interests of children, supplementary books, and audio-visual materials.

Materials alone are not the answer to a good instructional program. "Experiments with school children have shown that learning takes place more rapidly and efficiently, if the materials to be learned are meaningful and interesting to the child."¹

Educators have not always been concerned with the interests of children and the role these interests play in effective learning.

The use of interest for education was a center of controversy for many years. Before its introduction the educational leaders had selected subject-matter on the basis of what they believed the child should know when he grew up. He was supposed to sit and learn this by direct effort and force of will, and the harder it was for him the better training he received.²

The importance of discovering children's interests and using them to further the reading program, has been noted for many years. In 1921

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1. Samuel A. Kirk, Teaching Reading to Slow Learning Children (New York: Houghton-Mifflin Co., 1940), p. 128.
 2. J. Murray Lee and Dorris May Lee, The Child and His Curriculum (New York: Appleton-Century Crofts, Inc., 1950), p. 137.

Dunn stated that no field to which dawning interest points should be excluded; that the range of reading materials should be wide enough to include all wholesome interests that are already active, and should be stimulating enough to awaken other interests.³

Gates reported that the elements which contributed most to interest were: surprise, liveliness, conversation, humor, plot, suitability, and difficulty.⁴

In a study of the reading interests and habits of adults Gray and Monroe listed the following interests for boys and girls according to age:

Boys

(6-7-8)	animals, nature, fairy tales
(Age 9)	animals, daily life, history, Bible stories
(Age 10)	Scouting, school sports, biography, history, how to make things
(Age 11)	war, adventure, travel, mystery, biographies of men
(Age 12)	adventure, war, detective
(Age 13)	daily life, great men, travel, how to make things
(Age 14)	daily life, adventure, war, travel, biography, and a beginning interest in love stories

Girls

(6-7-8)	nature, animals, fairy tales
(Age 10)	daily life, home, school, fairy tales, Bible stories, myths, fables, biography
(Age 11)	daily life, adventure, travel, animals, nature, biography, mystery, war, love

3. Fannie W. Dunn, Interest Factors in Primary Reading Material, Bureau of Publications, Teachers College, Columbia University, New York, 1921, p. 70.

4. Arthur I. Gates, Interest and Ability in Reading (New York: Macmillan Company, 1930), pp. 74-90.

- (Age 12) home, school, adventure, nature, Bible stories, biographies of great women
(Age 13) love, daily life, biographies
(Age 14) daily life, adventure, love stories⁵

Locating the interests of children is but the first step of the classroom teacher in planning a meaningful curriculum. Hildreth supported this contention when she stated:

It is generally agreed that school experiences should take into account the interests and needs of children. The reason is that interests and needs as expressed by children's behavior give clues to readiness for learning, and suggest the types of school experiences from which children will benefit most. Here lies the key to motivation in learning.⁶

Many studies have been made to ascertain the real interests of children. If we knew the interests of the pupils in our classroom and if we could make use of these interests in our school program, richer teaching situations would certainly result.

Boland measured the interests of grade one pupils in individual types of stories using stories found in first grade books which are generally used. She concluded that:

1. The most popular stories were nature stories, science stories, an old tale, a child experience story, and an animal story.
2. Of the story types presented there was very little difference in preferences.

5. William S. Gray and Ruth Monroe, Reading Interests and Habits of Adults (New York: Macmillan Company, 1930), pp. 108-114.

6. Gertrude Hildreth, Child Growth Through Education (New York: The Ronald Press, 1948), p. 58.

3. There was little difference in preference of boys and girls for individual stories.⁷

Woodward measured the interests of grade two pupils for individual stories. The interests of boys and girls were compared for individual stories and for three story types. He found that:

1. Fairy story material was preferred to informational material in the second grades that were surveyed.
2. Of the story types presented, fairy stories involving boy and girl characters were most popular, folklore next, and animated animal stories least popular. This order remained the same for both boys and girls, and upper and lower quartiles in intelligence.
3. Stories of child experiences were the second most popular of all types of material basing the conclusion on the numbers of first choices.
4. The third most popular type of material was the stories of workers and helpers.
5. Science material was the least popular with boys and girls.⁸

Deasy made a study to discover the extent and nature of children's reading interests in newspapers. Of the 2,863 pupils who filled out the questionnaire, only three did not read newspapers. In general, interest in newspaper reading increased as the pupils matured. The average number of papers read daily increased through the grades. Newspapers of the average type, neither too conversative, nor too sensational, were the

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7. Marion Roberta Boland, "Measurement of Pupil Interest in Types of Stories at Grade I Level by Ballot Method to Determine Child Preference," (Unpublished Master's Thesis, School of Education, Boston University, 1947).
 8. M. A. Woodward, "Measurement of Pupil Interest in Types of Stories at Grade Two Level by Ballot Method to Determine Child Preference," (Unpublished Master's Thesis, School of Education, Boston University, 1949).

most widely read. The choice of comic strips showed a taste for realism and adventure. Picture appeal was an important factor with 2,143 of the pupils.⁹

Gundiff, in her review of many of the studies in the field of children's reading interests, stated:

Children's reading interests depend upon many things among which are the children's general intelligence, their growth and development in reading skills; their experience; at home, at school, and in their outside world; their likes and dislikes; their environment; rural or urban; economic level; their supply of reading materials, that is the availability of books; their social age, and sex.¹⁰

Although Gundiff placed social age, or maturity, among the last in her list, it is by no means an indication that it is of least importance. She further stated that:

Surveys have found that elementary children like animal stories, fairy tales, and nature stories. Middle graders like adventure, nonsense, and still like animal stories. Junior high-school pupils like action, suspense, humor, happy endings and romantic love. This is just another way of saying that interests change with maturity or social age.¹¹

In his investigation of the interests of some fifth and sixth graders in certain topics in science, Bates concluded that many factors influence the interest a child has in a given topic: environment both at home and

9. John Peter Deasy, Jr., "A Summary of Research in Interests and Preferences of School Children" (Unpublished Master's Thesis, School of Education, Boston University, 1954).

10. Ruth E. Gundiff, "Children's Reading Interests," Peabody Journal of Education XXV (May, 1948), p. 25.

11. Ibid.

at school included.¹²

Miller supported the conclusions of Bates when she reported that:

The mere presence of certain equipment in the classroom will suggest activities. If there are microscopes, magnets, or other scientific equipment, there will be requests for activities connected with the use of this equipment in experiments.¹³

Along these same lines Craig reported:

Science in the elementary school is no longer dependent upon chance incidents nor upon rigid courses of study or units of instructions. Rather it can be the result of the interaction of interests and experiences of children on the one hand and the well-thought-out values of the teacher on the other.¹⁴

Dowell and Garrison's study of interests of third grade subjects showed that children in different social groups appeared to have little or no difference in their interests.¹⁵

In her study of third grade children's likes and dislikes in a basal reader Gibbons found that all of the children liked all of the

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12. John S. Bates, "An Investigation of the Interest of Some Fifth and Sixth Grade Pupils in Certain Topics in Science" (Unpublished Master's Thesis, School of Education, Boston University, 1950).
 13. Edith F. Miller, "Utilizing Children's Interests," The Instructor XLI (October, 1948), p. 24.
 14. Gerald S. Craig, Science for the Elementary School Teacher (New York: Ginn and Company, 1958), p. 30.
 15. Pattie S. Dowell and K. C. Garrison, "A Study of Reading Interests of Third Grade Subjects," Peabody Journal of Education VIII (January, 1931), pp. 202-206.

stories because they contained the following elements: plot, humor, satisfactory ending, characters, suspense and surprise, and personal associations.¹⁶

All of the foregoing studies point up the basic importance of identifying children's interests. Witty embodies the core of it when he stated:

Thus it is important to identify children's interests...the development of which give direction and purpose to their activity and integrity to their experience. The utilization of interests, moreover, assures a condition in which learning can take place economically.¹⁷

Even the best modern textbook must be reinforced and supplemented. Schools which still follow a textbook organization should enrich their teaching in many ways. Miel and Brogan pointed out that:

Research advocates enrichment through supplementary instructional materials. Supplementary books, periodicals, literature, children's newspapers, pictures, maps, bulletin board displays, models, films, trips...some of the ways of bringing extra meaning to the textbook pages are used by all teachers. Other means of enrichment are improved methods of teaching...learning and through correlation.¹⁸

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16. Lois A. Gibbons, Katherine E. Hanscom and Kathryn S. Paige, "A Survey of Third Grade Children's Likes and Dislikes in a Basal Reader" (Unpublished Master's Thesis, School of Education, Boston University, 1952).
 17. Paul A. Witty and David Kopel, "Motivation and Reading," Educational Administration and Supervision, XXIV (April, 1938), p. 257.
 18. Alice Miel and Peggy Brogan, More Than Social Studies (Englewood Cliffs, New Jersey: Hall Inc., 1957), p. 95.

There seems to be strong support for the fact that supplementary books would play an important part in introducing good literature to children for recreational purposes as well as during school time.

Arbuthnot observed in her study of children's literature and reading that:

Children often select poor reading materials and books when not guided in their selections. Often teachers failed to recommend proper reading material after suggesting to parents that pupils should have easy reading material. The possibility of giving the children a book list at the end of school might help.¹⁹

Perhaps the essential element in developing a taste for good reading in the pupils is the attitude and the enthusiasm of the teacher herself.

Kimmel seems to support this contention in the following quotation from her study:

The teacher cannot gain the confidence of pupils by condemning a child for reading improper or poor material. Many pupils have tastes that are not on the desirable level. The teacher must study the interests and the home environment of each pupil and then guide the pupil patiently and tactfully to the level that she wants him to reach in reading appreciation.²⁰

Gould in her survey of oral reading errors and suitability of instructional materials in grades two and three, indicated that:

19. Mary Hill Arbuthnot, "Guiding Child Interest in Reading for Pleasure," Elementary School Journal, XLV (May, 1947), pp. 512-515.

20. Dorothea Kimmel, "Guiding Child Interests in Reading for Pleasure," Elementary School Journal, XLIII (May, 1945), pp. 510-513.

Since many of the oral reading errors occur because of poorly adjusted materials to individual needs, suitable materials for given grade levels might tend to reduce the various types of errors.²¹

Grosscup reported the following:

The school or community should provide ample books for extensive reading, and school subjects should be so organized as to make extensive supplementary reading an essential part in instruction. As to vocabulary content of the books to be read, either as texts or as supplementary reading, it would appear possible in relation to vocabulary growth, to err in either of two directions - through an over proficiency of new terms or a dearth of them.²²

Durrell, in referring to individual differences, said there should be supplementary reading material available which will adequately provide for the range of reading ability of the class members.²³

Artley contends that the teaching of reading is inadequate without a good supplementary program. He implies that "the reading program of the future must give more attention to the development of reading and

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21. Charlotte E. Gould, "A Survey of Oral Reading Errors and Suitability of Instructional Materials in Grades II and III" (Unpublished Master's Thesis, School of Education, Boston University, 1942), p. 29.
 22. Richard B. Grosscup, "A Survey and Analysis of Methods and Techniques for Fostering Growth of Meaning Vocabulary" (Unpublished Master's Thesis, School of Education, Boston University, 1940), pp. 83-84.
 23. Donald D. Durrell, "Individual Differences and Their Implications With Respect to Instruction in Reading," Second Report on Teaching Reading, Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I. (Bloomington, Ill.: Public School Publishing Co., 1937), p. 342.

study skills as they relate to each content area."²⁴

It was found by Hildreth that slow learners and those who seem to care less for reading or do not enjoy reading as a hobby need to have a continued light vocabulary. The transition from easy vocabulary to difficult vocabulary must be bridged for these children with a vocabulary that advances gradually, with no sharp breaks. She further asserted that failure to make these necessary adjustments in vocabulary, accounts for the largest share of failure in content subjects.²⁵

It is evident, therefore, that vocabulary and knowledge should be broadened and achievement should be accelerated with repeated use of supplementary readers.

In further support of a well-rounded supplementary reading program, expanding the interests of children, one may turn to Whaley who considered the needs of the best rounded instructional program as:

...the teacher, plus the textbook, plus a variety of materials. By combining these resources, pupils are exposed to a broad area of knowledge. In using enrichment materials one aims at a most desirable goal. Not that children will learn more about a certain personage or a certain period, but they will, as a result, be stimulated to read even more.²⁶

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24. A. S. Artley, "Some Musts Ahead in Teaching Reading," Reading for Today's Children, (Washington, D. C.: National Education Association, 1955), p. 5.
25. Gertrude Hildreth, "All in Favor of a Low Vocabulary," Elementary School Journal, XLIII (April, 1943), p. 462.
26. Louise Whaley, "Bibliographies Plus: Some Ways to Enrich Your Teaching," The Grade Teacher, LXXIV (November, 1956), pp. 81-83.

Strang cited the following values as being derived from supplementary reading:

1. It accelerates achievement and aids comprehension
2. It broadens vocabulary
3. It promotes good habits, attitudes and skills
4. It increases interest
5. It helps to avoid reading errors
6. It reduces failure
7. It provides for individual differences²⁷

Hrepatsos studied supplementary reading materials to provide for individual differences in the sixth grade social studies program. There were a great variety of books. Grade levels ranged from 2 - 9. Through the use of such materials, the children gained a broader knowledge and understanding.²⁸

The success of such a supplementary reading program is partly dependent upon the enthusiasm of the teacher.

It is apparent that provisions for individual needs of pupils result in pupil achievement and growth, increased interest, good social adjustment, and increased independent reading. The reading needs of pupils must be provided for if success is to be assured. Pupils must learn to

27. Ruth Strang, "Familiar Words in Familiar Books," School Review, XLVIII (April, 1940), pp. 292-299.

28. Evangeline Hrepatsos, "Supplementary Reading Material to be Used in the Teaching of Social Studies at a Sixth Grade Level," (Unpublished Master's Thesis, School of Education, Boston University, 1956).

understand and use words found in the study of literature, science, social studies, and arithmetic. Through reading they may use content material to solve classroom problems.

Supplementary materials do much to create a reading atmosphere in the classroom. They bring into focus various viewpoints, resulting from over-all participation otherwise impossible. These materials also serve to help each child live effectively in our society.

Although teachers have been using audio-visual materials of one kind or another at least as long as there have been schools, this phase of instruction has become what might be considered a "movement" only during the past twenty-five years. The beginning can be dated almost exactly with the development of the 16mm sound film. Since then tape recordings, television, and numerous other audio-visual communications media have been developed. Their importance to schools and to instructional programs has recently been given special emphasis and recognition by the National Defense Education Act of 1958 with its provision of federal funds to study and promote wider and better use of these materials and methods.²⁹

Gray enumerated the following reasons for including films in the reading program:

1. Vocabulary is developed because they hear the word and see the meaning simultaneously.

29. Henry R. McCary and Horace C. Hartsell, "The Cooperative Approach to Audio-Visual Programs," Department of Audio-Visual Instruction and Department of Rural Education, (Washington, D. C.: National Education Association, 1959), p. 3.

2. The film enriches education by taking children to places they could not visit.
3. Films provide motivation for the beginning reader.³⁰

In her study Joyal describes the effectiveness of projected illustrations and the use of manual for the development of word recognition in third grade reading. Her findings were as follows:

1. Both methods were effective in the teaching of reading as evidenced by a gain of six months in a three-month teaching period.
2. The total population made significant gains in both word recognition and meaning with the slide technique.
3. At all levels of intelligence, the slide groups consistently surpassed the manual groups. Greatest gains were made by the pupils with IQ's of 90-110. These children had more to learn than the above average group which consisted of the best readers, who therefore, had less opportunity for gains. The pupils with IQ's below 90 made the least gains in both recognition and meaning.
4. The slide method was more effective for girls than for boys in both recognition and meaning.
5. Gains in the mastery of both colorful and abstract words were in favor of the slide techniques. Greater gains were effected in the mastery of colorful words.³¹

Numerous studies show the value of filmstrips in the reading program. Crossley's study showed the value of lantern slides in promoting

30. H. A. Gray, "Sound Films for Reading Programs," School Executive XL (February, 1941), p. 26.

31. Sister Adelard M. Joyal, "A Study of the Effectiveness of Projected Illustrations for the Development of Word Recognition in Third Grade Reading" (Unpublished Ed. D. Dissertation, School of Education, Boston University, 1954), p. 51.

the development of auditory and visual discrimination of word elements.

As a result of her work Crossley concluded that:

1. The experimental group was superior to the control group in all analyses of auditory discrimination.
2. There was no statistically significant differences in visual discrimination.
3. There were significant differences in learning rates.
4. It is possible to teach letters as beginnings and endings at the same time.
5. There are no statistically important differences in sex.³²

Records are important teaching aids in the modern school. Instead of being limited to use for entertainment only, they may become valuable instruments to the teacher who is aware of the unexplored possibilities of records in teaching all school subjects.

According to Leavitt and Freeman:

All in all, the use of the phonograph as a teaching aid makes possible a greater flexibility in the teaching approach of the individual instructor. It gives him a much wider range in the presentation of his material. With the constant availability of the phonograph record, the record player and the tape recorder, the teacher has at her disposal a teaching aid which, for certain teaching techniques, has no equal.³³

32. Beatrice A. Crossley, "An Evaluation of the Effect of Lantern Slides on Auditory and Visual Discrimination of Word Elements" (Unpublished Ed. D. Dissertation, School of Education, Boston University, 1948), pp. 134-135.

33. Helen S. Leavitt and Warren S. Freeman, Recordings for the Elementary School (New York: Oliver Durrell, Inc., 1949), p. 6.

The values of films in education have been listed and discussed by Dale. He stated that films can:

1. Present certain meanings involving motion
2. Compel attention
3. Heighten reality
4. Help clarify the time factor in any operation or series of events
5. Bring the past and distant to the classroom
6. Provide an easily reproduced record of an event
7. Enlarge or reduce the actual size of objects
8. Present a process that cannot be seen by the human eye—even with microscope or telescope
9. Build a common denominator of experience
10. Influence attitude
11. Promote an understanding of abstract relationships
12. Offer Satisfying aesthetic experience³⁴

Dale further stated that films are not cure-alls. Certain cautions must be observed in their use. These were as follows:

1. Effectiveness - other experiences may be better for this
2. Wrong-time - notions - telescoping time, events following may be erroneously related
3. Wrong-size - notions - unless related to familiar objects
4. Distorted impressions or conclusions - may not be representative - sample associations may be in error.

34. Edgar Dale, Audio-Visual Methods in Teaching (New York: The Dryden Press, 1954), p. 102.

5. Pupil comprehension - vocabulary, concept too difficult or necessary pupil background for understanding is lacking
6. Group versus individual use - primarily a group device though it can be used for individual study.
7. Film versus teacher - not a substitute for teacher, gives him new responsibilities
8. Expense - other experiences may be as good and much cheaper
9. Administrative difficulties - availability of films, projection equipment, darkening of room 35

This review of related literature seems to indicate that the whole wide world of yesterday and today is a resource for the teacher who can bring it into the classroom to enrich learning. The possibilities of resources are unlimited. The problem for today's teacher is keeping us up with the materials available and in being able to obtain what he needs.

Teachers need tools to do an effective instructional job. While blackboard and textbook are a substantial beginning, learning can be both accelerated and enriched when teachers have a wide range of materials to assist in the process. The quality of any school program is closely associated with the extent to which many different types of instructional materials are available and are used by skillful teachers.

35. Ibid.

CHAPTER III
PLAN OF STUDY

This study develops an annotated bibliography of selected enrichment materials for supplementing the curriculum in the third grades of the Richmond Public Schools.

The purpose of the study is to provide for teachers and pupils a list of supplementary books, records, films and filmstrips for integrating and enriching the curriculum.

In compiling the enrichment bibliography, the investigator consulted several sources for materials.

First the writer consulted the curriculum guides, supplements and bulletins of the Richmond Public Schools and the State Board of Education and the social studies textbook for the third grade. Guides consulted were:

1. Richmond Public Schools. Language Arts Bulletin No. 1 and 2, 1956.
2. State Board of Education. Language Arts In Grades One Through Twelve, Commonwealth of Virginia, 1952.
3. State Department of Education. Music In Grades One Through Twelve, Commonwealth of Virginia, 1954.
4. Alta McIntire and Wilhelmina Hill. Working Together, Follett Publishing Company, New York, 1959.

5. Richmond Public Schools. Teachers' Notebook of Guides and Supplements to the Curriculum, Richmond Public Schools, Richmond, Virginia.

These guides were carefully scanned for areas which could be enriched through the use of supplementary materials.

It was found that the field of language arts could be enriched through the use of supplementary books, records, films and filmstrips. The field of science through the use of books, films and filmstrips. The field of social studies through the use of books, films and filmstrips. The field of music through the use of records.

Therefore, the supplementary books, films, filmstrips and records are listed under the content areas of language arts, science, social studies and music.

Next the writer consulted the literature, catalogs, pamphlets, and prepared lists supplied by the following:

1. Boston University Film Library
2. Local school library
3. Local city and state library
4. Curriculum Materials Center
5. Language Arts Consultant - Richmond Public Schools
6. T.V. Music Teacher - Richmond Public Schools
7. Music Consultant - Richmond Public Schools
8. Local music companies

The writer previewed as many of the materials as was possible. Some of the materials new to the writer were tried and used in her third grade class and found to be successful. Other materials were scanned, still others were familiar to the writer through her experiences as a third grade teacher. The information concerning others was obtained from published sources. The writer selected those materials which more closely fit the curriculum of the third grades in the Richmond Public Schools.

SUPPLEMENTARY BOOKS

The list of annotated books has been compiled and arranged in alphabetical order according to authors last names in the following content areas: language, science, and social studies.

Sources consulted for supplementary books were as follows:

1. Book lists for third grade children supplied by Miss Virginia Watts, Language Arts Consultant of the Richmond Public Schools.
2. May Hill Arbuthnot. Children and Books (Revised Edition), Scott, Foresman and Company, Chicago, 1959.
3. Mary K. Eakin. Good Books for Children, University of Chicago Press, Chicago, 1959.
4. Library Journal. Best Books for Children, R. P. Bowker Company, New York, 1962.
5. Miriam Snow et. al. compilers. A Basic Book Collection for Elementary Grades, American Library Association, Chicago, 1960.
6. Library Journal. Compiled by Louise Davis. Recommended Children's Books of 1959-60, Library Journal Annual.
7. Ruth Viguers, Editor. The Horn Book Magazine, The Horn Book, Inc., Boston, August, 1959.

8. Dorothy West and Rachel Shor. Children's Catalog (Tenth Edition) H. W. Wilson Company, New York, 1961.
9. Curriculum Materials Center
10. Card catalogs of local libraries
11. School libraries
12. Boston University Journal of Education. High Interest - Low Vocabulary Reading Materials, Boston University School of Education, Boston, 1956.

FILMS AND FILMSTRIPS

The annotated list of films and filmstrips has been compiled and arranged in alphabetical order according to the first principal word in the title in the following content areas: language, science, and social studies.

Abbreviations following the title refer to the producers. All the films are sound. All the filmstrips are silent except where indicated as sound or with record.

The length of time required for projection follows the annotation.

B & W means the film or filmstrip is black and white and C means that the film or filmstrip is in color. These abbreviations are followed by the price of the film.

An alphabetical arrangement of abbreviations and the producers for which they stand follows:

AB - American Book Company
55 Fifth Avenue
New York 3, New York

- B - Bailey Films, Inc.
6509 De Longpre Avenue
Hollywood 28, California
- C - Coronet Films
Coronet Building
Chicago 1, Illinois
- EBF - Encyclopedia Britannica Films
1150 Wilmette Avenue
Wilmette, Illinois
- EGH - Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica 35, New York
- FA - Film Associates of California
11014 Santa Monica Blvd.
Los Angeles 25, California
- GP - Gateway Productions
1859 Powell Street
San Francisco 11, California
- ICP - Information Classroom Pictures Publications
31 Ottawa Avenue, N.W.
Grand Rapids 2, Michigan
- JH - Jam Handy Organization
2821 E. Grand Blvd.
Detroit 11, Michigan
- PS - Popular Science Publishing Co., Inc.
353 Fourth Avenue
New York 10, New York
- SVE - Society for Visual Education, Inc.
100 East Ohio Street
Chicago 11, Illinois
- VS - Visual Sciences
Box 599
Suffern, New York
- WF - Wheat Flour Institute
309 W. Jackson Blvd.
Chicago 6, Illinois
- YA - Young America Films
18 E. 41st Street
New York 17, New York

Sources consulted for films and filmstrips are as follows:

1. The H. W. Wilson Film Guide
2. The H. W. Wilson Filmstrip Guide
3. State Board of Education. Motion Pictures For Virginia Public Schools, Commonwealth of Virginia, 1961.
4. Catalogs and pamphlets from school libraries.

RECORDS

The list of annotated records was compiled and arranged in alphabetical order according to the first principal word of the title in the following content areas: music and language.

The length of playing time follows the annotation. The price of the record, when available, follows the playing time required.

The abbreviations used and the producers for which they stand are as follows:

ABC	-	American Book Company, Inc. 55 Fifth Avenue New York 3, New York
COL	-	Columbia Records, Inc. 1473 Barnum Avenue Bridgeport 8, Connecticut
CRG	-	Children's Record Guide 27 Thompson Street New York 3, New York
DEC	-	Decca Records, Inc. 5 West 57th Street New York 19, New York
ERS	-	Educational Record Sales 153 Chambers Street New York 7, New York

SB - Stanley Bowman Co., Inc.
12 Cleveland Street
Valhalla, New York

VIC - R C A Victor
155 East 24th Street
New York, New York

YPR - Young People's Records, Inc.
100 Sixth Avenue
New York, New York

Sources consulted were as follows:

1. Educational Record Sales. Phonograph Records for Classroom and Library, Educational Record Sales.
2. Catalogs supplied by local libraries
3. Pamphlets supplied by school library
4. Catalogs and special lists supplied by local music companies

CHAPTER IV

ANNOTATED BIBLIOGRAPHY OF ENRICHMENT MATERIALS

SUPPLEMENTARY BOOKS

LANGUAGE

EASY READING BOOKS

Anglund, Joan Walsh. Love is a Special Way of Feeling, Harcourt, Brace & Co., 1960. \$1.75 (K-2)

The author expresses love as the happiness we feel in helping someone who needs us, the delight in watching a bird soar high against a pale blue sky, the joy of being understood - even without words, sometimes.

Bemelmans, Ludwig. Madeline's Rescue, Illus. by author. The Viking Press, Inc., Publishers, New York, 1953. \$3.50 (K-3)

This is the story of a dog who saved little Madeline from the waters of the Seine in Paris.

Bettina, Ehrlich. Pantaloni, Illus. by author. Harper and Brothers, New York, 1957. \$2.50 (Ps-4)

Beautifully illustrated picture book about an Italian boy's search for his lost dog.

Daugherty, James H. Andy And The Lion, The Viking Press, Inc., Publishers New York, 1938. \$2.50 (1-3)

A modern version of the old story of Androcles who pulled the thorn out of the lion's paw and thereby made a friend for life.

Dalgliesh, Alice. Bears on Hemlock Mountain, Charles Scribner's Sons, New York, 1952. \$2.00 (K-3)

When Jonathan's mother sent him over Hemlock Mountain to borrow a large iron pot from Aunt Emma, he wasn't quite sure he liked going alone. Of course, he was a big boy - eight years old - but some people maintained that there were bears on the mountain.

Ets, Marie Hall. Nine Days to Christmas, The Viking Press, Inc., Publishers New York, 1959. \$3.25 (K-3)

This is the story of Ceci, a little girl of Mexico City, just five, and how she is now old enough to have her own posada, the gay parties held on the nine days preceding Christmas.

Fischer, Hans. Puss in Boots, Harcourt Brace and Co., New York, 1959. \$3.00 (K-3)

This familiar story of the miraculous puss who supplies his poor master with a castle and princess is retold through the spontaneous drawings and prose of Hans Fischer.

Geisel, Theodor Seuss. Cat in the Hat, Random House Inc., New York, 1957. \$2.00 (K-2)

A nonsense story in verse about an unusual cat and his tricks which he displayed for the children one rainy day.

Grimm, Jakob L. The Wolf And The Seven Little Kids, Harcourt, Brace & Co., New York, 1959. \$3.75 (k-3)

The tale of a clever mother goat who, assisted by the youngest of her seven little kids, recovers the other six from the wolf.

Handforth, Thomas. Mei Li, Doubleday and Co., Inc., New York, 1938. \$2.75 (1-3)

The story tells of Mei Li, a little girl of North China, and her day at the Fair in the town and of her part in all the doings along with her brother San Yu.

Krasilovsky, Phyllis. The Cow Who Fell In The Canal, Illus. by Peter Spler. Doubleday & Co., Inc., New York, 1957. \$2.75 (Ps-1)

Hendrika the Dutch cow floated down to the city, saw the town and the cheese market and captured her own straw hat with streamers.

Langstaff, John. Frog Went A-Courting, Harcourt, Brace & Co., New York, 1955. \$2.75 (K-2)

Picture book version of the old Scottish ballad. Each page has a colorful and humorously detailed picture.

Leaf, Munro. The Story of Ferdinand, The Viking Press, Inc., New York, 1936. \$1.50 (1-4)

A humorous account in pictures and the story of a young Spanish bull's astonishing behavior in the arena.

Vacheron, Edith. Here is Henri! (Illustrated) Charles Scribner's Sons, New York, 1959. \$2.50 (1-2)

Three lively stories of a little French boy and a cat are told in both English and French.

Zolotow, Charlotte. The Bunny Who Found Easter, Parnassus Press, Berkeley, California, 1959. \$2.25 (K-2)

Told by the owl that there are always rabbits at Easter, a lonely white bunny searches for Easter all through the summer, fall, and winter. When spring comes he discovers that Easter is not a place after all but a time - a time when everything lovely begins once again.

BIOGRAPHIES

Averill, Esther. Daniel Boone, Illustrated by Feodor Rojankovsky. Harper & Brothers, New York, 1945. \$3.50 (3-6)

The life of Daniel Boone, dramatizing his adventures as a hunter and scout, his capture and adoption by the Cherokee Indians, and his escape from them to warn Boonesborough of the attack planned by them.

Aulaire, Ingri d'. Abraham Lincoln, Doubleday & Co., Inc., New York, 1939. \$2.75 (3-5)

An introductory biography and picture book. All the essential facts of Lincoln's life are included from early childhood to the end of the Civil War.

Aulaire, Ingri d'. Pocahontas, Doubleday & Co., Inc., New York, 1946. \$2.75 (3-5)

An historical picture book about a favorite early American heroine noted as the Indian maiden who saved the life of Capt. John Smith. Includes the period from her childhood to the end of days in England.

Aulaire, Ingri d'. William Frederick Cody, Doubleday & Co., Inc., New York, 1952. \$2.75 (3-4)

A picture book biography in which text and pictures present the stirring times of the opening of the West interpreted through the story of Bill Cody, famous hunter and daring rider of the Pony Express.

Aulaire, Ingri d'. Christopher Columbus, Doubleday & Co., Inc., New York, 1955. \$3.00 (3-5)

The life of Christopher Columbus from his boyhood through his four voyages to his old age in Spain.

Aulaire, Ingri d'. Benjamin Franklin, Doubleday & Co., Inc., New York, 1950. \$2.75 (3-6)

There is simplicity in the telling of this story of Benjamin Franklin and wisdom in the choice of incidents coming from his varied and active career.

Aulaire, Ingri d'. George Washington, Doubleday & Co., Inc., New York, 1936. \$2.75 (3-5)

Large size picture story book depicting scenes in the life of George Washington.

Deucher, Sybil. The Young Brahms, Illus. by Edward and Stephoni Godwin. Dutton & Co., Inc., New York, 1949. \$3.50 (4-6)

This story biography presents the composers early life from the time he was six to sixteen and began to show his genius and the promise of his future greatness. Some of his compositions are included.

Weir, Ruth Cromer. Leif Ericson Explorer, Illus. by Harve Stein. Abington Press, 1951. \$1.50 (3-5)

The tale of Leif's boyhood in Iceland and Greenland; of his visit as a young man to the court of Norway; and of his fateful trip of exploration to the rich new land of the West.

Wheeler, Opal. Ludwig Beethoven and the Chiming Tower Bells, Illus. by Mary Greenwalt. E. P. Dutton & Co., Inc., New York, 1942. \$3.50 (4-6)

This biography of Beethoven for young readers stresses the formative years of his life describing his great love for chiming bells, his struggles to learn music and his great responsibilities.

Wheeler, Opal. Joseph Haydn, the Merry Little Peasant, E. P. Dutton & Co., New York, 1936. \$3.00 (5-8)

Simply written story of the life of Joseph Haydn. The material is divided into five sections: A peasant boy in Rohrau; the choir of St. Stephen's; wanderings in Vienna; At the court of Esterhazy; Joseph Haydn visits England, and forms a complete story of his life.

ADVENTURE STORIES

Anderson, Hans Christian. The Emperor's New Clothes, Harcourt, Brace & Co., New York, 1959. \$3.00 (2-5)

This is the story of the vain and foolish emperor who was inordinately fond of fine clothes.

Aulaire, Ingri d'. Magic Meadow, Doubleday & Co., Inc., New York, 1958. \$3.00 (3-5)

High in the Swiss Alps, Peterli herded goats and the cows from whose milk Grandfather made fine cheeses. Here he dreamed of the magic in the meadow and how it might bring great good fortune to him and to Grandfather.

Aulaire, Ingri d'., and Edgar P. Ola, Doubleday & Co., Inc., New York, 1939. \$3.00 (K-3)

A beautiful and entirely childlike large picture book of Norway which records the adventures of Ola, a much loved Norwegian boy.

Ayer, Jacqueline. Nu Dang And His Kite, Harcourt, Brace & Co., New York, 1959. \$2.75 (1-3)

The thing little Siamese Nu Dang loves best in the world is his elaborate orange and red kite. And when his kite slips from hands on a windy day, it is a forlorn Nu Dang who wanders up the sleepy river asking here and there if anyone has found it.

DuBois, William P. Otto In Africa, Illus. Doubleday & Co., Inc., New York, 1961. \$1.75 (3)

The story of a heroic dog who single-pawedly saves a desert city from the bandits of Abou the Fierce.

Fatio, Louise. The Happy Lion's Quest, McGraw Hill Book Co., Inc., New York, 1961. \$2.84 (3)

In this story of the Happy Lion, we follow his adventures as he bids goodbye to his wife and son and goes off to seek his dear friend Francois, who has gone away to school.

Gidal, Sonia. My Village in Greece, Pantheon Books, Inc., New York, 1960. \$3.50 (4-6)

In lively text with excellent photographs, the authors describe village life on Mykonos, a Greek island in the Aegean Sea. Much of the ancient culture and legend are brought out as well as modern living.

Godden, Rumer. Candy Floss, Illus. by Adrienne Adams. The Viking Press, Inc., Publishers New York, 1960. \$2.50 (2-5)

Candy Floss, a doll, is a sort of lucky charm belonging to a man who runs a coconut booth at a traveling fair. She is stolen by a spoiled little rich girl, who eventually returns Candy to her rightful owner.

George, Jean. My Side of the Mountain, E. P. Dutton & Co., Inc., New York, 1959. \$3.00 (5-8)

Sam Gribley tells in his diary of the year he spent in the Catskill Mountains - living alone in a tree house, learning about the plant and animal life during the changing seasons and finding new self-sufficiency. The rewards of courage and determination are duly emphasized.

Haviland, Virginia. Favorite Fairy Tales Told in England, Little, Brown & Co., Boston, 1959. \$2.75 (2-5)

The spirit of the well-loved versions is maintained but the changes though minor, are effective in making the stories more inviting.

Henry, Marguerite. Misty of Chincoteague, Rand McNally & Co., Chicago, 1947. \$2.95 (5-8)

This tale of two present-day youngsters and a freedom-loving wild pony, takes place on the islands of Assateague and Chincoteague, just off the shores of Virginia. Here legend says, a band of Moorish ponies escaped from a wrecked Spanish galleon long ago, and here their descendants still live.

Hughes, Langston. The First Book About Negroes, Illus. by Ursula Koering. F. Franklin Watts Inc., New York, 1952. \$1.95 (4-7)

Terry learns about his people's contributions from his parents and his grandmother, and their stories make up the book.

Kipling, Rudyard. Just So Stories, Doubleday & Co., Inc., New York, 1935. \$2.96 (3-6)

Amusing tales of animals, also how the alphabet was made and how the first letter was written.

Lindman, Maj. Jan. Snipp, Snapp, Snurr and the Red Shoes, Albert A. Whitman and Co., Chicago, 1932. \$1.50 (2-4)

Three little Swedish boys and their adventures when they buy mother's birthday present.

Milne, Alan Alexander. Winnie - the Pooh, E. P. Dutton & Co., New York, 1950. \$2.00 (3-5)

This story is about Christopher Robin and his teddy bear, whose doings are narrated by Mr. Milne.

Menotti, Gian Carlo. Amahl and the Night Visitors, McGraw-Hill Book Co., Inc., 1952. \$2.75 (4-6)

The story of a crippled shephard boy who entertained the Wise Men on their way to Bethlehem, of the simple gift he gave them for the Christ Child, and of the miraculous gift he received in return.

Sasek, M. This is Paris, Macmillan Co., New York, 1959. \$3.50 (3-6)

A handsome picture book in which a Czech painter presents his impressions of Paris. The 60 pages of modern, colored illustrations and brief captions gaily depict landmarks, other sights, and people of Paris and convey the flavor and mood of the city.

Sasek, M. This is London, Macmillan Co., New York, 1959. \$3.75 (3-6)

A picture travel book showing London with its fog, its beautiful buildings, its historic monuments the bridges, the parks, the shops and Piccadily, the taxis, the House Guards, and the people.

Sawer, Ruth. This Way to Christmas, Harcourt, Brace & Co., New York, 1944. \$2.50 (4-6)

A book of real Christmas stories told to a little boy stranded in a lonesome spot up in northern New York.

Shannon, Terry. "And Juan", Albert A. Whitman, Chicago, 1961. \$1.75 (3)

Juan finds it hard to learn the potter's craft of his father and his brothers in this story of contemporary Mexican village life.

Thurber, James. Many Moons, Harcourt, Brace & Co., New York, 1943.
\$2.75 (4-5)

A fantasy of the little Princess Lenore who wanted the moon, and the court jester who was the only one wise enough to get it for her when the Lord High Chancellor, the Royal Wizard, and the Royal Mathematician had failed.

Titus, Eve. Anatole Over Paris, McGraw Hill Book Co., Inc., New York, 1961. \$2.84 (3)

Anatole, a mouse of honor, mouse of magnificent, takes to the air in this delightful tale when a sudden wind sends his family soaring over Paris skies on a kite.

Tousey, Sanford. Cowboy Tommy, Doubleday & Co., Inc., New York, 1932.
\$1.75 (2-4)

A picture book about the adventures of a little boy on a Texas ranch.

Wyss, Johann D. Swiss Family Robinson, Doubleday & Co., Inc., New York, 1961. \$2.71 (4-8)

You can go adventuring with a wonderful family in this book. You will be shipwrecked and spend years on a desolate island.

SCIENCE

Asimov, Isaac. Satellites in Outer Space, Random House, Inc., New York, 1960. \$2.19 (3-5)

The exciting story of man-made satellites and what they tell us about our earth, the moon and outer space.

Blough, Glenn Orland. Wait for the Sunshine, McGraw Hill Book Co., Inc., New York, 1954. \$2.25 (2-4)

This book provides a simple introduction to botany. Pete learns about the sun's part in helping things grow; through the seasons he watches plants, learning about their structure, how they work together and how they supply much of the food that we eat.

Blough, Glenn Orland. Discovering Dinosaurs, McGraw Hill Book Co., Inc., New York, 1961. \$2.84 (3-4)

Dr. Blough tells the story of ancient dinosaurs by explaining how paleontologists serve as scientific "detectives" in unearthing fossils in rocks and other places.

Blough, Glenn Orland. Soon After September, McGraw Hill Book Co., Inc., New York, 1959. \$2.06 (4)

The story of living things in winter and what happens to them - birds, chipmunks, squirrels, woodchucks, snakes, and other animals.

Branley, Franklyn M. A Book of Moon Rockets For You, Illus. by Leonard Kessler, Thomas Y. Crowell Co., New York, 1959. \$3.00 (1-4)

This book presents information about rocket probes and the ways in which man may be able to reach the moon, and discusses the facts that men have about temperature, size and topography of the moon.

Brown, Margaret W. Little Island, Doubleday & Co., Inc., New York, 1946. \$2.75 (1-3)

This book is about a little island in the ocean and how the seasons and the storm and the night and

day changed it, how the lobsters and seals and gulls and everything else lived on it, and what a kitten who came to visit found out about it.

Buff, Mary and Conrad. Hurry, Skurry and Flurry, The Viking Press, Inc., New York, 1954.

This beautiful story of forest life through four seasons with three baby squirrels will be enjoyed by all who love small animals.

Buff, Mary and Conrad. Big Tree, The Viking Press, Inc., New York, 1946.
\$2.63 (5-7)

Sensitive drawings evoke the mood of the great redwood forests in this interpretation of five thousand years in the life of a giant sequoia.

Buff, Mary. Elf Owl, The Viking Press, Inc., Publishers, New York, 1958.
\$2.75 (1-4)

Sepia-colored drawings and rhythmic prose effectively present the drama of desert life as seen by a pair of elf owls.

Burton, Virginia. Little House, Houghton, Mifflin Co., Boston, 1942.
\$3.00 (1-4)

This story is about a little house that stood in the country. One day a steam shovel dug a new road close by the little house. Then the city drew nearer and nearer until the little house was surrounded and unhappy. Happiness finally comes when it is taken back to the country.

Cameron, Eleanor. The Wonderful Flight to the Mushroom Planet, Little, Brown & Co., Boston, 1954. \$2.25 (4-5)

Two boys build their own spaceship and go off on a remarkable adventure to a new planet.

Crosby, A., and Larrick Nancy. Rockets Into Space, Random House, Inc., New York, 1959. \$2.19 (5)

How rockets and satellites work; putting man into space; building a space station; getting to the moon and to Mars.

Freeman, Mae. The Sun, The Moon and the Stars, Illus. by René Martin.
Random House, Inc., 1959. \$1.95 (2-5)

An introduction to astronomy which presents some basic facts about the earth, sun, moon, planets, and stars in understandable terms, clearly printed and satisfactory drawings.

Freeman, Mae. You Will Go To The Moon, Random House, Inc., New York, 1959. \$1.95 (1-3)

Eye-catching colored pictures on every page and a minimum of simple text explained clearly and with a scientific accuracy how a trip to the moon will be made.

Gay, Zhenya. The Nicest Time of Year, The Viking Press, Inc., Publishers, New York, 1960. \$2.00 (K-2)

Beginning with a poem "I think Spring's the nicest time of the year," this goes on to tell in picture and story of what a child may see, walking in the springtime with a grown-up friend.

Goudey, Alice E. Here Come the Raccoons', Charles Scribner's Sons, Inc., New York, 1959. \$2.50 (2-4)

This book introduces the reader to raccoons in general, and in particular to a baby raccoon from his birth up to his maturation two years later. The cycle of the raccoon, his habits, his enemies are presented. An additional section of the text mentions animals related generally to the raccoon-panda, koala, etc.

Goudey, Alice E. Houses From The Sea, Charles Scribner's Sons, New York, 1959. \$2.95 (K-3)

A scientifically accurate introduction to shells. The short lines of rhythmic prose describe a great variety of shells, their names, how they look, and how they serve as houses for animals of the sea.

Ipcar, Dahlov. The Wonderful Egg, Doubleday & Co., Inc., New York, 1958. \$2.50 (3)

What kind of Dinosaur could have laid the egg that lay in the big jungle of long ago?

Pine, Tillie S. Water All Around, McGraw Hill Book Co., Inc., New York, 1959. \$2.50 (1-3)

Introduction to the subject of water and its uses. Explains about evaporation and absorption of water, condensation, freezing and thawing, uses of water, and how water gets to top floors of buildings.

Pine, Tillie S. Light All Around, McGraw Hill Book Co., Inc., New York, 1961. \$2.50 (4)

Night and day, light is all around, as the authors show in this fascinating new science experience book, which also has simple, easy to perform experiments illustrated with brightly colored drawings.

Pine, Tillie S. Friction All Around, McGraw Hill Book Co., Inc., New York, 1960. \$2.63 (3-4)

The author explains what friction is, how objects get worn away by friction, how heat may be produced, and gives countless examples of friction and its results.

Ripper, Charles L. The Weasel Family, William Morrow & Co., Inc., New York, 1959. \$2.50 (3-5)

This book is about different members of the weasel family, their woodland habitats, characteristics, and their varied roles in the balance of nature.

Includes the skunk, mink, otter, martan, wolverine, and badger.

Zion, Gene. The Plant Sitter, Harper & Brothers, New York, 1959. \$2.50 (K-2)

Tommy's remarkable skill with caring for plants virtually turns his orderly house into a jungle. Mother frowns, father is perturbed, but Tommy continues to care for the vacationing neighbors plants.

Zim, Herberts. Fish, Pictures by Jean Zallinger. Golden Press, Inc., New York, 1959. \$1.72 (3-5)

An introduction to the study of fish; text is clear and concise and covers many species, from those found in brooks and ponds to those in the ocean and even the kinds suitable for aquariums.

SOCIAL STUDIES

Batchelor, Julie F. Communication, Harcourt, Brace & Co., Inc., New York, 1953. \$2.50 (4-7)

Description of the many kinds of communications in existence today and a brief account of the historical development of some including the telephone and the motion picture.

Bendick, Jeanne. The First Book of Airplanes, F. Franklin Watts, Inc., New York, 1958. \$1.95 (3-6)

An elementary aeronautics book which includes brief sketches on types of planes, principles of flight, engines, a short summary of the history of flight, airports, etc.

Beskow, Elsa. Pell's New Suit, Harper & Brothers, New York (n.d.) \$1.75 (K-3)

Charming pictures tell the story of how Pell earned his new suit. He is shown raking hay, bringing in wood, feeding the pigs, going on errands, and at the same time, each process in the making of the suit is followed.

Boyd-Orr, John. The Wonderful World of Food, Doubleday & Co., Inc., 1958. \$2.95 (4-6)

A history of food and its effect on civilization, told in lively text and dramatic illustration.

Burns, William A. A World Full of Homes, Illus. by Paula Hutchison, McGraw Hill Book Co., Inc., (Whittlesey House Publications) New York, 1953. (4-7)

Descriptions of the homes that man has build through the ages to shelter himself and his family from rain, snow, heat and cold. We learn what basic materials were used both in primitive and modern times; a special section on unusual homes of the world.

Dalgliesh, Alice. America Travels, The Macmillan Co., New York, 1933.
\$.275 (3-5)

One hundred years of transportation told through eight stories of children who travel by various means.

Dalgliesh, Alice. Ride On The Wind, Illus. by Georges Schreiber. Charles Scribner's Sons, New York, 1956. \$3.00 (1-4)

Lindbergh's "Spirit of St. Louis" retold with biography of Lindbergh's early life and description of that famous flight.

Duvoisin, Roger. And There Was America, Alfred A. Knopf, Inc., New York, 1938. \$3.00 (1-3)

The discovery of America in simple text and many pictures.

Evans, Eva Knox. Why We Live Where We Live, Little, Brown & Co., Boston, 1953. \$3.00 (4-7)

A new kind of story of America, telling how the shape of the land, the harbors and waterways, the mountains and prairies affects each one of us.

Felt, Sue. Rosa-Too-Little, Doubleday & Co., Inc., New York, 1950.
\$2.50 (1-3)

Rosa loved to go to the library even though she was too little to have a library card. Then a day came when Rose could write her name and became a borrower!

Flack, Marjorie. Boats On The River, Illus. by Jay Hyde Barnum, The Viking Press, Inc., New York, 1946. \$3.00 (K-3)

This book about a busy river flowing through a great city is written in rhythmic language. Both text and full-color illustrations give all the familiar details of river life - the ferryboat, the tugboat, the great ocean liners and some lesser known as well.

Gramatky, Hardie. Little Toot, Illus. by author. G. P. Putnam's Sons, New York, 1939. \$2.75 (K-3)

Little Toot, son of the mightiest tug in the harbor, had no ambition until he became a hero during a raging storm.

Gramatky, Hardie. Loopy, G. P. Putnam's Sons, Inc., New York, 1941. \$2.75 (K-3)

Loopy is a little airplane who helps the pilot teach flying. Almost every day he is maltreated by the students who use him while trying to learn to fly, but Loop's stubby little fuselage contains a stout heart, and in the end he proves himself the equal of the biggest strato-liner.

Hader, Berta. Little Town, The Macmillan Co., Publishers, 1941. \$3.50 (1-4)

Demonstrates the many daily service activities of any town, milk delivery, fire and police departments, schools and stores and how they work.

Holling, Holling C. Minn of the Mississippi, Houghton Mifflin Co., Boston, 1951. \$3.75 (4-7)

A small snapping turtle begins life at the headquarters of the Mississippi and travels to the Gulf of Mexico.

Holling, Holling C. Paddle-To-The-Sea, Houghton Mifflin Co., Boston, 1941. \$3.75 (4-6)

A toy canoe with a seated Indian figure, is launched in Lake Nipigon by the Indian boy who carved it and in four years travels through all the Great Lakes and the St. Lawrence River to the Atlantic.

Ipcar, Dahlov. Ten Big Farms, Alfred A. Knopf, Inc., New York, 1958. \$3.00 (K-2)

The Jordans visit a poultry, a fruit, a horse, a tobacco, a dairy, a cattle, a pig, a wheat, a sheep and a truck farm. Illustrations in color.

Jupu, Frank. Nothing to Wear But Clothes, E. P. Dutton & Co., Inc., New York, 1953.

The why, when, and how of clothes - from the caveman to the space suit.

Lenski, Lois. Little Auto, Illus. by author. Henry C. Walck, Inc., Publishers, New York, 1934. \$1.75 (K-2)

This picture story tells about Mr. Small and his little red auto - how he keeps it shining, how he rides out in it, how he fills it with gas, how he stops for red lights, and how he parks it.

Lewellen, John Bryan. You and American Life Lines, Children's Press, Chicago, 1952. \$1.50 (4-6)

A simple but effective description of the growth of cargo transportation from the early pack trails and waterways to the rails, roads, and airlines of today.

Miner, Opal I. True Book Of Our Post Office and Its Helpers, Children's Press, Inc., New York, 1955. \$2.00 (1-2)

This account of the work of the post office and its workers, tells of the mail traveling on trains, buses, trucks, ships, airplanes, dog sleds, camels - to its destination.

Nightbert, Esther. The True Book of Cloth, Illus. by Chauncey Maltman, Children's Press, Inc., 1955. \$2.00 (1-3)

Wool, cotton, linen, silk and the man made wonder materials all play a part in this story of cloth.

Piper, Watty. Little Engine That Could, Illus. by George & Doris Hauman. The Platt & Munk Co., New York, 1954. \$1.25 (K-3)

The story of the little engine that said he could...and did...get over the mountain.

Schloat, G. Warren. Adventures of a Letter, Charles Scribner's Sons, New York, 1949. \$2.75 (2-4)

A photographic picture book in which a letter journeys by helicopter, plane, and train from a little boy in the East to a friend in California.

Scheib, Ida. The First Book of Food, E. Franklin Watts, Inc., New York, 1956. \$1.95 (3-6)

Tells where food comes from, how it is raised, and how it gets to market.

Schneider, Herman and Nina. Lets Look Under the City, William R. Scott, Inc., New York, 1954. \$2.00 (4-7)

Shows how such conveniences of living such as gas, electricity, water, telephone, waste disposal, etc., are provided for in a city.

Schneider, Nina. While Susie Sleeps, W. R. Scott, Inc., New York, 1948. \$2.75 (2-4)

Susie and most people sleep while the night workers are doing jobs vital to the community.

FILMS

LANGUAGE

FUN AND ADVENTURE

A VISIT WITH COWBOYS

EBF

A city boy visits a real western ranch for the first time and sees cowboys rounding up, roping, and branding calves; meets a fence rider at work; helps to shoe and feed horses, and ends his visit in the excitement of a big-time rodeo.

11 minutes

B & W \$50 No. 428

BOY OF INDIA: RAMA AND HIS ELEPHANT

C

Rama lives with his family on a tea plantation in Assam, India. The story tells of a very special day in Rama's life. Accompanying his father to learn how he handles his work elephant, Rama for the first time works with the elephant Gunda as she pulls a stalled tea truck from the stream.

11 minutes

B & W \$55 C \$100

BOY OF THE NAVAJOS

C

This is the story of Tony Hotinez - a present day Navajo boy. It recounts his adventures as he herds sheep in the Arizona desert, spends evenings with his family in their hogan, and takes an exciting trip to the trading post, where Tony sells the drawings of the Navajos and of their customs which he has made.

11 minutes

B & W \$55 C \$100

BROWN BEARS GO FISHING

C

Unusual and interesting scenes of brown bears in Alaska show the bears as they eat, swim, fish, and care for their young. Overprints and repetition in the narration help children to develop the vocabulary they will use in reading and telling stories about the brown bears and black and polar bears.

11 minutes B & W \$55 C \$100

CARNIVAL COMES TO TOWN

C

Three young children watch excitedly as workmen set up the rides for the carnival. They carnival remains dark though - the truck which contains the electrical equipment is missing. The arrival of the truck enables the carnival to open.

11 minutes B & W \$55 C \$100

CHRISTMAS RHAPSODY

EBF

The heart-touching story of the littlest Christmas tree...as tender and as warm as the meaning of Christmas. The familiar music and cards of the Yuletide are woven throughout the film by a full symphony orchestra and chorus.

11 minutes B & W \$30 No. 782

COW AND THE SPRITE, THE

C

From Scotland and Ireland have come some of our most enchanting fairy tales, yet their fame has been limited. This film is a charming folk story that tells of the happiness of man.

11 minutes B & W \$55 C \$100

DOLLS OF MANY LANDS

EBF

Using prize-winning dolls from an international fair in Italy, an Italian cameraman created a delightful imaginary jaunt around the world from one national doll exhibit to another. Colorful back grounds representing the native environment of dolls in folk costumes create a life-like illusion.

10 minutes C \$100 No. 1499

FISHERMAN'S BOY

C

Danny's father is captain of a commercial fishing boat. Danny wants to go fishing on his father's boat, but first, his father tells him that he must learn to fish. With Mr. Brown's help, Danny learns to fish from the dock.

11 minutes B & W \$55 C \$100

HORSEMEN OF THE WESTERN TRAILS

EBF

Western thrills are chosen as they really are, western horses in action, thoroughbreds climbing precipitous heights, and cowboys and cowgirls working their horses on the open range.

11 minutes B & W \$30 No. 952

HOW THE ANIMALS DISCOVERED CHRISTMAS

C

Velvet the Fawn comes upon Bluebird with a broken wing. As Old Doc Owl, Buttons, the Squirrel, Inky the Crow, Grumbles the Bear, and the other animals of Cozy Valley find ways of helping Bluebird, they also discover the spirit of Christmas.

13½ minutes B & W \$68.75 C \$125

LITTLEST ANGEL, THE

C

There was a lonely little angel who, though he tried hard to look and act like a good angel should, just couldn't stay out of trouble. One day, an old understanding Angel granted the Littlest Angel's wish and from that day on, his conduct and appearance were above reproach.

13½ minutes

B & W \$68.75 C \$125

ON THE WAY TO SCHOOL

C

This is the story of a boy's adventures on the way to school; meeting the milkman, watching a garage being built, looking in on a nest of robins and watching a train go by. Children are encouraged to see the trip to school as a time for observation and learning.

11 minutes

B & W \$55 C \$100

SANTA AND THE FAIRY SNOW QUEEN

EBF

The Fairy Snow Queen gives life to Santa's dolls on Christmas Eve. Jack-in-the-box, toy soldiers, musical dolls, and other dolls dance and sing for Santa to the music of Tchaikowsky's Nutcracker Suite and the Sleeping Beauty.

26 minutes

B & W \$75 No. 569 C \$150 No. 570

SPOTTY: THE STORY OF A FAWN

C

Filmed against the authentic background of the north woods, the adventures of Spotty, a wild fawn, are believable and fascinating.

11 minutes

B & W \$55 C \$100

STORIES OF HOLLAND

C

Holland with its windmills, dikes and wooden shoes is the setting for many of our best-loved children's stories. Students get a vivid visual background for their reading both fiction and non-fiction, about Holland. They visit Broek, the setting for the story of Hans Brinker.

11 minutes

B & W \$55 C \$100

THRILLS OF THE SURF

EBF

Daring surfboard feats are performed on the Pacific's mountainous waves as they break on Australia's shore. Scenes of surfboard races in the crashing waves make this an exciting film.

11 minutes

B & W \$30 No. 978

FABLES AND FAIRY TALES

ENCHANTED RIVER, THE

C

Simon, the honest woodsman, had his choice of a silver axe or a golden axe. He choose neither, and asked only for his own plain axe. This simple story, acted against idyllic settings, becomes an entrancing human tale whose message will impress audiences of all ages.

11 minutes

B & W \$55 C \$100

HANSEL AND GRETEL

B

The Woodcutter, Hansel and Gretel, the Green Witch, and the forest creatures come to life in this well-known Grimm's folk tale. Hansel and Gretel are courteous, helpful, and industrious children who take care of their

father's house in the forest. They learn that it can be dangerous to talk with strangers or accept food from them.

11 minutes B & W \$50 C \$100

LEGEND OF THE PIED PIPER, THE

C

"Keep your word" is the theme audiences will find in this famous fairy story of the master musician of Hamelin. Both classes and informal groups will enjoy the background understanding of the story which will be important to them in later reading.

11 minutes B & W \$55 C \$100

SLEEPING BEAUTY, THE

C

The magical beauty and age-old charm of this fairy-tale classic have been caught in this version of the lovely princess whose century-long sleep was ended by a kiss.

13½ minutes B & W \$68.75 C \$125

THE GOLDEN AXE

EBF

This film points up the moral that honesty is the best policy. A woodsman loses his rusty axe. He refuses to accept a silver and gold one until he is assured that he is welcome to them. When his greedy neighbor tries to fall into the same good luck, unhappiness results.

8 minutes B & W \$50 No. 596

THE MONKEY WHO WOULD BE KING

EBF

A simple fable of a monkey who accepts the crown of the animal kingdom and then has to suffer the consequences. Many animals are candidates for the retiring lion's crown. The monkey wins, but the fox resents it and plots vengeance.

10 minutes B & W \$50 No. 1167 C \$100 No. 1166

THE STORY OF KING MIDAS

B

King Midas was a greedy King who wished only for more riches. Given the "golden touch" by a genie, his immense happiness soon fades when his food, then his daughter turn to gold. He begs the genie to take back the golden touch.

11 minutes

B & W \$50 C \$100

SCIENCE

A BALANCED AQUARIUM

EBF

Susan and Fred follow directions carefully in setting up their home aquarium. Because they allow needs and interdependence of various kinds of fish and green plants, the result is a beautiful and absorbing example of the balance of nature.

11 minutes B & W \$50 No. 858 C \$100 No. 859

ANIMALS AND THEIR HOMES

C

Shown are various types of animal homes, with illustrations of them as protected places for rearing the young. The location, materials used in building, and the protection afforded by the home in relation to the environment of the animals are some of the concepts presented.

11 minutes B & W \$55 C \$100

AUTUMN IS AN ADVENTURE

C

A simple story centered about the adventures of two children embraces a variety of autumn activities; people getting ready for winter, the enjoyment of autumn's beauty, animals preparing for winter, the migration of birds, farmers harvesting their crop.

11 minutes B & W \$55 C \$100

ELECTRICITY: HOW TO MAKE A CIRCUIT

EBF

This film shows how three primary-grade children set up a simple telegraph between their house and a tree house in the yard and how they learned how electricity does its work and how to use dry cell batteries. It explains the importance of safety in handling electricity.

11 minutes B & W \$60 C \$120

FRICITION AND ITS EFFECTS

C

Friction can help us or hinder us, depending on how it is used and controlled. Illustrated are the effects, uses, and disadvantages and methods of controlling it.

11 minutes B & W \$60 C \$110

FROM SEEDS TO PLANTS

GP

Jimmy plants a vegetable garden so that he can watch plants grow. With the aid of experiments he learns the importance of air, soil, water and sunlight to growth; how the new plant uses the food stored in the seed; and how plants make and store food.

11 minutes C \$100

HOW PLANTS HELP US

C

Steve observes the plants around him, and discovers that plants are helpful in many ways. With him, your class learns how people are dependent upon plants for their food and clothing, for wood, paper, rubber, and many other articles important in their daily lives.

11 minutes B & W \$55 C \$100

HOW WEATHER HELPS US

C

How rainy, snowy, windy, and sunny kinds of weather are helpful to people, to plants and animals is brought to children's attention as the film reviews weather that accompanies the changing seasons.

11 minutes B & W \$55 C \$100

LIGHT FOR BEGINNERS

C

This film uses simple observations and demonstrations to show the basic properties of light. Describes the effects

of sunlight and compares it to artificial light, observing that all light is much alike. Discusses shadows, reflections, the straight path of light, and the rainbow.

11 minutes B & W \$60 C \$110

NOTHING BUT AIR

EBF

A boy in one ordinary day has many experiences with air. He learns that, though invisible, air is very real. Air occupies space, air is all about us, air has weight, air in motion has power and serves man in various ways.

11 minutes B & W \$45 No. 996

ONE RAINY DAY

C

Children learn how rain helps flowers and trees to grow, and how it washes the streets and sidewalks. The children learn how rain begins with clouds, winds, thunder and lightning; how it sounds and how, after the rain, one can sometimes see a beautiful rainbow.

11 minutes B & W \$55 C \$100

SPRING IS AN ADVENTURE

C

With Mary Ann, the audience follows many of the exciting changes in trees and flowers, birds and animals, and human activity- which come with spring. Watching the flowers bud and bloom, waiting for the robin's eggs to hatch, looking at baby turtles and tadpoles in a stream etc.

11 minutes B & W \$55 C \$100

THIS IS THE MOON

YA

Explains the relation of the moon to the sun and earth, how the moon gets its light, the phases of the moon, and its physical characteristics.

11 minutes

B & W \$50

TWO LITTLE RACCOONS

YA

The amusing adventures of Randy and Wilbur, two busy young raccoons, and the story of all they see and do on a day away from home in the woods and at the nearby farm.

11 minutes

B & W \$50

WE EXPLORE THE BEACH

C

This is the story of Betty and Billy as they walk along the beach, discovering many things - a bird's nest, seashells, water animals. As the children play among the tall grasses, as they watch the seagulls feed, they become aware that the beach is alive with plants and animals.

11 minutes

B & W \$55 C \$100

WINTER IS AN ADVENTURE

C

Snow frosting all the out-of-doors close views of winter animals, and the joy of a city boy exploring a farm, all add to the enchantment of winter.

11 minutes

B & W \$55 C \$100

SOCIAL STUDIES

BUSY HARBOR

C

Ted and Maria visit a tugboat captain in the very busy harbor. He explains some of the many activities going on in the harbor; fishing boats unloading, tugboats pulling barges, cargo ships, a lighthouse and buoys. They take a ride on the captain's tugboat.

11 minutes B & W \$60 C \$110

CHILDREN OF SWITZERLAND

EBF

Tells about a boy and girl living in the Swiss Alps. Follows them through the Alpine village as they watch the tourists and visit shops where clocks and woodcarvings are sold. Children accompany Mother on a long, steep climb up the mountain to the pasture, where Father and Brother tend cattle.

11 minutes B & W \$50 No. 140

COMMUNICATION FOR BEGINNERS

C

Tommy learns how important the everyday means of communication are. The film shows how the methods of sending and receiving messages have changed; from the smoke signals of the Indians to the telegraph, television, radio, telephone and others.

11 minutes B & W \$60 C \$110

DISCOVERING THE LIBRARY

C

Bobby visits the children's section in the public library where he finds not only books but storytelling, card catalogues, special book lists. He finds that the library is a fun-filled place, full of stories to arouse every child's imagination.

11 minutes B & W \$55 C \$100

ESKIMO CHILDREN

EBF

Deals with the activities of the children in describing how Eskimos solve their basic problems of food, shelter and clothing. Presents such phases of Eskimo life as handicraft work, household duties, hunting, drying fish, visiting the trader's store, gathering driftwood, playing games, and telling stories.

11 minutes

B & W \$50 No. 101

HOPI INDIAN VILLAGE LIFE

C

This portrayal of the Hopi Indians and their mode of living, as it exists today, makes clear the changing character of Hopi Indian life. Meeting Bob, Ralf, Mrs. Hotewa, Grandmother White Sand, and other villagers and observing them at their daily work, we see a blending of old and new ways.

11 minutes

B & W \$55 C \$100

LET'S BE GOOD CITIZENS AT HOME

GP

The following points are made: doing your share of the work; doing things together; doing what you can to help others; being careful and neat; being cheerful and kind; helping to keep home a safe place; being a good loser and a good winner and helping to save.

11 minutes

B & W \$49.50

LET'S BUILD A HOUSE

CHURCHILL

A father and two seven year-old children build a playhouse that is very much like a real house, using concrete for the foundation, bricks for the steps, wood for the floor, walls and roof, glass for windows, and iron to hold things together. Shows the children in the mixing, pounding, sawing, and painting.

11 minutes

B & W \$60 C \$110

MOVING DAY - TIMMY'S NEW NEIGHBORS

C

This story follows Timmy's family through the moving day and to their new home, where they meet their new neighbors and friends, illustrating to a child that moving is a necessary and not unusual family activity and that attitudes of cooperation, interest, and friendliness help to make the family and child welcome in the new surroundings.

11 minutes B & W \$60 C \$110

OUR COMMUNITY

EBF

Illustrates important community institutions and their services by portraying a day in the life of a ten-year old boy. Depicts police and fire protection, health safeguards, and parks and recreational facilities. Points out ways in which the members of a community serve each other.

12 minutes B & W \$50 No. 652 C \$100 No. 589

PIONEER HOME, A

C

What was a pioneer home really like? How did children play in the everyday family life? These are some of the questions which are answered in this authentic educational film.

11 minutes B & W \$55 C \$100

POULTRY ON THE FARM

EBF

This film explains how different kinds of poultry live on a typical small farm. Shows chickens, geese, ducks, and turkeys at different ages in their natural environment. It follows the development of a chick embryo and the hatching of a chick.

10 minutes B & W \$60 C \$120

SHELTER

GATEWAY

Two young boys learn about the types of shelters which were used many years ago for protection from weather and attack and discover that some were natural shelters and others were made from materials which were readily available. Modern homes and buildings are viewed made of many different kinds of material.

10 minutes B & W \$55 C \$110

STORY OF CITRUS FRUITS, THE

C

We see how seedlings are grown in nurseries, how trees are cared for in the groves, how the fruits are harvested, and how they are processed, canned and frozen at packing plants and canneries for shipment to all parts of the country.

11 minutes B & W \$55 C \$100

THE FREIGHT TRAIN

EBF

In this film we see the assembling of fast freight train No. 40 and follow it on its journey from Kansas City to Chicago. We meet all the people involved in this operation and find out why freight trains are important in our daily lives.

11 minutes B & W \$50 No. 860 C \$100 No. 861

THE LUMBERYARD

B

Kurt asks Dad's help in building a doghouse. In the lumberyard the children see the variety of materials that are sold. In flashbacks, we see how the trees are cut and carried to the sawmill to be cut into boards. The boards are shipped to the lumberyards where they are sold.

11 minutes B & W \$60 C \$120

WE MAKE BUTTER

YA

Dick and Jane visit Cousin Billy and Aunt Ruth at the farm. They help Aunt Ruth make butter and sing about their work and play.

11 minutes

B & W \$50

WHERE DOES OUR MEAT COME FROM?

C

The story of meat starts in the western range country, and moves to the corn-belt feeder farms. Shows livestock going to the stockyards and packing plants, from where it is taken to the local market from which we purchase it.

11 minutes

B & W \$60 C \$110

WHERE DO OUR LETTERS GO?

C

Planning a surprise party for Jerry's birthday, his mother and sister mail invitations to Jerry's friends. Seeing how the invitations are prepared for mailing, how they are handled at the post office, and how they reach their destinations help children understand the workings of our postal system.

11 minutes

B & W \$55 C \$100

FILMSTRIPS

LANGUAGE

FABLES AND FAIRY TALES

CHILDREN'S FAIRY TALES SERIES

SVE

Delightful illustrations present the leading incidents of these popular stories. Increases ability to discuss and tell stories.

Cinderella	A 111-1
Snow White and the Seven Dwarfs	A 111-2
Jack and the Beanstalk	A 111-3
Sleeping Beauty	A 111-4
The Little Engine That Could	A 111-5
Rackety Rabbit and the Runaway Easter Eggs	A 246-13

Complete set in C \$28.50
Each filmstrip \$5.00

CHILDREN'S STORIES SERIES

SVE

Illustrations tell leading incidents of the story. Encourages storytelling, gives appreciation for folk tales, and provides excellent variation in reading methods and remedial reading.

Little Red Riding Hood
The Three Little Pigs
The Gingerbread Boy
Goldilocks and the Three Bears
Little Black Sambo
Rumpelstiltskin

Complete set in C \$28.50
Each filmstrip \$ 5.00

FOLK TALES, LEGENDS, AND STORIES

EGH

This series of filmstrips illustrates some folk tales, legends, and stories of many lands.

- Monkey See - Monkey Do
- Jose of El Salvador
- Peach Boy of Japan
- Crackling Mountain
- The Night Before Christmas
- The Crab and the Monkey
- Yung-Ja of Korea
- Dancing Bread
- The Ants and the Grasshopper

Complete set in B & W \$55.00
 Each filmstrip \$ 6.00

FRIENDSHIP FABLES SERIES

EGH

Filmstrips adapted from the familiar Aesop's Fables for use in the primary grades.

- The Rabbit and the Turtle
- The Crow and the Pitcher
- The Country Mouse and the City Mouse
- The Fox and the Stork

Complete set in C \$15.00
 Each filmstrip \$ 4.00

HANS CHRISTIAN ANDERSEN FAIRY TALES

SVE

Andersen favorites with original drawings.

- | | |
|---------------------------|---------|
| The Fir Tree | A 103-1 |
| The Little Match Girl | A 103-2 |
| The Emperor's New Clothes | A 103-3 |
| The Swineherd | A 103-4 |
| Thumbelina | A 103-5 |
| Silly Hans | A 103-6 |

Complete set in C \$28.50
 Each filmstrip \$ 5.00

HANS CHRISTIAN ANDERSEN STORIES

EBF

In each filmstrip a series of text frames first present a short synopsis of the original Andersen story; then a series of colorful pictures illustrates the story for pupils to tell in their own words.

Hans Clodhopper
 The Tinder Box
 The Shepherdess and the Chimneysweep
 The Swineherd
 Thumbelina
 The Little Mermaid

Complete set in C \$36.00
 Each filmstrip \$ 6.00

MOTHER GOOSE VILLAGE

EGH

Two children are projected into an imaginary Mother Goose Village where they meet many of the little friends whom they have seen or about whom they have read.

Off to Mother Goose Village	95 A
Inside Mother Goose Village	95 B
The Mother Goose Village Newspaper	95 C
The Old Woman Who Lived in a Shoe	95 D
The Funny Little Man on the Wall	95 E
Mother Goose Village Post Office	95 F
Mother Goose Village Lake and Police Station	95 G
Mother Goose Village Fire Depart- ment	95 H
Mother Goose Village Television Station	95 I

Complete set in C \$25.00
 Each filmstrip \$ 4.00

OLD TALES FOR YOUNG FOLKS

JH

The filmstrips encourage storytelling, stimulate oral and dramatic expression. The picture stories provide incentives for supplementary reading.

The Three Bears
 The Three Billy Goats Gruff

The Three Spinners
The Sweet Porridge
The Golden Goose
The Three Little Pigs

Complete set in C \$27.00
Each filmstrip \$ 4.75

PRIMARY GRADE STORIES

YA

Story text appears on each frame. Special attention has been given to vocabulary load, phrasing, sentence structure, and selection and arrangement of type.

Set A -

The Boy and His Goats
Jack and the Beanstalk
Puss in Boots
The Staw Ox
Dee Dee Chou and His Dog
The Rabbits and the Frogs

Set B -

Chicken Little
Little Red Riding Hood
Drakestail
The Gingerbread Boy
Noah and the Ark
Kofi, An African Boy

Set C -

Cinderella
The Three Little Pigs
The Four Musicians
The Three Bears
The Boy and the North Wind
The Dog and the Cat

Set D -

The Little Red Hen
Little Black Sambo
The Lion and the Mouse
The Cat Who Lost His Tail
Rumpelstiltskin

Complete set in C of 6 each \$30.00
Each filmstrip \$ 6.00

TALES FROM GRIMM AND ANDERSEN

JH

These filmstrips will stimulate oral and creative expression and provide a basis for dramatic play.

The Shoemaker and the Elves
The Wolf and the Seven Kids
Rapunzel
The Frog Prince
Spindle, Shuttle and Needle
Hans Clodhopper
The Princess on the Pea

Complete set in C \$31.50
Each filmstrip \$ 4.75

FUN AND ADVENTURE

ANIMAL STORIES

JH

These filmstrips depict the delightful adventures of animals familiar to primary children. Special attention is given to the selection of animals and story development.

Ring, The Raccoon
The Lazy Bear Cub
Brush, The Red Squirrel
Mrs. Cackles Becomes a Good Citizen
Happy, the Rabbit
The Adventure of Pete and His Dog

Complete set in C \$26.50
Each filmstrip \$ 4.75

ANIMAL STORIES

PS

This new series of filmstrips teaches in delightful story form such important guidance concepts as a sense of responsibility and consideration for others. Made up of actual photographs of children and their pets.

Animals of Farmboy Bill
Tony's Pony
Randy Takes Care of His Dog
Kathy's Cat Has Kittens
Bonnie the Seeing Eye Dog
Peter's Pet Party

Complete set in C \$32.50
Each filmstrip \$ 6.00

BASIC PRIMARY PHONIC - III

SVE

This set of six filmstrips introduce each of the five long vowels by a key word-picture, each of the five short vowel sounds by a key word-picture and other phonetic rules with illustrations.

1. Short Vowel Sounds - 24 frames
2. Long Vowel Sounds - 25 frames
3. Y Vowel Sounds and Single Vowels Affected by Consonants - 26 frames
4. Two-letter Combinations - 25 frames
(ce, ai, oa, oi, oy, ou, and aw)
5. Two-letter Combinations - 29 frames
(ou-ow, ea, ie, and oo)
6. Vowels Controlled By R - 28 frames
(er, ir, ur, ar, or, ear, eer, and air)

Complete set in C \$21.60
Each filmstrip \$ 4.00

CHRISTMAS STORIES

EBF

These filmstrips provide six fine answers to the problems of Christmas program planning in schools, churches, and youth organizations.

A Christmas Carol
The Night Before Christmas
The Nutcracker and the Mouse-King
The Fir Tree
A Present for Patsy
Christmas Through the Ages

Complete set in C \$36.00

FLICKA, RICKA, DICKA SERIES

PS

Six filmstrips which are pictorial condensations of the appealing books of the same title by Maj. Lindman.

Flicka, Ricka, Dicka
.....and the Strawberries
.....and Their New Friends
.....and the New Dotted Dresses
.....and the Girl Next Door
.....and the Three Kittens
.....and a Little Dog

Complete set in C \$20.00
Each filmstrip \$ 4.00

FUNDAMENTALS OF READING

EGH

This set of filmstrips has been prepared to meet the basic needs in reading on the primary level and for remedial work with pupils of intermediate level. The mechanics of reading, in phonetics, and in reading comprehension.

Bob and Jane At Home
Find the Right Word
Fun With Words
Games with Words
Reading Puzzles
Fun With Sentences
Fun With A E I O U
Word Beginning Clues
Word Ending Clues

Complete set in C \$25.00
Each filmstrip \$ 4.00

LITTLE ELEPHANT STORIES SERIES

PS

Filmstrips which, in describing Little Elephant's experiences help to enrich children's understanding, vocabulary and recounting ability.

Little Elephant Catches Cold
Little Elephant Visits the Farm
Little Elephant's Picnic
Little Elephant's Christmas

Complete set in C \$21.50
Each filmstrip \$ 5.00

SNIPP, SNAPP, SNURR SERIES

PS

Seven filmstrips designed to help young children develop the social learning, understanding and behavior essential to our democratic way of living.

Snipp, Snapp, Snurr
.....and the Red Shoes
.....and the Gingerbread
.....and the Magic Horse
.....and the Buttered Bread
.....and the Yellow Sled
.....and the Big Surprise
.....and the Big Farm

Complete set in C \$25.00
Each filmstrip \$ 4.00

WALT DISNEY'S DISNEYLAND

EBF

These filmstrips provide excellent incentive for countless language arts activities in oral and written compositions from the primary level through junior high school. Tells the story of the "five lands" in Walt Disney's Magic Kingdom.

Fantasyland
Frontierland
Main Street U.S.A.
Tomorrowland
Adventureland

Complete set in C \$30.00
Each filmstrip \$ 6.00

WALT DISNEY'S THE ARCTIC WILDERNESS

EBF

These filmstrips capture much of the beauty and drama of the great Northland - the frozen desolation of the Polar Ice Cap; the strange and fascinating life on the tundra, and the breath-taking beauty of the mountainous sub-arctic. Eachstrip contains review questions.

The Northland
Rodents of the Northland
Marine Mammals of the Northland

Arctic Foxes and Wolves
Wolverines and Weasels of the Northland
Birds of the Northland

Complete set in C \$36.00
Each filmstrip \$ 6.00

SCIENCE

ANIMALS OF THE WORLD - MAMMEL SET

SVE

Photographs show living habits, environment, and identifying characteristics of these and native habitat.

- Primates - Monkeys and Their Relatives A 467-1
- Large Hoofed Mammals A 467-5
- Bears, Pandas, and Raccoons A 467-6
- Rodents A 467-9
- Cats and Dogs A 467-10

Complete set in C \$28.75

A SPACE TRIP TO THE MOON

JH

Pictures the probable clothing and transportation needed to make a trip to the moon. Discusses known conditions on the moon and their effect upon man.

C \$5.75

BEGINNING NATURE STUDY

SVE

Photographs show the natural habits of our more common birds, insects, animals, and wild flowers, how they live, how they are protected from their enemies, and their identifying characteristics.

- Birds of Our Community A 461-1
- Birds and Animal Babies A 461-2
- Farm Animals and Pets A 461-3
- Homes of Birds A 461-4
- Animals of the Zoo A 461-5
- Wild Flowers Everyone Should Know A 461-6
- Backyard Insects A 461-7

Complete set in C \$33.25
Each filmstrip \$ 5.00

CONSERVATION FOR BEGINNERS

SVE

Introduces elementary principles of conservation, and teaches the importance of our natural resources. Helps children to understand the dangers of carelessness and to acquire a protective feeling towards plants and animals.

- Sonny Squirrel and the Pine Trees A 430-1
- The Deer and the Haystack A 430-2
- A Picnic for Dick and His Friends A 430-3
- The Lamb and the Bluebells A 430-4
- Susan and the Forrest Fire A 430-5
- The Muddy Raindrops A 430-6

Complete set in C \$36.00
 Each filmstrip \$ 6.00

FIRST EXPERIMENTS WITH AIR

JH

Shows experiments aimed at introducing children to the scientific method of problem solving. The experiments in each filmstrip investigate a single concept about air.

1. Air is Real
2. Living Things Need Air
3. Air Is Everywhere
4. Air Pushes Against Things
5. Air Helps Things to Float in Water

Complete set in C \$26.25
 Each filmstrip \$ 5.75

GET READY FOR WINTER

JH

Each filmstrip tells how a particular group of living things prepares for winter. The child learns how familiar animals store food, find homes, hibernate or migrate. Children see how plants change and how they survive the winter.

- Birds Get Ready for Winter
- Animals Get Ready For Winter
- Insects Get Ready For Winter
- Plants Get Ready for Winter
- Seeds Travel
- People Get Ready For Winter

Complete set in C \$28.50
 Each filmstrip 4.95

INSECTS AROUND US

JH

These filmstrips in authentic, animated color art work which brings the insect world into the classroom. Ways of insect life which children may themselves observe in nature are shown. Simple concepts are presented.

Finding Out About Insects
Insect Homes
How Do Insects Protect Themselves
Our Insect Enemies and Insect Friends
Collecting Insects

Complete set in C \$24.50
Each filmstrip \$ 5.75

PLANTS AND SEEDS TRAVEL

EGH

Tells how some plants have only one seed, others have many. Seeds are transported by land, air and water. They may be carried from one place to another by man, birds, and other animals.

C \$4.00

ROCKETS TO SPACE

JH

Shows the physical make-up of the rocket and how it works. Follows the launching of the rocket from the time it is enclosed in its gantry until its payload is orbiting in space.

C \$5.75

SCIENCE FOR BEGINNERS

SVE

A comprehensive series dealing with the five major areas of science - living things, earth, sky, matter and energy, and man. Utilizes the simplest terms in presenting scientific principles for beginning science students.

The World of Living Things A 425-1
Our Home, the Earth A 425-2

The Sky Above Our Earth	A 425-3
Machines and Tools to Help Us Work	A 425-4
Magnetism and Electricity	A 425-5
Light, Heat and Sound	A 425-6

Complete set in C \$27.50
Each filmstrip \$ 5.00

THROUGH THE SEASONS SERIES

YA

Each filmstrip takes children through a complete tour of the season - the activities of boys and girls and the seasonal life of plants and animals. Designed to help the child become a better observer of the seasonal changes about him in everyday life.

In The Autumn
In The Winter
In The Spring
In The Summer

Complete set in C \$16.50
Each filmstrip \$ 5.00

WHAT ARE SATELLITES?

JH

Shows how a satellite is put into orbit, how satellites are useful to man, and how a man-carrying satellite may be orbited and brought back to earth.

C \$5.75

WHAT ARE SPACE STATIONS?

JH

This filmstrip shows how a space station may be assembled in orbit. Illustrates the living and working quarters of a space station, and explains how man can make use of the station.

C \$5.75

WHAT IS IN SPACE?

JH

This filmstrip shows what man may explore in outer space, including meteors, the moon, the planets, the sun and other stars and the galaxies.

C \$5.75

WHAT WATER IS

VS

Describes what water is, where it is found, its properties, some uses, its relation to health of plants and animals.

C \$5.00

SOCIAL STUDIES

CHILDREN NEAR AND FAR

EGH

This series of filmstrips aims to give to our pupils a knowledge of how children live and play all around the world. This knowledge will help to instill in our pupils an interest in people and things outside their own environment.

Wambo and Tawa of the Hot Lands	47 A
Nannook and Okawa of the Cold Lands	47 B
Nils and Gretel of Switzerland	47 C
Ole and Ola of Norway	47 D
Peter and Trina of Holland	47 E
Ling-Wu and Che-Tsoo of China	47 F
Togo and Yuki of Japan	47 G
Ahmed and Adah of the Desert Land	47 H
Pedro and Maria of Mexico	47 I

Complete set in C with manual	\$25.00
Each filmstrip	\$ 4.00

COMMUNITY HELPERS SERIES

PS

Six filmstrips designed to widen children's concepts of the occupations that are necessary in every community.

- Fire Department
- How Messages Are Carried
- Policeman
- Shopping in Our Neighborhood
- Travel Is Fun, Part I
- Travel Is Fun, Part II

Complete set in B & W	\$19.00
Each filmstrip	\$ 3.50

FOOD

EBF

These filmstrips embrace most of the major concepts in the area of food as outlined

in practically all courses of study for third and fourth grades. Each includes questions for review and discussion.

Kinds of Food
Where Food Comes From
Getting Ready For Market
Keeping Food From Spoiling
The Food Store
Food For Good Health

Complete set in C \$36.00
Each filmstrip \$ 6.00

GOOD MANNERS

EBF

Each filmstrip is a separate story involving simple but interesting situations calling for thoughtfulness and courtesy toward others.

Manners At Home
Manners At School
Manners At Play
Manners In Public
Manners While Visiting
Manners At Parties

Complete set in C \$36.00
Each filmstrip \$ 6.00

HOW THE INDIANS LIVED

JH

Authentic detail shows how natural environment affected the daily life of each different tribe.

Forest Indians (Iroquois)
Plains Indians (Dakota)
Southwest Indians (Hopi)
Southwest Indians (Navajo)
Fishing Indians

Complete set in C \$29.95
Each filmstrip \$ 5.75

OUR CITY

ICP

Illustrates the phases of American community life which make our country a more comfortable

and satisfactory place in which to live. Pictures illustrate: Homes, Market, Bakery, Clothes, The Big Five, Our Postment, Radio, Our Library, Safety Squad, School and Churches.

Complete set in C \$5.25

OUR COMMUNITY

AB

Six filmstrips tell about some important aspects of the community.

1. Learning About Inventions
2. Learning About The Growth of Towns
3. Learning About Local Government
4. Learning About Community Services
5. Learning About The Milk We Drink
6. Learning To Read Maps

Complete set in C \$30.00

PEOPLE AND GOODS TRAVEL

JH

On-the-scene photography in full color shows travel activities which primary children themselves may experience. Children actually take trips. They see goods moved. They inspect equipment. They learn about personnel and safety measures.

Airplanes
The Passenger Train
The Freight Train
Buses
Trucks
Boats and Ships

Complete set in C \$30.00
Each filmstrip \$ 5.25

SHELTER

EBF

This filmstrip series offers unique opportunities for vitalizing and enriching the learning experience of pupils in this area. Review and discussion questions are included also.

Houses of Long Ago
Why We Need Houses
Kinds of Houses
Tools and Materials for Building Houses
Parts of a House
Men Who Build Our Houses

Complete set in C \$36.00
Each filmstrip \$ 6.00

STORY OF WHEAT

WF

This filmstrip traces the history of wheat from its beginning to the present day methods of sowing, tilling, harvesting and milling. Stresses the social, cultural, and nutritional aspects of wheat.

C \$2.50

THANKSGIVING FOR KING

SVE

Shows development of the turkey from egg to mature bird, its characteristic behavior in the barnyard, and preparations on the farm for Thanksgiving.

C \$5.00

THE SCHOOL COMMUNITY

EBF

Designed to help young pupils make a healthy adjustment to a new environment - the school, these charming filmstrip stories provide delightful experiences to make positive impressions on young minds.

The New Pupil
Our School
School Helpers
Our Job in School
Part of the Team
School Courtesy

Complete set in C \$36.00
Each filmstrip \$ 6.00

TRANSPORTATION

EEF

Material in this series is basic in every primary grades social studies curriculum. Captions are written for pupils to read, thus providing dynamic learning experiences. Each contains review and discussion questions.

Transportation in the Past
Highway Transportation
Rail Transportation
Water Transportation
Air Transportation
Travel in Space

Complete set in C \$36.00
Each filmstrip \$ 6.00

WATER FOR THE COMMUNITY

EEF

Points out why the health and safety of communities depend upon an abundant supply of clean, pure water. Shows how water is obtained, made safe to drink, and distributed to users; explains about workers who aid in supplying communities with water.

C \$6.00

RECORDS

INSTRUMENT RECOGNITION

A CHILD'S INTRODUCTION TO THE ORCHESTRA ERS

Thirty-two vocal and instrumental selections acquaint children with two dozen stringed, bass, woodwind and percussion instruments.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$1.98

CONCERTO FOR TOYS AND ORCHESTRA ERS

Musical novelty with familiar toy instruments making real music.

1 ten-inch 78 RPM \$1.24

HAPPY INSTRUMENTS ERS

Introduces instruments through a series of thoroughly enjoyable musical series. Includes Peewee the Piccolo; Jo-Jo the Banjo; Country Fiddle and City Violin, etc.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$3.98

KING'S TRUMPET ERS

History of the trumpet from ancient ram's horn to the modern band instrument in charming story form.

1 ten-inch 78 RPM \$1.24

LICORICE STICK YPR

Introduction to the clarinet through a stimulating story and authentic music.

1 ten-inch 78 RPM \$1.24

MAN WHO INVENTED MUSIC

ERS

A fresh and amusing way to introduce youngsters to the instruments of the orchestra.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$4.98

SPARKY'S MAGIC BATON

ERS

An adventurous little boy discovers a magic wand that makes the instruments of the orchestra come to life.

1 seven-inch 45 RPM \$1.24

WONDERFUL VIOLIN

ERS

Introduction to string instrument through educational story and authentic music.

1 ten-inch 78 RPM \$1.24

TOY SYMPHONY-HAYDN

YPR

Papa Haydn's charming time tested miniature masterpiece is played on real toys.

1 ten-inch 78 RPM \$2.00

LISTENING FUN

ALICE IN WONDERLAND (Fred Waring) DEC

This beautiful arrangement of Alice in Wonderland is exceptionally good for dramatic play. The character parts are well played by members of the glee club. Children will enjoy this album.

3 ten-inch 78 RPM \$1.88 No. Cus-22

CARNIVAL OF THE ANIMALS (Saint-Saens) VIC

This record shows how Saint-Saens made the instruments come alive with animal sounds.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$2.38 No. LBC 1006

CHILDREN'S CORNER SUITE - Debussy COL

Delightful listening that includes Jumbo's Lullaby, Little Shepherd, and Golliwogs Cake Walk.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$4.98 No. ML 4539

ECHOES OF CHILDHOOD ERS

George Feyer, piano and harpsichord with rhythm accompaniment. Twinkle, Twinkle Little Star; London Bridge; Mary Had A Little Lamb; See Saw Majorie Daw; Skip to My Lou; Old King Cole; Waltz of the Flowers; Oh Dear, What Can the Matter Be and many others.

1 twelve-inch 33 $\frac{1}{2}$ RPM \$3.98

FUN WITH FAMILIAR MUSIC ERS

Fiedler and the Boston Pops. Includes Hansel and Gretel; Overture; A Midsummer Night's Dream; Scherzo; Syncopated Clock; The Typewriter; Stars and Stripes Forever and others.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$4.98

HIGH AND LOW

ABC

The music of High and Low is selected primarily to help children distinguish between high, middle and low notes. The fact that high is not necessarily soft and that low is not necessarily loud is also illustrated. The piano provides the music.

Side 1 - Tip Toes; March; Dance

Side 2 - Music Box; Elephant Walk; Together

Side 3 - ABC Variations - Mozart; Dances-Shubert

Side 4 - Old King Cole; Humming Song-Schumann; Folk Dance

AS 21 Album

2 ten-inch 78 RPM, Primary level

LULLABIES FOR SLEEPYHEADS

ERS

Dorothy Olsen sings nineteen songs including Brahms Lullaby; Twinkle, Twinkle Little Star; The Little Sandman; Lavender Blue; Cotton Eye Joe, etc.

LULLABY AND GOOD NIGHT

ERS

Giselle MacKenzie sings sixteen songs including All Through The Night; Hush Little Baby; Scarlet Ribbons; Evening Prayer; Sweet and Low; Brahms Lullaby and ten others.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$1.98

MAGIC OF MUSIC

ERS

Narrated by Milton Cross. Reveals music's power to portray images familiar to all children and makes 12 carefully chosen classical selections come to life.

1 twelve-inch 33 $\frac{1}{2}$ RPM \$4.95

MAJOR CLASSICS FOR MINORS

ERS

Whittermore and Lowe, duo-pianists. Seventeen selections including Minuet in G (Beethoven); In the Hall of Mtn. King (Grieg); Traumere (Schumann); Liebestraum No. 3 (Liszt); Wedding March (Mendelssohn); Love of Three Oranges (Prokofieff); Concerto #2 in C Minor (Rachmaninoff).

1 twelve-inch 33 $\frac{1}{3}$ RPM \$4.95

MUSIC FOR RELAXATION

ERS

Melachrino Strings, Berceuse de Joycelyn; Autumn Leaves; La Golondrina; La Serenata; Estrellita; Valse Bluette, etc.

1 twelve-inch 33 $\frac{1}{2}$ RPM \$3.98

POPS CHRISTMAS PARTY

ERS

Boston Pops Orchestra, Fiedler conducting. Includes White Christmas, Sleigh Ride, Winter Wonderland, Parade of the Wooden Soldiers, Dance of the Sugar Plum Fairy and other favorites.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$4.98

QUIET MUSIC

ERS

Columbia Salon Orchestra. Twelve selections including Blue Danube Waltz; La Paloma; Parade of the Wooden Soldiers; Spring Song, Schubert's Serenade, etc.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$3.98

ROGERS AND HAMMERSSTEIN

ERS

Seventeen songs for children from Oklahoma!, Carousel, The King and I, State Fair, Allegro, Pipe Dream, and South Pacific.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$1.98

SOFT AND LOUD

ABC

The two records of Soft and Loud are especially planned to help children recognize differences in musical dynamics. Careful listening is one way through which children learn to identify and give musical meanings to the concepts of "soft" and "loud."

- Side 1 - Turkey in the Straw; Nobody Knows the Trouble I've Seen; Johnny Comes Marching Home
- Side 2 - Chugging; Lullaby; The Parade
- Side 3 - Minuets-Haydn; Elfin Dance-Grieg
- Side 4 - Hunting Song-Schumann; The Strange Man-Schumann

AS-20 Album

2 ten-inch 78 RPM Primary Level

THE MONTHS - TCHAIKOVSKY

ERS

Musical portraits of the twelve months of the year. Delightful method for teaching months and seasons.

1 twelve-inch 33 1/3 RPM \$4.98

SING ALONG AND RHYTHMIC PLAY

CHILDREN'S SING ALONG

ERS

Frank Luther sings thirteen songs including Shortnin' Bread; Swing Low, Sweet Chariot; America the Beautiful; Froggy Went A-Courtin'; and others.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$1.98

DO THIS, DO THAT

ERS

Song games based on American folk songs. An interesting way to introduce basic rhythms.

1 ten-inch 78 RPM \$1.24

HOORAY, TODAY IS YOUR BIRTHDAY

ERS

Tom Glazer in delightful birthday songs for all to sing. Begins with Happy Birthday to You!

1 ten-inch 78 RPM \$1.24

I AM A CIRCUS

ERS

An exceptional opportunity for children to participate as members of a real circus.

1 ten-inch 78 RPM \$1.24

I'M A LITTLE TEAPOT

ERS

Kitty Kallen. Excellent sing along that lends itself also to rhythmic participation.

1 ten-inch 78 RPM \$1.00

JUMP BACK LITTLE TOAD

ERS

Delightful primary songs with the "be careful" and "be considerate" themes.

1 ten-inch 78 RPM \$1.24

LET'S HAVE A RHYTHM BAND

ERS

Offers simple and entertaining experiences to develop rhythm sense and outlines first steps in building a rhythm band.

1 seven-inch 45 RPM \$1.00

LET'S PLAY TOGETHER

ERS

Designed to create an environment of cooperative play and participation with others.

1 ten-inch 78 RPM \$1.24

LITTLE FAVORITES

SB

Sixteen songs for little children sung and played with magic appeal.

Jingle Bells; Eency, Weency Spider; Mary Had A Little Lamb; Where, oh Where Has My Little Dog Gone; Two Little Blackbirds; Jolly Old St. Nicholas; Up On the House Top; Pufferbillies; Hush, Little Baby; Had a Little Nut Tree; John Brown; Oh Dear, What Can the Matter Be?; Three Blind Mice; All the Pretty Little Horses; My Pony; Slumber Boat.

3 78 RPM \$3.96

NOTHING TO DO

CRG

Includes rhythmic patterns for marching, tip-toeing, spinning, clapping hands and other expressions.

1 ten-inch 78 RPM \$1.24

RAINY DAY - TOM GLAZER

ERS

A group of outstanding rainy day songs for listening and singing.

1 ten-inch 78 RPM \$1.24

WALT DISNEY SONGS

ERS

Mary Martin. Someday My Prince Will Come,
Whistle While You Work, When You Wish Upon
a Star, Heigh-Ho, etc.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$3.98

LANGUAGE

A CHRISTMAS CAROL

DEC

Dickens' immortal tale performed by Ronald Coleman as Scrooge. Supporting cast, sound effects and music.

1 twelve-inch 33 1/3 RPM \$3.98 No. DL8010

AESOPS FABLES

ERS

The Hare and the Tortoise, The Goose and the Golden Egg, The Hare and the Hounds, The Crow and the Cheese.

1 twelve-inch 33 1/3 RPM \$2.98

BAMBI

ERS

From Walt Disney film, narrated by Shirley Temple with voices from actual sound film. Orchestra and chorus.

3 ten-inch 78 RPM \$3.57

BLACK BEAUTY

ERS

Marla Ray narrates appealing children's story. Also: The Selfish Giant; The Emperor and the Nightingale; Schnapsie and the Magic Button.

1 twelve-inch 33 1/3 RPM \$1.98

CLASSICS FOR CHILDREN - VOL. II

ERS

Adaptations of best loved musical classics each in the form of a warm, appealing story. Music is performed by outstanding symphony orchestras.

Story of Suzette (Gaité Parisienne); Swan Lake (Tchaikovsky); Three Cornered Hat (Fella); Diana and the Golden Apples (Lt. Kije); Little Abou, The Camel (Nutcracker Suite) etc.

1 twelve-inch 33 1/3 RPM \$3.98

FAIRY TALES

ERS

Wonderful anthology of the world's greatest Fairy Tales. To the fairy tales of Andersen and Grimm are added more modern fantasies growing out of the folklore of our own and other nations.

1. HANS CHRISTIAN ANDERSEN: Nightingale, Ugly Duckling, Emperor's New Clothes, Thumbelina.
2. HANS CHRISTIAN ANDERSEN: Swineherd, Shepherdess and Chimney Sweep, Old House, Flying Truck.
3. HANS CHRISTIAN ANDERSEN: Hans Clodhopper, Ole Lakole, Tinderbox, Steadfast Tin Soldier.
4. BROTHERS GRIMM: Golden Goose, Snow White, Hansel and Gretel, Sleeping Beauty.
5. AROUND THE WORLD STORIES: Brave Little Tailor (England), Last Frost Giant (Finland), Cinderella (France), Serpent Queen (Switzerland).
6. AROUND THE WORLD STORIES: Why the Sea is Salt (Norway), Beetles of Brazil (Brazil), Dick Whittington (England), Feast of Lanterns (China).
7. AROUND THE WORLD STORIES: Tom Thumb (England), Lost Spear (South Africa), Dancing Tea Kettle (India), Peter of Holland (Holland).
8. AROUND THE WORLD STORIES: Jack and the Beanstalk (England), Boots and His Brothers (Norway), Golden Touch (Greece), Princess Mina's Pearl (Finland).
9. AROUND THE WORLD STORIES: Puss in Boots (France), Zirbel (Switzerland), Happy Prince (England), Firebird (Russia).
10. AMERICAN FOLK TALES: Johnny Appleseed, Hunter Who Trapped the Sun, Rip Van Winkle.

10 twelve-inch 33 $\frac{1}{3}$ RPM Each record \$4.85

FUN WITH SPEECH - VOL. I

ERS

Produced in collaboration with C. Von Riper, Ph.D., Director of Speech Clinic at Western Michigan College, with narration by Hazel Van Horn. This material consists of exercises in charming story form designed to motivate specific improvement through actual practice. The sounds of G,R,K,TH,L.

5 twelve-inch 78 RPM \$10.95

LITTLEST ANGEL - LORETTA YOUNG

DEC

A famous Christmas story performed in an especially engaging manner.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$3.98 No. DL8009

LITTLE ENGINE THAT COULD

ERS

A charming story about a little engine and a train load of toys. Includes illustrated 24 page story book.

2 ten-inch 78 RPM \$3.23
2 seven-inch 45 RPM \$2.81

PETER AND THE WOLF

ERS

Delightful symphonic story performed by Sterling Holloway and orchestra. Includes 24 page storybook.

2 ten-inch 78 RPM \$3.23

ROBIN HOOD

ERS

The Robin Hood story told in musical dramatic form. Excellent listening and pantomime activity.

2 ten-inch RPM \$2.48

ROOTABAGA STORIES

ERS

Carl Sandburg tells eight of his own stories about the delightful characters of Rootabaga County, each absurdly wonderful.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$5.95

SELFISH GIANT - OSCAR WILDE

ERS

An outstanding tale about the unhappy giant who wouldn't let children play in his garden. Narrated by Frederic March.

1 twelve-inch 78 RPM \$2.00

SOUNDS FOR YOUNG READERS - VOL. II (grades 1-3)

ERS

Introduces beginning consonants and blends; vowels and final consonants. The material is presented in an engaging way and is geared to children in the first three grades as well as children with specific phonetic and audio discriminative difficulties. Teachers manual included.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$4.98

SOUNDS FOR YOUNG READERS - VOL. III (grades 1-3)

ERS

Long and short sounds of the vowels "a", "e", "i", "o", "u" are imaginatively introduced. Also demonstrated is the silent "e". This material can be integrated into any early reading, phonic and/or spelling program. Pupil participation is encouraged through engaging games and exercises. Teachers manual included.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$4.98

THE RELUCTANT DRAGON

ERS

Boris Karloff narrator. Delightful tale of the unwilling dragon and the little boy who understood him.

1 twelve-inch 33 $\frac{1}{3}$ RPM \$5.95

WAIT 'TIL THE MOON IS FULL

ERS

A charming and imaginative story to introduce children to little animals and their woodland homes.

1 ten-inch 78 RPM \$1.24

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