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1962

STUDYING ASIA

In Elementary Schools



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WORLD AFFAIRS MATERIALS

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1. The Importance of Asia Today and Tomorrow

The myth so glibly expressed by Rudyard Kipling that "East is East and West is West and never the twain shall meet" has been exposed in recent times. As the Indian poet, philosopher, and educator, Rabindrinath Tagore, has pointed out, "The most important single fact in the world today is that East and West have met".

Gradually and often reluctantly the people of the United States are beginning to realize that fact. Pearl Harbor and World War II, the revolution in China, the Korean "war," the Cold War in Laos, in Viet Nam, and in other parts of Southeast Asia, and the selection of U Thant as Secretary General of the United Nations have been a few of the events that have made many Americans sense the significance of Asia in today's world.

Yet the importance of Asia has not been grasped fully even by most educated persons. Few realize, for example, that 53 out of every 100 persons on our globe live in that part of the world and that five of the seven largest nations of the world are in Asia, with a sixth containing many persons of Asian heritage. Those nations are China, with a population of approximately 700 million (or one person in every four or five in the world); India, with 225 million, the U.S.S.R., with 220 million (several million of whom are Asian in background); Japan, with 95 million; Indonesia, with 90 million; and Pakistan, with 90 million. The geographer, George Cressey, has pointed up the numerical predominance of Asia in the sub-title of his book on Asia's Lands and Peoples, where he uses the words "A Geography of One-Third of the Earth and Two-Thirds of Its People."

Nor do enough Americans understand that the center of political gravity has shifted from Europe or the Western World to Africa and Asia. Prime Minister Nehru of India underlined the importance of that fact not long ago when he said, "Europe can no longer be the center of the world, politically speaking, or exercise that influence over other parts of the world which it had in the past. From that point of view, Europe belongs to the past and the center of world history shifts elsewhere". Robert Payne has referred to the revolution in Asia today as "the greatest single event in human history". The questions of the recognition of mainland China by the U.S. A. and its place in the U.N. highlight this fact today.

Economically, too, Asia is increasingly important. Japan has become one of the great industrialized nations of the world, affecting the business life of the U.S. as well as of other nations. The riches of Indonesia are still virtually untapped and their control and development will certainly pose many problems in the foreseeable future. China's need for food for her rapidly expanding population poses economic as well as political problems for the countries of Southeast Asia as well as other parts of the world.

Yes, Asia matters profoundly today and it will matter even more in the next few years when the boys and girls in today's elementary schools are adults, making the decisions of their day.

2. Asia in the Curricula of American Schools

The tremendous importance of Asia must be taken into consideration by curriculum workers as they cogitate how to prepare boys and girls for life in the world of today and tomorrow. A Europe-centered education was adequate for Americans in the past but it is not sufficient for the present and the future. Though our past has been largely European, our future is global.

Recognition of the importance of Asia in the curriculum was acknowledged as long ago as 1936 when the Department of Superintendents of the National Education Association designated it as one of the 16 "neglected areas" in our school programs. But very little was done about this sector of our globe.

Today more and more teachers, curriculum workers, and other educators are concerned with the place of Asia in the curricula of elementary as well as secondary schools. But they also see some of the difficulties involved in teaching about that part of the world, especially in the early years in school.

A. Some Difficulties in Teaching about Asia

These difficulties are numerous and varied. In one sense Asia is still remote - at least to children. Very few boys and girls have ever visited that part of the world and only a handful have met any Asians, despite the fact that there are thousands of Asians in American colleges and universities.

The cultures of Asia are also very different from ours, which makes an understanding of them doubly difficult. Their music is different, Their art is different. Their dances are different. Their concept of family life is different. Even their writing is different.

Furthermore, the religions and philosophies of life of that part of the world are strange to us. And it is not possible to get very far into another culture without understanding its value systems.

The countries of this area are also very old and in order to understand them fully, one must have some sense of "time", a concept which is difficult to develop in children.

To complicate the picture further, the poverty of some parts of Asia is incomprehensible to almost all Americans. Some of our children have experienced poverty; others have seen it. But no American children have felt or seen it in the acute forms which exist in Asia.

Any exploration of the feasibility of studying Asia in elementary schools needs to take these difficulties into consideration. But they should not deter teachers from introducing boys and girls to selected aspects of Asia. There are several themes or topics which can and should be dealt with in these early years in American schools, as we shall try to point out in the pages which follow.

B. Possible Aims and Grade Placements in
Studying Asia in Elementary Schools

The study of Asia in American schools needs to be viewed as one aspect, albeit an important one, of a comprehensive and cumulative curriculum in the social studies and related fields for elementary and secondary schools.

Such a curriculum would concentrate on the following themes at the levels designated:

Primary grades	INDIVIDUALS AND FAMILIES and THEIR WAYS OF LIVING	In the U.S.A. In the world.
Middle grades	COMMUNITIES	In the U.S.A. In the world.
Upper elementary and junior high grades	SELECTED COUNTRIES	The U.S.A. and other nations.
Grades 9, 10, and 11	CULTURES	The U.S., and two years to other cultures.
Grade 12	WORLD PROBLEMS AND THE WORLD COMMUNITY	Local and U.S. problems in their world setting.

Thus pupils would learn first about people and their families and their ways of living, then see these families in villages, towns, and cities; next study selected countries; then the broader unit of cultures; and finally, the world community which is slowly and often painfully emerging in our day.

Within this broad frame of reference for the social studies and related fields, Asia would be only a small part in elementary schools.

In the nursery school, kindergarten, and primary grades, children would listen to stories of boys and girls and their families in Asia as well as in the U.S.A. and in other parts of the world. They would begin to listen to Asian music so that their ears would be attuned early to what seems to adults "strange" music. They would see pictures, films, and filmstrips which would help them to understand and appreciate their friends in Asia, as well as elsewhere. They would play some of the games and learn to do some of the simple dances of this part of the world.

In the middle grades, units on transportation, communication, homes, food, clothing, and similar topics would start with the local community but fan out to include representative communities in other parts of the world, including Asia. Boys and girls would learn that there are millions of villages in Asia and they would learn that there are also some very large cities, including the largest city of the world--Tokyo.

In teaching about individuals and families, ways of living, and communities, the emphasis should always be on the fact that we carry on the same activities in all parts of the world, but in different ways. Teachers should not forget about whether to stress similarities or differences; they should accent them both.

One of the most charming books available for use with young children is Tommy and Dee-Dee, the story of a Chinese and an American boy. Both of them have fathers--but they look different; both have homes--but one has a home with a garden around it and the other a home with a garden inside the house; both like to eat - but they eat different foods. This is the type of focus that is highly recommended.

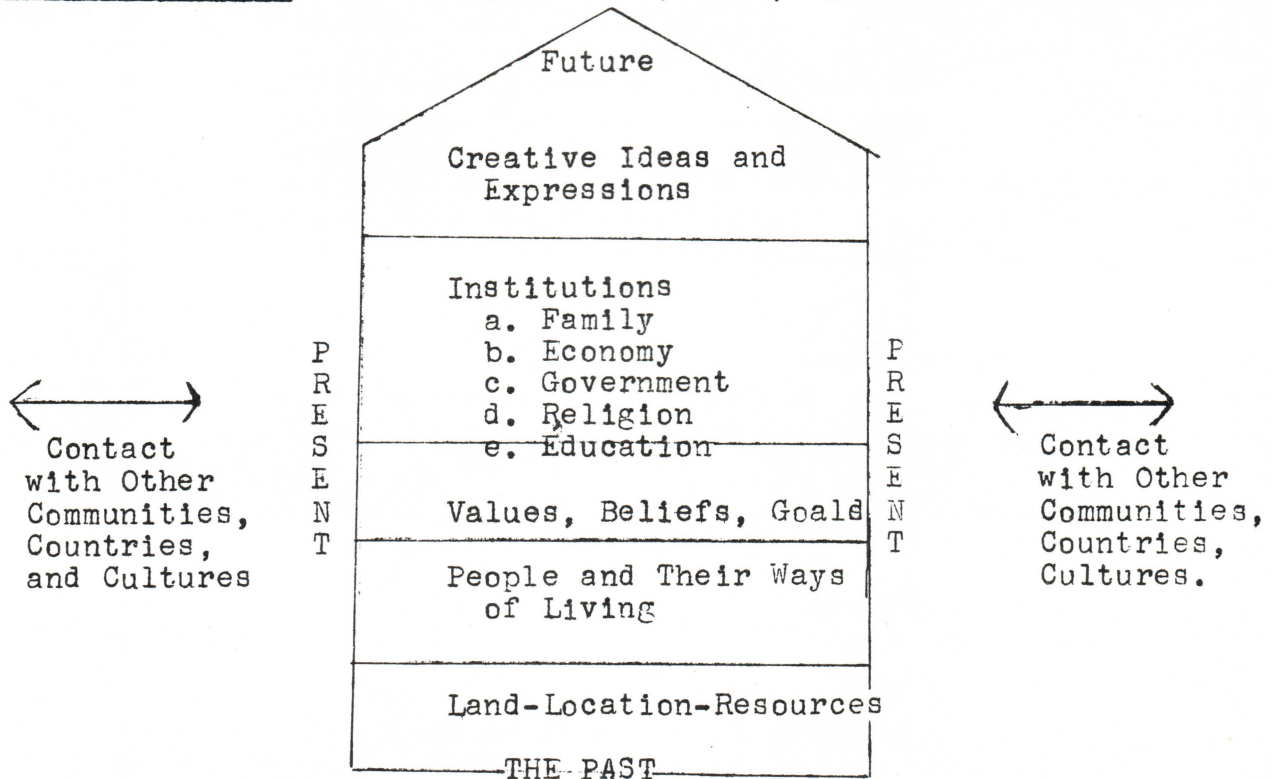
Our children in the United States need to know what is considered "right" or acceptable in our culture, but they need to learn early in life that there are other ways, too, which are considered "right". This acceptance of differences is at the heart of education for international understanding. As Lyman Bryson once pointed out, "The ultimate test of education for international understanding is the ability to associate strangeness with friendliness rather than with hostility."

In the upper grades of elementary school, boys and girls would then study selected countries of Asia, as well as selected nations from other parts of the world. The word "selected" is carefully chosen here for it is important to study a few nations in depth rather than many countries superficially. One cannot get very far into a country in three or four days of study, as is so often attempted. One needs to study many aspects of a country to understand it and one needs to engage in a wide range of related activities, involving feelings as well as facts, to learn to respect the people of any nation. Therefore only a few countries can or should be studied in a year. Different schools will often select different countries, or even different classes within a single school. Often these classes can share their findings helpfully with pupils in other classes.

Among the criteria for selecting individual countries would be these: (1) World Powers, (2) Countries of the Future, (3) Countries from which Our Ancestors Came, (4) Representatives of Different Cultural Groups, (5) Countries Against Which There Is Prejudice, (6) Representatives of Different Types of Economic Development, (7) Existence of Adequate Resources for Pupils, (8) Teacher Competence and Interest, (9) Degree of Difficulty for the Ability of Pupils.

Because of the lack of adequate materials and the involved economic and political problems, China might well be left for study in the later grades. Some of the smaller countries like Cambodia, Laos, and Viet Nam might well be eliminated. Probably the best countries from which to select samples of Asia are Burma, India, Indonesia, Japan, and Thailand. Since the same process should be used in selecting nations from the other cultural areas of the world, it would be best to limit the number of Asian nations to two, or at the most-three. Japan seems to this writer to be a natural for the elementary years. Burma, Thailand, or Indonesia might well be the second country. Ceylon might be chosen if a small country is desired. It is important for elementary school teachers to remember that there are many years of schooling and that they do not have to try to do everything in these early years.

At the risk of outlining a "pattern" which some teachers may follow too rigidly, the writer would like to present a chart for studying other countries, taken from his book on A Guide to Social Studies Teaching (Wadsworth, Belmont, Cal., 1962). It is as follows:



The basis of the study of any community or country is its land base--its location, resources, type of land, and climate. It affects the people,--and they in turn affect it as in the building of terraces for the growing of rice. The way in which the Japanese have made use of every available bit of their small country is a fine example of the importance of the land base of a nation. The effect of the widespread system of islands which comprise Indonesia is another simple example of the effect of geography upon a country.

Next come the people and their ways of living--in villages and cities, in their homes, in their transportation, in their foods, and in other ways.

Then come the beliefs-values-goals of a people, which affect the institutions they develop. These institutions are usually five in number---the family, educational system or process, the economy, the religion or religions, and the government. Mass media might well be considered a sixth institution. Depth cannot be achieved in elementary schools in the study of values, but some attention to the different ideas other people have is essential in the study of other communities and countries.

Finally, there is the question of creative ideas and expressions, which determine a country's adjustment to the times. Japan's industrialization as a method of feeding her people would be a prime example of a creative idea which affected Japan deeply.

The accent should be on the PRESENT, but with some attention to the past as it helps to explain the present.

Since the time sense is difficult to develop in elementary school pupils, it should not be emphasized until the later years in elementary school and in junior high school.

In studies of other parts of the world, including Asia, it is important to bear in mind the fact that no community or nation does everything well - or everything poorly. No community, country, or culture is perfect and none is completely imperfect. Margaret Mead has often drawn for audiences of teachers various odd-shaped figures to represent different nations. The rounded parts represent the different parts of a culture which are well developed, with each country presenting a different image.



Then she adds that some nations or cultures are "sharp" or "rigid" and that others are porous. China and India, for example, in the past, have been "porous" and have therefore been able to absorb the invading peoples over the centuries.

The "sharp" or
invading nation.



The "porous" or
absorbing nation.

In studies of Asia it is also important to bear in mind the importance of words. Too often we use words or terms which are offensive to Asians, without intending to be objectionable. Some typical words of this type are the following:

Incorrect word

Correct word

Oriental or Asiatic

Asian

Chinaman

Chinese

Jap

Japanese

Mohammedan

Moslem or Muslim for the
person; Islam for the
faith.

C. A Variety of Approaches to the Study of Asia

Unfortunately the mention of anything to do with other lands and peoples is usually categorized immediately by many people as "social studies". Actually no study of families, ways of living, communities, and countries can be made by the social studies as narrowly interpreted.

Studies of Asia, as well as any other part of the world, should be multi-dimensional. They should utilize to the fullest degree possible almost all of the so-called subject fields. The language arts have a great deal to contribute, especially in the primary grades. So have music, art, physical education, and science. The full picture of any social unit cannot be understood without reference to all of these aspects of learning.

Because children learn through different media, because they need to have learning reinforced through a number of activities, and because different aims require different methods, a wide range of activities should be used in studies of Asia. Among the activities, the following are highly recommended :

1. Reading to children.
2. Having children act out the stories they hear or read.
3. Listening to records and tape recordings.
4. Studying pictures.
5. Studying films and filmstrips.
6. Listening to people talk who are Asians or who have travelled or lived in Asia.
7. Making drawings or murals about the stories read or the communities and/or countries studied.
8. Making maps of various kinds and studying maps.
9. Looking at objects from Asia.
10. Collecting and reporting on articles from newspapers and magazines, as well as current events papers.
11. Doing simple research in encyclopedias and books.
12. Watching television programs on Asia.
13. Role playing the parts of people in Asia.
13. Visiting any home with some Asian influence in it.
14. Making simple Time Lines.
15. Visiting an Asian collection in a museum or art gallery.
16. Keeping a class scrapbook on an Asian country.
17. Interviewing persons from Asia or who have lived or travelled in Asia, possibly with a tape recorder.
18. Keeping a Vocabulary List of words which are new.
19. Corresponding with a pen pal in Asia.
20. Taking part in a service activity, such as the Unesco Book Coupon scheme or a project of UNICEF.
21. Preparing a program for another class or for parents on the work done on Asia.
22. Keeping a Bulletin Board on certain aspects of Asia.
23. Writing a simple play and acting it out.
24. Making a diorama of an Asian community.
25. Making large charts suitable for use by the class on some aspect of Asia studied.

α. Some Concepts to Bear in Mind in Studying Asia

Each teacher should think carefully about the major concepts to stress with pupils in any study of Asia. No one can list all of the ideas which should be emphasized in any given group, but here are some of the "big ideas" which might be kept in mind in thinking about the points to stress:

1. The Importance of the Larger Family.

The larger family is important in most parts of Asia. It includes many close relatives. These persons often live near each other -often in a village. There is a strong feeling of belonging to the family, of family solidarity. Members feel responsible for each other (a type of social security, too).

2. The Importance of Villages.

There are probably a million villages in China; 500,000 to 600,000 in India; thousands in other nations. Despite the move to the cities, most people live in villages. The village market is a central spot, a social gathering place as well as a center of trade. The village well is a social center for women and children. It is also the place where ill-health begins because of the frequent pollution of water. Many villages are now involved in village development plans --for better roads, better water, better houses, better schools, better recreation. In some places, like Viet Nam, there are new villages for the refugees. In other places, as in the Philippines, new settlers have developed villages in new places, often the Huks .

3. How People Utilize What Is Nearby for Their Needs.

Wood used in Japan for houses because it is easily available; stone and mud in Korea; bamboo in East Pakistan, etc. Banana leaves or leaves from other plants often used for plates as they are easily available and cost nothing. Hats and rugs and other items made from the reeds and leaves.

4. How People Adjust to Their Environment and Change it.

Terracing of rice in many places to increase the acreage of rice and other crops and to utilize the water. Houses on stilts in many places, such as Viet Nam, Cambodia, and Malaya - to protect homes from rains. Rubber boots worn in Korea because of the amount of water in many parts of that country. Large straw hats for working in paddy fields---as protection from the sun.

(continued on next page)

5. The Many Ways in Which People Earn a Living.

The growing of rice common to almost all countries of Asia.
Coconuts are very important in many places.
Rubber is a chief product of places like Malaya and Indonesia.
Tin is also a major product in places like Malaya and Indonesia.
Tea is widely grown and used in Asia.
Japan leads the world in the construction of ships and is a
major producer now of cameras and many small instruments.

6. The Importance of the Temples.

Large parts of Asia are Confucianist, Buddhist, or Hindu. The
temples are centers of activity.
Many of the festivals are religious in nature and background.
Dances are a part of the temple worship.
Music and dances are closely linked; there is little music
without dancing.

7. The Pride of People in Their Past and Their Contributions to Us

In architecture - arches , gates, garden plantings, etc.
In agriculture - the idea of rotation of crops, soy beans,
irrigation, cattle breeding, etc.
In art - vases, scrolls, calligraphy, use of silk, jade, porce-
lain, bronze, lacquer, etc.
In government - the Civil Service idea (from China)
In recreation - jugglers, marionettes, lanterns, kites, etc.

8. The Fun People Have and the Beauty They Create and Enjoy.

Festivals - like the Doll and Kite Festivals in Japan.
Puppet shows in Indonesia -with wooden or leather puppets.
Dances of all the Asian countries, with emphasis upon rhythmic
posturing, use of hands, heads, bodies.
The beauty of the landscape--in Japan, in Ceylon, etc.
The clothes of various peoples--kimonos of Japan, saris of India,
and butterfly wing dresses of the Philippines.
Beautiful jewelry made in almost all of the countries of Asia.
Worn on feet as well as on the arms and necks of persons.
Ancient sports, such as judo in Japan.
Story tellers as an art in many places.

9. The Industrialization of Many Parts of Asia and Large Cities.

Growth of large cities, such as Tokyo, Calcutta, Bombay,
Hong Kong, Singapore, etc.
Growing industrialization, especially in Japan, but elsewhere,
too.

10. The Desperate Need to Improve Standards of Living.

In health, education, housing conditions, etc.

THESE ARE MERELY SELECTED ITEMS TO ILLUSTRATE THESE POINTS. THESE
ARE NOT INTENDED AS COMPLETE LISTS OF ITEMS UNDER THESE CATEGORIES.

3. Gaining Background As Teachers on Asia

In order to guide the learning activities of children on Asia, teachers need a rich background on that part of the world themselves. Of course they can and should learn with boys and girls as they explore family living, communities, and countries in Asia. But teachers should not rely on that method of learning; they need to bring much more background to the classroom.

A few teachers in the years ahead will avail themselves of opportunities to travel or live abroad or to serve as consultants to various educational programs in Asia. But these will be in the minority.

Some can take courses in the regular training programs for degrees or in special programs on Asia, such as those supported by The Japan Society, the China Society, and the Asia Society.

Many teachers can make friends with some of the Asian students in our colleges and universities, making sure that they entertain them several times, rather than just once (a fact which non-Americans find it difficult to understand). This can be arranged through the Office of the Adviser to Students from Abroad. Or they can contact persons from Asia through such groups as the American Association for the United Nations, the World Affairs Councils, the Committees on Friendly Relations with Foreign Students, and branches of such organizations as the American Friends Service Committee and the Council on World Tensions.

In addition to these personal contacts, teachers should do some reading on this part of the world. But where does one begin? In the next few paragraphs we shall try to answer that question as well as we can in a few paragraphs.

Kits on Asia. The Japan Society (112 East 64th St., N.Y. 21) N.Y. has two kits on Japan, at \$2 each, --for elementary and for secondary school teachers.

The Asia Society has kits for teachers on South Asia and Southeast Asia, each at \$2.

These contain much valuable information and leads to other sources.

Foreign Policy Headline Books. There are several 64 page booklets in the Headline Series of the Foreign Policy Association which can be purchased for 50¢ each (or borrowed from local libraries). These include the following topics:

- | | |
|--------|---|
| China. | Should the U.S. Change Its China Policy? 1958 |
| | Mao's China 1959 |
| | Communist China-Continuing Revolution 1962 |
| Burma. | Burma: Land of Golden Pagodas 1954 |
| India. | India Since Independence 1954 |
| Korea. | Korea: Dilemma of an Underdeveloped Country 1960. |

Japan.

Japan: New Problems, New Promises 1960

Southeast Asia.

New Nations of Southeast Asia 1955

These may be purchased from the Foreign Policy Association (345 East 46th St., N.Y.C. 17).

Units and Background Papers. World Affairs Materials at Brooklyn College has the following units and background papers on Asia, which may be helpful to teachers desirous of obtaining more background:

Unit on India	50¢
Unit on China	50¢
Unit on Southeast Asia	50¢
Unit on Japan	50¢
Background Paper on Ceylon	50¢

The North Central Association's Foreign Relations Project has issued several booklets for secondary school students, of which the following are on Asia. They may be purchased for 80¢ each from Laidlaw Brothers, 36 Chatham Road, Summit, New Jersey.

Chinese Dilemma
Southeast Asia and American Policy

Books on Asia-General.

There are many books on Asia as a whole and on Southeast Asia as a region, as well as parts of very readable volumes. Among the popular accounts are the following:

Vera Dean Nature of the Non-Western World.
Mentor paperback. 1957. 50¢.
James Michener The Voice of Asia. Bantam paperback.
1951. 50¢.

A popular book on Asia in general is:

Dwight Cooke There Is No Asia. Doubleday, 1954.

On geography there are such volumes as:

Norman Ginsburg's The Pattern of Asia. Prnetice-Hall,
1958.
George Cressey Asia's Lands and Peoples.

If you are interested in biography and the story of the independence movement of the new nations, you might like to read:

Leonard Kenworthy Leaders of New Nations. Doubleday,
1959. Contains seven biographies from Asia.

If literature is the field you want to pursue, try:

John Yohannan A Treasury of Asian Literature.
1956. Menton paperback. 50¢.
Lin Yutang The Wisdom of China and India.
Random House, 1942.

If you want something which stresses the drama and theater, why not pick up:

Santha Rama Rau East of Home. Harper, 1950.
"Home" being in this case, India and the countries
east of home - China, Japan, Indo-China, Thailand,
and Indonesia.

If you are interested in the life of children in Asia, a good place to start is with:

Margaret Mead and Martha Wolfenstein Childhood in
Contemporary Cultures. Univ. of Chicago Press, 1955
with three chapters on the children of Bali.

Books and Booklets on Specific Countries. It is very difficult to pick and chose from the many books on some countries or to recommend volumes on a few of the smaller countries, but here are some books which you might dip into in order to see if you would like to start with them:

China. Kenneth Latpourette A History of Modern China.
Pelican, 1954.
L.C. Goodrich A Short History of Chinese Civilization.
Harper, 1959.

or on contemporary China, one of these provocative volumes:

Felix Greene Awakened China: The Country the Americans
Don't Know. Doubleday, 1961. Favorable account.
Tibor Mende China and Her Shadow. Coward McCann, 1962.
Sripati Chandra-Sekhar Red China: An Asian View.
A Praeger paperback, 1961.

Ceylon. Argus Tresidder Ceylon : An Introduction to the
Resplendent Land. Van Nostrand, 1960.

Burma. The Heddline Book by Frank and Helen Trager already referred to, or if you want a heavier volume:

John F. Cady A History of Modern Burma. Cornell University Press, 1958.

Laos. A brief pamphlet issued by their embassy 2222 S St.,
N.W., Washington 8, D.C.) or for a book:

Oden Meeker The Little World of Laos. Scribner's. 1950

India.

Again, start with a Headline Booklet "India Since Independence" and then delve into one of these:

Chester Bowles Ambassador's Report. Harper, 1954.
Cynthia Bowles At Home in India. Harcourt, Brace, 1954.
A young American girl's perceptive reactions to her stay in India. Also in a paperback.
Jawaharlal Nehru Discovery of India. John Day, 1946.
Vera Dean New Patterns of Democracy in India. Harvard University Press, 1956.

Indonesia.

A good place to start is with Willard Hanna's "Indonesia: Guided Republic" in the Headline Series. Then, if you want a book, try:

Margueritte Harmon Bro Indonesia: Land of Challenge. Harper, 1954. Easy reading on a wide range of themes.
Arthur Goodfriend Rice Roots. Simon and Schuster, 1958.
An American family lives in an Indonesian village.
Jeanne Mintz Indonesia: A Profile. Van Nostrand, 1961.
A simple, readable, general account.

Korea.

Try Clarence Weems' "Korea: Dilemma of an Underdeveloped Country" in the Headline Series and then move on to:

Kyung Cho Chung Korea Tomorrow: Land of the Morning Calm. Macmillan, 1956.

Malaya.

Start with the booklet with colored illustrations in the Around the World Program series of booklets by Jan O.M. Broek on "Malaya" and then turn to:

Richard Winstedt Malaya and Its History. Rinehart, 1956.

The Philippines. Start with another of the Around the World booklets, Sigismond deR. Diettrich's "The Philippine Republic" and then move on to:

David Bernstein The Philippine Story. Farrar, Straus, 1947.

Thailand.

There is no brief account of this country, so why not plunge immediately into a very short and readable volume:

Noel F. Busch Thailand: An Introduction to Modern Siam. Van Nostrand, 1959.

Viet Nam.

Some material is found in Ruth Broek's volume on "Indochina" in the Doubleday Around the World series booklet. For a book, see:

Richard Lindholm (Ed.) Viet-Nam, The First Five Years. Michigan State University, 1959.

Cambodia. There is little available as yet on Cambodia, but perhaps you will enjoy:

Alan Brodrick's Little Vehicle: Cambodia and Laos.
Hutchinson, 1949

Martin Herz A Short History of Cambodia, from the Days of Angkor to the Present. Praeger, 1958.

Formosa. No brief account is available but you will learn much from:

Fred Riggs Formosa Under Chinese Nationalist Rule.
Macmillan, 1952.

Japan. There is a wealth of information on Japan. You may want to begin with Paul Langer's "Japan: New Problems: New Promises" in the Headline Series and then turn to:

Hershel Webb An Introduction to Japan. Columbia University Press, 1957.

Donald Richie The Land and People of Japan. Macmillan, 1958.

George Sansom Japan: A Short Cultural History.
Appleton-Century, 1944.

or read a more personalized account, such as

Elizabeth G. Vining Windows for the Crown Prince.
Lippincott, 1952. By the tutor of the Crown Prince.

Bibliographies

If you are interested in bibliographies, here are some useful sources for you:

Ferreira, Stella and Harper, Edith "Southeast Asia"
Washington, U.S. Office of Education, 1957. 17 p. Free in single copy to teachers.

Kublin, Hyman "What Shall I Read on Japan?" Japan Society, 1958. 16 p. Single copy free.

Kublin, Hyman "An Introductory Reading Guide to Asia"
N.Y., The Asia Society, 1959. 23 p. Single copy free.

U.S. Department of Health, Education, and Welfare -Office of Education "South Asia" 1960. 10p. Single copy free to teachers.

"Books on Asia for Children" N.Y., Asia Society, 1961. 24 p. Single copy free to teachers.

Bibliography on Asia

A. Materials for Teachers

Some materials are listed on pages 10 - 14 of this booklet.

Teachers are reminded of the textbooks which are not listed in this resource list.

Attention is called also to the various encyclopedias for themselves and their pupils.

Because of the importance of keeping up to date with the many changes in Asia, special emphasis is laid upon the use of current magazines and newspapers, with files or folders on various topics and/or countries.

Magazines. Three of the best popular sources of authentic data on Asia are as follows:

Focus. A monthly, published by the American Geographical Society, 156th and Broadway, N.Y.C. 32. A six page leaflet issued 10 times a year for \$1. Many issues are on Asia.

Headline Books. This is a publication of the Foreign Policy Association, 345 East 46th St., N.Y.C. 17. Issued monthly. Occasional issues on Asia, largely by countries. 50¢ each. Several titles appear on page 10 of this booklet.

Unesco Courier. Issued monthly and available for \$5 a year from Unesco Publications, 801 Third Ave., N.Y.C. 17. Many articles and occasional issues on Asia. Uses many photographs.

On books for children on Asia, teachers will find much help from Ruth Tooze and Beatrice Krone's Literature and Music as Resources for the Social Studies (N.Y., Prentice Hall, 1956). There are many books for children listed by grade level and by topic in Leonard Kenworthy's Introducing Children to the World In Elementary and Junior High Schools (Harper, 1956).

Pictures. Photographs are not easily obtained. Teachers can use the material from books through an opaque projector. They can save selected photographs from Holiday, Life, Look, the National Geographic and other magazines, if they are chosen with care. These should be mounted on cardboard for preservation. Some photos appear in the Kits or packets mentioned on page 10 from the Asia Society and the Japan Society.

Free and Inexpensive Materials. Two booklets which list these sources are "Free and Inexpensive Learning Materials" issued annually by the George Peabody College in Nashville, Tenn., and "Free and Inexpensive Materials on World Affairs", issued every three or four years by World Affairs Materials, Brooklyn College-next issue in 1963.

Maps. These are sold by regular map companies, such as Cram's, Denoyer-Geppert, Nystrom, Rand McNally, and McKinley. The Friendship Press, 475 Riverside Drive, N.Y.C. 27, has several symbol maps which are very useful.

Music. The best source of records on Asian music is Folkway Records, , 117 West 46th St., N.Y.C. 36.

Considerable material will be found in the Tooze and Krone book cited on page 15.

The Cooperative Recreation Service, Delaware, Ohio, has several booklets of songs from Asia. Write them for titles. 25¢ per booklet.

Games. The Friendship Press(475 Riverside Drive, N.Y.C. 27) has the following booklets on games, recipes, songs, etc.:

Fun and Festival from China.

Fun and Festival from India, Ceylon, and Pakistan.

Fun and Festival from Japan.

75¢ each.

Books on games include:

Nina Millen Children's Games from Many Lands. N.Y., Friendship Press, 1958. 214 p. Hard cover and paperback editions.

E.O. Hardin Games from Many Lands. Nashville, Agindton, 1955.

General Materials on Asia. Two bookstores with many materials on Asia are:

East and West Shop, 132 East 61st St., N.Y.C. 21
Charles E. Tuttle Company, Rutland, Vermont.

Action Projects. Contact the following agencies for information on current action projects for childrden:

American Friends Service Committee, Children's Program,
1160 North 15th St., Philadelphia 2, Pa.

Unesco, United Nations, N.Y.

U.S. Committee for Unicef, United Nations, N.Y.

Other Sources I Have Discovered:

B. Bibliography for Pupils

Textbooks and encyclopedias are not listed in this bibliography, but they should be used widely.

Current events papers can be saved and used as file material.

Pictures should also be saved; pupils can often help mount them.

Older pupils can use the daily newspapers for current materials.

Materials on Asia-General:

Brooks, Anita The Picture Book of Tea and Coffee. N.Y., John Day, 1961. Grades 5 - 8.

Caldwell, John C. Let's Visit Southeast Asia: Hong Kong to Malaya. N.Y., John Day, 1957. 96 p. Grades 5- 8. Excellent photographs and much factual data. An information book.

Coatsworth, Elizabeth The Cat Who Went to Heaven. N.Y., Macmillan, 1958. Grades 5-7. Tales of Buddha.

Courlander, Harold The Tiger's Whisker and Other Tales and Legends FROM Asia and the Pacific. N.Y., Harcourt, Brace, 1959. Grades 5-8. Includes folk tales from most countries.

Fitch, Florence Mary Allah: The God of Islam: Moslem Life and Worship. N.Y., Lothrop, Lee, and Shepard, 1950. Grades 6-9.

Fitch, Florence Mary Their Search for God: Ways of Worship in the Orient. N.Y., Lothrop, Lee, and Shepard, 1950. Grades 6-9.

Jackson, Agnes and others. People of the World. Vol. 1. N.Y., Walker, 1959. 128 p. Grades 4-7. Chapters on the Sherpas of Nepal and the Deccan in India.

Kenworthy, Leonard S. Leaders of New Nations. N.Y., Doubleday, 1959. 336 p. Grades 6 and up for good readers. Chapters on seven of the fathers of independence of new nations in Asia.

Quinn, Vernon Picture Map Geography of Asia. Philadelphia, J.B. Lippincott, 1955. 122 p. A map and three or four pages on each country of Asia. Grades 4-6. Good for slow readers.

Burma

Harry, Robert R. Sr. Elephant Boy of Burma. N.Y., Random House, 1960. 192 p. Grades 5-8.

Kenworthy, Leonard S. Leaders of New Nations. N.Y., Doubleday, 1959. 336 p. Chapter on U Nu and the fight for independence of Burma.

Lindquist, Willis Burma Boy. N.Y., Whittlesey House, 1953. 96 p. Grades 5-7. A boy searches for his elephant.

Potter, Jeffrey Elephant Bridge. N.Y., Viking, 1957. Experiences of a Burmese boy and his life with elephants during World War II. Black and white photographs depict the jungle vividly.

Russell, Maurice Told to Burmese Children. N.Y., Roy, 1956. 80 p. Folk tales of Burma for primary grades.

William, James Howard Bandoola. N.Y., Doubleday, 1954. 256 p. Grades 7-9.

Merrill, Jean Shan's Lucky Knife. N.Y., Scott, 1960. Grades 3-7. A Burmese folk tale.

Ceylon

- Boltin, Lee Ceylon. Garden City, Nelson Doubleday, 1956. 56 p.
Text rather difficult but colored pictures are very useful.
- Caldwell, John Let's Visit Ceylon. N.Y., John Day, 1960. 96 p.
Grades 5-8.
- Kenworthy, Leonard S. Leaders of New Nations. N.Y., Doubleday, 1950.
336 p. Pages 295 -314 on Senanayake and the independence movement
in Ceylon. For good readers only.
- Murphy, Eleanor A. Nihal. N.Y., Crowell, 1960. 41 p. Story of a
12 year old Ceylonese boy. Beautiful illustrations. Grades 4-6.
- Wilson, Christine and Wikesoma, W.R. "A Tea Plantation in Ceylon"
N.Y., Oxford Univ. Press, 1958. 32 p. Grades 4-6.
- Whittam, Eoffrey and others. People of the World: Vol. II. N.Y.,
Walck, 128 p. "Tea Growing in Ceylon" Pp. 65-96. Grades 4-7.

China

- Bro, Margueritte Harmon Su-Mei's Golden Year. N.Y., Doubleday,
1950. 246 p. Grades 5-8. Su Mei and her friends save the wheat
crop and prevent famine. Insight into village life.
- Buck, Pearl S. The Chinese Children Next Door. N.Y., John Daym 1942.
62 p. Grades 1 - 4. Vivid description of the family life of
the author's neighbors when she was a child.
- The Dragon & Fish. N.Y., John Day, 1944. 63 p. Grades 3-5.
- My Several Worlds: Abridged for Young Readers. N.Y., John Day,
1954. 192 p. Pearl Buck's Autobiography for children.
- Stories for Little Children. N.Y., John Day, 1940. 38 p. Gr. 1-3.
- The Water Buffalo Children. N.Y., John Day, 1943. 59 p. Gr. 3-5.
- Yu Lan: Flying Boy of China. N.Y., John Day, 1945. 60 p. Gr. 3-5.
- Caldwell, John C. Let's Visit China. N.Y., John Daym 1959. Gr. 4-7.
An overall view of present day China.
- Chang, Fa-Shun The Sky River. N.Y., Lothrop Lee, 1950. A folk tale
about the Milky Way.
- Carmichael, William Lee Fong and His Toy Junk. N.Y., McKay, 1955.
Gr. N - 3.
- "China" Columbus, Ohio, Merrill Books, 1956. 32 p. 25¢. Gr. 4-6.
- Creekmore, Raymond Little Fu. N.Y., Macmillan, 1947. 40 p. Grades
2 - 4. A Chinese boy's exciting adventure on the river. Beautiful
illustrated.
- Everden, Margery The Secret of the Porcelain Fish. N.Y., Random,
1947. Gr. 3-5. Story set in the province of Kiang-si. Not a true
picture today of the area.
- Flack, Marjorie Story of Ping. N.Y., Viking, 1933. 32 p. A Chinese
boy and his duck. An old favorite with children.
- Fularton, A. The Legend of the White Serpent. Rutland, Vt. Charles
E. Tuttle, 1960. A folk tale.
- Hawforth, Thomas Mei Lei. N.Y., Doubleday, 1938. 56 p. Gr. 1-3. A
Chinese girl and her adventures at a Chinese New Year's Fair.
Another old favorite.
- Hahn, Emily China: A to Z. N.Y., Watt,s 1946. 28 p. Gr. 1-3.
- Picture Story of China. N.Y., Reynal, 1946. 51 p. Gr. 3-5.
- Hawkes, Herter Ning's Pony. N.Y., Coward McCann, 1953. 30 p.
Ning's pony is afraid to cross the bridge, but Ning cleverly ties
a belt over the pnoy's eyes and gets him across. Originality of
a Chinese boy. Gr. 2-4.

- Joy, Charles Getting to Know the Two Chinas. N.Y., Coward-McCann, 1960. 65 p. Grades 4-6.
- Kenworthy, Leonard S. Twelve Citizens of the World. N.Y., Doubleday, 1953. Chapter 10 on Sun Yat Sen. For good readers in upper grades.
- Lattimore, Eleanor The Fisherman's Son. N.Y., Morrow, 1959.
Gr. 1-3. Enjoyment of flying a kite, having a pet, and learning to fish.
- Little Pear. N.Y., Harcourt, 1931. 144 p. Gr. 3-5. A classic on a five year old and his adventures. Much about Chinese children and their lives and play.
- Little Pear and His Friends. N.Y., Harcourt, 1934. 179 p. Gr. 3-5. Village life, family life, and festivals.
- Little Pear and the Rabbits. N.Y., Morrow, 1956. Gr. 3-5.
- Peachblossom. N.Y., Harcourt, 1943. 96 p. Gr. 2-4. A Chinese girl of six and her special treasures - a cricket, a pink pebble, some bracelets, and a doll. During the war her aunt uses a farmhouse for an orphanage.
- The Story of Lee Ling. N.Y., Harcourt, 1940. 114 p. Gr. 4-6.
A small girl in a home of working people.
- The Questions of Lifu. N.Y., Harcourt, 1940. 104 p. Gr. 4-6.
- Willow Tree Village. N.Y., Morrow, Gr. 3-5. 1955.
- Lewis, Elizabeth F. Ho Ming - Girl of the New China. Phila. Winston, 266 p. Grades 5 - 8 .
- Young Fu of the Upper Yangtze. Phila., Winston, 1932. 263 p. A long time favorite of good readers in elementary schools.
- Liang, Yen Dee-Dee's Birthday. N.Y., Oxford, 1952. Gr. N - 3.
- The Pet Bank. Phila., Lippincott, 1956. Gr. N - 3.
- Tommy and Dee-Dee. N.Y., Oxford, 1953. 32 p. Gr. N - 3. Similarities of American and Chinese boys. Highly recommended.
- Liu, Beatrice Little Wu and the Watermelons. Chicago, Follett, 1950.
A small boy hopes to sell his precious watermelon seeds to buy his mother a present, but a drought teaches him that he must make a different kind of gift.
- Lum, Peter Fairy Tales of China. N.Y., Dutton, 1959. Gr. 2-4.
Four folk tales, with pictures to supplement the text.
- Martin, Patricia Miles The Painted Brush. N.Y., Lothrop, Lee, and Shepasrd, 1959. On schools.
- O'Donnell, Mabel Chinese Children. Evanston, Row-Peterson, 1951. 36 p. Black and white pictures and simple text from a filmstrip. Grades 2-4.
- Pine, Tillie S. and Levine, Joseph The Chinese Knew. N.Y., McGraw-Hill, 1958. Grades 3-6. Ink, paper making, the abacus, and block printing as inventions of the Chinese. Easy to do projects.
- Soong, Maying The Art of Chinese Paper Folding for Young and Old. N.Y., Harcourt, 1948. 132 p. Grades 4-6.
- Spencer, Cornelia China. N.Y., Holiday, 1944. 24 p. Gr. 5-8.
Good overall account, with colored illustrations.
- The Land of the Chinese People. Phila., Lippincott, 1945. 120 p.
- Let's Read About China. Grand Rapids, Fideler. Gr. 5-7. Many black and white photographs. Covers a wide range of topics.
- Sperry, Armstrong Bamboo, the Grass Tree. N.Y., Macmillan, 1942. Grades 4-6. A Chinese boy on the shores of the Yangtze river. Through him one sees life on the river.
- Stilwell, Alison Chin Ling. N.Y., Macmillan, 1947. Gr. 3-4.
- Wiese, Kurt You Can Write Chinese. N.Y., Viking, 1946. 48 p. Grades 3-5. Pictures can be used by younger children.

Formosa

- Caldwell, John C. Let's Visit Formosaa: Island Home of Eree China. N.Y., John Day, 1958. 72 p. Grades 4-6.
- Sherer, Mary H. Ho Fills the Rice Barrel. Chicago, Follett, 1958. Lives of people in the camphor forest and effects of changes in demands for this product. Grades 4-6.
- Joy, Charles R. Getting to Know the Two Chinas. N.Y., Coward-McCann, 1960. 65 p. Grades 4-6.

India

- Barr, Stringfellow Copydog in India. N.Y., Viking, 1955. Gr.5-6. Includes a meeting with Vinoba Bhawe.
- Batchelor, Julie F. A Cap for Mul Chaud. N.Y., Harcourt, 1950. 58 p. Grades 3-4.
A boy's efforts to earn money for a trip to Bombay.
- Bothwell, Jean The Animal World of India. N.Y., Watts, 1961. 202 p.
- Cobras, Cows and Courage: Farm Life in North India. N.Y., Coward--McCann, 1956. 96 p. Grades 5-8. The life of Hari Singh and his family and his fellow farmers, with emphasis on aid from the government in the Community Development Program.
- Little Boat Boy: A Story of Kashmir. N.Y., Harcourt, 1945. 252 p. Grades 3-5. Boy on a houseboat in the Himalayas, with his family.
- Little Flute Player. N.Y., Morrow, 1949. Grades 5-6. A cattle boy of Minapur and his life on the plains of northern India, including harvest time and festival days.
- The Missing Violin. N.Y., Harcourt, 1959. Grades 5-8. American children and a mystery.
- River Boy of Kashmir. N.Y., Morrow, 1946. Grades 5-7. Hafiz and his family and the way in which his education is financed by the sahib.
- Search for a Golden Bird. N.Y., Harcourt, 1956. 172 p. Grades 5-7. Life of an educated family and the problems at the time of independence through the eyes of Jivan.
- Sword of a Warrior. N.Y., Harcourt, 1951. 228 p. Grades 4-6. Boy in modern India, apprenticed to a silversmith, who outwits a clever thief.
- The Thirteenth Stone. N.Y., Harcourt, 1946. 225 p. Grades 5-8. A 13 year old and his adventures in modern India.
- The Story of India. N.Y., Harcourt, 1952. 180 p. Grades 6-8.
- Bradley, T.M. "India" Columbus, Ohio, Merrill Books, 1955. 24 p. Grades 4-6. Compact and illustrated. A general account.
- Caldwell, John C. Let's Visit India. N.Y., John Day, 1960. 96 p. Grades 4-6. Good photographs in black and white and general text.
- Collins, Ruth W. Krishna and the White Elephant. N.Y., Walck, 1961. Changes in contemporary India.
- Creekmore, Raymond. Ali's Elephant. N.Y., Macmillan, 1940. 40 p. Grades 1 - 3. An Indian father captures an elephant and Ali trains him for the Maharajah.
- Davis, Caroline Jungle Child. 1950. Grades 4-6. A boy in the Indian jungle.
- De Golish, Vitold Mamba-Kan: The Story of a Baby Elephant. N.Y., John Day, 1954. 32 p. Large black and white photographs.

- Gaer, Joseph The Adventures of Rama. Boston, Little, Brown, 1954. Grades 6 - 8. The story of Ramayana.
- The Fables of India. Boston, Little, Brown, 1955. Animal tales.
- Gidal, Sonia and Tim My Village in India. N.Y., Pantheon, 1958. 75 p. Grades 4-6. An excellent account of village life, through the story of Dhau (Little Rice Plant) and his family. Includes good photographs, map, and a glossary of terms.
- Godden, Joan The Seven Islands. N.Y., Knopf, 1956. 157 p. A novel.
- Hahn, Emily. The First Book of India. N.Y., Watts, 1955. 63 p. Grades 4-6. A good, general account, although crowded pages.
- Hi Neighbor, Book 4. N.Y., U.S. Committee for UNICEF. Section on India. Also record to accompany it.
- "India" Columbus, Ohio, Merrill Books. 1956. 32 p. 25¢. Grades 4-6. A general introductory account.
- Kenworthy, Leonard S. Twelve Citizens of the World. N.Y., Doubleday 1953. Chapter on Gandhi. For good readers in the upper grades.
- Kenworthy, Leonard S. Leaders of New Nations. N.Y., Doubleday, 1959. Chapter on Nehru. For good readers in upper elementary grades.
- Louden, Claire and George Rain in the Winds: A Story of India. N.Y., Scribner's, 1953. 48 p. Grades 4-6. Village life and a new irrigation project in modern India seen through the story of Moti the elephant. First part of the book in brown and second part in green to show the transformation due to irrigation work.
- Masani, Shakti Nehru's Story. N.Y., Oxford, 1949. 96 p. Gr. 3-6.
- Masani, Minoo Our India. N.Y., Oxford, 1943. 172 p. Grades 5-7. A textbook used in India, with black and white sketches, charts, etc.
- Metzger, Berta Picture Tales from India. Phila., Lippincott, 1942. 87 p. Grades 3-5.
- Millen, Nina Children of India. N.Y., Friendship Press, 1954. 36 p. Grades 1-3. Pictures of children helping in homes. Simple text.
- A Sari for Sita. N.Y., Friendship Press, 1938. 36 p. Grades 1-3.
- Quinn, Vernon A Picture Map Geography of Asia. Phila., Lippincott, 1956. Grades 4-6. Very short account and map on India.
- Raman, T.A. Let's Read About India. Grand Rapids, Mich., Fiderer, 128 p. Grades 5-8. Many black and white photographs. Covers many topics.
- Rankin, Louise Daughter of the Mountains. N.Y., Viking, 1948. 191 p. Grades 5 - 7.
- Rawlinson, H.G. The Land and People of India. N.Y., Macmillan, 1956. 100 p. Grades 5-8. One of the most up-to-date accounts available.
- Shorter, Bani India's Children. N.Y., Viking, 1960. 175 p. Grades 6-9. Beautifully written accounts of children in several parts of India.
- Singh, R. Lal and Lownsborg, Eloise Gift of the Forest. N.Y., Longmans, Green, 1958. Grades 4-6. Family life and the jungle.
- Sucksdorff, Astrid B. Chendru: The Boy and the Tiger. N.Y., Harcourt, 1959. Grades 3-5. Color photographs.
- Thampi, Parvathi Geeta and the Village School. N. Y., Doubleday, 1960. 64 p. Grades 2-4. A little girl in South India who is afraid to go to school until.....
- Trease, Geoffrey The Young Traveller in India and Pakistan. N.Y., Dutton, 1956. Grades 5-8. Full page photos.
- Turnball, Lucia Fairy Tales of India. N.Y., Criterion, 1959. 170 p. Grades 4-7. Sixteen stories including the Indian Cinderella.

Indonesia

- Bro, Margueritte Harmon Indonesia: Land of Challenge. N.Y., Harper, 1954. 263 p. Grades 6 and up for good readers.
- Brown, Bill People of the Many Islands: Polynesians and Rivers in the Sea. N.Y., Coward-McCann, 1958. 94 p. Grades 5-8.
- Caldwell, John C. Let's Visit Indonesia. N.Y., John Day, 1960. 64 p. Grades 5-7. Many black and white photographs. Overall account.
- Courlander, Harold Kantchil's Lime Pit and Other Stories from Indonesia. N.Y., Harcourt, 1950. Grades 4-6. Folk tales.
- Darbois, Dominique Rikka and Rindji: Children of Bali. Chicago, Follett, 1959. 47 p. Grades 3-5.
- de Leeuw, Hendrik Java Jungle Tales. N.Y., Arco, 1956. Grades 4--6. Legends about animals.
- "The East Indies" Columbus, Ohio, Merrill Books, 1955. 32 p. 25¢. Grades 4-6. A brief, compact, overall account.
- Fribourg, Marjorie G. Bim: Young Hero of Java. N.Y., Sterling, 1958. Grades 2-4. An old Indonesian legend.
- Kenworthy, Leonard S. Leaders of New Nations. N.Y., Doubleday, 1950. 336 p. Chapter on Sukarno and the independence movement. For good readers only in the upper elementary grades.
- Louden, Claire and George Far Into the Night. N.Y., Scribner's, 1955. Picture Story Book of the island of Bali.
- Aperry, Armstrong Pacific Islands Speaking. N.Y., Macmillan, 1955. Pp. 163-183 on Indonesia.
- Taylor, Carl Getting to Know Indonesia. N.Y., Coward-McCann, 1961. 64 p. Grades 4-6.
- Voorhoeve, Rudolph Harimau. N.Y., John Day, 1959. 189 p. Big game hunting in Sumatra. Grades 7-9.
- Youngberg, Norma. R. The Queen's Gold. N.Y., Morrow, 1959. Grades 4-7. An English boy is shipwrecked on Borneo in the early 19th century and is adopted by one of the local tribes.
- Tiger of Bitter Valley. N.Y., Morrow, 1957. Grades 4-7. A chief's son in Northern Sumatra wins the affection of his people by his daring exploits.

Japan

- Barnard, Winifred E. and Jacobs, Helen M. A Little Girl of Japan. N.Y., Friendship Press, 1948. 60 p. Grades 1 - 3.
- Berrigan, D. The Forbidden Forest. N.Y., John Day, 1949. Grades 5--8. Japanese life and customs in story form. Illustrated.
- Brown, Jeannette P. Keiko's Birthday. N.Y., Friendship Press, 1954. Little girl from Japan enters a U.S. kindergarten. Gr. K - 2.
- Surprise for Robin. N.Y., Friendship Press, 1956. 32 p. Gr.2-4. A U.S. girl in a Japanese school and the presents sent by her to the U.S.A.
- Buck, Pearl. The Big Wave. N.Y., John Day, 1953. Grades 3-6. The story of a brave rescue of a Japanese boy in a typhoon.
- One Bright Day. N.Y., John Day, 1950. 60 p. Grades 3-6. Pre-war life in Kobe as seen by an American mother and her two daughters.
- Buel, Hal Young Japan. N.Y., Dodd, Mead, 1961. Grades 3-5. The old and the new in Japan.
- Caldwell, John C. Let's Visit Japan. N.Y., John Day, 1959. 64 p. Grades 5-8. Many black and white illustrations. General account.

- Caldwell, John C. and Elsie F. Our Neighbors in Japan. N.Y., John Day, 1960. 64 p. Grades 4-6.
- Creekmore, Raymond Fujio. N.Y., Macmillan, 1951. 44 p. Grades N -3. A boy and his father climb to the top of Fuji. Illustrated.
- Crockett, Lucy H. Teru: A Tale of Yokohama. N.Y., Holt, 1950. Grades 5 - 8. A 12 year old girl makes friends with American soldiers during World War II.
- Edelman, Lily Japan in Story and Pictures. N.Y., Harcourt, 1953. Grades 4-6. Excellent general account with pictures.
- Feuchter, Clyde E. "Japan" Columbus, Ohio, Merrill Books, 1955. 32 p. Grades 4-6. Easy account of Japan in general.
- Gallant, Kathryn Mountains in the Sea: Japan's Crowded Islands. N.Y., Coward-McCann, 1958. 96 p. Grades 5-8.
- Gray, Elizabeth Janet The Cheerful Heart. N.Y., Viking, 1959. Grades 4-6. Tomi, an urban child in post-war Japan.
- Griffis, Faye C. Lantern in the Valley. N.Y., Macmillan, 1956. Grades 3 - 6. Story of a Japanese peasant family with lively humor and tender relationships.
- Hall, H. Tom The Golden Tombo. N.Y., Knopf, 1960. Teru and his school project.
- Halladay, Anne M. Toshio and Tama: Children of the New Japan. N.Y., Friendship Press, 1949. 128 p. Grades 1- 3.
- Hawkes, Hester Tami's New House. N.Y., Coward, 1955. 32 p. Grades 2-4. Tamã likes to draw houses instead of scenes from nature and his special talent is finally recognized in a school art contest.
- Kawaguchi, Sanae Taro's Festival Day. Boston, Little, Brown, 1957. 42 p. Grades N - 2. A picture book of ways in which Japanese boys play together. Colored illustrations. Simple and excellent.
- Kenworthy, Leonard S. Twelve Citizens of the World. N.Y., Doubleday, 1953. Chapter on Kagawa for good readers.
- Lattimore, Eleanor Happiness for Kimi. N.Y., Morrow, 1958. Grades 2-4. A child left behind when the family leaves the village, is taught the customs of "old" Japan by an aunt, but fails to learn well.
- Matsuno, Masako A Pair of Red Clogs. Cleveland, World, 1960. Grades 2-4. Customs and dress in Japan.
- Mears, Helen The First Book of Japan. N.Y., Watts, 1953. 68 p. Grades 4 - 6. Well illustrated. A general account.
- Millen, Nina Children of Japan. N.Y., Friendship Press, 1956. The life of Japanese children on H Girls' Day in a kindergarten, and the games they play.
- Reynolds, Barbara L. Emily San. N.Y., Scribner's, 1955. Grades 4-6. Life of a little girl in an American community in Japan and her contacts with the Japanese.
- Quinn, Vernon Picture Map Geography of Asia. Phila., Lippincott, 1956. 122 p. A map and brief account of Japan. Grades 4-7.
- Sakade, Florence (Ed.) Japanese Children's Favorite Stories. Rutland, Vermont, Tuttle, 1958. Grades 2-4.
- Japanese Children's Stories. Rutland, Vermont, Tuttle, 1959. A companion volume of folk tales.
- Simon, Charlie May A Seed Shall Serve. N.Y., Dutton, 1958. 160 p. Grades 6-8. The life of Kagawa simply told.
- Sojo, Toba The Animal Frolic. N.Y., Putnam, 1954. Unpaged. K -3. Reprinted from a 12th century Japanese scroll.
- Spencer, Cornelia Japan. N.Y., Holiday House, 1948. 24 p. Gr. 6-8. With colored drawings.

- Uchida, Yoshiko The Dancing Kettle and Other Japanese Folk Tales. N.Y., Harcourt, 1949. 174 p. Grades 3-5.
- The Magic Listening Cap. N.Y., Harcourt, 1955. 146 p. Grades 3- 6 Folk Tales.
- New Friends for Susan. N.Y., Scribner;s, 1956. 185 p. Grades 2-4.
A Japanese-American third grade girl and her friends in Calif.
- Vaughan, Josephine B. The Land and People of Japan. Phila., Lippincott, 1952. 128 p. Grades 6--9. A general account. Some photos.
- Whiteny, Phyllis A. Secret of the Samurai Sword. Phila., Westminster, 1958. Grades 4-7. Japanese reaction to Americans.
- Yashima, Taro Crow Boy. N.Y., Viking, 1955. 39 p. Grades 1-4.
Chibi, a shy Japanese lad, wins the affection of his classmates and teacher even though he is at first considered a "slow learner," Striking illustrations in color. An unusual volume.
- Plenty to Watch. N.Y., Viking, 1954. 39 p. Grades N - 3. Life in a Japanese village and the sights, sounds, and smells children encounter on the way to school.
- The Village Trees. N.Y., Viking, 1953. Grades N - 3. Beautifully illustrated.

Korea

- Carpenter, Frances Tales of a Korean Grandmother. Garden City, Doubleday, 1947. 287 p. Grades 4-6.
- Caldwell, John C. and Elsie F. Let's Visit Korea. N.Y., John Day, 1959. 64 p. Grades 5-8. Overall picture, with black and white photographs.
- Crockett, Lucy H. Pong Choolie, You Rascal. N.Y., Holt, 1951. 246 p. Grades 6-9. Novel about a 12 year old Korean boy during the Korean war and his contacts with men in the U.S. army. Includes some folklore, customs, geography and history.
- Eisenberg, Philip Won Kim's Ox. Chicago, Follett, 1956. Grades 4-6. The peaceful side of Korea told sympathetically through the story of an ox which obeyed only the son of a family, not the father. Various methods are used to make him obey, without avail.
- Fairfax, Virginia and Buie, Hallie Ke Soonie. N.Y., Friendship Press, 1947. 128 p. Grades 3-6. A little Korean girl and the local festivals.
- Su Won and Her Wonderful Tree. N.Y., Dutton, 1949. Grades 3-5.
Korea before 1950. Amulberry tree and the silk worms.
- Jewett, Eleanore M. Which Was Witch? Tales of Ghosts and Magic from Korea. N.Y., Viking, 1953.
- Nevins, Albert J. The Adventures of Wu Han of Korea. N.Y., Dodd, Mead, 1953. Grades 5 - 8. By a Maryknoll missionary with insights into Korean life.
- Norris, Faith and Lumn, Peter, Kim of Korea. N.Y., Messner, 1955. 1957. 157 pp. Grades 5-7. The daily life of a Korean boy.
- Quinn, Vernon Picture Map Geography of Asia. Philadelphia, Lippincott, 1956. 122 p. A map and six pages on Korea. Grades 4-6.
- Tor, Regina Getting to Know Korea. N.Y., Coward-McCann, 1953. 48 p. Grades 4-6. Helpful in part, although many inaccuracies in the book.
- Young, Kim The Happy Days. Boston, Little, Brown, 1960. Rural children and their struggle for a school in modern Korea. Grades 4-6.
- Yong, Pak Jong Korean Boy. N.Y., Lothrop, 1956. 192 p. A teen-age boy en route to Pusan during the Korean war. Grades 7-9.

Malaya and Singapore

- Bretveld, Jim Getting to Know Malaya. N.Y., Coward-McCann, 1959.
66 p. Grades 4-6.
- Moore, Joanna Malaya and Singapore. N.Y., Macmillan, 1958.
96 p. Grades 6-9.
- "Singapore" N.Y., Longmans Green, 1961. 48 p. Grades 4-6.
In a series of booklets on Cities of the World.

The Philippine Republic

- Carveth, Lysle Jungle Boy. N.Y., Longmans, 1945. 103 p. Grades 4-6.
- Crockett, Lucy H. Lucio and His Nuong: A Tale of the Philippine Islands. N.Y., Holt. 1939. 54 p. Grades 3-5.
- That Mario. N.Y., Holt, 1940. 181. p. Grades 5-7.
- Kelseym, Alice G. Tino and the Typhoon. N.Y., Longmans Green, 1958.
The son of a lighthouse keeper wins new freedom for his help during a storm. Customs of the Philippines revealed in the story.
- Kenworthy, Leonard S. Leaders of New Nations. N.Y., Doubleday, 1959.
336 p. Chapter on Magsaysay and the fight for independence. For good readers only.
- Klein, Sara G. Juan and Juanita. N.Y., Friendship Press, 1956. 36 p.
Grades 1- 3. Colored illustrations.
- Hawkes, Hester Three Seeds. N.Y., Coward McCann, 1946. 41 p. Luis plants the seeds sent from the United States and they produce extra large cabbages. A story of private "foreign aid".
- Koering, Ursula The Picture Story of the Philippines. Phila., McKay, 1948. Grades 4-7.
- Lewis, Winnifred Islands of the Western Pacific. N.Y., Macmillan, 1950. 312 p. Grades 5-8. Most of the book is on the Philippines.
- McSwigan, Marie Juan of Manila. N.Y., Dutton, 1947.
- O'Neill, Hester Picture Story of the Philippines. Phila., McKay, 1948. 50 p. Grades 4-6.
- "The Philippine Islands" Columbus, Ohio, Merrill Books, 1955. 32 p. 25¢. For grades 4-6. A general account with some pictures.
- Quinn, Vernon, A Picture Map Geography of the Asia. Phila., Lippincott, 1956. 122 p. A map and a few pages on the Philippines. Grades 4-6.
- Schwalke, Earl and Schalke, Marjorie Cezar and the Music-Maker. N.Y., Knopf, 1951. 77 p. Grades 4-6. The best of the Philippines through the story of a small boy and his pet monkey.
- Spencer, Cornelia Romulo: Voice of Freedom. N.Y., John Day, 1953. 251 p. For good readers in grades 6-9.
- Tor, Regina Getting to Know the Philippines. N.Y. Coward McCann, 1958. 48 p.
- Vaughn, Josephine The Land and People of the Philippines. Phila., Lippincott, 1956. 118 p. Grades 5-8. A good general account in the Portraits of Nations series. Some illustrations.
- Wood, Ester Pedro's Coconut Skates. N.Y., Longmans, 1938. 191 p. Grades 4-6.

Thailand

- Ayer, Jacqueline Nu -Dang and His Kite. N.Y., Harcourt, 1959. Unpaged. Grades K - 3. Story of a small boy living on the bank of a river.
- A Wish for Little Sister. N.Y., Harcourt, 1959. Unpaged. Grades K - 3. Story of a small girl in Bangkok.
- Ayer, Margaret Getting to Know Thailand. N.Y., Coward McCann, 1959. 64 p. Grades 4-6. A general account.
- Hammond, Winifred G. Elephant Cargo. N.Y., Coward McCann, 1959. 217 p. Grades 4-7. A 12 year old boy buys a baby elephant and then is confronted with the task of getting the elephant to the U.S.A.
- Sowers, Phyllis A. Elephant Boy of the Teak Forest. N.Y., Messner, 1949. Grades 5-8. Life on a canal in Bangkok and the story of the visit of the King's brother to the U.N.

Viet Nam

- O'Daniel, John W. The Nation That Refused to Starve: The Challenge of the New Vietnam. N.Y., Coward McCann, 1960. 121 p. Grades 5-8.
- Tooze, Ruth Silver from the Sea. N.Y., Viking, 1962. 40 p. Grades 2-4. A young Vietnamese boy helps the fishermen.

C. Films and Filmstrips on Asia

Asia and Southeast Asia- General Filmstrips

- Community Development in Asia. Stanbow, 1961, 31 frames, B and W. Junior high and up. Improvements in village life underway.
- Ferment in Southeast Asia. N.Y. Times, 1958, 58 frames, B and W. Elem. and up.
- Southeast Asia: Overview of A Strategic Area. Current, 1959. 43 fr. B and W. Junior high and up.

Burma - Films

- Burma, People of the River. EBF, 1957, 14 min., color. Elem. and up.
- Health Centers in Burma. U.N. Film. Div., 1954, 10 min., B and W. Elem. and up.

Burma - Filmstrips

- Burma. Jam Handy, 1957, 40 frames, color. Elem. and jr. high.
- Life in Burma. McGraw Hill, 1958, 40 frames, color. Elem.
- Progress in Southeast Asia. U.N. Film, 1958, 38 frames, B and W., Elem. and up. A rice farmer in Burma aided by the U.N.

Cambodia - Film and Filmstrip

Nick. Disney, 1960, 30 min, color. Elem. and up. A Cambodian boy and his elephant.
Life in Cambodia. Pictor. 1960, 45 frames, color. Jr. High and up.

Ceylon -- Films

Ceylon. ENcy. Brit., 1955, 10 min., color. Elem. and up.
Sushila's Pilgrimage. Carlin, 1953, 15 min., color. Jr. High and up.
Waters of Life. BIS, 1953, 10 min., B and W. Jr. High and up.
Work of the Colombo Plan. up.
Ceylon, the Resplendent Land. AV-Ed, 1960. 12 min., color. Elem and

Ceylon -- Filmstrips

India and Ceylon. Ham Handy, 1960, color, 35 frames. Elem-Jr. High.
Life in Ceylon. Pictor, 1960, 45 frames, color. Jr. High and up.

China -- Films

China- The Land and the People. Coronet, 1955, color. Elem and up.
China Under Communism. Ency. Brit., 1959, 22 min., black and white.
Junior high and up. and up.
Face of Red China. McGraw, 1959, 54 min., black and white. Jr. High

China -- Filmstrips

Challenge by China. NYTimes, 1955, 53 frames, black and white. Jr.
High and up.
China: Communism in Asia. NYTimes, 1961, 59 frames, black and white,
Junior high and up.
Farming in South China. UW Educ., 1955, 46 frames, B and W. Elem up.
Living in China and Korea. SVE, 1956, 67 frames, color. Elem. and up
Oriental City. UW Educ, 1955, 46 frames, B and W, Elem. and up.
The story of Canton.

Formosa Film and Filmstrips

Formosa. . Enyc. Brit., 1958, 10 min., color. Elem. and up.
Formosa. Northwest Orient, 1955, 18 min., color. Primary and up.
Life in Formosa. Pictor, 1960, 45 frames, color. Jr. High and up.

India -- Films

Asian Earth. Atlantis, 1954, 22 min., color. Jr. High and up.
A Hindu peasant family in the Ganges valley.
Assignment India. Ency. Brit, 1958, 56 min., B and W. Jr High and up.
Boy of India: Rama and His Elephant. Coronet, 1956, 11 min., color.
Primary grades and elementary.
Fifty Miles to Poona. Canadian Film Board, 1960, 20 min, B and W,
Elem. and up. The daily life of a farmer.
Garden of Gujerat. Association, 1958, 15 min., B and W. Elem. and up.
India: The Land and the People, Deussing, 1958, 11 min., color.
Elementary and junior high.

Family of India. Young America, 1955, 13 min., color. Elem. and up.
 India At the Crossroads. World, 1957, 28 min., B and W. Jr. high up.
 India: Introduction to Its History. Ency Brit., 1957, 16 min.,
 color. Elem. and up.
 India and Pakistan: Lands and Peoples. Coronet, 1956, 14 min., color
 Elem. and up.
 Mooti - Child of the New India. Atlantis, 1955, 15 min., color.
 Elem. and up.
 Our hidden Wealth. Ideal, 1953, 10 min., B and W. Jr. high and up.
 Playtime in India. Almanac, 1954, 12 min., color. Elem. and up.
 The Rayattam. Film Images, 1960, 18 min., B and W. Jr. high and up.
 Religious dances in South India.
 The Sword and the Flute. Film Images, 1959, 24 min., color. Junior
 high and up. Indian music.
 Therayattam. Film Images, 1960, 18 min., B and W., Elem. and up.
 Village Life in India. Films of India, 1955, 12 min, B and W. Elem.
 and up. The growing of rice, tea, and coconuts.

India -- Filmstrips

Farmers of India. UW Educ., 1955, 50 frames, B and W. Elem. and up.
 The middle Ganges valley.
 India. Life, 1953, 53 frames, B and W., Junior high and up. and up.
 India: Democracy in Asia. NYTimes, 1960, 52 frames, B and W. Elem.
 India and Ceylon. Jam Handy, 1960, color. Elem. and junior high.
 Family in India 38 frames
 Village Life 36 frames
 Life in N. India 38 frames
 Life in S. India 37 frames
 Cities-Industries 35 frames up.
 India's Many Faces. NYTimes, 1956, 59 frames, B and W. Jr. high and
 Life in India. Pictor, 1960, 45 frames, color. Jr. high and up. up
 Living in India and Pakistan. SVE, 1955, 69 frames, color. Elem. and
 The Republic of India: A Regional Study. Eyegate, 1960. color. Elem
 and junior high.
 Historic Background 44 frames
 Geographic Background 42 frames
 People 45 frames
 Religion, Educ., Lit., Art 44 frames
 Transp, Comm., Govt. 36 frames
 Agriculture 38 frames
 Important Cities 50 frames
 Other Important Cities 39 frames
 Rural Life in South India. Ohio State, 1956, 60 frames, color. Elem.
 and up.
 Village in India. Ency. Brit., 1957, 49 frames, color. Elementary.

Indonesia - Films

Indonesia: the Land and the People. Coronet, 1957, 14 min., color.
 Elementary and up.
 Indonesia: New Nation of Asia. Ency. Brit., 1958, 16 min., color.
 Elem. and up.
 Letter from Indonesia. Churchill Wexler, 1955, 16 min., color.
 Elementary and up.

Indonesia -- Filmstrips

Indonesian Village and City Life. Jam Handy, 1958, 41 frames, color. Elementary and up.
 Life in Indonesia. Pictor, 1960, 45 frames, color. Jr. high and up.
 Living in Indonesia and the Philippines. SVE, 1956, 69 frames, color. Elementary and up.
 The Republic of Indonesia. Eyegate House, 1961, color. Elem. and junior high.
 The Historic Background 43 frames
 The Land 35 frames
 The People 45 frames
 Culture, Educ., Transport. 51 frames
 Agriculture 42 frames
 Other Industries 49 frames
 Java and Sumatra 48 frames
 Borneo, Celebes, Bali 52 frames
 Important Cities 46 frames
 Southeast Asia: Focus on Indonesia and Malaya. Current, 1960, 42 frames, B and W. Junior high and up.

Japan -- Films

Golden Kimono. World Hor., 1960, 29 min, B and W. Primary and up.
 Family life.
 Happy New Year in Japan. Japan Tour, 1953, 25 min, B and W. Jr. High and up. Free loan but book well in advance.
 Holiday in Japan. Japan Tour, 1954, 25 min., color. Free loan but book well in advance. Festivals in Japan. Junior high and up.
 Honorable Mention. Hoffberg, 1955, 20 min., color. Jr. High and up.
 Japan. Int. Film Found., 1957, 25 min., color. Jr high and up.
 A Julien Bryan film.
 Japan. Northwest Orient, 1955, 18 min., color. Primary and up.
 Japan - old and new.
 Japan's Changing Face. Assoc., 1960, 53 minm B and W., Youth old and new. Junior high and up.
 Japanese Fishing Village. Young America, 1953, 13 min, B and W. Junior high and up. A typical day.
 Meet the Ushijimas. Carlin, 1953, 14 min., color. Jr. High and up.
 Michio: Schoolboy of Japan. Classroom, 1959, 15 min., color. Elem'up
 New Horizons: Japan. Ideal, 1961, 14 min., color. Jr. high and up.
 New Japan. Hotchkiss, 1959, 10 min., color. Elem. and up.

Japan -- Filmstrips

Agriculture in Japan. Eyegate, 1955, 30 frames, color. Elem and up.
 Children of Japan. Eyegate, 1955, 29 frames, color. Elem. and up.
 City Life in Japan. McGraw, 1958, 40 frames, color. Elementary.
 Commercial Fishing in Japan. Eyegate, 1955, 30 frames, color. Elem. and up.
 Contrasts in Nippon. Augsburg, 1959, 75 frames, color. Elem. up.
 Country Life in Japan. McGraw, 1958, 41 frames, color. Elementary.
 Farm Villages in Japan. Ency. Brit., 1959, 48 frames, color. Elementary.

Farming in Japan. Your Lesson, 1960, 50 frames, color. Elem.
Fishing in Japan, Your Lesson, 1960, 50 frames, color. Elem.
Four Seasons in Rural Japan. Budek, 1957, 60 frames, color. Jr. high
How Japan Gets Its Food. Your Lesson, 1960, 50 frames, color. Elem.
Industries in Japan. Eyegate, 1955, 32 frames, color. Elem. and up.
Introduction to Japan, Int. Comm, 1961, 110 frames, Color. Jr. high
and up. Disc recording to accompany the filmstrip.
Island Nation- Japan, UNEduc, 1955, 45 frames, B and W. Elem up.
Japan. Jam Handy, 1957, 43 frames, color. Elem. and up.
Japan: Land of Old and New. Your Lesson, 1960, 50 frames, color.
Elementary .
Japan: Life and Traditions. Your Lesson, 1960. 50 frames., color.
Elementary.
Japan Today. NYTimes, 1957, 57 frames, B and W. Junior high up.
Japan Today. VEC, 1957, 33 frames, B and W. Elem. and up.
Japanese Fisherman, Ency. Brit., 1959, 48 frames, color. Elementary.
Japanese Workshops and Factories. Ency. Brit., 1959, 48 frames, color.
Elementary.
Kimiko of Japan. Friendship Press, 1957, 63 frames, color. Elem.
and up. Everyday experiences.
Kindergarten Visit in Japan. United Lutheran, 1957, 60 frames, color.
Primary and up.
Life in Japan. Pictor., 1960, 45 frames, color. Junior high and up.
Living in Japan. SVE, 1956, 60 frames, color. Elementary and up.
New Japan. Current Affairs Films, 1957, 42 frames, B and W. Jr. high
and up.
Our School Life. Ohio State Univ. , 1955, 46 frames, color. Elem. up.
People of Japan. VEC, 1957, 34 frames, B and W., Primary and up.
Playtime in Japan. Teaching Aids, 1956, 40 frames, Color. Primary and
up.
Religions in Japan. Eyegate, 1955, 31 frames, color. Elem. and up.
Rural Japan. Eyegate, 1955, 30 frames, color. Elem. and up.
Taro's Christmas Gift. SVE, 1955, 38 frames, color. Primary and up.
Topography and a General View of Japan. Eyegate, 1955, 36 frames,
color. Elementary and up.
Transportation in Japan. Eyegate, 1955, 30 frames, color. Elem. and up.
What Should We Do About Japan. Curriculum, 1959, color. Elem. and up.
Art and Architecture
Culture and Sets the Pattern
Industries at Work
Japan's Friendly Sea
Meet the Japanese People
Skillful Japanese Farmer

Korea -- Filmstrips

Korea Today. Ohio State, 1956, 57 frames, color. Elem. and up.
Living in China and Korea. SVE, 1956, 62 frames, color. Elem. and up.

Malaya and Singapore - Films

Malaya: Land of Tin and Rubber. Ency. Brit., 1957, 14 min., color. Elementary and up.
 Proudly Presenting - Yong Peng. BIS, 1959, 8 min., B and K. Junior high and up. Life in the new villages.
 Rubber from Malaya. BIS, 1955, 10 min., B and W. Jr. high and up.
 Singapore. Ency. Brit., 1955, 10 min., color. Elem. and up.
 Tomorrow Is Theirs. HS, 1955, 16 min., B and W. Schools in Malaya. Junior high and up.

Malaya -- Filmstrips

If You Lived in Malaya. Friendship Press, 1956, 63 frames, B and W. Junior high and up.
 Independent Malaya. VEC, 1959, 40 frames, B and W., Elem. and up.
 Malaya. Ham Handy, 1957, 39 frames, color., Elem. and up.
 Nomads of the Jungle. UW Educ., 1955, 53 frames, B and W. Elem. up
 Southeast Asia: Focus on Indonesia and Malaya. Current, 1960, 42 frames, B and W. Junior high and up.
 South Thailand and Malaya. Budek, 1956, 33 frames, color. Elem. up.

The Philippines -- Films

Life of a Philippine Family. Coronet, 1957, 11 min., color. Primary and up.
 New Horizons - The Philippines. Ideal, 1961, 14 min., color. Jr. high and up. up.
 The Philippines. Northwest Orient, 1955, 18 min, color. Primary and
 Philippines Today. Classroom, 1958, 20 min., color. Elem. and up.
 The Philippines - Land and People. Ency. Brit., 1960, 14 min., color. Elementary and up.
 Ramon, Boy of Luzon. Classroom, 1958, 11 min., color. Primary and up.
 Republic of the Philippines. UW, 1959, 20 min., color. Primary and up.

The Philippines - Filmstrips

Agriculture in the Philippines. Eyegate, 1955, 30 frames, color. Elem.
 Life in the Philippines, McGraw, 1958. 39 frames, color. Elementary.
 Living in Indonesia and the Philippines. SVE, 1956, 69 frames, color. Elementary and up.
 Philippines - Land and the People. Budek, 42 frames, color. Jr. high up.
 Philippines Today. VEC, 1955, 29 frames, B and W., Elementary and up.

Thailand -- Films

Cheewit Chowna. Tribune Films, 1955, 13 min., color. Elem. and up.
 New Horizons - Thailand. Ideal, 1961, 14 min, color. Jr. high up.
 Siam. Association, 1958, 32 min., color. Junior high and up.
 Daily life of a family.
 Thailand. Ency. Brit., 1955, 10 min., color. Elementary and up.
 Thailand, Land of Rice. Ency. Brit., 1957, 14 min., color. Elementary and up.

Thailand- Filmstrips

Bangkok - Thailand. Eyegate, 1957, 38 frames, color. Elem. and up.
Central Thailand. Budek, 1956, 49 frames, color. Jr. high and up.
Life in Thailand. Mc Graw, 1958, 39 frames, color. Elementary.
Life in Thailand. Pictor, 1960, 44 frames, color. Jr. high and up.
North Thailand, Budek, 1956, 42 frames, color. Jr. high and up.
Rivers and Rice in Thailand. Ency. Brit., 1959, 48 frames, color.
Elementary.
South Thailand and Malaya. Budek, 1956, 33 frames, color. Jr. high
and up.
Willingly to School in Thailand. VEC, 1956, 39 frames, B and W.,
Elementary and up.

Vietnam - Filmstrip

Life in North Vietnam. Pictor, 1960, 44 frames, color. Jr. high up.

Addresses of Film and Filmstrip Companies Cited in This Booklet

Films and filmstrips may be purchased from these companies or other information obtained from them. Films may be rented from state libraries sometimes and often from state universities as well as from local boards of education. Filmstrips are almost never rented; they are sold for about \$4 for black and whites to \$6 for color productions.

Almanac Films, 516 Fifth Ave., N.Y.C. 18
Association Films, 347 Madison Ave., N.Y.C. 17
Atlantis Productions, 7967 Sunset Boulevard, Hollywood 46, Cal.
Augsburg Publishing House, 4255 Fourth St., Minneapolis 15, Minn.
AV-Ed Films, 7934 Santa Monica Boulevard, Hollywood 46, Cal.
British Information Services :Films - Contemporary Films, 267 West
25th St. NYC Filmstrips Schoenfeld 247 West 42nd St. NYC.
Budek 324 Union Street, Hackensack, New Jersey. (Filmstrips of
the American Geographical Society)
Canadian Film Board, 680 Fifth Avenue, N.Y.C.
Carlin Films , 450 West 56th St., N.Y.C. 19
Churchill-Wexler Productions, 801 West Seward St., Los Angeles 38.
Classroom Film Distributors, 201 North Oriental Blvd. Los Angeles
Coronet Instructional Films, 65 East South Water Street, Chicago 1,
Current Affairs Films, 527 Madison Ave., NYC 22
Deusing Film Productions, One Oak Knoll Park, St. Louise 5, Mo.
Disney Productions, 2400 West Alameda Ave., Burbank, Cal.
Encyclopedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.
Eyegate House, 146- 01 Archer Ave., Jamaica 35, N.Y.
Film Images, 1860 Broadway, NYC 23
Friendship Press, 475 Riverside Drive, NYC 27
Government of India Information Services, 2107 Mass. Ave., N.W.,
Washington 8, D.C.
Hoffberg Productions, 362 West 44th St., NYC 18
Hotchkiss Colorfilm Productions, 6739 Mitchell Ave., Arlington, Cal.
Ideal Pictures, Inc., 58 East South Water St., Chicago 1, Ill.

International Communications Foundation , 9033 Wilsher Blvd.,
Beverly Hills, Cal.

International Film Foundation, One East 42nd St., N.Y.C. 17

Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

Japan Tourist Association, 10 Rockefeller Plaza, NYC 20

Life Magazine -Film Division, 9 Rockefeller Plaza, NYC 1

McGraw Hill Book Co., Textfilm Dept., 330 West 42nd St., NYC 36

Northwest Orient Airlines, 1885 University Ave., St. Paul, Minn.

NYTimes Office of Educational Activities, 229 West 43rd St.,
NYC 36

Ohio State University, Teaching Aids Laboratory, Ohio State Univ.,
Columbus, Ohio.

Pictorial Events, 220 Central Park West South, NYC 19

Society for Visual Education, 1345 Diversey Parkway, Chicago 14, Ill

Stanbow Productions, Valhalla, N.Y.

Tribune Films, 141 East 44th St., NYC 17

United Lutheran Publishing House, 1228 Spruce St., Phila. 7

UN Film Division -Films and filmstrips from Contemporary Films,
267 West 25th St., N.Y.C.

United World Films, 1445 Park Ave., NYC 29

Visual Education Consultants, 2066 Helena St., Madison 4, Wisc.

World Horizons Films, Maryknoll, N.Y.

Young America See McGraw Hill

Your Lesson Plan Filmstrips, 1319 Vine St., Phila. 7, Pa.

