

INDIAN AND METIS AWARENESS

An Annotated List of Resources

Community Education Branch
1985

Introduction

The search for relevant, authentic, and useful materials for teaching and learning about Indian and Metis materials is a time-consuming one. While it is true that more and more quality materials are being produced, there still exists a lack of information as to where these materials can be accessed.

The following is an initial compilation of materials which address Indian and Metis education. The materials and resources are listed alphabetically according to the source (author). Sources are listed in the last section and materials may be ordered directly from them.

The organization of this listing is as follows (all titles are annotated):

Section I: Teacher Resource Materials

Section II: Contemporary Journals and Periodicals

Section III: Audio-Visual Resource Materials

Section IV: Student Resource Materials

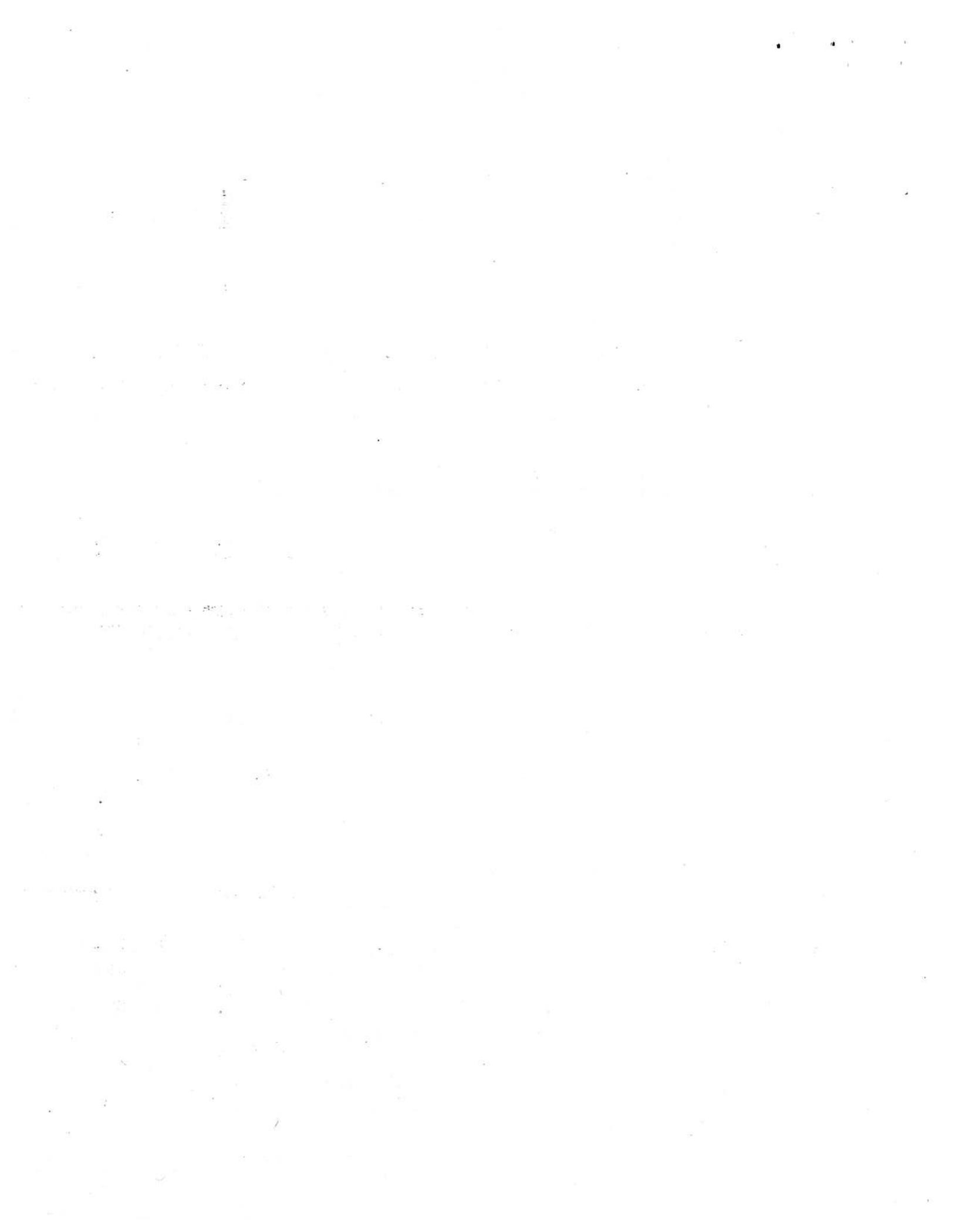
Section V: Sources of Indian and Metis materials

It is recommended that all materials be previewed prior to using them in any learning situation. A useful checklist to detect bias in materials is; Beyond Bias: Informational Guidelines for Reducing Negative Bias in Instructional Materials (Community Education Branch, 1984).

The materials listed in this guide have not all been evaluated through the Instructional Resources Branch of Saskatchewan Education and are provided as information only.

Saskatchewan Education appreciates the support provided by Indian and Northern Affairs, Canada.

Section I: Teacher Resource Materials



Bataille, Gretchen M. and Silet, Charles. The Pretend Indians. Ames, Iowa: Iowa State University Press, 1980.

The images of Native people in the movies are examined. Most suitable as a teacher resource.

Brooks, I.R. Native Education in Canada and the United States. (A Bibliography). Calgary, Alberta: Office of Educ. Development, University of Calgary, 1976.

Although somewhat dated (1976) this bibliography lists several materials which are still useful. Organized according to topic.

Burnaby, B. Languages and Their Roles in Educating Native Children. Toronto: The Ontario Institute for Studies in Education, 1980.

A research report with implications for practise. Most suitable as a teacher resource.

Burnaby, B. Language in Education Among Canadian Native Peoples. Toronto: The Ontario Institute for Studies in Education, 1982.

Topics include: Who is Native? Native Languages, Present and Possible Language Programs. Most suitable as a teacher resource.

Campbell, Maria. People of the Buffalo. Vancouver, B.C: J. J. Douglas, Ltd. 1976.

This beautifully illustrated children's book explains how the Indians of the plains area lived. Very thoroughly done.

Council for Interracial Books for Children. Guidelines for Selecting Bias-Free Textbooks. New York: Council on Interracial Books for Children, 1980.

This book contains guidelines for choosing bias-free children's storybooks and textbooks. Most useful as a teacher resource.

Cumming, Peter A. and Michenberg, Neil H. Native Rights in Canada. 2nd ed. Maps. Toronto: General Publishing, 1972.

Teacher Reference.

This book focuses on the claims of Canada's native peoples. It is a comprehensive treatise on the law of aboriginal rights and treaties and the historical pattern of dealing with those rights.

Denver Art Museum. American Indian Publications. 100 West 14th Avenue Parkway, Denver, Colorado, 80204. Illustrated. Bibliography.

This museum has published over 100 illustrated leaflets which cover a wide range of topics. This series supplies accurate, nontechnical information about Native peoples on the North American continent. Suitable as resource material for students in all Divisions. Caution should be paid to "American" slant of materials.

Elias, Peter Douglas. The Dakota Documents. Lily Plain, Sask: The Dakota Association of Canada, 1980.

This is a collection of written materials which bear upon the Dakota tradition in Saskatchewan. Useful as a teacher resource or for Division IV students.

Federation of Saskatchewan Indian Nations. Federation of Saskatchewan Indian Task Force Reports: Volumes I, II, III. Saskatoon, Saskatchewan: Saskatchewan Indian Cultural College, 1973.

A study of Indian education in Saskatchewan. The research determines how the education system was functioning for Indians. The information is analyzed to make recommendations for healthy changes. Most suitable as a teacher resource.

Healy, W.J. Women of the Red River. Winnipeg: Women's Canadian Club of Winnipeg, 1923.

This is a collection of stories about the Metis women of the Red River. It tells of their role in historical and contemporary Metis society. This is suitable for Division IV students and as a teacher resource.

Hirschfelder, Arlene B. American Indian Stereotypes in the World of Children. (A Reader and Bibliography). Metuchen, New Jersey: The Scarecrow Press, Inc., 1982.

The entire topic of how Indian and Metis people are presented in materials which children have access to is examined. Specific examples and additional resources are all here. Highly recommended as a teacher resource. Has an "American Indian" slant, however, still useful.

*All Indian and Northern Affairs can be ordered free of charge, please see Section V for details.

Indian and Northern Affairs Canada. Adoption and the Indian Child. QS-5117-000-EE-A4 1981 39 pp.

Designed to inform those who adopt Indian children in Canada, this publication provides a review of Indian history with facts on the status of registered Indians, their rights and legal benefits.

Indian and Northern Affairs Canada. Canada's First People. RR-0078-000-BB-A1 1964 map.

Pictorial map illustrating traditional locations of different native groups.

Indian and Northern Affairs Canada. The Canadian Indian: Ontario. QS-5146-010-EE-A2 1964 63 pp.

Provides a general description of the history and lifestyles of Indian tribal groups living in Ontario.

Indian and Northern Affairs Canada. The Canadian Indian: Prairie Provinces. QS-5146-020-EE-A2 1984 44 pp.

Indian and Northern Affairs Canada. The Canadian Indian: Yukon & NWT. QS-1615-000-BB-A1 1973 56 pp.

Indian and Northern Affairs Canada. Carvings from Arctic Canada. QS-8301-010-BB-A1 1981 folder.

A map showing Canadian Inuit art centres, with brief text.

Indian and Northern Affairs Canada. Circumpolar Community. QS-3044-000-BB-A1 1975 25 pp.

Brief descriptions of the native circumpolar people in five areas: Greenland, the northern parts of Scandinavia, the USSR, Alaska and Canada.

Indian and Northern Affairs Canada. Comprehensive Claims Map. Available from: Office of Native Claims.

Illustrating areas of Canada where various native associations have claimed an interest. Available in black and white and colour.

Indian and Northern Affairs Canada. 1983 Constitutional Accord on Aboriginal Rights. QS-3316-000-BB-A1 1983 4 pp.

Text of the accord signed by first ministers, representatives of native groups and territorial governments in March 1983.

Indian and Northern Affairs Canada. Contemporary Indian and Inuit Art of Canada. QS-5196-000-BB-A1 1983 29 pp.

Prepared for an international art exhibit, this catalogue offers a general commentary and specific examples of the work done by Canada's native artists.

Indian and Northern Affairs Canada. Ekhotan: Indians of the Eastern Woodlands. RR-0186-010-EE-A1 1983 24 pp.

Indian and Northern Affairs Canada. Fact Sheets 1985.
Available from: Office of Native Claims.

Provide definitions of native claims, claims policies and processes, with highlights and status of individual claims. Updated regularly.

Indian and Northern Affairs Canada. Handbook of Case Law on the Indian Act. QS-3342-000-EE-A2 1984 285 pp.

This report serves as an introduction to the Indian Act, and as a basic guide to the Act's complexities. Also included in the Handbook are synopses of cases and hearings.

Indian and Northern Affairs Canada. An Historic Conference. QS-3306-002-BB-A1 1983 6 pp.

A special issue of Intercom, providing a close look at the first ministers conference on aboriginal constitutional matters, held in Ottawa, March 15-16, 1983.

Indian and Northern Affairs Canada. Historical Development of the Indian Act. QS-3292-000-EE-A2 1979 240 pp.

Outlines the major themes of Indian policy and legislation in Canada from colonial times to the Passage of the Indian Act of 1951.

Indian and Northern Affairs Canada. History of Indian Policy: background paper no. 2. QS-0344-000-EE-A1 1975 4 pp.

Leaflet outlining historical background of Indian policy and of the department.

Indian and Northern Affairs Canada. Indian Act (an office consolidation). QS-5207-000-BB-A4 1984 55 pp.

Text of the act, with amendments, normally distributed by the department to Indian clients only.

Indian and Northern Affairs Canada. Indian Act Regulations.

Separate texts of chapters 947-962 of the Indian Act which regulate the following areas:

Chapter 947: schedule of administrative fees

Chapter 948: disposal of forfeited goods and chattels

Indian and Northern Affairs Canada. Indian Education - Choosing for the Future. QS-5183-000-EE-A1 1983 poster

Summarizes problem areas studied in the Indian Education Paper: Phase 1, listing guiding principles and points for discussion.

Indian and Northern Affairs Canada. Indian Education in Canada. QS-0339-000-EE-A1 1973 48 pp.

Describes educational facilities and courses available to Canadian registered Indians, including post-secondary courses.

Indian and Northern Affairs Canada. Indian Treaties. Treaty Nos. 1 & 2. QS-0570-000-EE-A1. Treaty No. 3. QS-0571-000-EE-A1. Treaty No. 4. QS-0572-000-EE-A1. Treaty No. 5. QS-0573-000-EE-A1. Treaty No. 6. QS-0574-000-EE-A1.

The treaty texts normally distributed by the department to Indian clients only.

Indian and Northern Affairs Canada. Indian Treaties in Historical Perspective. QS-3291-000-EE-A1 1979 51 pp.

An overview of Indian Treaty activity in Canada for those not familiar with the historical background and general provisions of Canadian Indian treaties.

Indian and Northern Affairs Canada. In Print: Current publications of general interest, Ottawa: I.N.A.C., 1985.

A catalogue of free materials available from I.N.A.C. of general interest.

Indian and Northern Affairs Canada. In Print: Current publications of scientific and academic interest, Ottawa: I.N.A.C., 1985.

A catalogue of free materials available from I.N.A.C. of scientific and academic interest.

Indian and Northern Affairs Canada. In Print: Current publications of interest to Native communities and organizations, Ottawa: I.N.A.C., 1985.

A catalogue of free materials available from I.N.A.C. of interest to Native communities and organizations.

Indian and Northern Affairs Canada. Inuit Arts and Crafts. Available from Inuit Art Section, Northern Program.

A newsletter produced three times a year, primarily for Inuit artists but also of interest to art enthusiasts and collectors.

Indian and Northern Affairs Canada. List of Canadian Native Periodicals held by the INAC Library. Available from: Departmental Library.

This is a comprehensive list of Canadian native periodicals held by the Departmental Library; the list includes the library's holdings for each title.

Indian and Northern Affairs Canada. Mistatin: Indians of the Plains. RR-0186-020-EE-A1 1983 24 pp.

Indian and Northern Affairs Canada. Nistum and Kesiak: the first day. QS-1254-000-EE-A1 1974 46 pp.
Also available: Opikawak: they grow up.
QS-5048-000-EE-A1 1976 40 pp; Kekuhegun: a milestone.
QS-5049-000-EE-A1 1976 40 pp.

"Nistum and Kesiak: the first day" describes the philosophy of preschool Indian education in Canada, includes many photographs taken at kindergartens across Canada. "Opikawak: they grow up" is an elementary school program. "Kekuhegun: a milestone" is a high school program.

Indian and Northern Affairs Canada. Notebook for Native Language Teachers: with special reference to the Algonkian languages of Ontario. QS-5047-000-EE-A1 1978 250 pp.

A compilation of materials on teaching techniques, lesson plans, resource materials, etc., designed for teachers involved in NASL and native literacy. In binder format.

Indian and Northern Affairs Canada. Number and Acreage of Indian Reserves by Band. QS-5074-000-BB-A5 1980 42 pp.
Available from: Program Reference Centre.

Table showing information by region, by province and by territory.

Indian and Northern Affairs Canada. Ojibway Language Course Outline. QS-5053-000-QE-A1 1978 100 pp. Also available: Ojibway Language Lexicon. QS-5101-000-QE-A1 1978 134 pp.

Prepared to assist teachers in instructing beginners, young and old, to speak the Ojibway language.

Indian and Northern Affairs Canada. Oracle Series.
Prepared by National Museums Canada and I.N.A.C.

This series of leaflets provides excellent background information on the various cultures and traditions of Canada's native people.

Indian and Northern Affairs Canada. Oyai: Indians of the North Pacific Coast. RR-0186-040-EE-A1 1983 24 pp.

Indian and Northern Affairs Canada. Registered Indian population by Band, Responsibility Centre, Region, Language or Dialect, and Linguistic Group. 1983 43 pp.
Available from: Program Reference Centre.

Registered Indian population by band, responsibility centre, region, language or dialect and linguistic group, from 1978 to 1982.

Indian and Northern Affairs Canada. Schedule of Indian Bands, Reserves and Settlements, including Membership and Population. QS-5177-000-BB-A3 1985 140 pp. Available from: Program Reference Centre.

A series of tables, identifying each band by region, with membership, reserves and population statistics.

Indian and Northern Affairs Canada. Secondary Education for Canadian Registered Indians. QS-3252-000-EE-A1 1979 44 pp.

Examines government policy on Indian secondary education with recommendations for the future.

Indian and Northern Affairs Canada. Specific Claims in Canada: Status Report. QS-3332-000-EE-A3 1984 22 pp. Available from Office of Native Claims.

Listing of specific claims by province, indicating band, substance of claim, status of claim and last action taken. Updated regularly.

Indian and Northern Affairs Canada. Survey of Documents Available for Research in Treaties and Historical Research Centre. 1983 130 pp. Available from: Treaties and Historical Research Centre.

Listing of documentation, indexed by subject, available to those using the centre's facilities at INAC headquarters.

Indian and Northern Affairs Canada. Teaching the Algonkian Language as a Second Language. Kindergarten.
QS-5096-000-EE-A1 1980 52 pp. Grade one.
QS-5099-000-EE-A1 1978 71 pp. Grade two.
QS-5140-000-EE-A1 1980 72 pp.

A series of three curriculum guides for teachers.

Indian and Northern Affairs Canada. Treaty Agreements Between the Indian People and the Sovereign in Right of Canada. Also available: Indian Treaties. Both available from: Treaties and Historical Research Centre.

Chart presenting items agreed to by each group of signators. "Indian Treaties" is a colour wall map illustrating treaty areas of Canada.

Kaegi, Gerda. A Comprehensive View of Indian Education. Victoria, B.C: Canadian Association in Support of the Native Peoples, 1974.

Contains detailed information about traditional Indian education and traces its development to modern times. Most useful as a teacher resource.

Kaulback, Brent. Styles of Learning Among Native Children: A Review of the Research, Canadian Journal of Native Education, Vol. 11, no. 3 (1984).

Reviews the research and literature that has revealed pertinent information about the learning styles of Indian children.

MacEwan, Grant. Metis Makers of History. Saskatoon: Western Producer Prairie Books, 1981.

This book examines and highlights the lives of several historically prominent Metis men and women. Suitable for a teacher resource or for Division III and IV students.

Moore, Robert B. Racism in the English Language. New York: Racism and Sexism Resource Centre for Educators, 1976.

This book discusses and examines how language not only expresses ideas and concepts but actually shapes thought. One section is entitled, "Loaded Words and Native Americans".

Native Education Advisory Committee. Wapahta: Resource Materials for Native Education. Saskatoon, Saskatchewan. Saskatoon Board of Education, 1982.

A Saskatchewan school boards resource list, apparently all tried and tested for appropriation.

Ontario Ministry of Education. People of Native Ancestry, A Resource Guide, for the Primary and Junior Divisions, 1975.

This is a resource guide which succeeds very well in touching upon several issues in Indian and Metis education. It contains a bibliography as well as a contemporary definition of important terms.

Pine, Tillie S., and Levine, Joseph. The Indians Knew. Toronto: McGraw-Hill, 1957.

This book relates the life of the Indian people to modern concepts and shows how they related to their environment. Suitable for Division IV or as a teacher's resource.

Saskatchewan Education. Beyond Bias. Regina: Sask. Education, 1984.

This pamphlet includes informational guidelines for reducing negative bias in instructional materials. A slide-tape presentation of the same title may be borrowed from any regional office of Saskatchewan Education.

Saskatchewan Education. "Plan of Action" In Response to: Reaching Out. Regina, Sask. Sask. Educ., 1985.

The Honourable Pat Smith, Minister of Education responds to The Report of the Indian and Metis Consultations with a "plan of action". Most useful as a teacher resource.

Saskatchewan Education. Reaching Out. The Report of the Indian and Metis Consultations. Regina: Sask. Educ., 1985.

This is the report of the province-wide consultation into the issue of Native education. The purpose of the consultations was to determine positive programming and shortcomings in the school system. The tour was conducted by Arnold Tusa, M.L.A. Last Mountain-Touchwood. Most useful as a teacher resource.

Saskatchewan Indian Cultural College. Treaty Six. Saskatoon, Sk: Sask. Indian Cultural College.

This book is an outline of events which led to the signing of treaties between Canadian Indians and the British Crown. The background information and the recommended resource material will assist in the preparation of lessons on the Treaties.

Sawyer, Don and Green, Howard. The NESA Activities Handbook for Native and Multicultural Classrooms. Vancouver, B.C: The Tillacum Library, 1984.

This book is a collection of activities designed for or appropriate to a multicultural (specifically Indian) classroom. The exercises have been selected for their ability to involve students, to introduce and explain concepts and for their capacity to have meaningful impact on participants. These structured experiences are most suitable as a teacher resource.

Schilling, Rita. Gabriel's Children. North Battleford: Turner-Warwick, Printers Inc., 1983.

This is a delightful collection of stories collected from Metis people. The stories tell a great deal about the social and family life of Metis people. Suitable for Division III and IV, as well as for a teacher resource.

Sealy, D. Bruce (editor) and Kirkness, Verna (editor).
Indians Without Tipis. Winnipeg, Man: William Clare
Ltd., 1973.

This book has been designed to provide information and
curricula materials which will assist teachers and
students in developing a knowledge and appreciation of
people of Native Ancestry.

Section II: Contemporary Journals
and Periodicals

Contemporary Journals and Periodicals

Acknowledgements to; Indian and Northern Affairs Canada for compiling this list.

This is a listing of periodicals and journals located at the I.N.A.C.'s Departmental Library's Periodical Unit. These periodicals provide information on the lives of contemporary Indian and Metis people. Individuals or school libraries may wish to select a few for their school library.

Guide to symbols

* indicates title available for routing, through INAC's library.

() indicates INAC's library has incomplete holdings.

// indicates that a title has ceased publication.

see: provides reference to the proper entry for a title.

see also: provides reference to a related title usually a bilingual equivalent.

continues: provides reference to a previous title.

continued: provides reference to a current title.

Further information can be obtained from:

INAC Library, Periodical Unit
Ottawa, Ontario
K1A 0H4
Phone: 1-819-997-0811

- AFN Bulletin *see/voir* Assembly of First Nations Bulletin
- *AMMSA. Edmonton, Alta.: Aboriginal Multi-Media Society of Alberta.
Vol. 1- March 1983-
- *ANDPVA bugle/Association for Native Development in the Performing
and Visual Arts. Toronto, Ont.: The Association.
Vol. 1 - 1983-
- ATTA. Inuvik, N.W.T.: Committee for Original Peoples Entitlement.
Oct. 1981 - Aug./Oct. 1982. Continued by/Remplacé par: Akana
- About arts and crafts = Hanannguangait mikhaanut=L'art et
l'artisanat. Ottawa, Ont.: DIAND. Vol 1-5; 1977-1982.
Continued by/Remplacé par: Inuit arts and crafts
- *Accent. Edmonton, Alta.: DIAND, Alberta Region.
Vol. 1, no. 1 - 1983-
- Achimow. Thompson, Man.: Achimowin Program.
[Vol. 4 no. 6- Vol. 4 no. 33; 1976-1977]
- *Affairs. Vancouver, B.C.: DIAND, B.C. Region.
Vol. 1- 1982-
- *Agenutemagen. Fredericton, N.B. Union of New Brunswick Indians.
Vol. 1- 1971-
- Ajurnarmat. Eskimo Point, N.W.T. Inuit Cultural Institute.
[1977-1979], Summer 1981, Winter 1983. See also/voir aussi
Arjunngagimmat
- Akana. Inuit, N.W.T.: Committee for Original Peoples Entitlement.
Vol. 1-2; 1982-1983// Continues/Remplace: ATTA
- Anishinakek newsletter. Toronto, Ont.: Union of Ontario Indians.
Vol. 1 - no. 1; Jan. 1984
- *Anishinakek quarterly. Toronto, Ont.: Union of Ontario Indians.
Vol. 1, no. 2 - Summer 1984 -
- A-ni-skay-ah-che-mo-win. Timmins, Ont.: Grand Council Treaty no. 9.
Vol. 1, No. 1; Winter 1977

- Arctic and northern development digest. Montreal, Qué.: Canadian Century Publishers. Vol. 3 - Vol. 7; 1971-1975.
Continues/Remplace: Arctic development digest. Continued by/Remplacé par: Northern development
- Arctic development digest. Montreal, Que.: Canadian Century Publishers. Vol. 1 - Vol. 2; 1969-1970. Continued by/Remplacé par: Arctic and northern development digest.
- Arctic in colour. Yellowknife, N.W.T.: Government of the N.W.T. Northern News Services. [1972-1978]//
- Arctic Institute of North America. Newsletter. Montreal, Que.: The Institute. [Dec. 1958, 1968-1972]
- *Arctic news. Toronto, Ont.: Diocese of the Arctic. [1949-
- Arjunngimmat. Eskimo Point, N.W.T.: Inuit Cultural Institute. Summer 1980; Winter 1981. See Also/voir aussi Ajurnarmat
- *Assembly of First Nations. Bulletin. Ottawa, Ont.: AFN Secretariat. Vol. 1, no. 1 - April 1982-
- Association Eskimo-Indienne du Canada. Ottawa, Ont.: L'Association. [Vol. 2, no. 1 - Vol. 5 no. 1; 1961-1964]
- Association of Iroquois and Allied Indians. A.I.A.I. Newsletter. Wallaceburg, Ont.: Walpole Island Research Centre. [Vol. 1, Edition 1-5; 1979]
- Athabaskan. St-Paul, Alta. Saddle/Athabaskan District: DIAND. Vol. 1, no. 1 - Vol. 1, no. 4; 1969
- Atuqnik: le journal du Québec arctique = The newspaper of Northern Quebec. Fort Chimo, Que. [s.n.] Jan. 1979 - June 1980//
- *Awasis: the journal of the Indian/Native Education Council. Regina, Sask.: [s.n.]. Vol. 3, no. 1- 1984 -
- *B.C. Native Women's Society. Newsletter. Kamloops, B.C.: The Association. 1982-
- Baffinnews. Frobisher Bay, N.W.T.: Government of the Northwest Territories. Vol. 1, no. 9; Nov. 1973
- Band training digest. Ottawa, Ont.: DIAND Vol. 1, no. 1 - Vol. 3, no. 1; Sept. 1981-July 1983//
See Also/voir aussi Répertoire Trimestriel de Formation

- *Bear Hill's native voice. Hobbema, Alta. [s.n.]
[Vol. 2, no. 3 - 1969-
- *The Beaver. Winnipeg, Man.: Hudson's Bay Co.
Vol. 1 - 1920-
- *Bimisay. Peterborough, Ont.: Dept. of Native Studies, Trent
University. Vol. 1 - Feb. 1983-
- *Bulletin d'information: St. Roch, Qué.: DIAND, Québec Region.
No. 3 - 1982-
- Camsell arrow. Edmonton, Alta.: Charees Camsell Indian Hospital.
Vol. 1 - Vol. 22; 1947-1969
- Canadian Association in Support of the Native Peoples. Bulletin.
Toronto, Ont.: The Association.
[Vol. 14, no. 1 - Vol. 18, no. 2; 1973-1977].
- Canadian Association in Support of the Native Peoples. C.A.S.N.P.
Bulletin. Vol. 1-18; 1960-1978, Microfiche
- Canadian Association in Support of the Native Peoples. Newsletter.
Ottawa, Ont.: The Association [1974-1978]
- *Canadian journal of native education. Edmonton, Alta.: Dept. of
Educational Foundations, University of Alberta.
Vol. 8, no. 1 - 1980 - Continues/Remplace: Indian ed.
- *Canadian journal of native studies. Brandon, Man.: Brandon
University. Vol. 1, no. 1 - 1981-
- Canadian Native Friendship Centre. Newsletter. Edmonton, Alta.:
The Centre. May 1970, Aug. 1982.
- Canadian native law bulletin. Saskatoon, Sask.: Native Law Centre,
University of Saskatchewan. Vol. 1, no. 1 - Vol. 1, no. 4;
1977-1978. Continued by/Remplacé par: Canadian native law
reporter
- *Canadian native law reporter. Saskatoon, Sask.: Native Law Centre,
University of Saskatchewan. No. 1 - 1979-
Continues/Remplace: Canadian native law bulletin
- *Canadian Plains bulletin. Regina, Sask.: Canadian Plains Research
Centre, University of Saskatchewan.
[Vol. 1, no. 2 - 1973-
- *Capsule. Regina, Sask.: DIAND, Saskatchewan Region.
Nov. 7, 1983-

- *Caribou. Flat Bay, Nfld.: Newfoundland Federation of Indians.
Vol. 1, no. 1 - 1982-
- *Caribou news. Ottawa, Ont.: Nortext Information Design Limited.
Vol. 1, no. 1 - 1981-
- Confluence. Fort Simpson, N.W.T.: Mackenzie News. Vol. 1, no. 16 -
Vol. 1, no. 23; May 28 - July 23, 1977.
- Co-op north. Yellowknife, N.W.T.: Canadian Arctic Co-operation
Federation. Vol. 1, no. 1 - Vol. 3, no. 3; May 1979 - Jan. 1982.
- Coraid news. Orillia, Ont.: Native Peoples of Ontario [1973-1978]
- Council fire. Kenora, Ont.: Council Fire c/o Grand Council Treaty 3.
[1972-1973], [1977-1978]
- *Coyoti Prints. Williams Lake, B.C.: Cariboo Indian Education
Training Centre. 1983-
- Cree Ajemoon. Chibougamau, Qué.: Cree Indian Centre of Chibougamau.
Vol. 2, no. 1 - Vol. 2, no. 3: 1983
- *D.O.T.C. news. /Dakota Ojibway Tribal Council. Brandon, Man.: The
Council [Vol. 8, no. 8 - Vol. 8, no. 19: 1983 - 1984], Vol. 9,
no. 2- 1984-
- Dakelh dustl'us. Prince George, B.C.: Carrier Sekani Tribal Council.
Vol. 2, no. 1, June 1983
- *Dene Nation. Newsletter. Yellowknife, N.W.T.: Dene Nation.
Vol. 1, no. 1 - June 1980-
- Dialogue. Ottawa, Ont.: DIAND. Vol. 1, no. 1 - Vol. 3, no. 1; Dec.
1973-1976//
- Dialogue North. Yellowknife, N.W.T.: DIAND.
Feb. 1973-1979.
- Dimensions. Thunder Bay, Ont.: Ontario Metis and Non-Status Indian
Association. [Vol. 1, no. 3 - Vol. 8, no. 2; Feb. 1973 -
July 1980]
- Drum. Inuvik, N.W.T.: [s.n.] [Vol. 3; 1968], Vol. 6, no. 45; 1971,
[Vol. 9, no. 37 - Vol. 13, no. 13; Sept. 1973 - April 1978]
Continued by/Remplacé par: Inuvik drum

- Economic development news, N.W.T. Yellowknife, N.W.T.: Dept. of Economic Development and Tourism. Spring 1983
- Edmonton native news. Edmonton, Alta.: Canadian Native Friendship Centre. 1971-1975//
- Education indienne. Ottawa, Ont.: DIAND. Vol. 3, no. 1 - Vol. 3, no. 5; 1972-1973
- *Elbow drums. Calgary, Alta.: Calgary Indian Friendship Centre. 1967-
- *Enoch echo. Winterburn, Alta.: Enoch Band. 26 Oct. 1984-
- *Eskimo. Churchill, Man.: Oblate Fathers of the Hudson Bay Vicariate. [Vol. 6 - Vol. 84; Aug. 1946 - Aut/Winter 1970]. N.S. No. 1 - Spring/Summer 1971-
- *Etudes Inuits=Inuit studies. Québec, Qué.: Université Laval, Dept. d'Anthropologie, Association Inuksiutiit Katimajit. Vol. 1 - June 1977-
- *First Citizen. Vancouver, B.C.: The First Citizen Newspaper Ltd. Edition 1 - Nov. 1969-
- *Focus. Regina, Sask.: DIAND, Saskatchewan region. Fall 1983- Continues/Remplace: Update: IAND "Staff Newsletter"
- The Forgotten people = Peuple oublié. Ottawa, Ont.: Native Council of Canada. 1972-1982
- *Gigmanag. Charlottetown, P.E.I.: Association of Metis and Non-Status Indians. Vol. 8, no. 2 - March 1983-
- Goinsiday: telling the news. Yellowknife, N.W.T.: Dept. of Information. Govt. of the N.W.T. [Vol. 1, no. 1 - Vol. 4, no. 3; Aug. 1972 - March 1975].
Continued by/Remplacé par: The Interpreter
- Hananguangait mikraamut see/voir About arts and crafts
- *Ha-shilth-sa. Port Alberni, B.C.: Nuuchahnulth Tribal Council. Vol. 9, no. 2 - March 11, 1982-
- *The Hub. Hay River, N.W.T.: Hub Publications Ltd. 1975-
- **Husky fever. Yellowknife, N.W.T.: Vi Beck Enterprises. Vol. 6, no. 5 - March 1984 -

- I-C Weekly. The Pas, Man.: Dept. of Northern Affairs. [Vol. 1, no. 19 - Vol. 6, no. 16; Aug. 10, 1972 - Mar. 17, 1977]
- IDC report suvaguug. Rankin Inlet, N.W.T.: Inuit Development Corp. Vol. 1, no. 1. - Vol. 1, no. 2; Spring 1980 - Fall 1981
- ITC News. Ottawa, Ont.: Inuit Tapirisat of Canada. 1976-1980.
Absorbed by/Absorbé par: Inuit Today
- Ideas = idées. Ottawa, Ont.: DIAND. Vol. 1, no. 1 - Vol. 4, no. 1; March 1973 - Spring 1976.
- Idées voir/see Ideas
- Igalaaq; a window on the world of Inuit training. Ottawa, Ont.: Nortext Information Design Ltd. [Vol. 1 - Vol. 5; 1978-1983]//
- Indian Advisory Committee. Newsletter. Victoria, B.C.: Dept. of Provincial Secretary. [1965-1968]
- Indian and Eskimo Affairs program. Ottawa, Ont.: DIAND. Dec. 1975 - Feb. 1976
- *Indian and Inuit supporter: a newsletter of the Indian, Inuit supporter. St. John, Nfld.: [s.n.] Vol. 3, no. 1 - 1983-
- Indian brotherhood news. Chilliwack, Kamloops and Richmond, B.C: [s.n.] [1961-1965]
- Indian country. Hobbema, Alta.: Mel Harrison Buffalo. [Vol. 1, no. 9 - Vol. 1, no. 15; May-Sept. 1983]
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Section III: Audio-Visual Resource Materials

Council on Interracial Books for Children. Unlearning "Indian" Stereotypes. New York: Racism and Sexism Resource Centre.

A teaching unit for elementary teachers and children's librarians. Includes filmstrip, cassette and teacher's guide. Interesting and very thoroughly done. Suitable for Division I and II.

Department of Radio & Television. Sacred Circle and Sacred Circle Recovery. Edmonton: Biological Sciences Centre, 1985.

These films examine, through symbolism, the Native world view. The approach is to provide an appreciation for the traditional way of life.

Educational Media Services. Ancient Maya Indians of Central America. Regina: Educational Media Services. Color 9 Min. Cat. 5643. Sponsor: Saskatchewan Education.

Shows how the Mayan civilization, mainly agrarian, reached its peak of power during periods of peaceful expansion. The Maya made impressive contributions to modern astronomy and mathematics; created a workable system of city-states that thrived until war disrupted their peaceful existence and the Maya power declined.

Educational Media Services. As Long As the Grass is Green. Regina: E.M.S. Color 11 Min. Cat. 7374. Sponsor: Saskatchewan Education.

A non-narrative film of a summer experience shared by four North American Indian children of the Woodland Indians. Shows their relationship with a fawn, illustrating the Indian's love for and closeness with his environment. Useful for inquiry or discovery learning. Applicable to Division IV Social Studies in units dealing with man and the environment, cultural comparisons, and cultural change.

Educational Media Services. The Ballad of Crowfoot.
Regina: E.M.S. B & W 10 Min. Cat. 5691. Sponsor:
SaskMedia.

Utilizes music, stills and clips from the Canadian National Archives and other sources to portray the conflicts of Indians and white men during the last century, as seen from the point of view of a Canadian Indian.

Educational Media Services. Basket Making. Regina:
E.M.S. Color 15 Min. Cat. V312. Sponsor: Saskatchewan Education, From Vanishing Crafts Series.

Shows the construction of a 'hard' basket from the search for the right roots to the final product. Also shows woven dip nets used to catch salmon.

Educational Media Services. A Better Citizen - Both of Us. Regina: E.M.S. B & W 26 Min. Cat. 7766. Sponsor: Saskatchewan Social Services.

This is an information film dealing with problems of native people in Saskatchewan today. It provides information on government programs, reviews the work of the Saskatchewan Task Force on Indian Opportunity, and solicits the assistance of all people and groups in the province in helping to solve the problems faced by the Indian and Metis people.

Educational Media Services. Bill Reid. Regina: E.M.S. Color 27 Min. Cat. 8066. Sponsor: Saskatchewan Education.

British Columbia Metis artist, Bill Reid, jeweller and wood carver, is shown at work on a totem pole in the Haida Indian tradition. The film shows the gradual transformation of a bare cedar trunk into a richly carved pole, gift of the artist to the people of Skidigate, Queen Charlotte Islands. Particularly moving is the raising of the pole by the villagers, as Bill Reid stands by.

Educational Media Services. Bitter Wind. Regina:
E.M.S. Color 30 Min. Cat. 6307. Sponsor: SaskMedia.

The story of an American Indian boy whose family is
destroyed by alcoholism.

Educational Media Services. Cesar's Bark Canoe, Part I
and II. Regina: E.M.S. Color 58 Min. Cat. 5739.
Sponsor: Saskatchewan Education.

In this film a sixty-seven-year-old Cree Indian builds a
canoe in the traditional way using only birch bark, cedar
splints, spruce roots and gum to fashion a craft
unsurpassed in function or beauty of design. Text appears
on the screen in Cree, French and English.

Educational Media Services. Choice for the Future.
Regina: E.M.S. Color 15 Min. Cat. V2169. Video Erasure
Date: August 31, 1989. Sponsor: Saskatchewan Education,
From Across Cultures Series.

The video focuses on the futures of the Japanese people,
the Baoule people and the Tarahumara Indians. It deals
with the choices they will have to make and it emphasizes
the interdependence among nations. The video will
interest Division III level students. The subject matter
is well presented.

Educational Media Services. The Churchill Development or
Conservation of a River: The Native Point of View.
Regina: E.M.S. Color 20 Min. Cat. V6741. Sponsor:
Saskatchewan Continuing Education.

Studies the implications of a dam on the Churchill River
in Saskatchewan as it affects the native population.

Educational Media Services. Churchill River Study.
Regina: E.M.S. Color 18 Min. Cat. 6188. Sponsor:
SaskMedia.

The Churchill River study is an environmental impact study responsible for the examination and analysis of proposed changes in the Churchill River system. Several factors which will effect the natural and human elements involved are studied: hydrology, hydroelectric power, fisheries, wildlife, forestry, geology, mapping, archeology, transportation, recreation and socioeconomic factors.

Educational Media Services. Communications. Regina:
E.M.S. Color 15 Min. Cat. V2166.

The video shows how the Baoule, the Tarahumara Indians, and the Japanese exchange ideas, goods and services. The video will interest Division III level students. The subject matter is well presented.

Educational Media Services. Community Schools: Dealing with the Total Child. Regina: E.M.S. Color 28 Min.
Cat. V1347.

Various aspects of the community schools' programs in Saskatchewan as they relate to and deal with the total child are discussed.

Educational Media Services. A Corn Husk Doll. Regina:
E.M.S. Color 11 Min. Cat. 7435. Sponsor: Saskatchewan Education, From National Indian Arts and Crafts An Introduction Series.

Deanna Skye, a Cayuga Indian, creates corn husk dolls which are considered collector's pieces. The film shows a mother making a doll for her child.

Educational Media Services. Craftsman, Part I and II.
Regina: E.M.S. Color 28 Min. Cat. 6846. Sponsor:
Saskatchewan Education.

Part I shows an old Indian craftsman making a pair of snowshoes, using only simple hand tools. In part II, the same craftsman builds a birchbark canoe. Discusses the loss of the old ways' and the curiosity of young and old as they watch the development of the canoe. Useful in Social Studies 20 and 30 and Division II, III.

Educational Media Services. Cree Hunters of Mistassini.
Regina: E.M.S. Color 58 Min. Cat. 6164. Sponsor:
SaskMedia.

Shows the conflict produced by the James Bay development scheme between a hunting culture of Cree Indians and the dominant white culture that has come to rely heavily on large-scale technology.

Educational Media Services. Cree of Paint Hills.
Regina: E.M.S. Color 55 Min. Cat. 5637. Sponsor:
Saskatchewan Education, From the Nature of Things Series.

Portrays the positive activities and values of the woodland Cree as they pursue their traditional life modified by encroaching technology.

Educational Media Services. Cree Way. Regina: E.M.S.
Color 27 Min. Cat. 7908. Sponsor: Saskatchewan Social
Services.

Produced in connection with the Challenge for Change Series, the setting for the Cree Way project is Rupert House. Cree Way is an example of local input into curriculum of the Indian Affairs School. A descriptive film showing how the children are learning traditional Cree skills.

Educational Media Services. Cultural Change. Regina: E.M.S. Color 15 Min. Cat. V2168. Video Erasure Date: August 31, 1989. Sponsor: Saskatchewan Education, From Across Cultures Series.

This video presents changes occurring in Japanese, Tarahumara and Baoule cultures. The video will interest Division III level students. The subject matter is well presented.

Educational Media Services. Cultural Exchange. Regina: E.M.S. Color 15 Min. Cat. V2167. Video Erasure Date: August 31, 1989. Sponsor: Saskatchewan Education, From Across Cultures Series.

The video focuses on exchange and its effect on the Japanese, Baoule and Tarahumara cultures. The video will interest Division III level students. The subject matter is well presented.

Educational Media Services. Cultural Independence. Regina: E.M.S. Color 15 Min. Cat. V55. Sponsor: Saskatchewan Education, From Interdependence Series.

Shows wherever scientists have examined by means by which life has attempted to order survival, they have found incredibly complicated and delicate patterns governing the behavior of the species but none so complex as the cultural interdependence of humans.

Educational Media Services. Cultural Patterns. Regina: E.M.S. Color 15 Min. Cat. V843. Video Erasure Date: June 30, 1989. Sponsor: Saskatchewan Education, From Thinkabout Series.

Illustrates that cultural groups have distinctive patterns that distinguish them and that influence the members' behavior.

Educational Media Services. The Dawn Horse. Regina: E.M.S. Color 18 Min. Cat. 5203. Sponsor: Saskatchewan Education.

Describes how the culture of the American Indian has been an expression of his unity with the earth. Reveals the meanings behind American Indian music and verse.

Educational Media Services. Dené Family. Regina: E.M.S. Color 20 Min. Cat. 8170. Sponsor: Saskatchewan Education, From Northern Life Style Series.

Northern Indian family life, as narrated by a ten year old girl. Scenes of village, fishing, home and school life show the daily summer activities of people. The narrator tells of some changes in lifestyle, but stresses the fact that certain basics, such as family relationships and love of the land and wilderness have not changed.

Educational Media Services. Discovering American Indian Music. Regina: E.M.S. Color 24 Min. Cat. 7912. Sponsor: Saskatchewan Education.

Presents the music of various Indian tribes. Narrators are representative of their particular tribe and explain the musical presentations. Selections include a Corn Song, Seneca Farewell Song, Sioux Love Song, and Death Chant. A Bear Dance, Bow and Arrow Dance, a dance to honour the spirits of the mountain and a very intricate hoop dance are shown. A contemporary Indian composer conducts a group of percussionists, who are using Indian instruments, and an orchestra to conclude the film.

Educational Media Services. Education. Regina: E.M.S. Color 15 Min. Cat. V2164. Video Erasure Date: August 31, 1989. Sponsor: Saskatchewan Education, From Across Cultures Series.

The video views the education received by Baoule, Japanese, and Tarahumara children. The video will interest Division III level students. The subject matter is well presented.

Educational Media Services. Fort Albany Carver. Regina: E.M.S. Color 14 Min. Cat. 8059. Sponsor: Saskatchewan Education, From National Indian Arts and Crafts Series.

Lawrence Mark, a Cree Indian, living close to the shores of James Bay collects driftwoods such as tamarack, cedar, poplar and willow, and carves birds and animals of the wilderness. He explains the carving process and carves an owl known in Cree as 'Popanageso'.

Educational Media Services. Geronimo Jones. Regina: E.M.S. Color 21 Min. Cat. 5666. Sponsor: SaskMedia.

Portrays America as an ethnically heterogeneous society-revealed in the story of a young Indian boy living on a Papago Indian Reservation in contemporary Arizona with his mother and grandfather.

Educational Media Services. Geronimo's Children Regina: E.M.S. Color 55 Min. Cat. 7307. Sponsor: Saskatchewan Education, From Horizon Series.

Traces the history of white-Apache relationships from Geronimo (1870's) to today. Investigates the sources of Indian socio-economic problems and how the Apaches have been working to solve these problems. Indicates dramatic economic development and difficulties of progress in social development.

Educational Media Services. Glooscap Country. Regina: E.M.S. Color 14 Min. Cat V3900. Sponsor: SaskMedia.

Of all the legends that surround Nova Scotia, the most captivating is that of Glooscap, the Micmac Indians' man-god, who made his home on Cape Blomidon in the Minas Basin. The camera tells the story of Glooscap, of his battles with the frog and the beaver and his departure from Nova Scotia with the arrival of the white man. There are no actors; the film relies on an artistic approach to the scenic beauty of the province and features the animals in Glooscap's Country.

Educational Media Services. Great Master of the Beaver House: Richard Hardisty. Regina: E.M.S. Color 15 Min. Cat. V77. Sponsor: Saskatchewan Education, From History Capsules Series.

One of the last great chief factors of Fort Edmonton, nicknamed Red Head, Great Master of the Beaver House, is shown in the early 1800's when Chief Crowfoot of the Blackfoot tribe visits him. The Chief has had a dream that only a white man with red hair can save him from his illness. Although Hardisty does what he can for Crowfoot, he fears for the Chief's life and that he may be blamed if Crowfoot dies. But Crowfoot recovers and makes Hardisty a blood brother in gratitude, promising that brother never rises against brother. 'The Dream That Helped Keep the Peace' is so called because Crowfoot held back his warriors from joining in Louis Riel's rebellion in 1885 because of his promise to Hardisty.

Educational Media Services. The Hands of Maria. Regina: E.M.S. Color 17 Min. Cat. 5529. Sponsor: Saskatchewan Education.

Maria Martinez an Indian potter, fashions pottery of superlative quality and personal design using clay which she finds herself. She shapes them using self-designed pieces of wood, polishes slip on to them using specially selected stones, has them decorated using slip and a yucca twig, fires them in a kiln of cedar.

Educational Media Services. I Heard the Owl Call My Name. Regina: E.M.S. Color 78 Min. Cat. 7764. Sponsor: Saskatchewan Education.

Based on the novel of the same title by Margaret Craven, the film relates the story of a young Anglican priest who, unknown to himself, is dying. He is sent to a remote Kwaikiuti village ostensibly to minister to its needs. In reality, he's sent there to learn about life. When he dies, he is a richer person having learned that white man's civilization is not the answer to all men's problems. In addition to the basic plot, the film contains Indian legends, customs and insights into Indian life and problems. Useful in Division IV English (especially Grade 10), Division III English (mythology) and Division IV Social Studies when studying North American Indians.

Educational Media Services. Human Rights. Regina:
E.M.S. Color 24 Min. Cat. K10. Sponsor: SaskMedia.

"Alternatives to Stereotype Attitudes in the Classroom":
Introduces the topics of intolerance, prejudice and
discrimination as traits and behavior founded in
inaccurate assumption, ignorance and stereotype thinking.
Examples are given of instances in the classroom where
bias and prejudice may be passed on, attitudes formed,
behavior influenced. Encourages and suggests how the
educator might avert situations where the child could be
subjected to bias and stereotype thinking (slide-tape).

"They Hear More Than We Say": Deals with bias and
stereotyping in a number of areas of concern (race, sex,
physical capabilities, intellectual/mental capabilities,
social standing, ethnic derivation). Suggestions and
encouragement is given towards dealing with problems in
the context of teaching materials, etc. (slide-tape).

Educational Media Services. Ile-a-la-Crosse. Regina:
E.M.S. 25 Min. Cat. A473. Sponsor: Saskatchewan
Education, From History Highlights Series.

Attempts to show what life was like at the posts around
Ile-a-la-Crosse during the 18th and 19th centuries and how
the rivalry among the fur traders affected the fur trade
business, the lives of the fur traders and the Indians who
were often caught in the middle of the struggle.

Educational Media Services. In Search of the Lost World,
Part I and II. Regina: E.M.S. Color 50 Min. Cat.
7684. Sponsor: Saskatchewan Education.

A highly motivating film depicting the cultural
development of the Omiec, Maya, Aztec and Inca from their
earliest known beginnings to their mysterious demise.
Useful as an introduction to the concept of culture and
shows that cultures developed as needs were fulfilled.
Religion, political systems, education and agriculture are
examined to show their impact on the early American
cultures.

Educational Media Services. Indian Artists of the Southwest. Regina: E.M.S. Color 15 Min. Cat. 6126. Sponsor: Saskatchewan Education.

Illustrates that the arts and crafts of the southwestern Indian tribes reveal their history and traditions. Shows members of various tribes as they utilize the resources from their environment in their crafts. Crafts include: silversmith jewellery, pottery, rugmaking, dollmaking.

Educational Media Services. Indian Cultures From 2000 B.C. to 1500 A.D. Regina: E.M.S. Color 19 Min. Cat. 7446. Sponsor: Saskatchewan Education, From Native People Series.

Covers the cultural development of American Indians in the period 2000 B.C. to A.D. 1500, using geological, archeological, and historic evidence to show the pottery, diversity of housing, language, food, travel and religious ceremonials of these people.

Educational Media Services. Indian Experience After 1500 A.D. Regina: E.M.S. Color 19 Min. Cat. 7445. Sponsor: Saskatchewan Education From Native People Series.

Covers the period of penetration of the North American Continent by Europeans starting in A.D. 1500. Shows the cooperation and trade that first existed between the Indians and Europeans, followed by changes and conflicts that resulted in the dislocation of the Indians and the social, economic, and cultural problems of the Indians today.

Educational Media Services. Indian Languages in Saskatchewan. Regina: E.M.S. Color 26 Min. Cat. A594. Audio Erasure Date: March 27, 1986. Sponsor: Saskatchewan Education, From Western Profiles Series.

The program explains to what extent Indian languages are still spoken in Saskatchewan, the main Indian language groups in Saskatchewan, the importance of Indian languages in oral tradition and the contributions of the Indian language to the English language.

Educational Media Services. Indian Origins, The First 50,000 Years. Regina: E.M.S. Color 18 Min. Cat. 7444.
Sponsor: Saskatchewan Education, From Native People Series.

Hypothesizes how primitive people first came and spread over the North American Continent, from the earliest known evidences through the paleo and archaic periods, up to the development of pottery.

Educational Media Services. Indians of Mexico: The Tarascan. Regina: E.M.S. Color 14 Min. Cat. 6291.
Sponsor: Saskatchewan Education.

Brief history of the Spanish invasion, customs of the Tarascans, their traditions, foods, crops, crafts and farming methods. Useful in Social Studies and Language Arts.

Educational Media Services. Indians of the Plains - Life in the Past. Regina: E.M.S. B & W 11 Min. Cat. 3693.
Sponsor: Saskatchewan Parks & Renewable Resource.

Studies show the Plains Indians existed on the grasslands of the Central United States. Emphasizes their dependence on the buffalo for much of their food, clothing and utensils. Shows examples of Indians' quillwork, dress, drums, beadwork and painting.

Educational Media Services. Iroquoian Pottery by Bill Parker. Regina: E.M.S. Color 18 Min. Cat. 8060.
Sponsor: Saskatchewan Education, From National Indian Arts and Crafts Series.

Bill Parker, who made his home at Golden Lake Reserve, studies the methods and techniques used in making ancient Iroquoian pottery, which enabled him to reconstruct the actual methods used. In the film Bill makes a traditional water jug.

Educational Media Services. Is It Unique? Regina:
E.M.S. Color 15 Min. Cat. V1065. Sponsor: Saskatchewan
Education, From Canadian Inuit Sculpture Series.

Concentrates on those qualities of Inuit sculpture which
make it unique, as a reflection of life style, of
environment, of religious beliefs, and of the availability
of materials.

Educational Media Services. Issues in Native Law.
Regina: E.M.S. Color 51 Min. Cat. V1513. Video
Erasure Date: December 31, 1987. Sponsor: Public Legal
Education Association, From Uplink Series.

Four experts on Native Law discuss treaty rights, Natives
and the Constitution, land claims and Indian status.

Educational Media Services. It's Our Move. Regina:
E.M.S. Color 24 Min. Cat. 7890. Sponsor: Saskatchewan
Education.

Depicts changes which are coming to Indian reserves in
Ontario, mostly on the initiative of the people
themselves, but with the support of the Department of
Indian Affairs. Housing and other construction to
establish modern, well serviced communities, summer-winter
recreation facilities, schools and day-care centres,
training in marketable skills all add up to a new look and
a new optimism.

Educational Media Services. Joe Jacobs: Stone Carver.
Regina: E.M.S. Color 10 Min. Cat. 7434. Sponsor:
Saskatchewan Education.

The artist is shown in the step-by-step process of
producing a stone sculpture. Brings out the unique
character of the artist. Provides an insight into the
method and skill required; stimulates a motivational force
of self-involvement; has historical and ethnological
significance.

Educational Media Services. Ke Cha-Sa A Kao: La Ronge.
Regina: E.M.S. Color 28 Min. Cat. V6558. Sponsor:
Saskatchewan Education, From Communities West Series.

Examines the contrasts that are La Ronge.

Educational Media Services. Kitkatia. Regina: E.M.S.
Color 28 Min. Cat. 7773. Sponsor: Saskatchewan
Education.

Kitkatia is a closed Tsimshian Indian community in B.C. which has developed its own educational programme for its children. The rationale of the programme is that the children must understand themselves and their surroundings before attempting to learn about others. All members of the community who are interested have input into the programme; the material which the students cover in school is especially relevant to them.

Educational Media Services. Legend. Regina: E.M.S.
Color 15 Min. Cat. 5759. Sponsor: SaskMedia.

A story based on a west Canadian Indian legend in which a youth must perform certain feats to win his fair maiden.

Educational Media Services. The Loon's Necklace.
Regina: E.M.S. Color 11 Min. Cat. 877. Sponsor:
Saskatchewan Education.

A charming Indian legend of how the loon, a water bird, received his distinguishing neckband. Authentic ceremonial masks, carved by Indians of British Columbia, portray the Indian's sensitivity to the moods of nature.

Educational Media Services. A Malecite Fancy Basket.
Regina: E.M.S. Color 17 Min. Cat. 7598. Sponsor:
Saskatchewan Education, From National Indian Arts and
Crafts An Introduction Series.

Shows the preparation of materials and the construction of a fancy basket by Veronica and Jim Atwin, Malecite Indians.

Educational Media Services. The Metis: Our New Nation People. Regina: E.M.S. Color 27 Min. Cat. 7406.
Sponsor: Saskatchewan Education, From Western Profiles Series.

Over the past 200 years the Metis people have developed a unique political and cultural heritage, at first partly Indian and partly European but through time distinct from both. In recent years, the Metis have developed a consciousness of this heritage. The program shows some of the history of Metis people living on the prairies, the problems which they faced and the cultural values which they have adopted. The predominantly Metis community of Green Lake, Saskatchewan is shown to reflect some of the culture and lifestyle of the people today. The daily activities of family from the community are traced.

Educational Media Services. A Micmac Scale Basket. Regina: E.M.S. Color 14 Min. Cat. 7436. Sponsor: Saskatchewan Education, From National Indian Arts and Crafts an Introduction Series.

The artists, Rita and Noel Michael, from Shubenacadie, make a traditional scale basket, from the rough log to the finished product.

Educational Media Services. A Moon Mask. Regina: E.M.S. Color 10 Min. Cat. 7597. Sponsor: Saskatchewan Education, From National Indian Arts and Crafts An Introduction Series.

Freda Diesing, a Haida Indian of the eagle clan, carves a moon mask out of alder and decorates the mask with abalone in the film.

Educational Media Services. Native American Myths.
Regina: E.M.S. Color 24 Min. Cat. 7685. Sponsor:
Saskatchewan Education, From The Wild World of Adventure
Series.

A series of animated sections depicts five Indian myths which explain creation, origin of fire, sunlight and the relationship between the sexes. Two Canadian tribes are represented. Each segment is introduced by the Indian narrator. Useful in Grade IX and X Social Studies.

Educational Media Services. Northwest Rebellion 1885.
Regina: E.M.S. Color 22 Min. Cat. 7427. Sponsor:
Saskatchewan Education.

The film, hosted and narrated by Indian and Metis personalities, explores the causes of the 1885 Rebellion. Uses modern setting as well as original photos. Explains the Indian and Metis situation in light of the government's 'needs'. Ends on the note that all Canadians have to live with the legacy of the defeat of the Indians and Metis in 1885. Useful in Grade Eight Social Studies, History 30 and Social Studies 30.

Educational Media Services. North American Indian Legends. Regina: E.M.S. Color 21 Min. Cat. 7366.
Sponsor: Saskatchewan Education.

Presents legends of Indians of different geographical regions of North America which describe tribal traditions, explain natural events, and express values of the people. Applicable in multicultural groups, dramatization, Social Studies, Science (stars) and Art (murals).

Educational Media Services. Northern Focus. Regina:
E.M.S. Color 48 Min. Cat. K75.

This kit contains five programs dealing with the following topics: 1. 'The Rattle' - showing the traditional method of making a rattle out of fish skin. 2. 'Making Birch Syrup' - a program showing the traditional method of making birch syrup in the bush. 3. 'Caribou Hunt at Selwyn Lake' - follows the adventures of a group of school children who go on a caribou hunt. 4. 'Wesakaychak Disobeys' - an Indian folk tale, told with the use of puppets and masks. 5. 'Making Bannock' - how the Indian bread (bannock) is made at home and in the bush.

Educational Media Services. Our Children Are Our Future.
Regina: E.M.S. Color 51 Min. Cat. 8141. Sponsor:
Saskatchewan Social Services.

This film examines the stories behind the statistics: why native children make up such a disproportionate number of children in care, and the resulting devastation for the children, their parents and their communities. It expresses concerns and suggestions for ways to alleviate the problems of these people in the provincial child welfare agencies.

Educational Media Services. Our Totem is the Raven.
Regina: E.M.S. Color 21 Min. Cat. 5275. Sponsor:
Saskatchewan Education.

Dramatizes the ordeal of an Indian boy in his endurance and ritual ascent to manhood. Shows how Indian customs clash with twentieth-century values, by giving some background into the Indian cultural heritage.

Educational Media Services. The Owl and the Lemming.
Regina: E.M.S. Color 6 Min. Cat. 5532. Sponsor:
Saskatchewan Education.

Presents an animated story in which two puppets act out an Eskimo legend in which an owl hunts a lemming because his family needs food. Shows how he is outsmarted by the lemming. Use of accompanying song and voices in Eskimo and narration in English. Suited to Division I interest and Division IV where it would be used in study of Ethnic folklore in Canadian culture.

Educational Media Services. The Owl and the Raven.
Regina: E.M.S. Color 7 Min. Cat. 5700. Sponsor:
SaskMedia.

Presents an Eskimo legend which explains why the raven is black.

Educational Media Services. Paddle to the Sea. Regina:
E.M.S. Color 28 Min. Cat. 4584. Sponsor: Saskatchewan
Education.

A film of a little Indian in a canoe, hand-carved in the northern forest of Ontario and, in the spring, launched toward the sea. There are many adventures, all photographed with great patience and an eye for the beauty of living things. The film gives vivid impressions of Canada's landscape and the life of its waterways.

Educational Media Services. A Pair of Moccasins for Mary Thomas. Regina: E.M.S. Color 15 Min. Cat. 7437.
Sponsor: Saskatchewan Education, From National Indian Arts and Crafts Art Introduction Series.

Mary Thomas, a Shuswap, shows and explains how she first prepares and tans the hide....and then makes a beautiful pair of moccasins for herself.

Educational Media Services. Passing on Tradition.
Regina: E.M.S. Color 15 Min. Cat. V2163. Video Erasure
Date: August 31, 1989. Sponsor: Saskatchewan Education,
From Across Cultures Series.

The video presents the crafts of the Baoules, activities of the Japanese such as the tea ceremony and flower arranging, and the musical talents of the Tarahumara people. The video will interest Division III level students. The subject matter is well presented.

Educational Media Services. The People at Dipper.
Regina: E.M.S. Color 18 Min. Cat. 5793. Sponsor:
SaskMedia.

An anthropological study of life on a small isolated reserve in northern Saskatchewan.

Educational Media Services. A Place for Everything.
Regina: E.M.S. Color 29 Min. Cat. V6461. Sponsor:
Saskatchewan Education, From Indian and Eskimo Art Series.

An explanation of the native philosophy explained and demonstrated through their art.

Educational Media Services. Porcupine Quill Work.
Regina: E.M.S. Color 12 Min. Cat 7596. Sponsor:
Saskatchewan Education, From National Indian Arts and
Crafts An Introduction Series.

Bernadette Pangawish, an Odowa Indian, decorates a box in a traditional geometric design.

Educational Media Services. Prejudice - Hatred or Ignorance. Regina: E.M.S. Color 24 Min. Cat. 7170. Sponsor: Saskatchewan Education From Questions!!! Answers??? Series.

True Son, a white youth captured in infancy and raised by Indians, is forced to return to a new life among white settlers. He is torn by mixed loyalties and the prejudice against him. Explores reasons for prejudice - is it hatred, misunderstanding or ignorance? How can one try to overcome it? Useful in Guidance and English.

Educational Media Services. Providing for Family Needs. Regina: E.M.S. Color 15 Min. Cat. V2160. Video Erasure Date: August 31, 1989. Sponsor: Saskatchewan Education, From Across Cultures Series.

The video shows how the Baoules, Japanese, and Tarahumara live with varying degrees of dependence, independence, and interdependence. The video will interest Division III level students. The subject matter is well presented.

Educational Media Services. The Qu'Appelle. Regina: E.M.S. 26 Min. Cat. A238. Sponsor: Saskatchewan Education, From History Highlights Series.

Documents some of the early history surrounding the Qu'Appelle lakes. In particular, it will dramatize the incidents that led up to the signing of the Treaty #4 and the work of Father Hugenard who, a few years later, assisted the starving Sioux tribe that had moved north to Canada after the battle of the Little Big Horn.

Educational Media Services. Raising The Gilhast Pole. Regina: E.M.S. Color 29 Min. Cat. V6538. Sponsor: SaskMedia, From Communities West Series.

At the reconstructed village of 'Koan near Kispiox' B.C. a revival of native art has occurred in recent years. This program documents the carving and raising of a family/crest pole, as well as the accompanying feast.

Educational Media Services. Religion. Regina: E.M.S. Color 15 Min. Cat. V2162. Video Erasure Date: August 31, 1989. Sponsor: Saskatchewan Education, From Across Cultures Series.

This video views the religious practices of a Japanese family, the Baoules and the Tarahumaras. The video will interest Division III level students. The subject matter is well presented.

Educational Media Services. Saddle Lake: The Last 100 Years. Regina: E.M.S. Color 29 Min. Cat. V271. Sponsor: Saskatchewan Education, From Western Profiles Series.

In the summer of 1976, the Cree of Saddle Lake, Alberta 'celebrated' their survival of one hundred years of post-treaty life. 'Saddle Lake: The Last 100 Years' was a film originally produced to mark the occasion by the Cree. The original sound track was Cree. It has been translated...and the narration is read in English by a member of the Saddle Lake band, now Lieutenant Governor of Alberta, the Hon. Ralph G. Steinhauer.

Educational Media Services. Sea-Spell. Regina: E.M.S. Color 29 Min. Cat. V6462. Sponsor: Saskatchewan Education, From Indian and Eskimo Art Series.

Examines the art of the western coastal region-totem poles, weaving, stone carving, basketry, boat-making, painting and sketching.

Educational Media Services. The Silver Chalice. Regina: E.M.S. Color 10 Min. Cat. 8061. Sponsor: Saskatchewan Education, From National Indian Arts and Crafts Series.

Jeff Gabriel, a Mohawk of the Bear clan is a silversmith of great talent, who draws upon his Iroquoian background to create highly individual art pieces. A three part chalice (cup, stem and base) featuring the 'three sisters', central to many Iroquoian legends is shown in the film. The creation of the stem is highlighted.

Educational Media Services. Sports, Society and Self.
Regina: E.M.S. Color 15 Min. Cat V2168. Video Erasure
Date: August 31, 1989. Sponsor: Saskatchewan Education,
From Across Cultures Series.

The video presents games that are unique to the Tarahumara people, the Japanese, and the Baoule people. The video will interest Division III level students. The subject matter is well presented.

Educational Media Services. SUNTEP: Saskatchewan Urban Native Teacher Education Program. Regina: E.M.S. Color 29 Min. Cat. V1988. Video Erasure Date: August 18, 1988. Sponsor: Saskatchewan Education.

This program is designed to give an insight into the workings and objectives of the Saskatchewan Urban Native Teacher Education Program (Suntep) by showing the three centres in the province, their intake program, classes and resources.

Educational Media Services. Sweet are the Uses of Adversity. Regina: E.M.S. Color 29 Min. Cat. V6463. Sponsor: Saskatchewan Education, From Indian and Eskimo Art Series.

A presentation of the considerable economic importance of prints and drawings, pottery and textiles and soapstone carvings to the Eskimos.

Educational Media Services. Tahtonka Plains Indians Buffalo Culture. Regina: E.M.S. Color 30 Min. Cat. 5636. Sponsor: Saskatchewan Education.

The last days of the great buffalo herds, and the end of the powerful Plains Indian tribes. Tragic episodes in the history of the American west are dramatically re-created in this film.

Educational Media Services. The Tarahumara. Regina: E.M.S. Color 15 Min. Cat. V2158. Video Erasure Date: August 31, 1989. Sponsor: Saskatchewan Education, From Across Cultures Series.

The video introduces one family and their friends living in a remote Tarahumara village. One sees how the Tarahumara Indians of northern Mexico live. The video will interest Division III level students. The subject matter is well presented.

Educational Media Services. This Place: Chipewyan Lakes. Regina: E.M.S. Color 29 Min. Cat. V6605. Sponsor: Saskatchewan Education.

Introduces the viewers to a Cree settlement in northern Alberta where many of the old ways are still followed. The everyday spring and summer activities of individuals representing some 22 families are carefully documented. Minimal emphasis is placed on manifestations of a new life style because the film was made to illustrate as accurately and comprehensively as possible the present as it relates to the past.

Educational Media Services. Tony Hunt, Kwakiutit Artist. Regina: E.M.S. Color 14 Min. Cat. 7599. Sponsor: Saskatchewan Education, From National Indian Arts and Crafts An Introduction Series.

The artist is the grandson of Mungo Martin, a famous West Coast artist, and is steeped in the cultural heritage of his people. The film shows him creating a traditional silver spoon.

Educational Media Services. Treaty Indian Land Entitlements in Saskatchewan. Regina: E.M.S. 28 Min. Cat. V1150 Video Erasure Date: December 15, 1985. Sponsor: Federation of Saskatchewan Indians.

This program explains the history of Indian Land Entitlement, Indian historical land use, it's purpose and where it stands today.

Educational Media Services. Treaty Rights and Land Entitlement. Regina: E.M.S. 26 Min. Cat A513. Audio Erasure Date: October 3, 1985. Sponsor: Saskatchewan Education, From Contemporary Issues in Canada Series.

This program gives an outline of the history of treaties signed by Indians and then by interviews with politicians and various Indian leaders and farmers brings the issues of land entitlement up to date.

Educational Media Services. The Trout Lake Cree. B & W 57 Min. Cat. 5930. Sponsor: Saskatchewan Education.

The filmmaker-anthropologist Gene Gregaret lived with this far-northern Indian community to document its way of life. The Trout Lake Cree live much as they have for generations - without electricity or automobiles, erecting teepees for the summer, subsisting by hunting or fishing. The changes which have occurred because of the whiteman's inroads upon their civilization are also documented.

Educational Media Services. Two Cultures-One Purpose. Regina: E.M.S. Color 29 Min. Cat. V1356. Video Erasure Date: September 18, 1986. Sponsor: Saskatchewan Education.

Indians moving into a city encounter lifestyles and situations far different from those with which they may have been familiar on a reservation. Traditional values and customs, such as the respect for elders, for family life and traditions, the sharing of work and play, must, of necessity, be adapted to the urban setting. Many professions are available to Indians, but education is realized to be the key to the future. Indians in an urban environment suffer from a variety of public misconceptions about their circumstances and it is therefore necessary to understand the situation fully before evaluating it.

Educational Media Services. A Visit to Wild Rice Country. Regina: E.M.S. Color 10 Min. Cat. 7454.
Sponsor: Saskatchewan Education.

Shows Chippewa Indians harvesting wild rice and preparing the grain for use as they have done for a thousand years. Shows the care taken to protect the grain not ready for the final harvest. Describes how the rice crop is harvested with modern machinery and how machinery must be equipped to suit the marsh environment in the Great Lakes Region where wild rice grows. Useful in Social Studies and Conservation.

Educational Media Services. We Remember Parts I and II. Regina: E.M.S. Color 60 Min. Cat. 8177. Sponsor: Saskatchewan Education.

Presentation of the land claims question from the native point of view, especially that of the Dene Mackenzie Valley. Part I includes Dene memories of the 'old days' (pre-1920), the traditional ways of living off the land and the changes which came with the trading posts, guns, radios, electricity and airplanes. Part II deals with prospectors, oil developments at Norman Wells and treatment of natives by whites, treaty negotiations as remembered by native elders and the influx of white settlers with their diseases, liquor and schools. The film ends showing native teachers in native schools.

Educational Media Services. Who Were the Ones? Regina: E.M.S. Color 7 Min. Cat. 5698. Sponsor: SaskMedia.

Presents a song of protest written by three young Canadian Indians which gives their view of North American history and of the problems of today.

Educational Media Services. Wooden Flowers of Nova Scotia. Regina: E.M.S. Color 14 Min. Cat. 8062.
Sponsor: Saskatchewan Education, From National Indian Arts and Crafts Series.

Matilda Paul, a Micmac Indian, learned to make wooden flowers from her aunt. Using poplar wood shavings left over from basket making, life-like flowers of exceptional color and beauty are made. Making wooden flowers is not a traditional Micmac Indian art form, but the film demonstrates how an Indian woman can create something beautiful just on an impulse.

Indian and Northern Affairs Canada. On Film.
QS-6009-000-BB-A1 1984 113 pp.

A list with brief descriptions of films available on loan from the department.

Saskatchewan Education. The Flower Beadwork People (Kit). Regina, Saskatchewan: Community Education Branch, 1985.

This curriculum package contains two children's books which examine the social, historical and cultural lives of the Metis. A read-a-long tape, poster and Teacher's Guide are also included. Aimed at Division I-II level. Tape is narrated by Winston Wuttunee.

Storytellers Production Ltd. Tales of Wesakechak (13 part series: various titles). Regina, Saskatchewan: Storytellers Production Ltd., 1985.

Cree legends featuring the character known as Wesakechak. Animated series of 13. Accompanied by Teacher's Activity Handbook. Suitable for Divisions I and II.

Section IV: Student Resource Materials

Ahenakew, Beth and Hardlotte, Sam. Cree Legends.
Saskatoon, Sask: Sask. Indian Cultural College.

These stories deal with a character recurring in Cree legends, Wesakechak. Through these stories we learn how animals, birds and plants come to have their present colour and form. Suitable for ages 8-14.

Bear, Gail. Ki-ihkin Colouring Book. Saskatoon,
Saskatchewan: Sask. Indian Cultural College.

This is a colouring book with a difference. The past lifestyle of the Plains Cree is depicted with simple pictures with an explanation of the events or happenings that occurred seasonably. Suitable for ages 6-12.

Bear, Gail. Learning About the Indian Reserve.
Saskatoon, Sk: Sask. Indian Cultural College.

Contains information for teaching about the reserve as a community for Div. I, Year 2. Also contains information about all the reserves and bands in Saskatchewan.

Bear, Gail. The Indian Family. Saskatoon, Sk: Sask.
Indian Cultural College.

This is a guide containing strategies thoroughly modified for the teacher of Indian children in Division I, Year I. It is useful for non-Indian students as well. Appropriate reference and resource materials are listed for each unit.

Bear, Judy. The Legend of Big Bear, Little Bear and the Stars. Saskatoon, Sk: Sask. Indian Cultural College.

The legend of the formation of the "Little Dipper" and the "Big Dipper" comes alive in this story of how Little Bear seeks the mystery of why there are two moons and no stars in the sky. Suitable for ages 12-14. Also includes Cree syllabics.

Beavon, Daphne, "Odjig". Legends of Nanabush. 10 volumes, Toronto: Ginn Publishers, 1971.

Each volume contains a different legend of Nanabush. Suitable for Divisions I and II.

Benedict, Rebecca & Wahl, Charls. St. Regis Reserve. Don Mills, Ontario: Fitzhenry & Whiteside Limited, 1976.

This is an excellent resource for teaching and learning about an Indian (Mohawk) reserve in a contemporary setting. Authentically illustrated utilizing photos and maps. Highly recommended for use in Division II, with teacher assistance this is also useful for Division I.

Bird, Glenda. Mother of Indians. Regina, Saskatchewan: I.O.D.E. Provincial Chapter & Provincial Library, 1985.

This is the story of a girl named Aupsesit Upsimooshoosh ("little dear") who was chosen by the Great Spirit as the Mother of the Indian people. She was chosen because of her wisdom and kind ways. Teacher may have to assist Division I students with pronunciation of Cree names contained in the story. Also in Cree and Cree syllabics illustrated.

Bird, Glenda. Our Four Seasons. Saskatoon, Sk: Sask. Indian Cultural College.

This is the legend of how we have come to have four seasons in a year. Suitable for ages 6-12.

Bird, Glenda. The Great Eagle Dancer. Saskatoon, Sk: Sask. Indian Cultural College.

The Great Eagle Dancer was the Medicine Man of the Indian people. He was with his people to guide and help in every way until the next Eagle Dancer took his place. Suitable for ages 6-12.

MATERIALS EVALUATION FORM

TITLE _____ EVALUATED BY _____
 PRODUCER _____ SUBJECT AREA _____
 LENGTH _____ COST _____ DATE EVALUATED _____ 19____
 TYPE _____ APPROVED BY _____

- | | | | |
|-----------------------------------------------------------------------------------------|-----------------------|-----------------------|--------------------------|
| 1. CORRELATION WITH CURRICULUM | <u>Good</u> | <u>Fair</u> | <u>Poor</u> |
| 2. AUTHENTICITY AND ACCURACY | <u>Accurate</u> | <u>Generally True</u> | <u>Misleading</u> |
| 3. ORGANIZATION
(Does it tell the story simply and effectively?) | <u>Well Organized</u> | <u>Fair</u> | <u>Not Organized</u> |
| 5. DOES IT EFFECTIVELY DEVELOP CONCEPTS THAT ARE DIFFICULT TO GET ACROSS IN OTHER WAYS? | <u>Very effective</u> | <u>Uncertain</u> | <u>Other methods bet</u> |
| 6. ARE THE PICTURES GOOD; CLEAR; EFFECTIVE? | <u>Good</u> | <u>Fair</u> | <u>Poor</u> |
| 7. IS THE SOUND GOOD? | <u>Good</u> | <u>Fair</u> | <u>Poor</u> |

8. IN WHAT SUBJECT AREAS WOULD YOU RECOMMEND USE OF THIS MATERIAL? _____

9. CHECK THE APPROPRIATE GRADE LEVELS FOR WHICH MATERIAL IS ADAPTED. DOUBLE CHECK FOR MOST APPROPRIATE GRADE

Primary _____ Elementary _____ Junior High _____
 Senior High _____ College _____ Adult _____

10. CHECK PURCHASE RECOMMENDATION

- _____ VALUABLE ADDITION TO THE COLLECTION. PURCHASE IMMEDIATELY.
 _____ DESIRABLE BUT NOT NECESSARY FOR THE COLLECTION. ORDER AFTER FEBRUARY 1 ONLY IF MONEY IS AVAILABLE FOR PRIORITIES 1 & 2.
 _____ DO NOT PURCHASE FOR OUR SUBJECT AREA.

11. COMMENTS:

CHECKLIST FOR SEXUAL BIAS AND CONTENT EVALUATION*

Language

	YES	NO
1. Is the generic <u>he</u> used to include both males and females when sex is unspecified (e.g., the carpenter...he...)?	_____	_____
2. Is the generic <u>she</u> used where the antecedent is stereotypically female (e.g., the housekeeper...she...)?	_____	_____
3. Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?	_____	_____
4. When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?	_____	_____
5. Are occupational titles used with <u>man</u> as the suffix (e.g., chairman, businessman)?	_____	_____
6. When a woman or man holds a non-traditional job, is there unnecessary focus on the person's sex (e.g., the woman doctor, the male nurse)?	_____	_____
7. Are non-parallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Gandhi)?	_____	_____
8. Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?	_____	_____
9. Are women described in terms of their appearance or marital and family status, while men are described in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meir, mother of two)?	_____	_____

*Reprinted from Manual for Evaluating Content of Classroom Instructional Materials for Bilingual-Multicultural Education. San Diego, Calif.: San Diego State University, School of Education, Institute for Cultural Pluralism, 1978.

- | | YES | NO |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|
| 10. Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)? | _____ | _____ |
| 11. Does a material use sex-fair language initially and then slip into the use of the generic <u>he</u> (e.g., a worker may have union dues deducted from his pay)? | _____ | _____ |
| 12. Is the issue of sexual equality diminished by lumping the problems of women, 51% of the population, with those of minorities (e.g., equal attention will be given to the rights of the handicapped, blacks and women)? | _____ | _____ |

COMMENTS: _____

Roles (occupational/social)

- | | YES | NO |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|
| 1. Are all occupations presented as appropriate to qualified persons of either sex? | _____ | _____ |
| 2. Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary--female; construction worker, plumber--male)? | _____ | _____ |
| 3. Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)? | _____ | _____ |
| 4. Is the wife presented as needing permission from her husband in order to work (e.g., higher income tax bracket)? | _____ | _____ |
| 5. Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal Friday" will be female? | _____ | _____ |

- 6. In addition to professional responsibilities, is it assumed that women will also have house-keeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)? ___ ___
- 7. Is tokenism apparent, an occasional reference to women or men in nontraditional jobs, while the greatest proportion of the material remains job-stereotyped (e.g., one female plumber, one black woman electrician)? ___ ___
- 8. Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)? ___ ___
- 9. Are only females shown as passive and inept? ___ ___
- 10. Are only females shown as lacking in desire to assume responsibility (e.g., she was delighted to have risen to be "head secretary")? ___ ___
- 11. Are only females shown as emotional (e.g., the secretary cried easily and was very thin-skinned)? ___ ___

COMMENTS: _____

Omissions

- | | YES | NO |
|-----------------------------------------------------------------------------------------------------------|-----|-----|
| 1. Does the text deal with the increasing movement of both men and women into nontraditional occupations? | ___ | ___ |
| 2. In historical and biographical references, are women adequately acknowledged for their achievements? | ___ | ___ |

YES NO

3. Are quotes and anecdotes from women in history and from important living women used as frequently as those from men? ____ ____
4. Is there acknowledgment of the limitations placed on women in the past (e.g., women couldn't attach their names to literature, music, inventions, etc.)? ____ ____
5. Are women identified by their husbands' names (e.g., Mme. Pierre Curie, Mrs. F. D. Roosevelt)? ____ ____
6. When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted? ____ ____

COMMENTS: _____

Physical Appearance

YES NO

1. Are females described in terms of their physical appearance, and men in terms of accomplishments or character? ____ ____
2. Is grooming advice focused only on females and presented as a factor in being hired (e.g., advice to secretaries--"Proper girdles to firm buttocks")? ____ ____
3. Is a smiling face considered advisable only for a woman in many occupations? ____ ____
4. Are only men presented or described in terms of accomplishment or character rather than appearance? ____ ____
5. Are only men presented as rarely concerned with clothing and hairstyle? ____ ____

	YES	NO
6. Are men shown as taller and more vigorous, women as smaller and more fragile?	_____	_____
7. Are women presented as more adroit with a typewriter than a saw?	_____	_____
8. Are men presented as dexterous and at ease with tools and machines and baffled when confronted with a filing cabinet?	_____	_____

COMMENTS: _____

Audio/Visual Materials

	YES	NO
1. Are male voices used consistently to narrate audio material?	_____	_____
2. Are female voices used only when dealing with traditionally female occupations, such as child care?	_____	_____
3. Do illustrations of males outnumber those of females?	_____	_____
4. Do the illustrations represent mainly young, attractive and preferred-body types both in composite pictures as well as in the body of the material?	_____	_____
5. Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?	_____	_____
6. Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?	_____	_____
7. Are women shown caring for the home and children while men earn the income?	_____	_____

- | | YES | NO |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| 8. When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped? | ___ | ___ |
| 9. Are women and men commonly drawn in stereotyped body postures and sizes, with females shown as consistently smaller, overshadowed, or shown as background figures? | ___ | ___ |
| 10. Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males? | ___ | ___ |
| 11. Are women frequently illustrated as the cliché dumb broad or child-woman? | ___ | ___ |
| 12. Are graphs and charts biased, using stereotyped stick figures? | ___ | ___ |
| 13. Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair? | ___ | ___ |
| 14. Are bosses, executives and leaders pictured as males? | ___ | ___ |
| 15. Is only an occasional token woman pictured as a leader or in a nonstereotyped role? | ___ | ___ |
| 16. Has the illustrator missed opportunities to present sex-fair images? | ___ | ___ |

COMMENTS: _____
