



Elaine Vilscek

Yvonne Siu-Runyan

University of Northern Colorado, CO

Multicultural nonfiction literature: Current and verifiable resources that enlighten

Readers of all ages can enrich and extend their cultural understanding and experiences by exploring the domain of factual multicultural books. Meritorious nonfiction multicultural books activate readers' interests and the need for enlightenment. The numbers of nonfiction multicultural books published, diversity of topics available, and quality of authorship in this domain have increased notably in recent years.

Quality nonfiction literature is well written: "Authors consider the audience, highlight the selected information, organize it appropriately, use a suitable format, and include visuals" (Goforth, 1998, p.171). Tunnell and Jacobs (2000) elaborate further on the nature of good informational books. They submit that authors of good informational books instruct in the ways of good teachers: "They examine a subject, think about things, make discoveries, and then share a personal view about what they have learned" (p.138). These characteristics of quality authorship are also evident as truths are presented in good multiculturally oriented books. Students and their teachers recognize their value and use them as tools of inquiry and knowledge acquisition.

Nonfiction multicultural books include a wide range of categorical facets. In this article, we have chosen to focus on photographic essays, biographies and biographical sketches, factual narratives, language, and around the world.

PHOTOGRAPHIC ESSAYS

Arnold, Caroline. (2000). **Easter Island: Giant stone statues tell of a rich and tragic past.** Clarion. 48pp. U.S. \$15.00. ISBN 0-395-87609-5. Ages 9-11.

Giant "living stone faces", that hold puzzles yet to be solved, line the shores of Easter Island today. Caroline Arnold, the author/photographer of the book, dramatically describes this mysterious island in the Polynesian area of the Pacific Ocean. Her awe inspiring photographs complement the text. The history of the island, its legendary early and present day settlers, how and why stone statues and altars were likely constructed, woodcarvings and drawings on stone that archeologists found, and the island's continuing attraction to thousands of tourists are highlighted. Though the island's ancient and ongoing human and natural history has been studied since 1914, Arnold also identifies some questions still being asked about the origin and lives of the first settlers and what caused the end of the island's early thriving community.

After reading or listening to the information in the book and viewing the photographs, students can create *Travel Brochures* that reflect their recall of main ideas presented by the author. Contacting travel agencies to obtain any published brochures available is an option for extending details in the book. As students design their own bro-

chures, the geographical location of the island and more details of interest to tourists can be included. Seeking added information from the author by contacting her publisher may also be pursued. Caroline Arnold's reasons for writing about and photographing Easter Island may be enlightening.

Bishop, Nic. (2000). **Digging for bird dinosaurs: An expedition to Madagascar.** Houghton-Mifflin. 48pp. U.S. \$16.00. ISBN 0-395-96056-8. Ages 9-11.

Readers will join Cathy Forester, one of the few female paleontologists today, on her fascinating quest for and study of bird dinosaur bones. At the outset of this photographic essay, Nic Bishop tells of Cathy's initial interest in dinosaurs and her collecting things as a child. Her job as a paleontologist and her work laboratory at the State University of New York at Stony Brook are also described. Bishop's excellent color photographs complement explanations of Forester's work, including her 1998 expedition to Madagascar as a member of a team of paleontologists. Of interest, too, is the author/photographer's presentation of information about the camp life experiences of the paleontologists during their expedition in Madagascar, their interaction with the local population, and their role in setting up a charity for building a school in the local village. At the close of the book, five current books are listed for students' extended reading. A diagram of the probable link between bird dinosaurs and today's pigeons is also provided.

This selection and others recommended for further reading by Bishop at the end of the book can rekindle students' recall of other information and materials related to dinosaurs. Developing a *Summary Chart* of facts remembered and a display of related objects can aid in organizing students' existing knowledge to be extended further. New information may be shared as individual or group written or oral reports. To assess each others' learning of the new facts shared, students can design *Dinosaur Acrostics* to be completed by their classmates.

Dolphin, Laurie. (1997). **Our journey from Tibet: Based on a true story.** Photographs by Nancy Jo Johnson. Dutton Children's Book. 40pp. U.S. \$15.95. ISBN 0-525-45577-9. Ages 9 and above.

Told from the perspective of Sonam, a nine-

year-old girl, this moving account details her courageous escape from Tibet to India for the purpose of getting an education. Leaving behind their families, three Tibetan children, Dekyi, Payang, and Sonam, fared dangerous check points, trekked through the snowcapped Himalaya Mountains, crossed rivers and streams, and even slept in caves. When the children finally reached Nepal, they were safe, but their journey was not yet ended. Finally, they arrived at the Tibetan Reception Center in Dharamsala, India and met Tenzon Gyatso, His Holiness the Fourteenth Dalai Lama.

Children in Tibet and in other countries often do not have access to public supported education as we have in the United States. Without an education, many people are reduced to second-class citizens and have little hope of anything better. Thus, under dire circumstances, many families will go through great hardships in order to support their children's education. Teachers could encourage their students to seek out family stories where their relatives endured hardships for a better way of life. Students may want to develop surveys that family members could complete and then discuss. From these surveys, data could be organized for more in-depth discussion. Interested students may even be stimulated to learn about the various educational systems in different countries.

Franklin, Kristine L. & McGirr, Nancy, editors. (1995). **Out of the dump.** Writings and photographs by children from Guatemala. Translated from Spanish by Kristine L. Franklin. Lothrop, Lee & Shepard. Unpaged. U.S. \$19.00. ISBN 0-688-13923-X. Ages 9 and above.

Did you know that about 1,500 people, the majority of whom are children, live, eat, and work in a garbage dump right in the center of Guatemala City? The families that live in the dump collect cardboard, plastic, glass, and tin to recycle. These families also scavenge for food to eat and items to resell for money to buy food. In 1991, Nancy McGirr was photographing street children and noticed their fascination with her camera. With the help of her photographer friend, Dennis Budd Gray, she took back to Japan some of the street children's photos to show. As a result, Konica Japan supplied eight children with cameras, batteries, film, paper, and other photographic supplies. Profits from selling notecards of these children's work were used to purchase photographic equip-

ment for the other fifteen children, and this book and to provide income for their families. The photographs and writings of these twenty-three children have been exhibited in places such as London, Paris, Tokyo, Amsterdam, California, and Alabama, and featured on National Public Radio, Cable News Network, TV NHK Japan, and German public television. In addition, the **Washington Post** and the **Los Angeles Times** also featured the works of these amazing children.

This book will inspire other children to try their hand at photography and writing. Teachers may want to bring in other books with photographs and have the students examine them and discuss their themes, topics, and layout. Several are listed in this article. Teachers could also encourage students to look through old photograph albums and talk about them with their families. Then have the students select several photos to bring into class and share. These activities encourage the development of voice and fluency in writing—both necessary to the development of writing.

Goodman, Susan. (2000). **Animal rescue: The best job there is.** Simon & Schuster. 48 pp. U.S. \$15.00. ISBN 0-689-81794-0. Ages 7-10.

The exciting rescue work done by John Walsh, who is employed by the World Society for the Protection of Animals, is the focus of this chapter book. His world travels to save animals during the floods in Suriname, the earthquake in the Japanese city of Kobe, and the war with Iraq in Kuwait are documented with color photographs at each rescue location. Amazing details of the dangerous and suspense-filled animal recoveries captivate reader attention. Though the photos in the book are small, they clearly complement the drama of Walsh's humanitarian efforts.

Children whose interest is piqued by the excitement of a "rescue mission" may choose to explore this theme further. **The Big Book of Rescue Vehicles** by Caroline Bingham for young readers contains color photographs and factual details about emergency vehicles and how they are used. For intermediate graders, **The Fantastic Cutaway Book of Rescue** by Simon Mugford and Alex Pang reveals a wide variety of types of rescues through color photographs that are cutaway images of some detail. Students' personal experiences as well as what they've read about a rescue can be discussed.

Osborne, Mary Pope. (1996). **One world, many religions: The ways we worship.** Alfred A. Knopf. 86pp. U.S. \$25.00. ISBN 0-679-83930-5. Ages 14 and above.

Today, most people in the world practice one of seven religions—Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism. Although these seven religions have different beliefs and ways to worship, there are certain things they have in common. They all offer thanks for the world's bounty; they all express appreciation for the mysteries of our universe; and they all bring comfort to their followers. Using exquisite color photos, Osborne presents the history and beliefs of the world's major religious faiths. Included are traditions, sacred writings, forms of worship and major holidays. At the end of the book is a reference section which provides a glossary, map, timeline, and bibliography.

During middle school, young people often begin thinking about religion in a bigger way. They wonder about questions such as: What is the purpose of life? Where did I come from? What happens after we die? Is there really a higher being? If there is a God, then why do bad things happen? Are all religions the same? How are the religions different? What do I believe in? As young people search for answers to these puzzling questions, having a book for them to use can be a great resource. Because this book presents the facts without any kind of indoctrination, it is a wonderful resource to have in the class for students to peruse. Rather than doing anything special with it, a book like this can be made available in a place of honor where the students will pick it up and browse through it. When learning about the various parts of the world and the countries in these parts, teachers could use the book as a reference to learn about the peoples who live there and the dominant religion. This book could also be used as a starting place to learn about the religions in the Middle East and understand the current conflicts between the Palestinians and the Jewish people.

Smith, Charles R. (2000). **Brown sugar babies.** Hyperion. Unpaged. U.S. \$14.99. ISBN 0-7868-0622-2. Ages 5-7.

African American babies, whose skin colors reflect one of seven different hues, are presented in appealing photographs by Charles Smith. Each

set of expressive photos is described through the author's use of rhyming text that compares the babies to tasty treats. In his *Acknowledgments* and *Thank You* pages of the book, the author/photographer states that his intent in creating this book is to extend the reader's view of the color diversity of black children. That he has successfully accomplished this goal is apparent.

This book is an excellent model for young children in designing "class or individual books" of one's own infant photographs. The dialogue in the text is both rhyming and figurative in style. It lends well to teaching about poetic patterns and the elements of a simple photographic essay. How diversity of skin color relates to cultural self-identity and pride is a likely question students of various racial/ethnic backgrounds can discuss.

Smith, Frank Dabba. (2000). **My secret camera: Life in the Lodz ghetto.** Photographs by Mendel Grossman. Harcourt. Unpaged. U.S. \$16.00. ISBN 0-15202306-2. Ages 9-11.

Insight into the hardships suffered by the Jewish people, who lived in the ghetto in the Polish city of Lodz during Nazi occupation, is presented in this book. Speaking in the voice of the photographer, the accompanying dialogue reveals how he hid the camera in his coat, how photographs were taken, and how the film was developed to tell the real story of thousands of men, women, boys, and girls trapped in a terrible place during the Holocaust. Seventeen black and white photos appear throughout the text. Some of the images included are of the faces of despair, of children harnessed to and pulling a cart, of men lining up for a loaf of bread, and of children taken from their families and left alone. These photos testify to the oppressive human condition that existed. An *Introduction* to the book sets the tone. A final *Note About the Photographer* includes details of how his responsibilities in a photographic laboratory of the ghetto administration enabled him to secretly develop the film. His eventual imprisonment and death and his sister's role in the retrieval and availability of his hidden photos are also described.

Students or teachers can request a number of free materials, including other photographs on the Holocaust, by writing to the Director of the U.S. Holocaust Memorial Museum, 100 Raoul Wallenberg Place SW, Washington, D.C. 20024. The photos further depict and lend to discussion

of the Nazi tyranny and the numbers of innocent lives lost during that reign of terror. An additional resource for teachers is the publication, **The Holocaust in Literature for Youth** by Edward T. Sullivan. It contains a comprehensive listing of literature available for children and young adults as well as lesson plans and activities for teacher use.

BIOGRAPHY/ BIOGRAPHICAL SKETCHES

Adler, David. (2000). **America's champion swimmer: Gertrude Ederle.** Illustrated by Terry Widener. Harcourt. 32 pp. U.S. \$16.00. ISBN 0-15-201969-3. Ages 7-10.

When as a child Gertrude Ederle fell into a pond and nearly drowned, her father was determined to teach her to swim. David Adler traces Gertrude's swimming from that early first lesson to her successes in winning three Olympic Medals by age seventeen, accumulating twenty nine U.S. and world records by nineteen, and heroically swimming the twenty one mile English Channel a few months short of her twentieth birthday. This successful swim in the English Channel in just fourteen hours and thirty one minutes beat the men's record. Adler acknowledges this feat as a testimony to the potential strength of girls and women everywhere. Text descriptions of Ederle's power and determination to succeed are enhanced by the illustrator's bold use of acrylics. The author's *Notes* at the end of the book also effectively add to Gertrude Ederle's credibility as a model in sports for females.

Ask the students to identify other male or female sports figures and specific notable characteristics associated with them. A picture or drawing of a selected sports personality, including a brief related admirable trait, can be placed on a bookmark to be shared with classmates. Copies of the bookmarks can be distributed to peers if desired.

Mandel, Peter. (2000). **Say hey: A song of Willie Mays.** Illustrated by Don Tate. Hyperion. 32 pp. U.S. \$15.99. ISBN 0-7868-0480-7. Ages 5-8.

The life of the amazing baseball hero, Willie Mays, from his childhood years to his Baseball Hall of Fame triumph, is featured by Peter Mandel. Mays' early beginnings as a child in Alabama and his continuing admirable life saga is told in rhym-

ing couplets followed by the refrain, "Say hey, Willie. Say hey". Catching, throwing, batting, and running are mentioned in rhyme as the talents that resulted in Mays' recognition by many as one of the greatest baseball players in the Baseball Hall of Fame. A final page in the book, entitled, *Say Hey Facts*, includes added details about Willie Mays that young baseball fans will welcome. The striking acrylic painted illustrations by Don Tate, throughout this picture book, also lend to the memorable profiles of the people depicted.

Students interested in contemporary baseball heroes can share facts that they possess about them. These facts should be verified by the students using a variety of resources. Other rhyming couplets, patterned like those in the book about Willie Mays, can be composed. Students' own poetic couplets, accompanied by their illustrations of favorite players, can be compiled in class or individually designed books.

Mochizuki, Ken. (1997). **Passage to freedom: The Sugihara story**. Illustrated by Dom Lee. Afterword by Hiroki Sugihara. Lee & Low. Unpaged. U.S. \$15.95. ISBN 1-880000-49-0. Ages 8 and above.

Passage to Freedom is a book that should be included in any text set about World War II. In 1940, five-year-old Hiroki Sugihara, the eldest son of the Japanese consul to Lithuania, witnessed how his father helped thousands of Jewish people escape imminent death by writing visas for them. Though the Japanese government denied Mr. Sugihara permission to write visas for the Jews, he did so anyway. For over a month, he continually hand wrote visas. He even wrote permission papers and handed them out the window as the train was pulling away to Berlin, Germany where the Japanese government had reassigned him. In the *Afterword* we learn that the family was imprisoned for 18 months in a Soviet internment camp after they left Kaunas, Lithuania.

Courage, compassion, and justice-these ideological words stand for much. Without the courage to stand for what is right, compassion for others, and the understanding that law and justice are different, it can be difficult to stay on course in our modern society. But books like this one can help us as we think about and define what it means to be a good person. Children need to see in books every day people doing heroic deeds. After reading this book, teachers may encourage students to

think about other every day heroes and ways in which they can make a difference. Follow up this discussion by reading books about other courageous people such as Rosa Parks, Martin Luther King, Jr., Ruby Bridges, and the like.

FACTUAL NARRATIVES

Govenar, Alan (Ed.). (2000). **Osceola: Memories of a sharecropper's daughter**. Illustrated by Shane Evans. Hyperion. 64pp. U.S. \$16.49. ISBN 0-7868-2357. Ages 9-11.

Single-paged illustrations and vignettes accompany this oral first person monologue that captures history through the personal memories of Osceola Mays in segregated Waskom, Texas. Osceola's perspectives as the granddaughter of an African American slave and daughter of a sharecropper are evident as she dialogues. Her rural hometown, the injustices experienced, the Civil War, the death of her mother, family life with her stepmother and father, and other events are described. Osceola's recollections are included by the author in twenty-one brief text chapters. This sensitive first person oral history, in narrative style, is quite believable as the character speaks directly to the reader.

Students can use this text as a model for creating own illustrated oral histories, rotating roles as teller, editor, and illustrator in teams of three. Student understanding of the importance of planning the design of each peer's oral history is essential. Parents and other family members can be invited by each student to participate in the development of his[her] narrative.

Lasky, Kathryn. (2000). **Vision of beauty: The story of Sarah Breedlove Walker**. Illustrated by Nneka Bennett. Cambridge, MA: Candlewick Press. Unpaged. U.S. \$16.99, ISBN 0-7636-0253-1. Ages 9-11.

Motivated by her memories when she was a little girl growing up in Indianapolis, Lasky has written a powerful story about Madam C.J. Walker-founder of C.J. Walker Company which produced hair products for black women. While doing research for this book, Lasky spoke with A'Leia Perry Bundles, Madam Walker's great-great-granddaughter. When reading this book, one will learn about the persistence and courage of Madam

Walker, the first free-born child of slaves, who worked as a laundress and eventually became one of the richest and most influential women of her time.

This marvelous story could very well be the motivation for seeking out stories of other heroines not commonly mentioned in our American history and social studies books. Teachers could encourage students to look for other books of minorities who have made important contributions to our American culture. The students could then develop a timeline showing when they lived and what they contributed.

Lee, Milly. (1997). **Nim and the war effort**. Illustrated by Yangsook Choi. Farrar, Straus and Giroux. Unpaged. U.S. \$16.00. ISBN 0-374-35523-1. Ages 7-12.

Based upon her grandmother's experiences, Milly Lee tells a poignant story of Nim, a young girl living in San Francisco Chinatown during WWII. During the spring of 1943, Nim's school had a paper drive. Nim so much wanted to win. In her enthusiasm to bring in the most newspapers, Nim gets home later than usual and misses her Chinese language lesson. Grandfather is upset and Nim must explain. In the end, Grandfather understands, takes Nim to the school auditorium to see all the newspapers she has collected. The last paragraph of the story brings the two cultures together. It reads: Grandfather looked pleased. "Now we must hurry if you are to be on time for Chinese school, my American grandchild."

There were many sacrifices people make during WWII. Encourage the children to interview their relatives, in particular grandparents, and learn about their lives and how it was different during WWII. Have the children discuss their findings and make graphs depicting the gathered information. Suggest that the children might even ask their relatives to bring out old photos about this particular time. Then, put together a scrapbook with writings about this period of time.

McKay, Lawrence, Jr. (1998). **Journey home**. Illustrated by Dom & Keunhee Lee. Lee & Low. Unpaged. U.S. \$ 15.95. ISBN 1-880000-65-2. Ages 7-12.

Mai travels to Vietnam with her mother, who wants to search for her birth family who disappeared during the war. Mai has never been to Viet-

nam, her mother's homeland, and has a lot of questions: Will her mom want to move back to Vietnam? What is her family like? Who are her mother's parents? What are the orphanages like? Once in Vietnam, Mai and her mother search for family. They visit the People's Hall of Records, the orphanages in Saigon, and a village called Sa Dec. When they arrive in Sa Dec, Mai's mother does not find her parents for they are dead. Instead, she meets Tran Quang Tai, the kite maker who saved her and delivered her to the orphanage.

There are many children in the United States who immigrated to the U.S. from Vietnam, as well as Vietnamese born children adopted by American families. These children's stories, like those of other immigrant groups, show courage, fortitude, and strength. Encourage children to interview their families and learn about their past. Then have them and other members of the families write their own stories as living histories to enrich the social studies curriculum. Teachers may also want to investigate all the different countries from which the children's families immigrated. Be sure to mark this information down on a large world map for the entire class to see.

LANGUAGE

Krach, Maywan Shen. ((1997). **D is for doufu: An alphabet book of Chinese culture**. Illustrated by Hongbin Zhang. Arcadia, CA: Shen's Books. U.S. \$17.95. Unpaged. ISBN 1-885008-06-6. Ages 9 and above.

Young, Ed. (1997). **Voices of the heart**. Illustrated by author. Scholastic Press. U.S. \$17.95. Unpaged. ISBN 0-590-50199-2. Ages 9 and above.

These two incredibly unique books introduce readers to Chinese culture, beliefs, and stories. **D is for Doufu** presents the meanings of twenty-three Chinese words and phrases. Many of the words explored in this book are commonly used today, such as feng shui-geomancy, or the art of placement. Each of the twenty-three Chinese words and phrases is accompanied by Chinese folk art using handmade papers and brocades with mineral paints creating a brilliant spread for each concept.

In **Voices of the Heart**, Young explores twenty-six Chinese characters. Each character de-

scribes a feeling or emotion, and contains the symbol for the heart. Using mixed-media collages, Young's stunning art interprets the visual elements within each pictograph.

A study of China is not complete without these two books. Teachers could invite children to explore the Chinese language and compare it with other languages throughout our world. An interesting bit of information which teachers may want to share with their students concerns how the Chinese written language is pronounced. Though the official Chinese written language looks the same (no matter what dialect is spoken), the word may sound different just as in the United States where the pronunciation of the same word differs depending on where one lives.

AROUND THE WORLD

Altman, Linda. (2000). **Death: An introduction to medical-ethical dilemmas.** Enslow Publishers. 112 pp. U.S. \$19.95. ISBN 0-7660-1246-8. Ages 11-15.

Dilemmas and issues related to death and how death and after life are viewed by different religions and cultures are sensitively presented. The changing definitions of death, euthanasia, suicide, facing and coming to terms with death, medical killing, legal issues at the end of life, saying good-bye, and visions during near death experiences are some topics of focus. The psychological, moral, and ethical aspects of death are presented objectively and concisely for young adults. Black and white illustrations and photos clarify the author's explanations and fit the tenor of the topic.

This book is one of many that deal with current social issues of interest to teens. Among others by Enslow Publishers are books on the topics of teen smoking, hate groups, militias, computer crime, drug testing, violence in sports, body image, and pornography.

Students who read this book and others on the end of life or pursue added information from other resources are likely to want to talk about the topic of death and dying. Organizing discussion groups that include an adult participant is recommended.

Thomas, Joyce, collector. (2000). **Hush songs: African American lullabies.** Illustrated by Brenda Joysmith. Hyperion. 44pp. U.S. \$15.99. ISBN 0-78688-0562-5. Ages 9-14.

A total of ten African American lullabies comprise this collection that includes introductory information about each song. The musical score for each is also included so that the noted melody can be sung. Seven of the hush songs are traditional and have been sung and embellished by generations of African mothers, fathers, and caretakers of young children. The remaining three are original lyrics by Joyce Thomas with melodies created by the gospel composer, Steven Roberts. In the two-page introduction to the book, Joyce Thomas presents a concise, informative definition of the hush song and its evolution. Beautiful muted colored illustrations are set in cameo like frames that reinforce the quality of quiet reverence that the lyrics and music reflect.

Two of the songs in this collection, "He's Got the Whole World in His Hands" and "Scarlet Ribbons" have been popular with people from many different cultural backgrounds in the United States. They may be familiar to a number of the students and easily rendered by them. Students may also enjoy learning how to sing the noted melodies of other lullabies in the collection. Interviewing their parents and/or grandparents about favorite lullabies, audio taping the melodies, and including these in an audio collection is another optional activity. Students may also explore the sources or origins of the songs.

Weatherford, Carole. (2000). **The sound that jazz makes.** Illustrated by Eric Velasquez. Walker & CO. Unpaged. U.S. \$16.95. ISBN 0-8027-8720-7. Ages 7-10.

The beautiful oil paintings by Eric Velasquez bring to life some of the historical developments in jazz and its valued impact on American music. Using four brief lines of rhyming text to tell about each of the fifteen two page illustrations, Weatherford traces jazz from its inception in sounds of nature and drums in Africa to the coded chants of slaves, ragtime tunes, gospel music, musicians and singers in New Orleans and Harlem, and the boom box blasts of contemporary rappers. Ella Fitzgerald, Cab Calloway, Billie Holliday, Count Basie, Duke Ellington, and John Coltraine are depicted in the book as representing this musical movement though they are not specifically named.

Since this book contains paintings of noted American jazz artists without identifying them or discussing their roles, students can be challenged to learn more about them and others notable in American jazz. The following are some books recom-

mended as informational resources for young students: **Jazz: My Music, My People** by Morgan Monceaux, **Rum-A-Tum** by Angela Medearis, **Satchmo's Blues** by Alan Schroeder, **I See the Rhythm** by Toyomi Igus, **Duke Ellington: The Piano Prince and His Orchestra** by Andrea Pinkney, and **The Mysterious Thelonius** by Chris Raschka. Having students listen to available audio tapes or CDs by various jazz musicians and singers is also recommended. Students can then be encouraged to express, through dance or art forms, how the music makes them feel.

REFERENCES

- Goforth, Frances. (1998). **Literature and the learner**. CA: Wadsworth Publishing Company.
- Sullivan, Edward. (1999). **The holocaust in literature for youth**. Maryland: Scarecrow Press.
- Tunnell, Michael & Jacobs, James. (2000). **Children's literature briefly**. Ohio: Merrill.

CHILDREN'S BOOKS CITED

- Bingham, Caroline. (2000). **The big book of rescue vehicles**. New York: DK Publishers Inc.
- Igus, Toyomi. (1998). **I see the rhythm**. CA: Children's Book Press.
- Medearis, Angela. (1997). **Rum-a-tum-tum**. New York: Holiday.
- Monceaux, Morgan. (1994). **Jazz: My music, my people**. New York: Alfred Knopf.
- Mugford, Simon & Pang, Alex. (1998). **Fantastic cutaway book of rescue**. Connecticut: Millbrook Press.
- Pinkney, Andrea. (1998). **Duke Ellington: The piano prince and his orchestra**. New York: Hyperion.
- Raschka, Chris. (1997). **Mysterious Thelonius**. New York: Orchard.
- Schroeder, Alan. (1996). **Satchmo's blues**. New York: Doubleday.

Attention Members!

**IRA
SPECIAL
INTEREST
GROUP
IN CHILDREN'S
LITERATURE
AND READING**

VOTE to approve the revised Bylaws!
ELECT your new Board Members!

Watch for ballots in the mail
and send in by **APRIL 1st!**