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ABSTRACT

The annotated listing contains 314 summaries of films on physical education and recreation for handicapped persons. Entries include title, length, availability information, and a brief description. It is explained that the document is an expansion of a 1973 publication. Contents are indexed according to specific areas of interests. (CL)

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ANNOTATED LISTING OF FILMS
PHYSICAL EDUCATION AND RECREATION
FOR IMPAIRED, DISABLED, AND
HANDICAPPED PERSONS: SECOND EDITION

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May 1976

INFORMATION AND RESEARCH UTILIZATION CENTER
IN PHYSICAL EDUCATION AND RECREATION FOR
THE HANDICAPPED

Sponsored by

American Alliance for Health, Physical
Education, and Recreation
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

A Project of

U. S. Department of Health, Education, and
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American Alliance for Health, Physical Education, and Recreation
1201 Sixteenth Street, N.W., Washington, D.C. 20036

INTRODUCTION

This is the third compilation of a publication dealing with audiovisual materials for impaired, disabled, and handicapped persons developed through various projects sponsored by the American Alliance for Health, Physical Education, and Recreation. The first, produced and distributed in 1966 by the Project on Recreation and Fitness for the Mentally Retarded, dealt entirely with films on physical education and recreation programs involving mentally retarded persons. In May 1973, Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC) developed and distributed the first Annotated Listing of Films on Physical Education and Recreation for Impaired, Disabled, and Handicapped Persons. This is an update and expansion of the 1973 publication. An additional 191 entries supplement 123 listings included in the 1973 publication; a total of 314 listings are included in this publication.

Inclusions from several related and ancillary areas have been added to this edition of the publication. Films and media presentations about specific handicapping conditions, driver education and training, transportation and mobility concerns, and health topics are included. Appropriate films and relevant media not specifically designed for persons who work with impaired, disabled, or handicapped persons are again included. With current emphasis on normalization, least restrictive environments, and mainstreaming designed to include individuals in regular programs and activities regardless of type or severity of handicapping conditions, this type inclusion is imperative. Many activities and approaches shown, concepts stressed, and lessons taught are applicable to and useful for personnel who work with special groups in regular or special settings. Films marked with an * are not specifically for or with individuals having any identifiable handicapping condition. Those marked with ** have been designed for and/or can be used with participants themselves.

This publication is more than a listing or summary of audiovisual materials and media presentations. Each summary has implications and applications for programs; concepts are presented along with helpful information and appropriate factual data. Contents provide educational information and materials to deal with issues, problems, priorities, and other factors of concern to personnel in the field. In reviewing summaries for films and related materials each reader should be able to glean additional, relevant, and appropriate information and factual data about areas of interest.

Each film or media presentation is appropriate for specific audiences or groups. Professional persons who deal with impaired, disabled, and handicapped persons, physical educators in general, adapted specialists in particular, community and therapeutic recreation personnel, general and special educators, volunteers, parents, and the general public will all find these films informative, interesting, educational, and useful. Many films are appropriate for viewing by classes in medicine, nursing, psychology, social work, and for clergymen. Others are useful for those involved in the public or mental health fields or in welfare and rehabilitation work. Some can be used with high school classes and during career days or college nights. Films can be used in programs or film theatres at conferences, conventions, workshops, clinics, institutes, seminars, orientation sessions, inservice and preservice programs.

Because of focus and direction of specific films and individual differences of persons involved in various fields that serve impaired, disabled, and handicapped persons, *each film must be previewed before use.* No single film or media presentation will be helpful or satisfactory for everyone. Those which are appropriate for some will not meet needs of others. That which appeals to one will not appeal to another; effective approaches for some will be ineffective for others. Films cannot be selected and used on the basis of titles, broad generalizations, and generic categorical labels. Films must zero-in on characteristics, traits, abilities, and limitations of participants in specific programs, and of personnel who view them to help improve services to impaired, disabled, and handicapped persons. Basic principles and rationale for which specific activities and approaches are developed must be adapted and applied to other situations and circumstances-- *those which specifically confront the viewer--* to obtain greater value from each film.

Questions about borrowing, renting, or purchasing specific films or media presentations should be directed to the organization or distributor listed for each item. Information about costs for purchase and/or rental is not provided for all listings; this information was not available for all materials reviewed. *Every inclusion in this guide has been personally previewed by at least one IRUC staff member.* Accuracy of information about sources and availability was verified for new entries; no changes have been made in listings from the 1973 publication.

Contents have been indexed so that users can more easily and readily locate films and media presentations related to specific areas of interest. The first 123 summaries are taken verbatim from the 1973 guide; others have been added at this time. The index (pp. 115 - 118) presents key descriptors listed alphabetically; specific films and media presentations are listed sequentially for each descriptor.

Additional sources of films and other audiovisual materials are included so interested readers can obtain information about other aspects of programing in these areas for impaired, disabled, and handicapped persons. University, regional, state, and local audiovisual or materials centers, information systems, commercial and semi-commercial distributors, local libraries, and public health agencies are helpful in providing information about materials of this type. Organizations and agencies such as National Association for Retarded Citizens, United Cerebral Palsy Associations, Association for Children with Learning Disabilities, National Foundation, and American Foundation for the Blind can be very helpful, and are extremely cooperative in helping interested persons obtain films, other materials and/or information related to specific handicapping conditions.

This publication represents another project to which different people contributed. Sue Grosse, Physical Education Instructor, J.F. Gaenslen School, Milwaukee, Wisconsin, planned and developed the 1973 publication; personnel from various centers and different media distributors provided preview prints for review by IRUC staff; personnel in the field sent information about their materials and those they had seen. Readers are encouraged to send information about materials dealing with these areas to: Director, Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC), c/o AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036. Updates of this guide will be distributed in the form of abstracts through other IRUC plans, programs and projects. Contact IRUC for additional information about these plans and activities.

ANNOTATED LISTING OF FILMS
ON
PHYSICAL EDUCATION AND RECREATION FOR
IMPAIRED, DISABLED and HANDICAPPED PERSONS

1. A Dream to Grow On (16mm, sound, color, 28 minutes).
Bone Film Service, 3132 M Street, N.W., Washington, D.C.

This film, narrated by former Olympic decathlon champion Rafer Johnson, shows 1,000 mentally retarded children running, jumping, swimming, and competing in other events in the 1968 Special Olympics in Chicago. It suggests that what happened in Chicago can occur all over the country as other communities become involved in Special Olympics programs. By showing retarded children in action, the film provides a better understanding of the potential growth of mentally retarded children. It emphasizes that when these children receive training, help, and understanding, and when they have opportunities to compete with other youngsters at the same level of ability, they can derive the same benefits from play and participation in sports as their nonretarded peers. The action unfolds in a wide range of athletic events--50 and 300-yard dashes, high jump, standing long jump, softball throw, gymnastics, trampoline, floor hockey, swimming, basketball, and football, along with the pageantry of the first Special Olympics.

2. A Time to Move (16mm, sound, black/white, 30 minutes).
Early Childhood Productions, Box 352, Charsworth, California 91311.

This film focuses on the meaning of movement for three and four year old children. Movement is the first and deepest language of a child for its own sake and for what it achieves. Every skill shown consists of a group of coordinated simple skills. This was filmed at the University of California at Los Angeles Laboratory School.

3. Aids for Teaching the Mentally Retarded (16mm, sound, color, 38 1/2 minutes).
Thorne Films, Inc., 1229 University Avenue, Boulder, Colorado. (Available as one film or five separate ones.)

This series was developed to help fill deficiencies of resources available for in-service training in the field of mental retardation. The films were taken at Laradon Hall School for Exceptional Children, Denver, Colorado, to show a functional teaching approach that stresses gradual instruction, transition from one activity to another, and initial object-orientation from which abstraction may follow. Scenes show that trainable persons (IQ 25-50) can learn through a series of concrete, object-oriented retarded activities. Various mechanical devices used in this program to develop motor, sensory-perceptual and integrated motor-perceptual skills are unique in their application, but not in their availability. Many are being made by retarded persons in sheltered workshops. Construction often requires only basic knowledge of wood working, some inexpensive lumber, and paint.

Motor Training (Phase A, 11 minutes).

Shows how unique devices and exercises stimulate the passive child, to initiate activities and help him understand cause and effect relationships. The crawling maze, stepping ladder, table swing, balance beam, and swimming tables are designed to improve locomotion, coordination, spatial orientation, and balance. Climbing obstacles, sinking tires, and off-centered tires introduce each child to a variety of sensations and experiences through which he may increase motor control and gain awareness of his body and what it can perform.

Initial Perceptual Training (Phase B, 7 1/2 minutes).

Illustrates activities involving various sensory areas to help improve perceptual skills. In matching cards, nuts and bolts, sound and weight boxes, a child learns to discriminate with respect to sight, touch, weight, and sound. Arranging colored nails on a painted board or aligning movable discs of a pattern column, help students develop manual dexterity and improve their hand-eye coordination.

Advanced Perceptual Training (Phase C, 9 minutes).

Building upon previous activities, new experiences that help each student make decisions and draw conclusions are shown. The child learns to manipulate such devices as the slot box and electric maze, which are adjusted to his level of dexterity and can be altered to challenge his increasing skill. The ferris wheel and jumping peg provide friendly competition among students and encourage rapid decision making. Counting pans teach quantitative relationships between numbers and objects. Number columns enable students to solve arithmetic problems of increasing difficulty.

Integrated Motor-Perceptual Training (Phase D, 6 minutes).

Emphasizes activities that integrate movement and perception. Shows specific values of activities noted below: hop scotch requires concentration and muscle coordination; roller skating promotes an awareness of the body and its capabilities; folk dancing teaches social courtesies and consideration for others; singing develops a sense of rhythm and improves auditory acuity; varied craft activities often provide clues to vocational aptitudes that can be developed by further training. Completed craft articles provide the student with tangible and satisfying evidence of his accomplishments.

Sheltered Workshop (Phase E, 5 minutes).

Shows how actual work experiences adjusted to levels of ability are offered to students in the training phase of the sheltered workshop program. Working on a sub-contract basis, they process products used by consumers. The work is divided into simplified steps that

can be mastered by the students. The operation is facilitated by the use of specially designed guiding devices. Proceeds are divided among trainees who enjoy being useful and productive wage earners.

4. And a Time to Dance (16mm, sound, black/white, 10 minutes). Commonwealth Mental Health Foundation, 4 Marlboro Road, Lexington, Massachusetts 02173.

Shows Norma Canner, one of the earliest dancers to use creative movement with children. In this film she works with two classes of retarded children--one class in an institution, one in a community nursery.

5. And So They Move (16mm, sound, black/white, 19 minutes). Audio-Visual Center, Michigan State University, East Lansing, Michigan 48824.

Although this film deals with the application of movement to the physically handicapped, the rationale, activities, methods, and procedures are appropriate for mentally retarded of all functional levels. As each individual moves in his own way, he develops greater awareness of himself, struggles to succeed, and develops a feeling of adequacy. Children are encouraged to extend themselves in purposeful and enjoyable movement. They become better able to relate to one another, create their own play environment, enjoy trying, and thrill to the adventure of exploration. Much of the program is built around improvised equipment--boxes, blocks, hoops, ropes, and benches--innovative indoor obstacle courses, and creative use of conventional playground equipment.

6. An Assembly Program in Physical Education by EMR Children (16mm, silent, color, 10 minutes). Ridley School District, Folsom, Pennsylvania 19033.

Warm-up exercises, tumbling, stunts, apparatus, Indian Club activities, and ball routines are performed by educable mentally retarded children for public school assembly program. The performance is well received by an audience of normal children. It should help to dispel some fears about what retarded children can and cannot do.

7. Animal Capers for Fun and Fitness (16mm, sound, color, 12 minutes).* Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

This film is intended to supplement a unit on animals. Children are shown making animal head pieces and then wearing them while they try to move like animals.

8. Anne Arundel County Special Olympics (16mm, sound, color, 12 minutes). 10621 Fable Row, Columbia, Maryland

Special Olympics Day at the United States Naval Academy, Annapolis, Maryland, features mentally retarded and physically handicapped children and young people competing in various track and field activities.

9. Anyone Can (16mm, sound, color 27 minutes).
Bradley Wright Films 309 North Duane Avenue, San Gabriel, California, or
California Association for Neurologically Handicapped Children, 6472 Will
Rogers Street, Los Angeles, California.

Additional insight is provided for physical development programs for educationally handicapped children. While primarily a teacher training aid, this film can be used as a guide by parents and persons involved in recreation or institutional programs. A variety of creative and innovative activities and approaches are demonstrated for each of four training components: rope-handling skills; ball-handling techniques; the stegel and its multiple uses; and trampoline activities. Emphasis is on problem-solving approaches, in which each child is encouraged to think and concentrate upon the tasks at hand.

10. Arts and Crafts for the Slow Learner (16mm, sound, black/white, 26 minutes).
SWS Educational Films, 3031 Kallin Avenue, Long Beach, California.

Values and contributions of arts and crafts to the total development--physical, social, emotional, and mental--of slow-learners and mentally retarded children are emphasized. Students in public schools--8-11, 12-14, and 15-18 years of age--participate in numerous arts and crafts activities including paper mache, finger painting, wet chalk drawing, potato carving, knitting, glass painting; bead stringing, wood burning, leather craft, copper tooling, clay sculpture, and loom weaving. Many projects shown are done with free or inexpensive materials and are correlated with different academic areas.

11. Automated Devices (16mm, sound, color, 15 minutes).
Warren Johnson, College of Health, Physical Education, and Recreation,
Preinkert Field House, University of Maryland, College Park, Maryland.

Shows several pieces of apparatus developed specifically to motivate children with various physical/motor problems, deficiencies, and difficulties. Apparatus include: Follow Me Balance Beam--lights come on to reinforce success as child moves along the beam; Walk Trainer--sound and light feedback are given to a youngster when he executes correct movements; Multi-purpose Rebound Box--light after each successful response stimulates the individual to continue to the next task; Walking Posture Training--channels or wires are used to assist a child in making appropriate movements; Crawl Trainer--pictures and similar devices are used to encourage a youngster to crawl.

12. Basic Ball Dribbling (16mm, sound, color, 10 minutes).*
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington
98102.

Shows a variety of ball handling activities designed to improve skills and to develop perceptual-motor abilities. Music and verbal directions are used to direct activities.

13. Basic Movement; Movement Awareness; Manipulative Skills; Functional Fitness (Super 8mm, silent, color, loop film cartridges).
Ealing Productions, 2225 Massachusetts Avenue, Cambridge, Massachusetts 02140.

A series of 24 loop films, each three to four minutes long, depicts kindergarden to second grade children in action, to show children and teachers a wide variety of activities and equipment with an entire class participating at one time. Problem-solving approaches are used throughout. Basic Manipulative Activities include yarns, balls, hoops, ropes, and wands, rolling and fielding, foot-dribbling and kicking, bouncing, hand-dribbling and catching, volleying, hitting, and throwing and catching; Functional Fitness includes balance, arms and abdominal strength, leg strength, flexibility, agility, and coordination.

14. Beginnings--A Film About Play (16mm, sound, color, 14 minutes).
Toy Manufacturers of America and distributed through Modern Talking Picture Service, Room 107, 2000 L Street, N.W., Washington, D.C. 20036.

Shows and discusses children through studies of play. Play is treated as learning of the highest order; all play is approached as educational, developmental, and creative. Too often adults fail to view things from the child's constantly changing vantage point and consequently don't recognize various types and levels of play: physical/motor, sensory/creative/exploratory, artistic/creative problem solving, intellectual, fantasy/dramatic play, and organized games. Each type of play is essential and should be encouraged, stimulated, and promoted. Emphasis in play is upon the individual since every child develops at his own rate. Therefore it is important for the teacher to join in the experience and play with the child, not have him play with the teacher. Important reminders when playing with a child include: give him attention, enrich his play experience, add complexity slowly, let the child develop at his own pace, and encourage him to explore in his own way. Play is rewarding to all involved since it provides first hand experience and opportunities while education is second hand. Principles discussed apply to all children.

15. Bob and His Friends on the Playground (16mm, sound, color, 5 minutes).
Educational Materials Distributors, Weslaco, Texas 78596.

Desirable play concepts and practices are developed in a special elementary-level classroom by educable mentally retarded children. A young boy and his classmates are shown exercising, playing games, and participating in various sports.

16. Bright Boy-Bad Scholar (16mm, sound, black/white, 25 minutes).
Contemporary Films, 267 West 25th Street, New York, New York 10001.

Theory and practice, involved in the Program of The Learning Clinic, Montreal (Canada) Children's Hospital is discussed by Dr. Sam Rabinowitz. Emphasis is on the variety of skills and abilities necessary to learn and

the many facets that make-up the intelligence of an individual. Shape discrimination, eye mobility, and left-right relationships are discussed in terms of their importance in learning to read; physical coordination is shown to be basic in learning to write. Simple tasks combining perception, interpretation, and action are shown as teacher and parent try to focus on what the child can do as well as what he can't do. The young child thinks with his muscles through movement and activity so that clumsiness, awkwardness, and lack of coordination are in reality weaknesses in thinking. The child must experience success since--emphasis is on ability--not disability.

17. Building Children's Personalities with Creative Dancing (16mm, sound, color, black/white, 30 minutes).*

Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood, California.

Through creative dance, children are led through various activities that stimulate self-expression. The teacher's role in setting the climate for this learning experience is clearly demonstrated. Children are eager to dance but like most youngsters are embarrassed and tense. To help them overcome their inhibitions about dancing in a creative fashion, the teacher guides them through basic movements, praises them to build their confidence, and stimulates their imaginations with vivid word pictures. Children reveal deeper feelings, stamping, whirling, and leaping to express themselves, each in his own individual ways. Many of the approaches and techniques demonstrated are appropriate and applicable for mentally retarded children.

18. Camp Friendship (16mm, sound, color, 13 minutes).
Minnesota Association for Retarded Children, 6315 Penn Avenue South,
Minneapolis, Minnesota 55423.

Shows activities and programs conducted at a residential camp for mentally retarded children and adults owned and operated by the Minnesota Association for Retarded Children, Inc..

19. Camp Towhee (16mm, sound, black/white, 28 minutes).
Mrs. Doreen Kronick, 306 Warren Street, Toronto, Ontario, Canada.

This film shows activities at a camp for children with learning disabilities. Illustrated are a multisensory approach for language problems, gross motor activities, perceptual activities, fine motor skill activities, swimming, and group recreation. Also included is a section on parent involvement and a studio discussion with Dr. Marvin Goodman.

20. Cast No Shadow (16mm, sound, color, 27 minutes).
Professional Arts, Inc., Box 8484, Universal City, California.

This unique and dramatic film vividly depicts a wide range of recreation activities for severely and profoundly mentally retarded, physically handicapped, multihandicapped, and emotionally disturbed.

children, teens, and adults at the Recreation Center for the Handicapped (San Francisco, California). Emphasis is on values of recreation and its effects upon lives of handicapped persons as an integral part of their total learning experiences and social development. Equally, it is about handicapped individuals, ages 2 to 85, as people. Enthusiasm, satisfaction, and enjoyment are shown on their faces as they participate in a variety of activities from snow skiing at Squaw Valley's Olympic Village to wheelchair surfing in the Pacific Ocean. Recreation Center for the Handicapped (#85 p.28) depicts this same program.

21. The Caswell Story (16mm, sound, color, 20 minutes).
Caswell Center, Goldsboro Highway, Kinston, North Carolina 28501.

Life at Caswell Center is described. Living areas, facilities such as the library, medical department, school and chapel; activities such as therapy, home economics, music, physical activities, and social events, and prevocational and vocational training are all shown. Many aspects of living at Caswell are shown in this brief overview of the Center.

22. Challenge: A Camp for All Seasons (16mm, sound, color, 12 minutes).
Easter Seal Society of Florida, 231 East Colonial Drive, Orlando, Florida 32801.

Camp Challenge is a recreation and rehabilitation facility in central Florida supported by the Easter Seal Society of Florida; its program is designed to challenge both children and adults with a variety of impairments and disabilities. A general camp program routine is followed for two-week sessions which provide opportunities for each camper to participate in many activities--arts and crafts, nature, aquatics, small craft, fishing, dancing, archery, bowling, and other recreational sports. The therapeutic design of the swimming pool affords multiple use; wooded and play areas complement nature and outdoor activities; an artificial lake creates opportunities for experiences in small craft and fishing; buildings are functional as well as aesthetic. A highlight of each session is a colorful Olympics in which all campers participate enthusiastically in competitive events by skill and ability levels. Emphasis is on personal concern for campers through a great deal of individual and group contact and interaction. Another feature of the camp is a Center for Learning and Training in which parents are actively involved with specialists in speech, hearing, and vision. A special camp session is held for stroke victims. Training implications for medical, paramedical, professional, and volunteer personnel are evident and mentioned; however, there is no elaboration on such program opportunities. The film presents camp facilities, shows campers in activities, and depicts a general overview of camp management and support, that will be useful for promotional purposes and general audiences.

23. Changing Expressions (16mm, sound, color, 20 minutes).
Education Service Center, Region XIII, 816 East 53rd Street, Austin, Texas 78751.

This film is concerned with evaluation and teaching methods used in.

the Title III, ESEA federally supported research grant, Functional Concepts in Physical Education for Mental Retardates, at Austin State School (Texas). It shows how teaching is specifically planned by breaking down activities into small units that can be handled by the participant. Emphasis is on conducting a flexible physical education program and on developing each participant's personality through interaction, competition, and successful experiences. An earlier film developed in this project is entitled Patterns (#72 p.24).

24. Children Dance (16mm, sound, black/white, 14 minutes).*
University of California, Extension Media Center, Berkeley, California 94720.

Participants from kindergarden to third grade classrooms are shown in an unrehearsed dance session, as part of the regular curriculum in a pilot program in Washington, D.C. Children explore space, time, and force through dance improvisations. The film is designed for dancers and teachers who want to introduce dance in the classroom.

25. Children's Physical Developmental Clinic (16mm, sound, black/white, 27 minutes).
Warren Johnson, College of Health, Physical Education, and Recreation, Preinkert Field House, University of Maryland, College Park, Maryland.

Shows a typical Saturday at the Children's Physical Developmental Clinic, University of Maryland. Discusses clinic population--youngsters with a variety of physical, mental, emotional, and social problems, difficulties, and deficiencies; the clinicians who serve the youngsters--undergraduate and graduate students at the University; and philosophy and operation of the Clinic itself. Children are shown participating in a variety of physical/motor activities designed to help them make friends with themselves and to assist them in sculpturing whole new selves; clinicians are described as catalysts in this process. Pre- and post-clinic sessions are shown as staff and clinicians plan the day and evaluate progress of specific children.

26. Circuit Training (16mm, sound, color, 21 minutes).
United Association for Retarded Children, 225 East Milwaukee Avenue, Milwaukee, Wisconsin 53202.

Shows and discusses practical and functional ways for teachers and students to set up regular classrooms for circuit training. Specific methods are introduced to meet special needs of mentally retarded youngsters: arrows direct movement from one station to another; charts and pictures depict activities at each station; music times action at each station; color coded cards differentiate repetitions for individual students. A class of trainable to severely retarded boys and girls are shown participating in a circuit consisting of activities such as bar press, box step of 6", 12", and 18", sit-ups, medicine ball exercise, half-squat with bar behind thighs; push-up or modified push-up, and bar curl. Shows different levels of ability and ways in which activities are modified to reflect individual differences.

27. Come On Carrie, Come on (16mm or video, sound, color, 27 minutes).
Special Olympics, Inc., The Joseph P. Kennedy Jr. Foundation, 1701 K Street,
N.W., Washington, D.C. 20006.

Includes a general introduction to the area of mental retardation and discusses the contribution physical activity and the Special Olympics make to development of retarded children. The story itself is about a nine year old girl with Downe's syndrome. Emphasis is on keeping retarded children in the community.

28. Community Adaptive Recreation Program for the Handicapped. (16mm, sound, color, 7 minutes).
Recreation and Adult Division, Milwaukee Public Schools, P.O. Drawer
10K, Milwaukee, Wisconsin.

Emphasis on providing a balanced teaching and training developmental program through recreation; it is based upon activities sponsored by the Recreation and Adult Division, Milwaukee Public Schools. Keys to the program are embodied in adaptation, imagination, and ingenuity; games and equipment are custom made where needed and necessary. Program and activity are designed to meet individual needs and satisfy personal interests so that each child is encouraged to act; staff patience and kindness encourage and motivate many youngsters so they can and do return to the regular program. Paraprofessionals and volunteers play important roles in conducting the program so fun activities become learning activities. Active participation leads to greater mobility, manual competence, language development and usage, and social interaction by the youngsters. Basic philosophy of the division and this program is to provide opportunities for these children to do things that can be done by any other child, emphasizing that these youngsters are people first and handicapped second.

29. Creative Body Movements (16mm, sound, color, 11 minutes).
Martin Moyer Productions 900 Federal Avenue E., Seattle, Washington
98102.

Primary grade children express themselves and develop perceptual-motor attributes through movement and a problem solving approach.

30. Dance With Joy (16mm, sound, color, 13 minutes).
Documentary Films, 3217 Trout Gulch Road, Aptos, California 95033.

Racially and socio-economically integrated group of two-and-a-half to four-year-old children respond to the inner stimuli of music and rhythm in an experimental early childhood education program. The films suggests that children are natural dancers when given the opportunity and that they need to be quickened from within and allowed to move in their own ways. An experienced teacher of dance for young children creates an environment which they find spontaneous, bubbling, unadulterated expression for their own deeply felt language of movement. Interspersed in the film are scenes showing the dance teacher working with

older elementary children to illustrate the longitudinal effectiveness of her philosophy of movement and dance. The brief narration, occurring at three different points in the film's development, emphasizes the consultant's philosophy that when the teacher creates an uninhibiting atmosphere in which the child's own way of moving is stressed, and in which no standards of achievement are set, the child becomes free to Dance with Joy. The philosophy, activities, methods, and approaches are very applicable to and appropriate for youngsters with various handicapping conditions including the mentally retarded, emotionally disturbed, and physically handicapped.

31. The Decision (16mm, or Super 8mm, sound, color, 25 minutes).
Cinema Pictures, Inc. 10212 Noble Avenue, Mission Hills, California 91343.

This is a complete factual, and fully documented educational career film about physical therapy as a profession. Training, skills, educational requirements, and career opportunities are shown with actual patients and physical therapists in three areas of work: a private office, a general hospital physical therapy department, and a homecare program.

32. Demonstration Lesson in Physical Education (16mm, sound, black/white, 28 minutes).
Audio Visual Studio, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

This film shows approaches, techniques and some of the activities used by Ernie Davis in the physical education program at Crowley Special School, St. Paul, Minnesota. IQ's of participating children range from 50 to 80 (mean of 72) while their mean chronological age is about thirteen. Activities demonstrated include: responding to commands; lining up and counting off; running relay races; participating in circle games; organizing squads; using innovative and creative warm-up activities; teaching tumbling activities--shoulder roll, progressively to the hand stand; and doing partner stunts. Valuable, practical, and highly motivating teaching procedures and methods are used throughout the demonstration lesson. Much emphasis is placed on physical education as an integral part in the total learning process and in presenting skills that can carry-over to other areas.

33. Developmental Physical Education (16mm, sound, color, 28 minutes).
Simenson and Johnson, Box 34, College Park, Maryland.

Sequentially arranged motor development activities in a school for trainable mentally retarded children 6 to 15 years of age are demonstrated by students serving as instructors in a special clinic at the University of South Florida.

Activities presented in appropriate sequence and meaningful progression help youngsters to follow directions, achieve success, confidence, become more cooperative, and gain physical fitness and motor ability. Most activities

shown do not require expensive or extensive equipment. Teacher-leader participation, ingenuity, and sincere interest in the children are clearly evident. Enjoyment, pleasure, and fun are reflected through the spontaneity of children's participation, nature of their comments, and expressions on their faces. The philosophy embodied in the final words, "To move is to live and to enjoy the quantity and quality of life," is shown in action for all to see and incorporate into their own programs.

34. Discovering Rhythm (16mm, sound, color, 11 minutes).*
Universal Education & Visual Arts, 221 Park Avenue S., New York, New York 10003.

Children demonstrate that rhythm is an outgrowth of normal locomotor activities such as walking, running, jumping, hopping, skipping, galloping. Children are taught basic concepts relating to rhythm.

35. Everybody Wins (16mm, sound, color, 22 minutes).*
Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California 91775.

Methods, activities, procedures, and techniques of reaching individual children through active participation in physical education are vividly shown in this film. It includes ways and means to recognize a child's readiness for specific activities, to consider his previous experience in these and related activities, and to allow for experimentation to meet individual needs and differences. Logical sequences and progressions from the easiest level to the complex and sophisticated are presented for ball activities, including handling, catching, throwing, and kicking, along with a series of running activities. Concepts introduced and discussed can be applied and adapted to other activities, skills, and movement programs not included in this film. Emphasis is on the practical, functional, and logical with much use made of homemade, improvised, easily obtained, and inexpensive equipment and devices. Direct and indirect application can be made to all children including impaired, disabled, and handicapped.

36. Explorations (16mm; sound, black/white, 26 minutes).*
Film Library, New York University, 26 Washington Place, New York, New York 10003.

Exploration is shown as the language of movement. From verbal cues students explore concepts such as push, pull, spin, wiggle, roll, crawl. As various movements are discovered they are combined into the beginnings of composition with two persons carrying on a movement conversation. Emphasis is on the expressiveness of movement in all its unlimited varieties.

37. Exploring Movement Through Bicycle Tires (16mm, silent, black/white, 12 minutes).*
Dick Bergner, Greendale, Wisconsin.

Various uses of bicycle tires in physical education activities are

shown. Included are individual exercises, races, balancing, combatives, stunts, and games. Storage, safety, and decorating tires are also discussed.

38. Floor Hockey (16mm, sound, color, 15 minutes).
Canadian Association for Mental Retardation, Kinsmen NIMR Building, York University, 4700 Keele Street, Downsview, Ontario, Canada.

Floor hockey is an excellent team activity for both trainable and educable mentally retarded youngsters. This film, aimed directly at players, provides sequences and progressions to help introduce and expand this activity in physical education and recreation programs in public school and community recreation settings. Ways of adapting teaching methods to meet varied needs and abilities of retarded participants are a major contribution of the film. Segments of the film deal with equipment (stick, puck, goalkeeper's face mask) and skills needed to succeed in the activity (checking, stick handling, shooting, face off, and passing). Climax of the film is the Special Olympic Floor Hockey championship between Philadelphia and Montreal in Maple Leaf Gardens, Toronto.

39. For Today and Tomorrow (16mm, sound, color, 15 minutes).
Cinema Pictures, Inc., 10212 Noble Avenue, Mission Hills, California 91343.

This recruitment film is designed to appeal to high school and junior college students considering a career in physical therapy. It traces a college freshman from a fall from a surfboard, to the hospital where she receives physical therapy, and then through her own training as a physical therapist.

40. Fun With Parachutes (16mm, sound, color, 12 minutes).*
Documentary Films, 3217 Trout Gulch Road, Apton, California 95003.

The film offers a visual presentation of selected parachute activities that add a new dimension to all levels of the physical education program. It shows how parachutes can be used to develop strength and endurance, teamwork and cooperation, while having fun. Suitable for use with large groups, the parachute can be used for both structured game situations and creative activities. Because of its tremendous versatility and universal appeal, parachute play has been used effectively with all types levels and ages of impaired, disabled and handicapped persons:

41. Game of the Year (16mm, sound, black/white, 15 minutes).
Jim Ennis, Director of Health, Physical Education, Athletics, and Recreation, Everett Public Schools, Auditorium Building, Everett, Washington 98201.

Shown is a special basketball game between residents of Rainier School (Buckley, Washington) and Lakeland Village (Medical Lake, Washington) played in Everett, Washington. Both schools were invited to participate to provide a new educational experience for their residents. In addition to

the basketball game, children had an opportunity to participate in a parade, talent show, and dance as well as spending a night away from their respective institutions, eating in a restaurant, and in general participating in activities involved in their game of the year.

42. Halfway There (16mm, sound, color, 15 minutes).
The National Foundation-March of Dimes, Box 2000, White Plains,
New York 10602.

Rehabilitation care at the Birth Defects Center in Charlottesville, Virginia is depicted. Patients of different ages and with various disabilities receive physical, recreational, emotional, and intellectual training needed for them to lead meaningful lives outside the Center.

43. HAP -- America at Its Best (16mm, sound, color, 27 minutes).
Columbia Forum Productions, 10621 Fable Row, Columbia, Maryland 21043.

The Handicapped Athletic Program (HAP) has shown that mentally and physically handicapped youngsters can help each other. HAP, a community project in Anne Arundel County (Maryland), teaches mentally and physically handicapped children and young people to help each other through sponsoring and supervising such athletic contests as softball, basketball, and bowling, as well as social affairs such as parties, banquets, and picnics. Participants in HAP practice teamwork by encouraging one another in their ball games and by openly showing affection for teammates; they are taught to be patient with those who are slower to learn and to tolerate unusual game rules which help players with less ability--e.g., one softball rule allows poor players six strikes while good players get only three. HAP has brought a sparkle of life to many children who previously shut themselves in a mental closet because the world offered them no normal social contact. Youths who could only stagger now run and jump with abandon. This film vividly portrays the physical and social therapy for mentally and physically handicapped children and young people provided by HAP's team-oriented athletic program.

44. Hi -- Look Us Over (16mm, sound, color 22 minutes).
Canadian Association for Mental Retardation, York University, 4700 Keele
Street, Downsview, Ontario, Canada.

Athletic competition for retarded children in Canada, including track and field, floor hockey, and swimming in the Special Olympics, is shown. General information on mental retardation and need for retarded persons to have a chance to participate in physical activity programs are also discussed.

45. Innovations on Elementary School Physical Education (16mm, sound, color, 30 minutes).
Crown Films, West 503 Indiana Avenue, Box 890, Spokane, Washington 99210

Produced as part of an ESEA Title III Project granted Washington State University to conduct an experimental program in the

elementary schools of Pullman, Washington, this film depicts a wide variety of activities and equipment for K-6 programs from ideas gleaned from Vic Dauer's world travels. Many of the activities, methods, procedures, devices, and approaches have been used successfully with children having various handicapped conditions especially the mentally retarded.

46. In--Out--Up--Down--Over--Under--Upside Down (16mm, sound, color, 9 minutes).
ACI Films, 35 West 45th Street, New York, New York 10036.

Each of these words is introduced and reinforced by sound, action, and the super-imposed word to an original and catchy musical score. Although this is one of eleven titles in the Starting to Read series designed to introduce words and concepts to beginning readers, there are many subtle and underlying implications for coordinating physical education and classroom activities in this area. Many of the activities presented to develop these particular concepts are play and activity oriented--swimming, camping, outdoor education, ball activities, stunts, and tumbling. In addition, to being directly applicable to and usable in classrooms, many ideas of relating activities to teaching and/or reinforcing other concepts are provided which are effective with all children including impaired, disabled, and handicapped.

47. Into the Sunlight (16mm, sound, color, 15 minutes).
Ontario Association for Retarded Children, 55 York Street, Toronto 1, Ontario, Canada.

Canada's first professionally produced film on mental retardation shows Summer Camp at Belwood, Ontario, for retarded children.

48. In Touch: Movement for Mentally Handicapped Children (16mm, sound, black/white, 28 minutes).
Concord Films Council, Nacton, Ipswich, Suffolk, England.

In the first part of this film, made by students and staff members of the National Association for Mental Health's Teacher Training Course, using children from Bush Training School, Bristol, England, students training to teach mentally handicapped children explore many ways in which movement can help them establish contact with the children. A great deal of emphasis is placed upon movement as a means of communication for children who find speech difficult. Students work with partners and balance with and support each other to convey a sense of security and confidence. Mentally handicapped children, like very young children, particularly need this sense of physical security. The students explore more sensitive, expressive, and dramatic ways of relating to others. In the second part of the film, each student discovers how different parts of his own body can move, and becomes more aware of himself. When a mentally handicapped child develops an awareness of his body, he strengthens his sense of being a person. Finally, each student works with a child partner. Through moving together, students build the children's confidence, helping them to concentrate, and encouraging them to experience new ways of moving.

The film shows how students can get a deeper insight into individual children, by using the language of movement.

49. Introduction to Body Movements (16mm, sound, color, 10 minutes).*
General Learning Corporation, The Library, 267 W. 25th Street, New York,
New York 10001.

Speed, direction, and force of movement emphasizing freedom and efficiency are presented. Instruction, with slow motion analysis, is given for basic locomotor movements such as walking, hopping, running, jumping. Some movement exploration using obstacles to obtain control of movement is also included along with some application of learned movements through pertinent group activities.

50. Just for the Fun of It (16mm, sound, color, 18 1/2 minutes).
Orange County Department of Education (Educational Media Center), Civic
Center Drive, Santa Anna, California.

Presenting a series of physical activities for mentally retarded children, this film provides ideas and activities from the most simple to complex. Teachers of mentally retarded children will learn how a physical education program can become more meaningful and important. They will see what can be taught to and accomplished by these children (CA 5 to 21, MA and physical maturity 2 to 12) in physical motor activities. Activities in the following areas are shown: posture improvement, balance training, body awareness, spatial awareness, anticipation and timing training, group participation, increasing attention and lengthening interest span, muscle strength and endurance. Creativity should be stimulated, since many activities shown are done with inexpensive, easily obtained, and highly motivating pieces of apparatus.

51. Learning Through Movement (16mm, sound, black/white, 32 minutes).*
S-L Film Productions, 5126 Hartwick Street, Los Angeles, California
90041.

An eight-month experience in creative dance with children grades 1-6, show their physical, emotional, and intellectual involvement by exploring a multiplicity of learning concepts.

52. Long Rope Jumping (16mm, sound, color, 17 minutes).*
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington
98102.

Long rope jumping promotes agility, rhythm, timing, and alertness of participants; it can involve entire classes or be limited to small groups. Included in the film are variations in number and formation of rope activities thus increasing the challenges of jumping.

individualized attention and support, and to use regular lessons and curriculum materials. Tangible rewards are reduced as youngsters move toward regular classroom placement.

56. Maybe Tomorrow (16mm, color, sound, 28 minutes).
Adventures In Movement, 945 Danbury Road, Dayton, Ohio 45420.

Punctuated by blind, deaf, mentally retarded, cerebral palsied, and orthopedically impaired children actively participating in movement activities, role and contributions of AIM are vividly shown. AIM began in 1958 in Dayton, Ohio, to provide movement experiences for all children with various handicapping conditions. Today housewives, social workers, and others with interest in and commitment to helping these youngsters volunteer their talents, services, and their total selves. Throughout the film AIM instructors show many innovative, original, and effective ways of reaching and teaching youngsters with these various conditions. Emphasis is on use of basic movements, importance of success, achievement, and fun, teaching and reinforcing a variety of concepts through movement, and use of approaches that are basically the same as those used in teaching normal children. The AIM program is viewed through the eyes, heart, and active participation of a young physical education teacher who enrolls in the training program so she too can contribute. Shown are scenes from the annual summer seminar where AIM personnel meet to exchange ideas and share their experiences to improve, enrich, and expand opportunities for all youngsters. Gene Kelly narrates the film but the mission and the impact of the program and movement are expressed at the end of the film by a young girl on crutches who confidently says, "I can walk all by myself."

57. Mechanical Capers for Fun and Fitness (16mm, sound, color, 12 minutes).
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

Through observation, study and imitation of highway construction and related equipment, children not only learn about the equipment but also how they move as they try to imitate the movements themselves.

58. Movement Education (16mm, sound, color; six films, 25-40 minutes each).
Audio-Visual Center Simon Frazier University, Burnaby 2, B.C.

The series of six films for K-6 includes: (1) Introduction to Movement Education; (2) Teaching Direction and Level; (3) Teaching Awareness of Body Movements; (4) Teaching Qualities of Body Movements; (5) Ideas for Theme Development; (6) Use of Small Apparatus.

59. Movement Education in Physical Education (16mm, black/white, 10 minutes).
Gay Amato, Louise Duffy School, West Hartford, Connecticut.

Movement education is interpreted through narration in question-answer form. Two men teachers from the program provide much information on a variety of activities for K-6. The film demonstrates the methodology of the problem-solving approach and emphasizes the importance of a well-

individualized attention and support, and to use regular lessons and curriculum materials. Tangible rewards are reduced as youngsters move toward regular classroom placement.

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structured learning environment.

60. Movement Experiences for Primary Children (16mm, sound, color, 17 minutes).*
Department of Instructional Media Distribution, Atgeld 114, Northern Illinois University, DeKalb, Illinois 60115.

The need for children to move and to learn to move well is emphasized through a problem-solving approach to teaching.

61. Movement Exploration (16mm, sound, color, 22 minutes).*
Documentary Films, 3217 Trout Gulch Road, Aptos, California 95033.

The film shows the concept of movement exploration in action as it deals with various motor skills; designed for K-6 teachers, it demonstrates a wide range of activities involving primary and intermediate children including locomotor activities, ball handling, hula hoops, jump rope, apparatus, and spatial awareness. Each child is separately engaged in analyzing the problem and seeking a solution within the limitations of his own physical and mental abilities.

62. Movement Exploration: What Am I? (16mm, sound, color, 11 1/2 minutes).*
Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025.

Based on knowledge of the positive relationship between sensorimotor activities and perceptual development, this film provides exciting motivation for children and is also an excellent guide for teachers. In exploring movement, children improve their motor coordination, clarify their concepts of direction and space as related to themselves, and promote development of perceptual skills which effect their ability to read and write. Experiences in movement explorations show children that they can move both like people and like birds, animals, and machines. Studying movements of things around us, and moving as they do, can be fun as well as helpful in developing skills.

63. Movement in Time and Space (16mm, sound, black/white, 30 minutes).*
Time-Life Films, Inc., 43 West 16th Street, New York, New York 10011.

This film, treating movement exploration activities in an elementary school in Bristol, England, shows students using movement to discover new aspects of space around them and the speed at which they move through it. They work alone, with or without music, attempting to express ideas through movement. Youngsters are also shown working in groups exploring movement harmony.

64. Movigenic Curriculum (16mm, sound, black/white, 41 minutes)
Bureau of Audio-Visual Instruction, P.O. Box 2093, 1312 West Johnson Street, Madison, Wisconsin 53706.

An experimental curriculum for children with learning disorders is explained. Shown are a variety of movement activities emphasizing muscular

No. 3. I.Q.--Questionable Criterion attacks the problem of classifying children as retarded simply on the basis of their I.Q.'s. Error is quite possible and this can be a disaster to the stigmatized child and his family. More sophisticated methods are available and described.

No. 4. Multiple Handicaps deals with the problems of multiple handicapping conditions in which one of the afflictions is retardation. This program focuses on the Recreation Center for the Handicapped, San Francisco, and shows the effective and dynamic approach this agency has devised in working with multiple handicapped persons of all ages.

No. 5. Educating the Retarded Child considers academic training of retarded children as new, fruitful techniques are explored.

No. 6. P.E.--Lever to Learning is concerned with physical education, fitness, and recreation and demonstrates that physical education and recreation can aid substantially in fostering other learning activities. A specially made film emphasizes novel, inexpensive, and creative equipment and methods which can be used in teaching retarded children.

No. 7. The Neurological Approach shows one application of neurological approach in teaching motor activities. A film about a special physical development clinic at the University of Southwestern Louisiana is included.

No. 8. The Packwood Experiment features the Packwood Experiment and Dr. James Oliver, Birmingham, England. Through use of extensive physical education methods and activities, a group of mentally retarded youngsters showed remarkable progress--including significant intellectual gains.

No. 9. Camping for The Retarded demonstrates on film how a residential camp for retarded children can be successful. Some of the financial problems involved in community oriented programs for retarded youngsters are also considered.

No. 10: Newfangled Ideas on Mental Retardation includes a specially made film dealing with Research on Perceptual-Motor Theories. Guests representing various agencies discuss "What does tomorrow hold for mentally retarded persons?"

68. The Pacemakers -- Lady Allen of Hurtwood (16mm, sound, color, 15 minutes). Central Office of Information, Hercules Road, Westminster, London, England, or The British Embassy, Washington, D.C.

A new playground designed especially for handicapped children is shown and discussed. Based on idea of lots of space and freedom of movement it

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offers play opportunities for children with a variety of handicapped conditions who are usually overprotected at home. It not only challenges children in terms of activity but also provides a place where they can engage in social interaction with their peers.

69. Paralympics (16mm, sound, color, 13 minutes).

Chairman, United States Wheelchair Sports Fund, 40-24 62nd Street, Woodside, New York 11377.

The film takes the viewer on a trip with the United States Wheelchair Team, selected by a national committee, and composed of men and women with paraplegia and post polio paraplegia, from their assembly point at the Bulova School in New York to the Paralympics held in London in 1963. Competition among teams from 30 nations is shown covering such events as wheelchair basketball, archery, table tennis, swimming, darchery, weight-lifting, lawn bowling, shot-put, javelin, discus and wheelchair slalom. The film is educational and can be used in schools at all grade levels, including colleges and universities, particularly those with professional preparation programs in physical education, recreation, and special education. The film demonstrates fully the adapted sports program, both nationally and internationally while conveying the story of rehabilitation.

70. Paralympics - Israel 1968 (16mm, sound, color, 10 minutes).

Chairman, United States Wheelchair Sports Fund, 40-24 62nd Street, Woodside, New York 11377.

The history of the Paralympics and the competition at the games in Israel are shown. Featured is competition by men and women with paraplegia and post polio paraplegia in such events as swimming, track and field, weight lifting, fencing, archery, darchery (a form of precision archery), lawn bowling, table tennis, wheelchair slalom, pentathlon, and wheelchair basketball. This film can be used in schools at all grade levels, including colleges and universities, particularly those with professional preparation programs in physical education, recreation, and special education.

71. Partners in Play (16mm, sound, black/white, 20 minutes).

United States Public Health Service, Audio-Visual Center, Chamblee, Georgia.

Experiences of personnel at Parsons State Hospital (Kansas) in successfully obtaining a community recreation department's cooperation and support for integrating 65 mentally retarded and 70 non-retarded residents in a standard summer camping program are shown and discussed. Included are sequences depicting methods, approaches, and procedures used in organizing and administering the camp, orienting the staff, and conducting activities. Emphasis is on effective activities and approaches and the role of play in growth and development of all children, including the mentally retarded.

72. Patterns (16mm, sound, color, 17 minutes).
Education Service Center, Region XIII, 816 East 53rd Street, Austin, Texas 78751.

The focus of this film is on need for physical education for trainable severely and profoundly mentally retarded persons. Featured is the Title III physical education program at ESEA Austin (Texas) State School. Physical activities and equipment are demonstrated, showing how they promote motor development and improve physical fitness of retarded persons. Steps involved in effecting positive behavioral changes in severely and profoundly retarded individuals through the medium of physical education are explained. The physical education staff is seen in actual teaching sequences which illustrate why a particular activity is included in the program. Residents with widely differing skill levels and a variety of activities, including an improvised and homemade obstacle course, are shown. Another film developed in this project is entitled Changing Expressions (#23-p. 9).

73. Perc! Pop! Sprinkle! (16mm, sound, color, 11 minutes).
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

This film provides a series of visual experiences for children to perceive. Based upon their visual perception of these experiences, they are asked to interpret physically (motorically) each experience. Finally, through repetitive group practice in the variety of movements and with assistance from the teacher, children develop a feel for the various movements. Conceptualization is manifested when children are able to look at one of the items in the movie, retain the information for a short time, and finally to recall and demonstrate the movement. Children are guided to self-direction in this explorative activity.

74. Physical Education at Packwood School (16mm, silent, black/white, 15 minutes).
Dr. James N. Oliver, National College of Physical Education,
Limerick, Ireland

Shows an authentic record of types of activities used by Dr. James N. Oliver in his study of mentally subnormal adolescent boys at Packwood School, Birmingham, England. The whole film was taken in one day during the seventh week of a ten-week experimental period. The film is a chronicle of this ten-week program and includes the gymnastic table, strengthening activities, log exercises, roadwork, remedial gymnastics, partner work, special fitness activities, and games.
Note: A taped narration accompanies this film which can be played during the showing or used to become acquainted with the film to prepare one's own narration.

75. Physical Education for Blind Children (16mm, sound, color, 20 minutes)
Dr. Charles E. Buell, 33905 Calle Acordarse, San Juan Capistrano,
California 92675

Visually handicapped school children of all ages are shown participating in a wide variety of physical education activities. The film presents approaches to modify activities so visually handicapped children can participate with their sighted classmates. In other sequences, visually handicapped children take part in activities with no modifications at all. The importance of physical activity for visually handicapped children is stressed, along with contributions of active participation in physical education to social development, leisure-time pursuits, and physical fitness. Need for safety is highlighted, as is the fact that statistics do not show a high accident or injury rate among visually handicapped children who take part in vigorous physical education programs.

76. Physical Education: Lever to Learning (16mm, sound, color, 20 minutes).
Stuart Finley, 3428 Mansfield Road, Lake Barcroft, Falls Church, Virginia
22041.

Emphasis in this film is on use of wholesome, vigorous physical activity as a means of motivating and challenging mentally retarded youngsters to improve performance and to stimulate total growth and development. Breadth of activities is such that all retarded children regardless of age, background, experience, or functional level, can find ones in which they can achieve and succeed. Primary and intermediate educable youngsters are shown negotiating obstacles on an improvised confidence course consisting of tires, ropes, ladders, a softball backstop, hurdles, a jungle gym, and a balance beam. Advanced elementary school educable youngsters are shown participating in indoor activities involving chairs, logs, ropes, and balance boards.

77. Physical Education Program for Mentally Retarded (16mm, silent, color, 15 minutes).
Anthony Mannino, Psychologist, Ridley School District, Administration
Building, Morton Avenue, Folsom, Pennsylvania 19033.

The physical education program for mentally retarded students in Ridley Public Schools, Folsom, Pennsylvania, has been built upon the concept of neurological organization as developed at Institutes for the Development of Human Potential, Philadelphia, Pennsylvania. Descriptions of the program shown in this film deal with psychological and physical evaluation; neurological tests include those for dominance of hand, foot, and eye; teaching techniques stress crawling, creeping, skipping, coordination, eye dominance, and balance. Initial evaluation and a re-evaluation are important inclusions. All activities shown are consistent with the Doman-Delacato rationale.

78. Physical Performance of the Mentally Retarded (videotape, sound, black/white, 90 minutes).
Apply to WGBH-TV, Boston, Massachusetts.

This videotape records the complete session on Physical Performance of the Mentally Retarded at the Third International Scientific Symposium on Mental Retardation, April 11, 1966, in Boston, Massachusetts. Presentations include "The Nature of Physical Performance in the Mentally Retarded" by Frank J. Hayden; "The Factor Structure of Motor Abilities of Educable Mentally Retarded Children" by G. Lawrence Rarick; "The Physical Performance of Retarded Children: Diagnosis and Prescription" by Jack Keogh; "Current Status of Research on Physical Activity for the Retarded" by Julian U. Stein, and "Recreation for the Severely Mentally Handicapped" by James N. Oliver. Note: A quadruplex videotape machine is necessary for showing. It is possible to make a tape-to-film transfer so conventional equipment can be used. Details should be obtained from local audiovisual personnel and/or staff at WGBH-TV, Boston.

79. Physical Performance Test (16mm, sound, black/white, 19 minutes).
AIMS, Box 1010, Hollywood, California 90028.

The physical performance test shown in this film requires little time, ordinary facilities, and a minimum of knowledge on the part of the teacher. Designed to help identify underdeveloped students and to assess and adapt programs, it contains five events: bent knee sit-up, standing long jump, pull-up, side step, chair push-up, and six minute jog/walk.

80. Pine School Summer (16mm, sound, black/white, 10 minutes).
James Andrews, 219 River View, Iowa City, Iowa 52240.

This film records two phases of a summer school outdoor education program for culturally disadvantaged educable mentally retarded children. Phase I deals with instruction in the classroom and on the playground in science, recreation, camping, and homemaking as each relates to camping and outdoor education. In Phase II, nature activities, hiking, fishing, other types of recreational activities, and camp chores are shown in the camp setting. Phase III, not shown in this film, consists of a reevaluation of participants and their evaluation of the project.

81. A Program of Developmental Motor Activities (16mm, sound, color, 22 minutes).
Patricia Johnson, Department of Physical Education for Women, University of Southwestern Louisiana, Lafayette, Louisiana.

A program of developmental motor activities built around the concept of neurological organization as practiced at the Developmental Clinic, University of Southwestern Louisiana, Lafayette, is presented. Fundamental to this approach is the premise that neurological organization is essential to visual perception, spatial relationships, reading skills, and writing, and that an improvement in neuromotor area should contribute

to increased performance in academic areas as well. Four recognized levels of development--moving arms and legs without forward movement; crawling; creeping; and walking--are demonstrated by student clinicians who are working with youngsters in different activities and with a variety of approaches which promote neurological organization.

82. Programs for the Perceptually Handicapped (16mm, sound, color, 20 minutes). Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069.

Shows and describes the program for perceptually handicapped children in Cook County (Illinois) Schools. It emphasizes situations in which perceptual handicaps are often hidden, i.e. children who are not blind but cannot see, are not deaf but cannot hear, are not retarded but cannot learn. The human potential of these children can be salvaged through appropriate educational procedures. Special methods and equipment are shown in the film and the role of the teacher, therapist, and principal are discussed.

83. The Proud Ones (16mm, sound, color, 13 1/2 minutes). Montana Film Productions, 1236 Helena Avenue, Helena, Montana 58601.

Purposes, reasons, and values of active participation by mentally retarded youngsters in sports, athletics, and other fun activities are presented in terms of Montana Special Olympics. Boys and girls are shown swimming, running, jumping, and throwing in competition as well as eating, dancing, socializing with others, relaxing, and having fun. The traditional Olympics parade and lighting of the flame are inspiring. Swimming and track and field events are shown as vehicles for participants to establish goals that are important to them as individuals, to have a sense of belonging, to experience success, and to stand tall in victory or defeat. As youngsters leave for home each shows a new-found sense of independence, a personal feeling of accomplishment, and pride in having done his best.

84. Ready, Set, Go. 1969. Two instructional television series for closed circuit use in large school systems.* National Instructional Television Center, Box A, Bloomington, Indiana 47401.

Includes two series (Levels I & II) of 30 television lessons; 20 minutes each, on basic movement approach to elementary school physical education for primary children. A manual with guidelines for supplementary lessons each week, provides continuity for a year's curriculum. Developed in consultation with the American Association for Health, Physical Education, and Recreation.

85. Recreation Center for the Handicapped (16mm, sound, color, 23 minutes). East of the Mississippi River apply to AAHPER/IRUC, 1201 16th St., N.W., Washington, D.C. 20036 (shipping charges fee); west of the Mississippi River apply to Mrs. Morris Pomeroy, Director, Recreation Center for the Handicapped, 207 Skyline Blvd. San Francisco, California 94132.

Founded in 1952, the Recreation Center for the Handicapped provides year round programs for severely handicapped participants of all ages. The program stresses achievement of happiness and contentment as each individual, regardless of his condition, learns to do for himself and to stand on his own two feet. The film shows participants active in checkers, music activities (tamborine and bongos), clay work, outdoor activities, table games, wrestling, swimming, fishing and casting, woodworking, playground activities, snow and winter activities, and dancing. Some of the many ways in which the participants help each other are vividly shown.

86. Retardation Research (16mm, sound, color, 7 minutes) Stuart Finley, 3428 Mansfield Road, Falls Church, Virginia 22041.

Featured is a special research project sponsored by the Pennsylvania Department of Public Instruction in which the Doman-Delacato Theory of Neuropsychology is applied to trainable mentally retarded children in public schools. Activities shown in the film include crawling and creeping, monocular and binocular visual pursuit, auditory and tactile stimulation, kicking and throwing with dominant part, those emphasizing cortical hemispheric dominance, and bilateral reinforcement. No assessment of the program is made although comments by the teacher reflect progress of specific children.

87. Rhythmic Ball Skills (16mm, sound, color, 12 minutes). Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

The film shows children in first and third grade participating in ball handling activities designed to help them see, hear and feel directions of up and down, right and left, and to learn concepts of clockwise and counterclockwise, around and between, over and under by manipulating a ball and directing their bodies through these movement patterns. A progressive sequence is also shown to help adapt these skills to sports and games.

88. Roadwork (16mm, silent, black/white, 15 minutes). Dr. James N. Oliver, National College of Physical Education, Limerick, Ireland

Roadwork combines use of different types of movement with interesting and challenging physical activities. A typical roadwork session with mentally retarded boys is shown including ambling, fast or race walking, jogging, trotting, sprinting, skipping, hopping, bounding, running backwards, and crawling. Various partner activities, stunts and tumbling

activities, formal exercises, calisthenics, combatives, and self-testing activities are shown. Full use is made of the natural environment including fallen tree trunks, small ditches, hills, and trees. The film shows how activities and this environment can be integrated into a vigorous, challenging, and interesting activity emphasizing fitness and skill development. Note: A taped narration accompanies this film which can be played during the showing or used to become acquainted with the film to prepare one's own narration.

89. Rope Skipping (16mm, sound, color 16 minutes).*
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

The film demonstrates rope skipping as a physical education class activity. It contains a description of a variety of skipping steps and a short discussion of values of rope skipping.

90. The Santa Monica Project (16mm, color, sound, 28 minutes).
AIMS Instructional Media Services, Inc., P.O. Box 1010, Hollywood, California 90028.

The Santa Monica Project engineered classroom demonstrates a clearly designed set of educational procedures easily applied to typical public school classes for educationally handicapped and/or emotionally disturbed children 6 to 15 years of age. It is designed to bring overt behavior of children into line with minimum standards required for learning. The program helps lengthen children's attention span, promotes successful accomplishment of carefully graded tasks, and provides an environment with rewards and structure. The hierarchy of educational goals described includes the following sequence: attention, response, order, exploratory, social, mastery, achievement. Each student works within this structure at tasks for which he is rewarded in terms of attaining goals and fulfilling objectives in which he needs special attention. Although many of these children may regress and take a step backward, this program and special approach is designed to help him then take two forward.

91. Sensorimotor Training (16mm, sound, color, 24 minutes).*
Valdhere Films, 3060 Valleywood Drive, Kettering, Ohio.

Shows and describes philosophy and training methods used to help preschool children develop sensory skills and physical coordination. The Dayton, Ohio, public school program is used for demonstration.

92. Sensoritonic Readiness (16mm, sound, black/white 22 minutes).
Pathway School Resource Center, Box 181, Norristown, Pennsylvania 19404.

Several academic implications and applications of motor skills practiced at the Pathway School are illustrated. Emphasis is on goal-directed movement program contributing to academic progress.

93. Shape of a Leaf (16mm, sound, color, 30 minutes).
Campbell Films, Saxtons River, Vermont 15154.

The sensitive responses of retarded children to various types of art training are revealed in the film. The artistic creativity and the individuality of style that these children possess in common with all children are demonstrated. Filmed at Perkins School, the following art mediums are shown: perception training boxes, painting, creative stitching, weaving, batik, ceramics, and puppets; art experiences are also related to other activities through verbalization and music.

94. Show Me (16mm, sound, black/white, 30 minutes).
United World Films, Inc., 221 Park Avenue, South, New York, New York

This film deals with some of the basic motor problems of severely retarded children (I.Q. 20-45). Filming was done at Wood County Retarded School (Ohio) with children (CA 6-14) who did not participate in a regular physical education program at the school. Many activities were new to these boys and girls who had their first exposure to them during the filming itself. The major teaching method employed and demonstrated involves exploration of movement. Sequences include activities which emphasize (a) movement in space, (b) time elements in movement, (c) force variations, (d) movement integration, (e) handling and manipulating objects, (f) rhythmic and creative expressions, and (g) partner work. Through active participation, body image, body control, coordination, and object exploration are promoted. Creative use of simple, easily obtained and improvised objects is shown as a method of making the approach more meaningful to each child.

95. Space for the Mentally Retarded in South Dakota (16mm, sound, color, 20 minutes).
Thomas Schienost, State Department of Health, Mental Retardation Planning Office, Pierre, South Dakota.

Discusses mental retardation--what it is; statistics and prevalence; employment possibilities; importance of team approaches in diagnosis; role of associations for retarded children and other state agencies; unique contribution of day care centers, residential facilities, public school special education, foster homes, work-study programs; and sheltered workshops. It also touches upon the importance of guidance in leisure activities and in helping retarded persons through recreation programs. Developed to provide citizens of South Dakota with a better understanding and appreciation of mental retardation and its many related problems, it has general applicability to other parts of the country, both rural and urban.

96. Specific Sports Skills (16mm, sound, color, 20 minutes).*
Documentary Films, 3217 Trout Gulch Road, Aptos, California.

Applies movement exploration specifically and successfully to

teaching volleyball skills and activities. Layne Hackett shows that movement develops sequentially from self-discovery through a transitional phase to specific sports skills. As objectives of movement education becomes more refined, teaching method becomes more analytical and directed. In teaching for transfer of skills, there is a combination (1) movement exploration in which structured formations are kept to a minimum, an adequate supply of equipment is available, and teachers challenge students to respond and then evaluate their responses, and (2) coaching specific sports skills in which demonstrations are used when these are most effective and efficient, individual analysis and assistance are given when needed, solutions to problems are confined to rules of the game, and only one correction or progression is presented at a time.

97. Splash (16mm, sound, color, 21 minutes).
Documentary Films, 3217 Trout Gulch Road, Aptos, California 95003.

Exciting, stimulating, and fun ways to use water environments--pans, sprinklers, wading pools, and swimming pools--and aquatic activities to introduce and reinforce a variety of concepts are presented to subtrainable-severely mentally retarded and multiple handicapped children in practical, functional, and meaningful ways. Emphasis on developing self-help skills, such as undressing and dressing, paying attention and responding to directions through simple instructions and signals, improving kinesthetic awareness and balance with aquatic games and water exploration, stimulating language development by talking about things, promoting breath control by bubbling and blowing, sharpening visual and auditory discrimination by retrieving objects from under water and with different games, and encouraging memory and attention through most all games and activities. In addition to readiness activities, academic concepts such as counting along with words like empty/fill, push/pull, toward/away, touch/grasp, and hold/drop are presented to an experienced by the children with feeling in a water environment. Water offers a tremendous motivation for learning that has been relatively untapped, and yet it is so simple and inexpensive! The children in the film show that it's fun to learn to splash and to splash to learn--developing swimming skills is an added and often unexpected bonus!

98. A Song for Michael: A Demonstration of How Music Therapy is Used To Develop Language in a Multiply Handicapped Boy of Fourteen (16mm, sound, black/white, 22 minutes).
Music Therapy Center, 840 Eighth Avenue, New York, New York 10019.

This film presents a condensation of one actual music therapy session. It demonstrates how music is used at the Music Therapy Center as a functional tool to promote emotional and social growth as an adjunct to psychotherapy. Even in the space of one session, Michael displays the bewildering variety of symptoms and responses on which his conflicting diagnoses of autism, schizophrenia, brain

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damage, and mental retardation were based. The viewer sees how the therapist deals with the many levels of behavior in terms of the goals of establishing and strengthening associative thinking and eliciting communication. More than a dozen songs and games are used in this film and out of their phrases, rhythms, and meaning are devised materials for facilitating interplay, establishing identity, and achieving autonomy. Despite some production flaws--the photographer's too frequent use of the zoom lens results in some distracting out-of-focus frames--the film is well worth seeing, especially by therapists, special education teachers, and others who work with mentally disturbed children. The film is intended for professional audiences rather than for the general public.

99. Swimming for a Congenital Quad Amputee (16mm, silent, black/white, 10 minutes).
Instructional Media Center, University of Texas, University Station, Austin, Texas 78712.

Illustrates development of swimming and diving techniques by a congenital quad amputee in a college physical education program. Procedures utilized for developing propulsive movement in water with use of various size swim fins and use of inner tube strapping to hold fins on upper arms, as well as thighs are shown. Teaching techniques of arm and leg movement are also shown individually and in combination with use of the crawl stroke. Front dive, back dive, and flips are performed. Prior to participating in this swimming program the young man had never been in a swimming pool without a life jacket for support; since the program he has never used such devices.

100. Teaching the Mentally Retarded Through Music (16mm kinescope or videotape, sound, black/white, 30 minutes per program).
Governor's Interagency Council on Mental Retardation, 1001 Main Street, Room 205, Columbia, South Carolina 29201.

In each of four presentations, Dr. Richard Weber explains and demonstrates his approach to teaching mentally retarded children through music. By using a simple six note scale and combining letters, numbers, and other symbols, Dr. Weber shows how music becomes a motivator for developing writing and reading skills as well as a stimulus for better self-control. Dr. Weber points out that the method requires a minimum of supervision and that most teachers, parents, or volunteers can achieve similar results without specialized music background or training.

101. Therapeutic Camping (16mm, sound, color, 28 minutes).
Eastern States--Department of Health and Welfare, Office of Health and Education, Augusta, Maine; National Association for Mental Health, 267 West 25th Street, New York City; New York University Film Library, 26 Washington Place, New York City; Education Film Library, Syracuse

University, New York; Ohio State University, Columbus; The Devereux Foundation, Devon, Pennsylvania; Bureau of Mental Health Services, Harrisburg, Pennsylvania; and Audio-Visual Aids Library, Pennsylvania State University, University Park. Southeastern States--Audio-Visual Bureau, Extension Division, University of North Carolina, Chapel Hill. Southern States--The Devereux Schools, Victoria, Texas; Division of State University, University Park. Southeastern States--Audio-Visual Bureau, Extension Division, University of North Carolina, Chapel Hill. Southern States--The Devereux Schools, Victoria, Texas; Division of Extension, Visual Instruction Bureau, University of Texas, Austin. Mid-West States--Maurice Iverson, Assistant Director, Bureau of Audio-Visual Instruction, University of Wisconsin Extension Division, P.O. Box 2070, Madison. West Coast--The Devereux Schools, Santa Barbara, California.

Although this film is built around a case study of Tom, an emotionally disturbed boy, rationale, philosophy, activities, approaches, and values derived from the camping program depicted are equally appropriate and applicable for those with other handicapping conditions. Emphasis is on a pre-planned, multidisciplinary attack in planning, and implementing a program designed to meet needs of each participant. A variety of activities is shown and discussed in terms of their social, physical, and emotional contributions to each camper. The program makes every effort to remove an individual's negative attitudes and behavior patterns by stressing the positive.

102. Therapy Through Play (16mm, sound, color, 27 minutes).
Richard Switzer, Human Resources Center, Albertson, New York 11507.

Physically handicapped children, many of whom were not accepted by New York Public Schools, are shown participating in a variety of physical activities. Children in wheelchairs are seen taking part in touch football, soccer, swimming, cage ball, miniature golf, bowling, relays, and fencing. Philosophy of the program dictates integrating occupational therapy and physical therapy through physical education and recreation. Activities are selected on the basis of their contribution to the growth and development of each participant, not on the basis of whether they are specifically for physically handicapped or mentally retarded persons. A variety of adaptations and modifications in physical education is shown, along with ways in which other areas of the curriculum are approached--driver education, science, and home economics.

103. Thinking--Moving--Learning (16mm, sound, color, 20 minutes).*
Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California 91775.

Basic motor activities that contribute to total growth and develop-

ment of children are demonstrated in this film. Emphasis is on the fun and success children have in performing and achieving in innovative, creative, and easily designed activities. Although many specific methods, approaches, and easily obtained devices are shown, viewers are encouraged to develop programs and procedures of their own. Representative activities are shown on the balance beam or walking board, in movement exploration with balls, and ropes, on mats, with shapes and numbers painted on the playground, on bouncing apparatus, with form perception boxes, and over obstacle courses. Activities stress improving motor skills, developing perceptual abilities, and fostering confidence and self-image.

104. Thursday's Children (16mm, sound, color 29 minutes).
Swank Motion Pictures, Inc., 201 South Jefferson Avenue, St. Louis, Missouri 63166.

This film deals with the importance and influence of the first four years in a child's total growth and development. Although normal growth patterns are presented, emphasis is upon deficiencies in which youngsters with normal intelligence exhibit abnormal growth patterns. Causes and effects of developmental lags and deviant behaviors are discussed in terms of predicting high risk youngsters with motor problems, gross and fine motor difficulties, communication problems, memory deficiencies, short attention span, distractibility, hyperactivity, poor hand-eye coordination, organizational disability, and emotional overloads. Assessment and diagnostic procedures at Miriam Diagnostic Pre-School, Webster Groves, Missouri, are presented in terms of major program objective--eventually to enroll in regular schools. Standardized test results are used as indicators and for supportive evidence while observation, learning profiles, and flexibility are stressed as major assessment procedures. Peer teaching is used in which a child strong in a given area or skill works with one weak in that same area or skill. Limited free play provides opportunities for choices within boundaries that youngsters can tolerate and handle. Much emphasis is placed on the role of the teacher as the key to controlling group interactions, promoting self-confidence and relieving fears among children. Throughout the film importance of adaptability, flexibility, cooperation with other agencies, and individualization is stressed. This film is appropriate for any group--lay, student, or professional--to obtain practical information and insights into problems children face in growing and developing and ways to prevent and remediate these conditions.

105. Time Is for Taking (16mm, sound, color, 23 minutes).
Stuart Finley, 3428 Mansfield Road, Lake Barcroft, Falls Church, Virginia 22041.

Focusing on Camp Kentan, located in Middleburg, Virginia, and sponsored by the Northern Virginia Association for Retarded Children, the film uses actual events as they occurred in everyday camp

situations to provide a realistic insight into the world of the retarded child. Problems are honestly presented and dealt with by the counselors, many of them teenage volunteers.

106. Tinikling: The Stick Dance (16mm, sound, color, 10 minutes).*
General Learning Corporation, 250 Jones, Morristown, New Jersey 07961.

The film shows Tinikling -- Phillipine Stick Dance, Bamboo Hop -- a rhythmic activity performed by a dancer moving over two long poles being hit together in rhythm. Background information is given about the dance itself and a progression of lead-up activities are shown. Importance of balance and timing is emphasized as various steps are shown. The film also includes a discussion of good procedures for those having difficulty and for those not familiar with the dance.

107. To Lighten the Shadows (16mm, sound, black/white, 20 minutes).
Dr. William Freeburg, Department of Recreation, Southern Illinois University, Carbondale, Illinois 62901.

Built around the First Institute for Camp Directors and Staff held at Little Grassy Facilities, Southern Illinois University, Carbondale, (March 1963), this film combines scenes from institute sessions with planned activities for retarded youngsters. Boys and girls are seen in such typical camp activities as riding the bus to camp, arts and crafts, horseback riding, weiner roast, nature crafts, singing activities, fishing, self-testing activities, and circle games. Outstanding teachers from the field provide information about retardation, a rationale for recreation programming for retarded children, information about staff and leadership, and ideas about coordination between camp and home.

108. To Paint Is To Love Again (16mm, color, sound, 21 minutes).
Charles E. Conrad Films, 6331 Weidlake Drive, Hollywood, California 90028.

This film was inspired by the art work of mentally retarded children displayed in an exhibit of the Exceptional Children's Foundation (Los Angeles). It is designed to inspire others as it did Mr. Conrad, who spent six months on a full-time basis with a teacher and her class of mentally retarded children. The film shows what can be accomplished through great dedication, unremitting effort, and love. Some insight can be gained into the techniques used by the teacher and which made these accomplishments possible.

109. To Taste Victory (16mm, sound, color, 18 minutes).
Audio-Visual Department, Parsons State Hospital and Training Center, Parsons, Kansas 67357.

Tells the story of fourteen boys from Parsons (Kansas) State Hospital and Training Center, who competed in the Southwest Regional Special

Olympics in Tulsa, Oklahoma. It relates to each individual boy and that one instant when he could taste victory.

110. Tools and Learning (16mm, sound, color, 27 minutes).
Kingsbury Center, 2138 Bancroft Place, Washington, D.C.

A sculptor and master artist introduce elementary school children to academic skills through woodwork. The children concentrate on making a product such as a chair, table, boat, or musical instrument while the sculptor concentrates on such learning processes as coordinating eye and hand, planning, organizing, and understanding sequences, and the relationship of the parts to the whole. As the children work, they acquire solid academic skills and reading foundations. The children are introduced to new fields of knowledge. A young boy and girl begin to understand anatomy as they make chairs to fit their bodies. Another child makes a musical instrument and learns about vibrations of sound. Two boys build a rowboat and learn about principles of physics. Each student takes home not only a product to use and skills that can be applied to many other situations, but also the knowledge that "I can do it!" The film documents Kingsbury Center Lab School's successful use of the arts as a central part of elementary education and urges the increased involvement of artists as part-time teachers in the early grades.

111. Toymakers (16mm, sound, black/white, 27 minutes).
Smith, Kline, and French, Medical Film Center, 1500 Spring Garden Street, Philadelphia, Pennsylvania 19101.

Illustrates and discusses needs and nature of persons in residential facilities for the mentally retarded by showing brief incidents in the lives of several residents in a progressive facility. Three principal themes are emphasized: (1) Programs in modern residential facilities seek to develop the potential of every resident at every level, treatment of basic conditions and training toward self-reliance are goals of modern care. (2) Staffs of residential facilities have professional skills to meet many needs of residents. However, parental love, need for family contact, and individual attention from volunteers must be planned as part of the total program. (3) Although certain residents are prepared by staff for community life, this can only be accomplished if communities are aware of a retarded person's needs, and provide special facilities to meet these needs.

112. Tumbling "The Forward Roll" (16mm, sound color, 11 minutes).
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102.

The film is designed to encourage elementary classroom teachers to initiate a tumbling program. The forward roll is isolated and a progressive method of teaching it is shown. This activity is then developed into a tumbling unit based upon the roll.

113. Tumbling II (16mm, sound, color, 11 minutes).*
Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington
98102.

This film illustrates a variety of basic tumbling skills and the progression involved in teaching these skills.

114. Tune Into Fitness (16mm, color, sound, 28 minutes).
State Department of Education, Tallahassee, Florida 32304.

Vividly describes and shows comprehensive physical education program as developed under Title III ESEA project at Melrose Park Elementary School as part of Suwannee Area Physical Education Program. Many innovative, homemade, improvised, and inexpensive pieces of equipment are shown throughout. Apparatus has been scaled to size and ability of children; emphasis is on what not to do as well as what to do on each item. Throughout it is obvious that children are tuned in and turned on by the variety of activities, approaches, and opportunities provided--fitness is obviously fun to these children. Carry over, life-time recreational skills and sports are an important part of the total program. Workshops and clinics are held for teachers in other counties served by the project so similar programs can be introduced throughout this section of Florida. Children from special education classes participate in both general and special classes as part of the comprehensive program. Obvious concern to and consideration of children's interests developmental progressions, creative approaches, and the exhilaration of fun are obvious and evident throughout the film.

115. Up and Over (16mm, sound, color, 25 minutes).*
Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California.

The stegel, a versatile, rugged, and safe piece of physical education equipment is thoroughly described and illustrated in this film. With a minimum of effort and time the stegel can become a jungle gym, parallel bars, balance beam, horse, horizontal bar, or some exotic device assembled by the children themselves. Parts can be raised or lowered on three levels, making the apparatus adaptable for children of any age or ability. Classroom teachers can supervise play on the stegel and feel confident while children explore, solve problems, and accept increasingly difficult challenges. The stegel can be arranged in sections for circuit activities. Focus is on the child and on meeting individual differences and needs. Activities are built around the seven natural movements--crawling, hanging, climbing, jumping, swinging, vaulting, and balancing. Combinations and complicated coordinated movements result from the synthesis of various simple and low-level skills, patterns, and movements.

116. Visual Perception and Failure to Learn (16mm, sound, black/white, 20 minutes).
AIMS Instructional Media Services, P.O. Box 1010, Hollywood, California 90028.

This film illustrates how learning failure and/or poor behavior in young children is often due to a hidden handicap such as a deficiency in visual perception. The film draws attention to necessity for adequate diagnostic procedures and remedial training when learning does not take place, suggesting feasibility of introducing perceptual training into regular school curricula. The film demonstrates effects of different visual disabilities upon performance and behavior of children in a regular classroom and in a center for remedial education; explains that good visual perception is not dependent upon good eyesight, but upon the brain's ability to interpret the incoming visual stimuli; shows how process of perceiving consists of a number of distinct abilities, each of which affects the child's ability to learn in distinctive ways; and outlines and demonstrates a preventive and remedial training program.

117. Visual Perception Training in the Regular Classroom (16mm, sound, black/white, 23 minutes).
AIMS Instructional Media Services, Box 1010, Hollywood, California 90028.

Shows how a program for training in visual perception can be integrated with the regular public school curriculum at the kindergarten and early elementary grade levels; techniques and principles also apply to Head Start Programs and those of residential facilities and day care centers. The film shows step-by-step training including use of three-dimensional materials and training in body awareness and directionality as well as two-dimensional pencil and paper exercises. Training is integrated with both receptive and expressive language skills with particular emphasis upon vocabulary denoting size, shape, position in space, and relationships in space. Areas discussed are: eye-motor coordination, figure-ground perception, constancy of visual perception, position in space, and spatial relationships.

118. A Walk in Another Pair of Shoes (35mm filmstrip or 35mm slide with synchronized cassette tape; color, 18 1/2 minutes).
California Association for Neurologically Handicapped Children, Film Distribution, P.O. Box 4088, Los Angeles, California 90051.

This program, narrated by Ernie Ford, was produced to alleviate the problem of teasing educationally handicapped children by regular school children. A secondary goal was to communicate to teachers and others who work with these children how it feels to be a child with learning disabilities. Focusing on an educationally handicapped boy, the problems of visual and auditory perception and impaired muscle coordination are illustrated as they occur in the classroom and on the playground. The dialogue repeatedly calls the viewer's attention to

how it would feel to be educationally handicapped. The handicapped child's potential to excel in music, art, or science is illustrated. Reference is made to several well known people who have been identified as having learning disabilities. The film suggests how a normal child might be a friend to a handicapped child and illustrates ways he might help him to bear or overcome his handicaps. The story is held together with the theme of the old Indian prayer, "Great Spirit, grant that I may not criticize my neighbor until I have walked a mile in his moccasins." The melody for the theme song, "A Walk in Another Pair of Shoes," was composed by Dean, the educationally handicapped child about whom the story was written.

119. We Can Grow (16mm, color, sound, 13 minutes).
ACI Films Inc., Distribution Center, P.O. Box 1898, 12 Jules Lane,
New Brunswick, New Jersey.

This is a film about impaired and disabled children and how they--the crippled, deaf, and blind--get started in school. These children are seen learning things all children learn and playing games all children play, but in ways adapted to their specific conditions. A simple poetic commentary, spoken from the point-of-view of the children describes how impaired sensory modes or physical abilities can be supported by others, and how braille, lip-reading, physical therapy and other techniques figure in the learning process. Basically this film is less clinical than spiritual as its subject is the struggle of children who are determined to learn, move, and grow in spite of impairments and disabilities. Its subject is really courage--a courage that communicates to other children and to adults equally and immediately. Emphasis throughout the film is upon each youngster's abilities as shown through their active participation in playground, outdoor, ball, nature, arts and crafts activities. Ways these children look upon themselves are expressed in the film's final scene by a blind girl who says, "We can read, we can learn, we can grow!"

120. Who Handicaps the Handicapped (16mm, sound, black/white, 14 minutes).
Frances Brush, University of Portland, Portland, Oregon 97203.

Children with various handicapping conditions, including cerebral palsy, muscular dystrophy, and hip disorders are shown in a variety of basic movement activities. The film focuses on individual students as each is helped to develop his full movement potential.

121. Why Billy Couldn't Learn (16mm, sound, color, 40 minutes).
California Association for Neurologically Handicapped Children, P.O.
Box 604, Main Office, Los Angeles, California 90033.

This film shows neurologically handicapped children in classroom and playground situations; it highlights characteristics of these children and their learning problems. Filmed at Palos Verdes Unified School District (Southern California) it focuses on diagnosis and teaching

techniques used in a special classroom for educationally handicapped children. There are many fascinating and thought-provoking scenes; things are left unsaid or are only suggested so the film does not overpower the viewer. The film is dedicated to finding better ways of doing things for neurologically handicapped children so each has opportunities to become as independent as possible and to grow into a rewarding adult.

122. Why Exercise (16mm, sound, color, 12 minutes).*
Associated Film Services, 3419 Magnolia Boulevard, Burbank, California.

Provides ideas on values of muscular activity. Emphasis is on the fact that the human body makes adaptations to the exercise demands placed upon it, and that these adaptations are in the form of increased strength, greater endurance, and improved flexibility. The film demonstrates types of activities which develop each of these elements of fitness. Animated portions show how posture is maintained and how movement of the body is achieved through the pulling action of muscles on bones.

123. You're It (16mm, sound, color, 25 minutes).
Alden S. Gilmore or Thomas A. Rich, MacDonald Training Center, 4424 Tampa Bay Boulevard, Tampa, Florida, 33614.

This film emphasizes the importance of recreation as a means of educating mentally retarded children. Specific examples of how participation in recreational programs can contribute to physical growth, social development, more productive use of leisure time, and vocational placement are discussed. Methods of working with retarded youngsters in recreational programs, along with teaching hints and suggestions are important inclusions. Retarded youngsters of all ages are shown participating in a variety of activities--e.g., hide and seek, softball, cheerleading, camping, swimming, dancing, square dancing, table tennis, pool, arts and crafts, and in passive activities as watching television and listening to music.

124. ABRA--Overview (16mm, sound, color, 13 minutes).**
Architectural Barrier Removal Information Center (c/o O. J. Collins, Project Director), East Central University, Ada, Oklahoma, 74820.

Produced by the Ada, Oklahoma Architectural Barrier Removal Information Center, this *overview* introduces ABRA!, a magical character who makes the blindfold of unawareness disappear so we can see how environmental barriers affect us all. This presentation touches briefly on six areas: housing, education, recreation, legislation, transportation, and employment. Each of these areas is to be treated further in separate presentations that are as of this date nearing completion.

125. Ahead of the Crowd (16mm, sound, color, 28 minutes).*/**
Modern Talking Picture Service, Room 107, 2000 L Street, N. W., Washington, D. C., 20036.

Motivation is what makes people get ahead, strive to achieve and succeed. Ten well-known athletes representing football, tennis, baseball, golf, basketball, track, and soccer tell their personal stories--how each attained the spark that brought success and how it feels to be really successful. Al DeRogatis, nationally known sportscaster, narrates the film which presents motivating factors that are important to every successful person. All ten athletes discuss how they looked inside of themselves to discover secrets of success. Each athlete has different names for what underlies his or her triumphs--desire, determination, discipline, preparation, learning from losses, and intense practice. It all adds up to a willingness to figure out what you're good at, having confidence in your own ability, overcoming obstacles, and really working for success. Kyle Rote, Jr. sums up the important and inspirational message of the film, "Do the best you can with the abilities you have."

126. Alive and Feeling Great (16mm, sound, color, 13 minutes).*/**
President's Council on Physical Fitness and Sports, Washington, D. C., 20001.

This is a film about girls that is designed to promote development of vigorous community physical activity programs for them. Bonnie Pruden narrates the film and presents activities in ways that show there are no age limits for these programs. Warm up exercises emphasize reaching, stretching, flexibility, firming muscles, and maintaining good posture. Inexpensive and easily obtained equipment and devices are stressed throughout the film. Interesting and invigorating activities are shown with chairs; rope activities promote development of upper arm strength and endurance; paddles and streamers add variety to programs; saw horses become balance beams and bases for obstacle courses; and music is an integral part of many activities. Tumbling and gymnastic activities demonstrate need for a strong, flexible, and well-coordinated body as a basis for building self-confidence, emphasizing the joy of living, and developing a quality life worth living.

127. All My Buttons (16mm, sound, color, 28 minutes).
National Association for Retarded Citizens, 2709 Avenue East, P. O. Box 6109, Arlington, Texas, 76011.

This film version of a televised public forum presents problems of custodial residential facilities for mentally retarded adults and discusses difficulties encountered by many retarded adults in the community. A great deal of emphasis is given to off the job hours and the potential of community programs and activities for improving life styles of many mentally retarded adults. Efforts are made to provide information for building positive attitudes toward and for eliminating misconceptions about mentally retarded persons; retarded adults have the same need for companionship and fun as other people. Implications for and challenges to recreation personnel are presented. How many recreation programs are open and available to retarded adults? To what degree are retarded adults being helped to enjoy living and life? How are they being helped to manage increased freedom in the community? Approaches for enabling retarded persons to become a part of communities are discussed. No longer can the waste of human lives and personal potential be rationalized or justified. Basic tools to change behavior of both retarded persons and

the lay public are available. Public acceptance must be obtained if any type of community integration is to be attained. Throughout this film many statements are presented to stimulate discussion and debate about both general and specific ways to meet the varied needs of mentally retarded adults.

128. All the Self There Is (16mm, sound, color, 13½ minutes).*
American Alliance for Health, Physical Education and Recreation, 1201 Sixteenth Street, N. W., Washington, D. C., 20036. Purchase \$90; Rental \$15. Order from NEA Sound Studios, 1201 Sixteenth Street, N. W., Washington, D. C., 20036.

This film shows physical education as individualized learning experiences designed to help each participant gain in a variety of physical, social, emotional, and psychological ways. Movement education in the early years is presented as a means for every child to feel successful and confident as individual movement patterns and coordination are developed in stress-free environments. Team and individual activities are shown as activities that contribute to the total development of boys and girls and offer them ways to explore and develop new interests. Self-confidence and self-discipline are developed in later years through active participation in lifetime sports such as golf, tennis, bicycling, swimming, sailing, and skating. Activities which promote physical fitness components such as strength, endurance, and flexibility are also shown and discussed.

129. An American Phenomenon (16mm, sound, color, 20 minutes).
National Foundation, 800 Second Avenue, New York, New York, 10017.

The birthright of every child to happiness is the basic theme of this promotional film for the March of Dimes. Different conditions--i.e., orthopedic impairments, spina bifida, Down's Syndrome--are discussed from the point of view of how parents can assist each other. Richard Kiley narrates this film and discusses medical cases, diagnoses, and genetic counseling as related to specific handicapping conditions. Roles of young people in helping in program, especially recreation, camp, trip, leisure, and sport activities, are presented. The importance of prenatal clinics for both mothers and fathers is emphasized because of the necessity for early intervention and large numbers of babies with congenital birth defects.

130. Aqua Dynamic Conditioning (16mm, color, sound, 18 minutes).*
President's Council on Physical Fitness and Sports, Washington, D. C., 20201.

Casey Conrad, Executive Director of the President's Council on Physical Fitness and Sports, discusses and demonstrates development and maintenance of cardiorespiratory, abdominal, and upper arm endurance through planned water activities. Buoyancy and water resistance are important factors in aqua dynamic conditioning. Activities can range from extremely simple walking or moving specific body parts to complex modifications of synchronized swimming. Traditional calisthenics,

various track flexibility and stretching exercises, as well as variations of swimming and aquatic activities can be adapted and used in this approach with individuals regardless of type or severity of handicapping conditions. Representative activities shown include low, high, power, and progressive bobbing, with and without associated stretching movements; simple and complex movements forward, backward, in, out; flex, and extend arms and legs.

131. As A Blind Person... (16mm, sound, color, 28 minutes).
Public Education Division, American Foundation for the Blind, 15 West 16th Street, New York, New York, 10011.

This is a penetrating film study of Bill Schmidt, a blind principal and teacher in an elementary school in Temple City, California. Bill Schmidt tells the story of his life--how he was born blind, how he developed an interest in teaching, and difficulties he had in convincing many people that he could do the job of a teacher and later that of a principal. Bill's professional life is traced through words of those who work with him and of those for whom he works. Historical footage and photographs are used to show him in college, as a student teacher, teacher, and finally as a principal. Bill's family helps tell the personal side of his story in climatic and poignant sequences. Always an advocate of an active life, Bill wrestled, coached, and participated in a variety of physical, recreational, and sports activities. On one occasion when his daughter drowned in the back yard swimming pool, it was Bill who pulled her out and revived her with mouth-to-mouth resuscitation. This is a warm, three dimensional study of a man, his work, and his family. Bill Schmidt's basic philosophy is simply stated, "...I've never let stereotypes--like a blind person can't do that--stand in my way."

132. At Your Fingertips*
ACI Films, 35 West 45th Street, New York, New York, 10036.

This is a series of six films (16mm, sound, color, 10 minutes each) which deals with arts and crafts and shows children making things out of familiar, easily obtained materials. Films are not strictly how-to-do its, but stress originality, creativity, and suggest ways to explore materials and techniques. In addition to introducing concepts and principles, each film includes creative uses for common materials. They encourage children to use cast-offs to make their own toys, gifts, projects, and to develop manual skills.

No. 1 At Your Fingertips: Boxes. Visiting a supermarket--a variety of boxes, cartons, and containers are seen. At home these same boxes are transformed into other objects. Cereal boxes and milk cartons become cars, animals, and villages. Very large boxes, like those used in crating refrigerators, are made into playhouses and tunnels.

No. 2 At Your Fingertips: Cylinders. Cinder or sewer pipes of all sizes are used for fun, exploratory activities. Paper towel cylinders are put together with metal fasteners and made into totem poles, racing cars, and puppets.

No. 3 At Your Fingertips: Play Clay. A recipe for play clay--one cup salt, two cups flour, one cup water--provides practical and safe material for children to make various ornaments. Tempera paint or food coloring can be used to add color to the mixture.

No. 4 At Your Fingertips: Floats. The introduction discusses why some things float and others do not. A variety of boats, animals, and rafts are shown. Some boats are complete with stabilizers, sails, masts, and other rigs.

No. 5 At Your Fingertips: Sugar. Sugar dampened with water can be shaped with the hands or in molds made from balls. As the sugar dries it hardens in the shape. Spices, eggs, and other materials can be used to add to the effect of these objects--they're good to eat too! Molds can be lined with plastic to prevent sugar from sticking.

No. 6 At Your Fingertips: Grasses. Clever arts and crafts projects and activities can be made using grass. Paper is placed over grass and rubbed with crayons for unusual and artistic effects. Different grasses provide unique ideas as to what can be made from them and how they can be used.

133. Being (16mm, sound, color, 20 minutes).
ACI Films, 35 West 45th Street, New York, New York, 10036.

A young man whose legs were paralyzed by a childhood accident, makes his way on crutches to a park. Some people look at him as though he were a freak; others ignore or push past him. In the park, where he is sketching, a girl stops to talk to him; reluctantly, he responds. They talk, visit the playground, look at trees and flowers, and sit by the water. He thinks in quick flashbacks of his accident, convalescence, and continuing difficulties caused by his condition. His temper flares when he thinks the girl is being patronizing, then realizes that she is honest and friendly. By the end of the day, both are hoping to meet again.

134. Being Me (16mm, sound, black and white, 13 minutes).*
Extension Media Center, University of California, 2223-Fulton Street, Berkeley, California, 94720. Purchase \$75.00; Rental \$5.00 per day.

Nine girls eight to 13 years of age are shown in a series of spontaneous, exploratory movements that reveal each dancer's total physical, mental, and emotional involvement. No formal instruction is given and no attempt made to elicit stylized movements. Each child follows her own body rhythm, not one superimposed or prescribed. Emphasis is upon expressive potential as each participant responds to the imaginative and stimulating application of principles underlying release of expression. Movement is felt to be the matrix from which each child organizes and experiments herself and the medium that gives a child an ability to integrate experiences as she grows. An important part of the film presents the children discussing dance among themselves.

Although not designed for or shown with impaired, disabled, or handicapped children, concepts, activities, and methods are all applicable to and appropriate for these populations.

135. Blocks: A Medium for Perceptual Learning (16mm, sound, color, 17 minutes).*
Campus Film Distributors, 2 Overhill Road, Scarsdale, New York, 10583.

Blocks are presented as a basis for a variety of learning experiences; the role of the environment in the learning process is explored. Storage of blocks aids in the classification process--size, shape, kind, and labeling. Both vertical and horizontal space can be explored through blocks. Manipulation of blocks aids with concepts of weight, texture, patterns, and with processes involving hand-eye coordination and balance. Laterality and directionality concepts are developed through near/far, inside/outside, top/bottom, up/down, and left/right in terms of blocks and their relationship to a child and other objects in the environment. Bridges, tunnels, and ramps made with blocks are a few of the architectural patterns shown. Blocks challenge children to create as they explore form, patterns, and space. These are important introductions to conceptual development that help provide a solid foundation for future learning. Children seen in the film are from Queens College (New York) Early Childhood Center.

136. The Bold Challenge (16mm, sound, color, 15 minutes).
Blind Outdoor Leisure Development, Box 3204, Aspen, Colorado, 81611.

This film was developed to show clubs and groups interested in the blind and skiing as a method of encouraging and gaining their support for developing local blind skiing clubs. The film approaches the art of skiing in a professional and educational manner, describing basic requirements for becoming a successful skier. It takes viewers through the process of training instructors as well as orientation of prospective blind skiers and step-by-step educational methodology used so successfully. Viewers have an opportunity to follow individual skiers through the process of learning to the point where they become competent skiers and can participate fully in the joy of the sport. Although the film's original purpose was to encourage development of local clubs of blind skiers, the professional approach taken to describe teaching techniques, psychological factors, special safety precautions, and sequential learning makes the film an excellent teaching tool. The innovative approaches for developing sensory input during the teaching process has application to other subject matter. The four remaining senses are utilized to the fullest in helping motivated and talented visually impaired individuals master a difficult but rewarding sport.

137. Boys in Conflict (16mm, sound, black and white, 47 minutes--Part I, 21 minutes; Part II, 26 minutes).
Wediki Films, 743 Alexander Road, Princeton, New Jersey, 08540.

This documentary film deals with participation of emotionally disturbed adolescents in a specially designed camp program in Hillsboro, New Hampshire. Camp activities are built around a model of normalcy since

this program was designed to attain dual purposes of therapy and learning. Counselors' struggles in dealing with campers as they act out frustrations and problems emphasize the importance of positive camper-counselor interpersonal relationships. Evident as factors affecting behavior are moods, ups and downs, and not succeeding in various tasks; some campers get upset before there is a reason for such reactions. Counselors discuss situations and strategies among themselves to help make the total experience more meaningful to each camper. An important emphasis throughout is helping each camper understand his or her own actions by getting tensions, anxieties, and frustrations out in the open through discussion and counseling. Effects of these camping activities and changes in campers are obvious as the bus is loaded and leaves camp for the return trip home.

138. Chance to Live (16mm, color, sound, 18 minutes).
South Carolina Association for Retarded Citizens, 1517 Hampton Street, P.O. Box 1564, Columbia, South Carolina.

Describes problems facing parents of mentally retarded children and the need for community services, day care programs, developmental centers, sheltered workshops, and group homes. Although the film focuses on South Carolina, contents can generally be applied to other states. Interrelationships among day care programs, developmental center activities, sheltered workshops and employment, and halfway houses are dealt with in terms of skills and competencies required for successful functioning in each setting. Emphasizes the importance of personal success and providing services at the community level rather than in institutions or residential facilities. Also stresses that a home atmosphere at all levels is a means of helping each individual find his or her place in the world.

139. Changes (16mm, sound, color, 26 minutes).
Modern Talking Pictures Film Library, 1687 North Elmhurst, Elk Grove Village, Illinois, 60005.

Produced by Summit Films at Denver's Craig Rehabilitation Center, this film discusses frankly life-style changes facing people who suffer sudden traumatic injuries. Barry Corbet became one of them when his helicopter crashed while shooting a skiing film over Aspen, Colorado. Facing such changes takes courage, but Barry doesn't believe in living in the past. He enlarged his world within an enforced and challenging life style. His friends are the same though their shared interests have expanded. He would be the first to say a spinal cord injury doesn't mean social tragedy.

140. A Child Creates (16mm, color, sound, 7 minutes).
Soundings, 2150 Concord Boulevard, Concord, California, 94520.

A philosophy of art education for young children is presented in a film that can be used in teacher education, in-service activities, and parent-teacher groups. Two kindergartners touch and feed many different animals at a children's zoo and then create their impressions the next day at school with paints, felt pens, and crayons. A child creates naturally with a richness of color and freedom of form. The role of an adult in fostering this creativity consists of providing enriching experiences and free environment, listening and answering a child's questions.

allowing him or her to make mistakes, and recognizing each as a person in his or her own right. A child responds in proportion to depth and warmth of stimulation received. Finding beauty in art, a child develops other potentialities and seeks to expand awareness of the world.

141. A Child is a Child (16mm, color, sound, 8 minutes).
AIMS Instructional Media Services, P. O. Box 1010, Hollywood, California, 90028.

Emphasis toward special education for children has gone so far that many educators, parents, and teachers-in-training tend to lose sight of the fundamental fact that a child is a child--whether sighted or blind, gifted or mentally retarded, mischievous or placid. This film shows children with and without handicapping conditions integrated in the Preschool Laboratory at California State University, Northridge. Emphasis is on similarities--not differences--among all children as erroneous ideas about working with children with handicapping conditions are dispelled. In dealing with preschool children in particular, those with various handicapping conditions must not be separated from childhood. They have much to give to and learn from one another. The key to success in reaching these children is to *individualize* according to the uniqueness of each one.

142. Child-Viewing-And-Doing (16mm, sound, black and white, 16 minutes).*/**
S-L Film Productions, P. O. Box 41108, Los Angeles, California, 90041.

This learning through movement film is designed for use with children themselves. Three separate units without music or rhythm accompaniment are contained in this film--Clowns, Slides I, and Ruth Children Run. Each story sustains interest and provides reminders for movement activities by the children. After each unit is shown children should get up and work on what they have just seen. Each child has opportunities to be successful in fun and developmentally appropriate activities. For example, during Clowns they mount, grade, and control an invisible horse. When they stop they do all sorts of appealing things. In Slides I they move in various ways independently and together, with partners, and in games. Run-Children Run provides opportunities to run in many different ways, in various directions, and at different speeds. Activities can be structured to the degree necessary for each participating group.

143. Children Growing Up: All in the Game (16mm, sound, color, 25 minutes).*
Time-Life Films, 100 Eisenhower Drive, Paramus, New Jersey, 07652.

The role of play and games in growing-up is explored. Emphasis of the film is upon values and stages of play for children two to four years of age. Through play children can learn about the world around them, put things together and take them apart. Play progresses through clearly defined and identified stages that are related to specific stages and ages in a child's life. There are times when children need lots of physical activity; on other occasions they need to learn to get along with others; sometimes they need to be less active and more passive; opportunities to observe cause and effect relationships are necessary; chances to compare and contrast are important; they need to learn to respect and respond to different activities and attitudes. Play and games offer many opportunities to express the emotions and to develop one's personality and

various personal characteristics. These processes are basically the same for all children and applicable to developing greater understanding of those who also have to cope with different handicapping conditions.

144. Children of the Silent Night (16mm, sound, color, 27 minutes).
Film Library, Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

This documentary film shows how deaf-blind children can be taught to communicate and talk. This film deals mainly with one deaf-blind child--how she learns to hear through her fingers; how she is first introduced to the mysteries of language; and how she learns to say her first few words. Research and teacher training activities at Perkins School for the Blind (Watertown, Massachusetts) are also discussed. This film presents how children with multiple conditions of deafness and blindness are being educated to lead lives of usefulness and sometimes brilliance. Play and physical activity are shown as important ways by which these children learn new concepts and life skills. Creative activities such as arts and crafts and movement are used to help them explore and learn about their environment, train their hands and bodies, and develop social awareness. The physical education program includes ball activities, play, tricycle riding, calisthenics, skating, stall box activities, rhythms, swimming, and physical fitness activities. Basic to all of these educational approaches that recognize the hands as the eyes and ears of deaf-blind children is the thrust to help each one of them open the gates to the mind and to be better able to communicate.

145. Children Without Sight (16mm, sound, color, 5 minutes).
Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

Myths ranging from blind individuals can do anything to they are helpless are dispelled. Realistic goals of educational programs for blind children are presented. A rich and full program, including physical and recreational activities, social skills, and travel techniques, is needed by these boys and girls. Success and achievement are important in programs and activities for blind children. Selected functions and services of Perkins School for the Blind (Watertown, Massachusetts)--teacher training, research and regional libraries, and educational programs for boys and girls--are also introduced.

146. Chris (16mm, sound, color, .8 minutes).
S-L Productions, P. O. Box 41108, Los Angeles, California, 90041.

This photographic record of a nine year old boy shows him gradually developing awareness of his world of art around him along with his own creative potential. Visits to places such as Watts Tower provide basis for his own creative and artistic impressions of the place.

147. Color Her Sunshine (16mm, sound, black and white, 17 minutes)
Audio-Visual Center, Indiana University, Bloomington, Indiana, 47401.

Mary is a 21-year old woman with Down's Syndrome. This film is about Down's Syndrome, Mary, and her parents who chose to keep her at home

rather than in an institution. Mary's mother narrates most of the film and describes events from the time she was told that Mary had Down's Syndrome through Mary's childhood and up to the present. The film focuses on abilities of individuals with Down's Syndrome, such as their abilities to master simple vocational skills, daily living skills, and household tasks. The necessity for training in self-help, motor, and leisure skills for a child to reach full potential is stressed by Mary's mother. Mary's ability to do such tasks as bedmaking, washing dishes, cooking, and ironing is illustrated; she is seen along with other mentally retarded adults at a sheltered workshop. Mary and others are shown participating actively in swimming, diving, dancing, bowling, listening to records, painting-by-number, and playing cards. Although Mary is successfully living in a world outside an institution in the mainstream of life, the film raises the question of what happens when her parents die.

148. Coming Home (16mm, sound, color, 27 minutes).
The Stanfield House, P. O. Box 3208, Santa Monica, California, 90403.
Purchase \$300; Rental \$25.

This film is about a girl in her late teens who leaves a state institution to live in a community residential home for mentally retarded adults. There she shares a family life with 11 other retarded adults. She begins a training program where use of community work and play resources are emphasized--a program which recognizes her right to full citizenship and self-actualization. This film is also about some of her neighbors; some who have come to know her as a helping friend, and others who are considering ways of removing the home from the neighborhood. Fears and misconceptions held by these neighbors are aired at a public meeting with the director of the home. The director's answers are persuasive but do not prevent a call for the motion to retain a lawyer to remove the home. As the roll call vote is begun, viewers will find themselves silently considering their own feelings about the family, the home and how they might cast their vote.

149. Concept Development in Outdoor Play (16mm, color, sound, 20 minutes).*
Campus Film Distributors, 2 Overhill Road, Scarsdale, New York, 10583.

An outdoor environment can enhance many types of play; a planned outdoor play program has much to add to the total school experience. Activities such as water play, sand play, woodworking, music, rhythm, and nature study are better carried on in the out-of-doors for a variety of reasons: children have more space and freedom to play, less clean-up is required afterwards, and noise during play is less noticeable outdoors. Concepts learned through active participation in play activities are demonstrated in the film. For example, hammering nails enhances hand-eye coordination; nature study teaches respect for living things through direct experiences; play with large equipment--i.e., carts, barrels, tires, logs--encourages dramatization and imagination; sand play fosters use and practical knowledge of volume, weight, and shape. This film offers viewers a wealth of activity ideas to enhance concept development of young children. Although no impaired, disabled, or handicapped children

appear in the film, all activities shown are entirely appropriate for these children.

150. Conversation With Deaf Teenagers (16mm, sound, color, 15 minutes).^c
Department of Special Education, Western Maryland College, Westminster, Maryland.

A group of deaf teenagers attending Swan Lake Camp (Minnesota) discuss their personal hopes, aspirations, and directions. Key points and issues surfaced included need to emphasize services to hearing impaired children in primary school departments; need to have deaf teachers throughout all school levels; problems of being left-out even in one's own family; problems and relationships with hearing and/or deaf parents; and desire to interact with hearing peers and classmates. Activities in which these young people are shown participating at camp include exercises and calisthenics, a softball game, boating, meal time, and on several field trips.

151. Creative Kindergarten (16mm, sound, color, 40 minutes).^{*}
Soundings, 2150 Concord Boulevard, Concord, California, 94520. Purchase \$475; Rental \$40 for 3 days.

An individualized kindergarten program designed to help children develop their creative potential and enhance chances for success in later education is presented. Basic elements of this program include assessment with individual diagnostic tests and prescriptive programs for each child. Emphasis is placed on developmental tasks and creative activities--i.e., coordination activities, movement exploration, rhythms, ball activities, tire activities, balance beam activities, locomotor activities, arts and crafts, small and fine motor tasks; language and reading readiness are integral parts of this prescriptive program. A teacher or aide works with individual children or small groups. Children work at their own pace and at tasks meaningful and interesting to each. The free environment, in both classroom and out-of-doors fosters creativity in the children who are stimulated to explore, ask questions, and express themselves in art and other media. This type of program is based on the premise that prevention of failure is not only more economical of resources but more humane to children. This program is also designed to help each child answer the question, "Who am I?"

152. Dark Silence (16mm, sound, color, 11 minutes).
National Audiovisual Center (GSA), Washington, D. C., 20409.

Program, activities, and services of the National Center for Deaf-Blind Youth and Adults (New Hyde Park, New York) and its four field offices are discussed. In addition to providing client services to deaf-blind residents, this Center serves as a clearinghouse for cooperative exchange of information and materials dealing with education, training, habilitation, and rehabilitation of deaf-blind persons. Research conducted at or sponsored by the Center have dealt with training methods, technology, devices and equipment, and surveys of and about deaf-blind persons. Personnel preparation for individuals outside the Center staff is also available and provided through Center sponsorship. Specific program areas and

activities shown include communication skills, activities and skills of daily living, mobility and physical orientation, industrial arts, physical therapy, and counseling. When evaluation, program, and research activities and efforts are coordinated, prognosis for effective rehabilitation of deaf-blind persons is possible, probable, and promising.

153. Deaf/Blind Workshop (½ inch videotape, 3 reels, black and white, sound, 80 minutes).
Central Wisconsin Colony, 1974. Available on loan only to personnel in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin from:
Regional Developmental Disabilities Information Center, 317 Knutson Drive, Madison, Wisconsin, 53704.

The Deaf-Blind Workshop presented on this three-reel videotape has two main parts: lecture and demonstration. The lecture, on reel one and part of reel two, deals with roles of motor skill specialists and considerations in programing for and teaching motor skills to deaf-blind children. The majority of reel two and all of reel three are devoted to demonstrations with three deaf-blind children. With the first child, the motor skill specialist demonstrates ways of teaching a deaf-blind child to jump, step up and down, and hop. The second child, who has difficulty holding her head up, is used in a demonstration of pre-crawling skills and backward and forward rolls. The third child exhibited many bizarre mannerisms and very disturbed behavior. The demonstrator attempted to teach this child to walk and stand by himself, and discussed ways of discouraging bizarre mannerisms and self-destructive behavior.

154. The Deaf Child Speaks (16mm, sound, color, 16 minutes).
Extension Media Center, University of California, Berkeley, California, 94720. Purchase \$190; Rental \$14.

Many phases of the program at the Oral Education Center of Southern California where children with severe hearing impairments are taught to function in the normal world of speech, sound, and hearing are presented. Individualized instruction leading to a child's acquisition of a fully-formed language structure with intelligible speech is emphasized. Activities shown include a one-to-one speech-learning session demonstrating that young deaf children are capable of speaking; an experimental program utilizing colored plastic pieces to teach very small children essentials of sentence structure through visual and tactile means; a dance class on a specially constructed stage that is virtually a high loudspeaker and on which the children literally feel the music; a reading and speech class where children first lipread with their teacher and then read aloud a story they composed about a class field trip; a basic science class; and a math class where three-year olds learn serial properties of numbers. Importance and role of rhythm, time in space, movement, music, dance, and motor coordination activities are seen directly and indirectly through activities and presentations in the film. About three million children in the United States suffer from some degree of hearing impairment, but programs such as the one described show vividly that no longer do they have to be trapped in a silent world.

155. Discovery (Sound-filmstrip kit consists of two audio cassettes, four filmstrips; and scripts for the sound-filmstrip presentation; the sound-filmstrip can be operated manually or, if pulsed equipment is available, it can run automatically).

Kristine A. Bott, Discovery Through Outdoor Education, Macomb Intermediate School District, 44001 Garfield Road, Mt. Clemens, Michigan, 48043. Purchase \$35, which includes Discovery Manual.

This filmstrip kit is one part of the set of dissemination materials developed in this ESEA Title III project. Filmstrips are titled: An Overview, History and Philosophy, Curriculum, and Disability Considerations. They provide a brief overview of materials contained in the Discovery Manual, which suggests methods and procedures in the sequence necessary to set up and carry out outdoor laboratory experiences with special education students. Pictures depict various scenes at the Macomb Intermediate School District's outdoor laboratory site and participation of special education students in all types of outdoor activities. Narration corresponding to filmstrips describe how the Discovery Through Outdoor Education project began, background information about the project, how a suitable laboratory site was chosen, considerations for initiating the program, activities included in the curriculum--i.e., academic subjects, physical education, arts and crafts, nature/ecology, and camping skills--and special considerations necessary for planning a program and selecting sites and facilities for disabled children.

156. Dramatic Play (16mm, sound, color, 32 minutes).*
Campus Film Distributors, 2 Overhill Road, Scarsdale, New York, 10583.

Focus of this film is on dramatic play as an integrative process for learning. Since experience is considered the basis for dramatic play, children need a wide variety of experiences to realize full potential of this vehicle for learning. Children from Queens College (New York) Early Childhood Unit are shown in a variety of dramatic play situations. They explore roles of people in society, show perceptive powers in ways materials are handled, develop concepts, resolve conflicts, and express feelings about self and others through dramatic play. Different learning styles of individual children are noted and specific needs of each met through this process. Teachers/leaders often become facilitators to stimulate dramatic play and emphasize intellectual and cognitive concepts through this medium. Models can be created for dramatic play in terms of how things work in context. Teachers/leaders must time their intervention and assistance appropriately to be effective and facilitate the process. Dramatic and creative elements can be extended to and included in virtually any area of child's play.

157. Drawings By Children (16mm, sound, color, 11 minutes).*
Center for Mass Communication of Columbia University Press, 440 West 110th Street, New York, New York, 10025.

Picture making is fun for children who are six or seven years of age; each picture is very special to its creator. As children work with various art and drawing media, they talk about their own works; various activities interpreted by different boys and girls are shown. Ways in which art and related activities contribute to total growth and

development of young children are discussed. Relationships and inter-relationships of art and drawing activities to music and singing are also explored. This is another film appropriate for and applicable to individuals with various handicapping conditions although not designed specifically for special populations.

158. Driving With A Disability (16mm, sound, color, 23 minutes).**
Driver Education, Health and Safety, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa, 50307.

The physically impaired student driver is introduced to adapted equipment through a driving simulator equipped with hand controls. This film developed cooperatively between Yonker Memorial Rehabilitation Center (Des Moines) and the Iowa Department of Public Instruction presents basics of learning to drive through simulation. The driver is taken step-by-step through starting, shifting gears using an automatic transmission, operating turn signals, steering, braking, and interpreting gauges. Information obtained from simulator panel and control console is used in evaluating strengths and weaknesses of a student in a variety of situations and under different driving conditions.

159. Early Expressions (16mm, sound, color, 15 minutes)*.
Modern Talking Pictures Service, 2323 New Hyde Park Road, New Hyde Park, New York, 11040.

Movements of children are shown through art and play. Movements are expressed in horizontally, vertically, diagonally, and circular ways with many interrelationships shown among them. Expression in art reflects various play experiences; art expressions are made in many ways in the world about a child--through blocks, boxes, building towers, and climbing on play apparatus. At Golden Gate (California) Kindergarten each child is encouraged to create his or her own work of art. Different children follow the same directions and use different movements and media to express themselves. Emphasis is given to the role of parallel activities so that children can participate near one another without interfering with each other's individual expressions. The developmental emphasis of the program demonstrated through this film is applicable to, for, and with any population, including children with various handicapping conditions.

160. Even Love Is Not Enough...Children With Handicaps (filmstrips, color, records or audio cassettes).
Parents' Magazine Films, 52 Vanderbilt Avenue, New York, New York, 10017.
Complete series of four sets, with records, \$160; with cassettes, \$200.
Per set, with record, \$49; with cassettes, \$58.

This filmstrip series was specifically prepared to provide adults with knowledge necessary to contribute to the healthy development of children with special needs. Four sets of filmstrips focus on children with Behavioral and Emotional Disabilities, Intellectual Disabilities, Educational and Language Disabilities, and Physical Disabilities. Each set deals with (1) how to suspect symptoms of possible handicapping conditions, (2) where to go for proper diagnosis of each of these conditions, (3) how to understand effects of a special child on other family

members, (4) how to find professional treatment and service for these children and their families, (5) how to assist the child in achieving development in school, and at home, and (6) how to contribute to a child's attainment of positive self-concept. This series was prepared in association with the staff of specialists from The Frank P. Graham Child Development Center, University of North Carolina at Chapel Hill.

No. 1 Behavioral and Emotional Disabilities. A review of developmental milestones--cuddling, gurgling, laughing and vocalizing; speaking; interacting with others; solitary, parallel and social play; and the expression of pleasure and fear--provides the background for understanding and recognizing emotional and behavioral disabilities in children. Photographic studies of youngsters in each of these different stages contrast behavior of those who are emotionally healthy with those who have problems, as evidenced by excessive crying, violent temper tantrums, inability to respond to others and rejection of authority. Through dramatizations, viewers are shown behavior symptomatic of many types and varying degrees of emotional disorders: coldness of the autistic child, refusal or inability to toilet train, lack of discipline in the negative child, anti-social tendencies of the isolate child, and fearful and anxious reactions of the child in emotional conflict. Example situations illustrate how the caregiver should pay attention to and praise good behavior, and how to handle discipline and punishment so as not to reinforce bad behavior. For a child who requires professional services, several options are examined. Through play, art or music therapy, a child can express him/herself and open up to help. Suggestions are made concerning sources, such as friends, professionals, and parent groups and professional organizations, from which parents can receive guidance and support.

No. 2 Educational and Language Disabilities. A focus on language disabilities puts educational disabilities in perspective. Dramatizations show how language develops in early childhood. A breakdown in this developmental process occurs when there is a malfunction in the language cycle. Photographic studies show how the language cycle operates, and illustrate specific problems with reception, central processing, expression and receiving feedback--the four points where breakdowns in the cycle can occur. Behavior of children suffering from these malfunctions is characterized by their actions and reactions to everyday situations. Consequences of language disabilities, including loss of intellectual ability, lack of social relationships, and problems in school are pointed out. Caregivers are urged to seek professional help for their disabled children to first identify the problem, and then to eliminate or compensate for the problem, and to provide remedial training. Parents are encouraged to be active in their child's treatment program and are offered advice on helping the youngster overcome communication problems through play situations and family events. For parents who have problems interacting with their disabled children, photographed sequences look at benefits of counseling. A discussion of the role of the pediatrician, psychologist, audiologist, speech pathologist, and special education teacher, along with an overview of community services, is included.

No. 3 Intellectual Disabilities. What is mental retardation? Can the mentally retarded child be helped? These are among many questions answered with a photographically illustrated explanation of the retarded child's intellectual ability and difficulty in adapting. Degrees of severity and significance of early detection are examined for their effects on the child's future. To spot disabilities, the caregiver is told to be aware of problem development with communication, socialization, self-help and independence, and sensory-motor skills. Is the child communicating vocally and with gestures? Does he or she get along with others? Does he or she take the initiative in caring for him/herself? And are his or her physical abilities the same as others his or her age? Parents are urged to work with their special children at the treatment site, in the classroom or day care center and, of course, at home. Dramatized sequences offer suggestions in providing stimulation, facilitating physical and intellectual activities, and reinforcing and rewarding accomplishments. Attitudes and emotions of both parents and their retarded child are discussed in terms of how they influence intellectual improvement. For treatment, educational intervention programs are considered because of the options and opportunities they offer to improve social skills, increase motor skills and build language skills. Also covered is how to find and evaluate agencies to service handicapped children, children suspected of being intellectually disabled and their families.

No. 4 Physical Disabilities. Dramatized sequences tell the stories of three children with physical disabilities. Linda was born with cerebral palsy and requires extensive rehabilitation. A victim of a car accident, Teresa suffered a broken backbone; her legs will be paralyzed for the rest of her life. Marty, who physically appears to be just like any normal youngster, can't hit a baseball, and his writing is almost impossible to read. While Linda, Teresa, and Marty each have different problems to overcome, they are typical of children with congenital, acquired and subtle motor handicaps. The viewer is shown that physical disabilities can retard the child's progress. Viewers learn causes and symptoms of a congenital disorder like cerebral palsy, spina bifida, and club foot; how obstacles for future development can be brought on by an acquired disability; and unique problems with clumsiness, incoordination, and slow reaction time encountered by those with a subtle motor handicap. Effects of a physically impaired child on the family are discussed. Emphasis is placed on how parents can help their child fit into and function in the world. Practices and procedures of diagnostic, treatment, and rehabilitation centers and programs are observed by following Linda, Teresa, and Marty as they undergo evaluation and therapy. In addition, there is an explanation of a *total rehabilitation team* to coordinate medical assistance, education, recreation, and financial aid.

161. Exceptional Equestrians (16mm, sound, color, 19 minutes). Winslow Riding for the Handicapped Foundation, RD 1, Box 369, Warwick, New York, 10990.

Horseback riding has been utilized for therapeutic and recreational purposes more extensively and intensively in European countries than in

the United States. Recently efforts in this area have increased in this country as evidenced by the presentation in this film which deals with therapeutic aspects of equestrian activities. While on a horse riders must adjust to movements of the horse, maintain their heads in an upright position in the midline of the body, and be able to perform various exercises emphasizing balance, activities of daily living, and range of motion activities. Motivation, even of a young child who may be introduced to the program simply by sitting on a horse, is great as participants many times do things on and with horses that they can't or won't do off them. Even conventional exercises are done over a horse with enthusiasm. Expressions of participants throughout the film reflect their total involvement and enjoyment of equestrian activities. In addition to the many obvious physical values and contributions, opportunities to participate in programs of this type result in improvement and progress in sensory stimulation, self-image, and confidence. Volunteers and their roles in these programs are shown as children of various ages and with a variety of handicapping conditions actively take part in diverse activities and exercises on and off horses.

162. Expanding Concepts of Assessing Minority Students (16mm, color, sound, 28 minutes).
Bradley Wright Films, 308 North Duane Avenue, San Gabriel, California, 91775.

Teamwork among teacher, counselor, compensatory education personnel, and parents in obtaining an accurate assessment of abilities of minority children in the Pajaro Unified School District (California) is shown. Emphasis throughout is upon getting at basic causes of educational and learning problems, many of which are caused by cultural confusion and language difficulties with English. An important adjunct to the total process is observation of the child in natural settings and with peers--at play, on the playground, and in other nonschool settings. Both formal and informal sessions with student and counselor are shown and discussed. Some assessments are done in both English and Spanish to obtain a better idea of the basic capacity of the student as well as determining more accurately true and phantom learning problems. An important aspect of the total process is level of adaptive behavior as reflected through responsibility, dependability, judgment, maturity, ability to deal with problems, and self-confidence. Practical implications and applications are discussed so that the native tongue can become a stepping stone to progress and success. Follow-up and involvement of parents and family play an important part in the total process so that extra attention to meet special needs can be coordinated between home and school.

163. Explorations (16mm, sound, black and white, 26 minutes).*
Film Library, New York University, 26 Washington Place, New York, New York, 10003.

This film is directed towards teachers of movement or drama whether in schools or colleges. Drama students are shown exploring relationships to others, developing awareness of different body positions, responding to weight and gravity, and establishing awareness of him/herself. By becoming more physically aware and confident, these students become more creative and involved in improvisations. Exploration is presented as the language of movement by which one's personality is expressed. Both

structured and creative activities and opportunities are shown. Materials contained in the film are presented so more specialists can find them useful; they are appropriate for and applicable to programs and activities for individuals with various physical and/or mental conditions.

164. First Things First: Occupational Therapy and the Developing Child (16mm, sound, color, 15 minutes).
American Occupational Therapy Association, 6000 Executive Boulevard, Rockville, Maryland, 20852. Purchase \$99.50; Rental \$15.00.

This film presents ways occupational therapists help developmentally disabled children learn motor, sensory, perceptual, social and psychological skills they need to grow to their fullest potential. Occupational therapists are shown helping developmentally impaired infants and children gain basic learning skills. Exploratory play techniques are demonstrated to mothers of infants diagnosed as needing help. Infant stimulation programs of this type are held by county health departments so parents can develop skills to help their children at home. Other therapists in the film work with developmentally disabled children in public school and clinic-based self-care programs and in the home. Emphasis is on the importance of early detection and intervention, health maintenance, rehabilitation, and remediation in the comprehensive health care of children.

165. Focus on Ability (16mm, color, sound, 22 minutes).
American National Red Cross, Washington, D. C.

This is a comprehensive presentation of teaching swimming to people with various handicapping conditions--cerebral palsy, orthopedically impaired, mentally retarded and emotionally disturbed, and those with sensory disabilities. Focus on Ability is more than a training film. It goes beyond techniques and clearly demonstrates the importance of warm understanding as basis for the important interpersonal relationship between student and instructor. Emphasis is upon abilities--not disabilities--of each participant, recognizing the worth and dignity of each participant. Viewers are able to develop greater sensitivity towards needs and personalities of individuals with various handicapping conditions. This film is an excellent companion to the new Red Cross texts to assist volunteers and professionals in providing swimming and aquatic activities for special populations.

166. Free (16mm, sound, color, 18 minutes).
Hawaii Association for Retarded Children, 245 North Kukui Street, Honolulu, Hawaii, 96815. Purchase \$150.

Severely/profoundly mentally retarded and multiple handicapped individuals are in too many cases still isolated from society and deprived of opportunities to be freed from their bondage. A program conducted by the Hawaii Association for Retarded Children for young children is presented in this film. This program is based on the premise that every child is capable of learning, playing, smiling, and being a part of society. Type, degree, or severity of condition need not restrict or limit participation in and learning through classroom activities, arts and crafts, music and rhythmic activities, toy-play,

puppetry, perceptual-motor and physical fitness activities, field trips, trampoline activities, and swimming. Emphasis in these activities is upon fun and enjoying oneself. Numerous activities and skills learned spontaneously by many individuals must be taught to these populations. Values and benefits of approaches that stress active participation are vividly expressed in happiness shown on each youngster's face. Over-learning through much practice, patience and acceptance by leaders are vital for reaching and teaching these individuals. Planned opportunities to stimulate these children and increase both range and quality of their experiences begin with simple and basic activities of daily living and extend into a variety of recreational and social activities in the community. This is a positive film that not only offers hope but shows what can be done when dedicated persons want to make each of these individuals free and give each a life worth living.

167. The Fun of Your Life (16mm, sound, color, 17 minutes).*
The President's Council on Physical Fitness and Sports, Washington, D. C., 20201.

Charleton Heston narrates this film which deals with effects of inactivity on the individual, importance of remaining physically active throughout life, role of activity and exercise in maintaining high levels of cardiopulmonary fitness, problems of participating by oneself and getting into and staying in good physical condition. Vignettes of various activities in PCPFS adult programs are shown--karate, tennis, table tennis, soccer, archery, diving, swimming, bowling, skiing, bicycling, golf, boating, volleyball, and badminton. Different age groups are shown taking part in a variety of individual, dual, and group activities. The Presidential Adult Award system is explained including requirements, awards, availability, and procedures. Although impaired, disabled, and handicapped participants are not shown or mentioned, all aspects of this film and its contents are appropriate for and applicable to these groups. General rationale as well as specific award system are appropriate to all individuals including special populations.

168. The Fun With A Friend In The Gym (16mm, sound, color, 6 minutes).
Warren Johnson, Physical Developmental Clinic, University of Maryland, College Park, Maryland.

The Physical Developmental Clinic (University of Maryland, College Park) is presented in terms of its (1) purposes, (2) organization, (3) activities, (4) clinicians, (5) parental involvement, (6) methods, (7) participants, (8) rationale, (9) innovative equipment and automated devices, and (10) individualizing programs. This clinic has successfully operated since the late 1950's and is the one after which many similar clinics at other colleges and universities have been patterned.

169. The Gessel Developmental and Neurologic Examination in Infancy (16mm, sound, black and white, 43 minutes).*
Ohio State University, Columbus, Ohio, 43210.

Normal and abnormal development with adaptive behavior of infants based on the Gessel Scales are shown and described. A major emphasis of this presentation is on appropriate and inappropriate gross and fine motor behavior. Comparisons of general and specific deficits are made

in terms of appropriate developmental milestones expected at about 40 weeks. Motor levels and acts of individual infants between 13 and 15 months of age with developmental ages significantly lower are also shown and discussed.

170. Graduation: A Follow-Up (16mm, sound, color, 17 minutes).
The Stanfield House, P. O. Box 3208, Santa Monica, California, 90403.
Purchase \$225.00; Rental \$25.00.

Narrated by Burt Lancaster, this film explores, "what happens to the retarded child when he or she grows up?" Through personal interviews with parents and guardians, a perception was formed of the quality of adult life experienced by 120 retarded adults after they left school. Sheltered workshop and activity center programs available to some of these graduates are shown. Also portrayed is the life style of Johnny, a young adult who has not left his home to work or visit a friend since his graduation; Johnny represents 44 percent of graduates studied. The urgent need for continuity of school and community programs is discussed in terms of needed recreation and related social programs to enable retarded adults to make friends their own age and to build a social life of their own apart from their families. The urgency to meet unmet adult needs raises serious questions as to the extent mentally retarded persons are being prepared for the community and it for them.

171. Gross Motor Development: Part I (16mm, sound, color, 10 minutes).*/**
Sterling Educational Films, 241 East 34th Street, New York, New York, 10016.

This is a film that can be followed by and used by children themselves. They can follow Billy as he goes through a sequence of actions with a bouncing ball. He uses one hand, the other hand, two hands, stands, kneels, and sits in various patterns with his legs open or closed. In addition to developing a variety of ball skills, children learn different word concepts, discuss these verbally, and develop concepts of laterality and directionality. Additional and more complicated stunts are added as Billy performs activities on one foot while saluting, clapping, or turning; smaller sized playground balls are introduced. Additional patterns and activities include bouncing a ball against a wall, catching it on the fly in the air, bouncing it against the floor, and ricocheting it off the wall. The same routines are used throughout as activity goes from large to small balls.

172. Gross Motor Development: Part II (16mm, sound, color, 10 minutes).*/**
Sterling Educational Films, 241 East 34th Street, New York, New York, 10016.

This is a film in which viewers can participate along with children shown in the film. Specific activities presented include hoop and hoola-hoop activities, ladder activities, and a tunnel twosome. Specific concepts developed through these activities include laterality, directionality, body awareness, body image, and verbalization of both words and concepts. Reinforcement and fun are important to the success of these activities. Structure contained in the film can serve as a base from which children can develop their own activities and approaches as they become more creative with each of the pieces of apparatus.

173. Halfway There (16mm, sound, color, 15 minutes).
National Foundation, 800 Second Street, New York, New York, 10016. Contact state or local chapter of the National Foundation, not the New York office, regarding borrowing this film. Contact the national office about purchase of the film.

Play therapy and adapted playground programs at the Children's Rehabilitation Center (University of Virginia Hospital, Charlottesville) are emphasized in this film. Fun, self-expression, and staying in touch with friends, community, and reality are stressed through play therapy activities. A variety of recreational and physical activities designed to reinforce concepts introduced in the play therapy program are incorporated through the adapted playground. Center patients are shown taking part in such activities as golf, make believe fishing, (casting), floor hockey, using a confidence (obstacle) course, and in less vigorous activities such as swinging and playing in a log house. Additional scenes show psychological testing and pre-vocational therapy portions of the program. Courage and determination reflect the basic philosophy imbued in patients and staff--"We can if we care."

174. Happiness Is A State of Mind (16mm, sound, color, 23½ minutes).
Arkansas Enterprises for the Blind, 2811 Fair Park Boulevard, P. O. Box 4055, Asher Avenue Station, Little Rock, Arkansas, 72204.

The rehabilitation service program available to blind and partially sighted individuals at Arkansas Enterprises for the Blind is presented. Roy Rogers narrates the film as it portrays values that a residential rehabilitation training program offers. It also shows how government and private agencies may contribute their resources and efforts in meeting the needs of visually impaired persons. Trainees and staff at this center show the variety of services and activities included in the program that averages about six months per client. All available resources are used in the process of making each trainee a part of life. In addition to orientation and acquaintance with the facility, counseling services, mobility training, psychological services, sociological services, and vocational services, a great deal of emphasis is placed upon self-help skills and active participation in various recreational activities to prepare each individual to be a part of, not a part from, society in general. Recreational activities shown include active participation in both instrumental and vocal music programs, swimming, roller skating, physical fitness and conditioning activities, bowling, and water skiing. Cooking, grooming, and use of power tools are other activities in which trainees gain experience and competence.

175. Harmon Summer (16mm, sound, color, 28 minutes).
Easter Seal Society from Crippled Children and Adults of Santa Cruz County, P. O. Box 626, Santa Cruz, California, 95061.

Camp Harmon is a summer residential camp for physically impaired boys and girls, men and women, ages six through 55. The camp is located in the Santa Cruz (California) Mountains and sponsored by the Easter Seal Society of Santa Cruz County. All age groups attend camp at the same time for two week sessions. This film shows various activities engaged in by campers, some of whom are severely involved--crafts,

swimming lessons, aquatic games, boat rides, evening campfires, feeding animals, horseback riding, and a Mardi Gras party. Campers are also seen actively involved in and obviously enjoying activities formerly not associated with severely impaired or disabled individuals--food fights, wheelchair dancing, football, and real rough-and-tumble wrestling matches and horseplay. Close relationships among campers and counselors and among campers themselves are particularly evident in this film.

176. Head to Toe (16mm, sound, color, 9 minutes).**
Motivational Resources (MR), 112½ South La Brea Avenue, Los Angeles, California, 90036: Purchase \$95; Rental \$10 per week.

Through visuals and simple explanations, parts of the body are identified, relationships to the rest of the body seen, and various parts of the body shown in use. As each body part is shown and its name pronounced, the written word of that part appears over the picture. That part is then shown being used by other children. Each body part is examined in this manner and a comprehensive review of all parts then seen. In a special section at the conclusion of the film, viewing children actively participate with those on the screen as they follow directions--i.e., touch your nose, shake your hands, tap your foot. This film was designed for mentally retarded children and contains mentally retarded children in the film itself. Parts of the body and vocabulary presented in the film include: head, torso, arm, leg, hair, ear, face, eye, nose, mouth, hand, finger, feet, toes, touch, below, attach, and body.

177. Health, Exercise, Rest, Sleep (16mm, sound, color, 14 minutes).
AIMS Instructional Media Services, P. O. Box 1010, Hollywood, California, 90028.

Emphasis in this film is upon factors that affect the growth rate of every child. Play in the park, bicycling, and an active life at home, in school, and on vacation provide opportunities for exercise and activity; strength is regained through regular and sufficient rest; relaxation and a good night's sleep help prepare an individual for the next day. Eleven hours of sleep are necessary during certain growth periods. Relationships of exercise, rest, and sleep to good posture in different situations and circumstances are also discussed. Basis of good nutrition and a balanced diet, including the importance of breakfast for an active day, is also presented.

178. Here I Am (16mm, sound, black and white, 31 minutes).
Worthington, Hurst and Associates, 333 North Michigan Avenue, Chicago, Illinois, 60601.

Training of mental health therapists is shown in a Head Start program in Chicago in which both emotionally disturbed and non-involved children participate independently and together. Actual therapy sessions are shown as troubled children develop awareness of the therapist. Some of the children act out their anger and take out frustrations on the therapist. Many of the therapeutic activities are of a play and recreational nature. The importance of child-therapist relationship is evident as the child attends to the therapist and tasks at hand. This

is an important step in developing confidence in self as a prerequisite for returning to the regular Head Start classroom. When the child returns to the regular classroom, formal therapy sessions are over but the therapist serves as a back-up resource to classroom teachers. When the classroom is revisited two years later, both children around whom therapy sessions had been built are shown participating actively on the playground and with their classmates. Kevin can be classified as all boy, and Pat as a very happy little girl.

179. He's Not the Walking Kind (16mm, sound, color, 28½ minutes).
Cention Educational Films, 1621 West Ninth Street, Lawrence, Kansas, 66044.
Purchase \$435.00.

This is the story of a spastic cerebral palsied young man who is confined to a motorized wheelchair. He lives alone in an apartment where he has adapted the environment and learned to do things which are difficult for him. Other devices and adaptations contribute to his ability to live independently, have productive work, and take part in a variety of recreational activities. He freely discusses various personal problems and effects of attitudes--his own as well as those of others--on his life. Discussions about his early life and growing up emphasize the importance of family support and encouragement. Two strong sequences involve the boy and his father as he is taught to drive a speed boat and a tractor. Participation in recreational, leisure, and social activities is presented and discussed. This film focuses on an individual with an impairment, not on a handicapped person. It is the successful and encouraging story of how this young man, his family, and others deal effectively with his condition.

180. Hi -- Look Us Over (16mm, sound, color, 22 minutes).
Canadian Association for the Mentally Retarded, York University, 4700 Keele Street, Downview, Ontario, Canada.

This film emphasizes the important role of recreation, movement, play, and physical activity in the total development of mentally retarded children. Presentation is developed around Canadian Centennial Athletic and Special Olympic programs. Specifically shown are floor hockey, swimming, outdoor games, special clinics, and cooperative activities. A general orientation and introduction to mental retardation is also included.

181. Higher In Life (Slide-audio cassette, 140 slides, 32 minutes).
Locust Productions, P. O. Box 9233, Madison, Wisconsin, 53715. Purchase \$210; \$175 each when ordered in lots of ten or more.

Consciousness is considered the way in which each of us perceives the world and the environment. Altered consciousness deals with ways in which awareness is increased and perceptions changed. Many different experiences and varied activities can alter one's consciousness--swinging, spinning, exercising, relaxing, hiking, mountain climbing, skiing, jogging, dancing, listening to music. Whatever the specific experience, the senses are basic in altering perception and consciousness. This program presents a multitude of specific ways in which consciousness can be altered; it is directed at individuals in need of making change in their lives. Content is presented so that the uniqueness of individual needs can be met through adapting and applying these procedures and this process to specific situations by each viewer.

182. Horizon of Hope (16mm, sound, color, 15 minutes).
Extension Media Center, University of California, Berkeley, California,
94720. Purchase \$180.00; Rental \$13.00.

The special school at the UCLA Neuropsychiatric Institute is where researchers and teachers search for ways to help children with learning disabilities. Difficulties of these children are caused by mental retardation, brain damage, psychological impairment, and cultural deprivation. Several teachers are shown using reinforcement learning techniques in which a child is rewarded for doing something correctly. Rewards include traditional candy, food, and social praise; music is shown to be a particularly useful reward as well as an excellent teaching tool. Many children of different ages and with various abilities are observed in several kinds of learning situations: image recognition, color discrimination, language development, self-awareness activities, social skills enhancement, and self-care in home living environments. The children seem happy and are often warm and enthusiastic about their learning experiences, showing beneficial results of the trend away from custodial institutions to the modern teaching and research center.

183. How Do I Look? (16mm, sound, color, 8½ minutes).**
Motivation Resources (M-R Films), 1212 South La Brea Avenue, Los Angeles,
California, 90036. Purchase \$95; Rental \$10 per week.

By viewing this film mentally retarded young adults can see their peers happily following steps for keeping clean and neat. They see other retarded young adults washing their hair, bathing, brushing teeth, using deodorant and mouthwash, brushing and combing hair, trimming nails, shaving, wearing clean clothes, and enjoying every minute of it. By seeing others enthusiastically following steps to personal cleanliness, and by seeing them in positive activities as a result of their cleanliness, viewers can decide that they ought to do the same things themselves. The film emphasizes that personal cleanliness is an important part of being an adult. It explains that keeping clean is not only a responsibility to oneself but to others as well. Mentally retarded young adults in this film show mentally retarded viewers why and how to keep the body clean.

184. I Can Learn (16mm, black and white, sound, six 27 minute films).
Franklin County Curriculum Materials Center, 46 East Fulton Street,
Columbus, Ohio, 43215.

This series introduces typical problems of children with learning disabilities and suggests basic techniques for remediation before severe learning problems develop. Each of the six films deals with a specific aspect of the total problem.

No. 1 Identifying Learning Disability. Introduces characteristics of learning disabilities; stresses role of education and medicine in dealing with these problems. Definition of learning disabilities, causes, identifying classroom characteristics, team approaches, basic classroom procedures, and possible special programming methods are discussed.

No. 2 Perceptual-Motor Training. Explores relationships between gross and fine motor coordination and classroom functioning. Film segments include activity demonstrations, definition of perceptual-motor training, characteristics of children with poor perceptual-motor skills, and examples of perceptual-motor activities.

No. 3 Developing Auditory and Communication Skills. Describes effects of auditory-perception weaknesses on language development and learned academic skills and illustrates appropriate remedial techniques. Defines auditory perception weaknesses and their effects upon academic learning, effectiveness of training techniques, and examples of auditory perception training.

No. 4 Developing Visual-Motor Skills. Discusses need for sufficient visual-perceptual development for discriminating shapes and in academic pursuits; visual motor activities are demonstrated. Film addresses itself to defining visual-perceptual weaknesses and their effects upon academic learning.

No. 5 Remedial Language Arts. Outlines remedial reading techniques for intermediate grade children who have not received preventive educational programming in the early grades. Types of reading instruction, determining specific needs of children with reading problems, and giving supportive help in other subject areas where reading at grade level is required are discussed.

No. 6 Directive Teaching. Illustrates combining academic instruction and control of classroom behavior. Film treats definition of steps involved in applying directive teaching.

185. the 1 in the beat (16mm, color, sound, 14 minutes).
Greenberg May Productions, Inc., 148 Virginia Street, Buffalo, New York, 14201. Purchase \$150; Rental \$25.

This is a documentary film about primary educable mentally retarded children from special education classes participating in a four-part Creative Arts Therapy Research Program encompassing sessions in *dance, drama, art, and music*. The film captures the children's experiences and responses to group therapy sessions. Music therapy as shown in this presentation is primarily concerned with effecting change through self-expression, release of emotions, relaxed group interaction, organization, and stimulation. Because music involves both emotional and physical responses, it was used to teach the children emotionally and to help them discover their physical and mental potential. Music offered the children an opportunity to vent their emotions in acceptable manners. The group process helped them develop social skills and become sensitive to needs and feelings of their peers. The variety of activities which were always coordinated with the other art therapies and frequently integrated into their classroom activities gave each child a broader awareness of the outside world. Through *playing out* many of their frustrations and conflicts, much of the therapeutic process took place.

186. If A Boy Can't Learn (16mm, color, sound, 28 minutes).
Lawren Productions, Inc., P. O. Box 1542, Burlingame, California, 94010.

Mike is a 17 year old boy with a learning disability. He is of normal intelligence but can't read or do math. He has been passed along through school, entering high school without completing elementary school. In addition to being a disciplinary problem, he has been a teaching challenge. Mike is seen in three different settings--at home on his father's ranch, in diagnostic situations, and in school. One of Mike's teachers persuades the boy's parents and the school administration to send Mike to the Learning Disabilities Center of the Pacific Medical Center for diagnostic work-up and testing. Later a learning disabilities specialist from the Medical Center confers with the boy's teachers. Together they improvise ways for using his best channels for learning--in this case through relating information to objects that can be handled. Mike's evident improvement unfolds on the screen and brings with it changing attitudes from self-hatred through constant failure to a more positive self-image due to increased progress. The theme is indelibly imprinted at the end of the film--*if he can't learn the way we teach, we'd better teach the way he can learn!*

187. In A Class...All By Himself (16mm, sound, color, 50 minutes--two 25 minute reels).
NBC Educational Enterprises, 30 Rockefeller Plaza, New York, New York, 10020. Purchase \$470; Rental \$23.

This documentary, originally developed and shown through KNBC-TV, focuses on ways medication, special education, and psychology help hyperkinetic children become self-sufficient adults. Specific sections of this presentation examine the hyperkinetic child from the point-of-view of parents, specialists, and school personnel. The importance of early diagnosis and programs with minimum amounts of pressure and maximum attention is stressed. Theory and practice of stimulant medication to central hyperactivity are presented. Pros and cons of this practice are discussed by personnel from different settings in various parts of the country. Role of movement and its relation to learning, control, and development as practiced at Frostig Center in California receives special attention. A panel of parents discusses problems faced with their children at different developmental stages and times. Special attention is given to problems during adolescence, especially problems that have gone unrecognized during earlier years. Additional discussion is given to the failure syndrome and ways in which labeling affect performance of the child and expectations by those who deal with him or her. Financial implications of providing adequate and appropriate services as compared to ignoring or not providing these services are also discussed. If overactive children are not helped, statistics indicate that they fail in the classroom. As they grow up, they are six times as likely to go to prison, eight times as likely to be alcoholics, and 75 percent of them have to be institutionalized temporarily or permanently. "In every bad kid there is a good one waiting and wanting to get out."

188. Innovative, Inventive, Homemade, and Inexpensive Equipment for Physical Education and/or Recreation Programs for Mentally Retarded and Handicapped Participants (35mm slides).
Unit on Programs for the Handicapped, American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N. W., Washington, D. C., 20036.

Four slide programs--(1) Innovative, Inventive, Homemade, and Inexpensive Equipment; (2) Balance Activities, (3) Tire Activities, (4) General Activities for Gymnasium, Playground, Camp, and Classroom--are available. Since requests for these slide programs are great, send three alternate dates to facilitate scheduling.

189. 1975 International Special Olympics Games (16mm, sound, color, 23 minutes).
The Joseph P. Kennedy Jr. Foundation, 1701 K Street, N. W., Suite 205,
Washington, D. C., 20006.

The CBS sports team, Pat Sommerall, Rick Barry and Phyllis George, captures the meaning and excitement of sports participation by mentally retarded individuals--3200 of them who attended the Fourth International Special Olympics Games August 7-11, 1975, at Central Michigan University (Mount Pleasant, Michigan). Eight Special Olympics sports are shown-- track and field, swimming, diving, basketball, gymnastics, floor hockey, bowling, and wheelchair events. The film is the best description of the Special Olympics program, sponsored by The Joseph P. Kennedy Jr. Foundation, and shows the importance, not of winning, but of mentally retarded athletes taking part in sports competition.

190. It's Ability That Counts (16mm, sound, color, 32 minutes).
International Rehabilitation Film Library, 20 West 40th Street, New York,
New York, 10018.

Sir Ludwig Guttemann, pioneer in the development of sports for individuals with spinal cord injuries, introduces this film which features the new and modern sports facility at the National Spinal Injury Center (Stoke Mandville, England). Various competitive opportunities available for these populations at national and international levels are discussed; competitors tell what these programs mean to them. A variety of physical recreational activities for children and individuals not interested in highly organized and competitive activities is also emphasized. Blind and partially sighted adults are shown taking part in soccer, gymnastics, bowling on the green, track and field events. Scenes from the first international games for the multihandicapped are included. Values and contributions of sports and physical recreational activities, given fresh insights and new dimensions for each participant's life, are eloquently expressed in the symbol of the international games for the physically disabled--friendship/unity/sportsmanship.

191. Janet Is A Little Girl (16mm, sound, black and white, 28 minutes).
Extension Media Center, University of California, Berkeley, California,
94720. Purchase \$170; Rental \$12.

Severely mentally retarded children with Down's syndrome who participated in an enrichment program at a California state mental hospital are shown taking part in this innovative and highly successful program designed to teach them to read. Using a longitudinal approach, scenes show how these children were taught to speak, read, and play various language-oriented games. Much play and many recreational activities are shown through games, songs, finger-play, and related childhood activities. A variety of experiences emphasizing activities of daily living is also presented. Children are encouraged to use language and

relate it to their own experiences so that it will be as interesting and meaningful as possible. The patience and understanding of the staff are clearly evident as is the affection that exists between them and the children. This program may be viewed as a source of hope and inspiration to those concerned with the lives of young retarded children who live in public institutions.

192. Jennifer Is A Lady (16mm, sound, color, 32 minutes).
Film Library, New York University, 26 Washington Place, New York, New York, 10003.

Preschool children with severe communication problems, learning disabilities, and social problems, usually classified as autistic, are shown taking part in a program designed especially for them. A great deal of emphasis is placed upon activities and approaches to get the child's attention, often simply to make eye contact. Many activities are designed to promote body identification as a means of becoming aware of one's self and others. Singing games, rhythms, and musical activities are important in developing language; comprehension is stressed before speech. Difficulty in teaching the simplest of concepts is evident through reactions of these children to their teachers. A great deal of structure is crucial to the success of these programs. Teacher inventiveness and innovation in developing approaches that are appealing to and capable of breaking through to the child are vital. These children should not be excluded from school--they are educable and can learn. If they are to function effectively in society, they must be identified early and programs started upon such identification.

193. Joy of Learning (16mm, sound, color, 28 minutes).
Columbia Forum Productions, Limited, 10621 Fable Row, Columbia, Maryland 21044. Purchase \$325; Rental \$25 per day.

This film concentrates on young children. Natural laws of child development, as identified by Maria Montessori, are explained, illustrated, and applied. Sorting and matching colors and objects are presented as part of total pre-language and language developmental sequence. Later activities in this sequence include guided discoveries in writing and extension into parts of speech and grammar. Emphasis upon physical experiences with language development may provide new ideas for teachers of mentally retarded and learning disabled children. Throughout the film focus is on certain choices within a carefully planned series of experiences--structured guidance using the framework of natural laws.

194. Keep on Walking (16mm, sound, color, 8 minutes).
National Foundation, March of Dimes, Box 2000, White Plains, New York, 10602.

This is a sequel to the film Little Marty and was taken three years after Marty served as poster boy for the National Foundation. Initially Marty is shown discussing with a class how his double arm prosthesis works; he answers questions of the students directly and in a manner that reflects great maturity for an eleven year old. In addition to scenes from his earlier childhood, Marty is shown putting on a golf green, bicycling, diving, swimming, playing pool, playing four square, as well as in art and writing activities. The importance of the attitude of his parents and

brothers in helping him to develop such a degree of independence and self-reliance is emphasized in both word and picture.

195. Kevin Is Four: Early Development of a Child Amputee (16mm, sound, sepia, 28 minutes).
Audio Visual Department, Ohio State University, Columbus, Ohio.

Kevin has multiple amputations--below elbow of the left arm and below knee of the right leg--and other congenital malformations. Although only four years of age, he has had both prosthetic arm and leg for over two years. Normal development is shown along with early use of prosthetic devices. Role of occupational therapists in helping him gain use of the arm device is discussed. He is shown at play, riding a tricycle, and attending a preschool nursery with able-bodied children. With unlimited mobility and ambulatory ability, Kevin participates in activities appropriate for any child his age--see-saw, swing, swim, and even using a file. With over 2,000 congenital amputees born each year, the importance of early prosthetic fitting and training is crucial and emphasized as a means by which these children can be integrated in and participate fully in community, family, and school activities.

196. Keyboard Fun With Problem Hands (Videotape or video cassette, sound, color, 30 minutes).
Department of Occupational Therapy, Colorado State University, Ft. Collins, Colorado.

This videotape shows how children with severe hand and arm impairment can quickly learn and enjoy playing the piano. Mrs. Lorraine B. Erickson presents five of her students five to 16 years of age playing the piano with balls, pencils, a cosmetic hand, one hand alone, prosthetic hooks, and stumps. Demonstrations use of unilateral and bilateral prostheses, discussions of osteogenesis imperfecta, arthrogryposis, and thalidomide birth defects, and presentations of benefits of piano playing for children with serious hand problems are also included.

197. Learning Disabilities and the Blocked Sensory Input Technique (16mm, sound, color, 36 minutes).
Association-Sterling Films, 600 Grand Avenue, Ridgefield, New Jersey, 07657.

Dr. Eugene Schlab discusses characteristics of children with minimal cerebral dysfunctions along with those who are educationally handicapped or learning disabled. Specific problem areas are analyzed and appropriate activities and techniques presented. Much emphasis is placed upon verbal skills, auditory techniques, and auditory-kinesthetic-tactile (AKT) procedures. Individualized remedial approaches include placing blind folds on certain children to stress nonvisual sensory input. Arts and crafts--i.e., claywork, leathercraft, and woodworking--basic electronics and automotive courses are important areas for career development through on the job training; they can also provide important rewards in themselves. Parachute play is shown as a means of developing rhythm, gross motor skill, and higher levels of physical fitness.

198. Learning For A Lifetime: Academic Clubs Method (16mm, sound, color, 30 minutes).
Modern Talking Pictures, 2323 New Hyde Park Road, New Hyde Park, New York, 11040 or Kingsbury Center, 2138 Bancroft Place, N. W., Washington, D. C., 20008.

Built around discussions of children and learning by parents and teachers at Kingsbury Center (Washington, D. C.), specific skills and concepts learned through active participation in a variety of clubs are explored. Role and function of staff are described as individuals prepare for specific groups; students are then shown taking part in some of the activities for which staff prepared. A great deal of emphasis is placed upon relationships of self-image and body concept to use of space; ways in which classrooms and learning environments are structured and set up determine learning atmosphere. Club leaders (teachers) are themselves considered students as they learn what the children already know. When children become excited and involved, their learning can affect and last a lifetime.

199. Learning: I'm Not Too Famous At It (16mm, sound, black and white, 28 minutes).
Contemporary McGraw Hill Films, McGraw Hill Book Company, P. O. Box 590, Highstown, New Jersey, 08520.

Dr. Sam Rubanowich discusses children with learning disabilities, their characteristics and specific problem areas. Learning disabilities involve breakdowns in systems as related to sensory input, interpreting and processing information, and motor output. Children are shown experiencing difficulties and problems in a variety of motor, physical and perceptual activities to emphasize the variety of ways learning disabilities can affect processing of information. Children discuss how they feel about their own problems to add a different and important dimension to these deliberations. Problems of both auditory and visual discrimination and memory are discussed. Remedial teachers are shown helping these children get over or around learning difficulties. A great deal of emphasis is placed on what individuals--students and teachers alike--can do to insure continuation of the learning process. Differences in experiences in classroom, gymnasium, and other settings receive special attention in terms of their differential motivating effects upon these children.

200. Learning Is Observing (16mm, sound, color, 20 minutes).
Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California, 91775. Purchase \$220; Rental \$35 per week.

Perhaps the most important skills to be taught are those of observation--learning to look, touch, taste, smell, and listen. In the past, teachers often assumed that all normal children acquired these skills automatically. Now with abundant evidence to the contrary, teachers accept the theory that observation skills can and should be taught. This film is designed to help teachers translate that theory into effective practice. Skills taught are especially usable by camp, counselors and outdoor recreation education personnel. Children are taught to use their five senses to explore--first in an outdoor setting

and then later with nature materials in the classroom. From observation the teacher takes the children to cognitive formation about life and life cycles. The children are encouraged to be creative in their learning with an emphasis on resourcefulness.

201. Learning Methods: Building Blocks to Knowledge (16mm, sound, color, 14 minutes).*
- AIMS Instructional Media Services, P. O. Box 1010, Hollywood, California, 90028. Purchase \$150; Rental \$20.

Animals show us basic methods of learning as a means of understanding how humans learn. Each method--trial and error, insight, conditioning, stimulus/response/reward--is visualized by presenting an animal actually learning through that particular process. Use of animals not only stimulates student interest but points out the fact that animals learn in much the same ways humans do. After each section, questions are asked to stimulate group discussion. The film is structured so it can be stopped for discussion without breaking continuity. Implications and applications of content are appropriate for play and motor learning as well as classroom situations.

202. Learning Through Movement (16mm, sound, black and white, 32 minutes).*/**
- S-L Film Productions, P. O. Box 41108, Los Angeles, California, 90041.

Fifth and sixth grade boys and girls are shown taking part in creative movement activities that have meaning to them. The joy of their movements is reflected through actions and expressions. Many different approaches are shown with lessening amounts of structure stimulating increasing amounts of creativity. Children respond to the leader, lose themselves in movement, and build confidence through what they do. They listen and do, make movements the same/opposite of the leader, move one to several beats ahead of the music, and make their own interpretations of different materials, activities, animals, and pieces of apparatus; activities are done individually, with partners, and in groups. Children viewing the film can move right along with those on the screen. Although not designed for or showing children with any type of handicapping condition, activities, methods, and approaches are directly applicable and easily adaptable for special populations.

203. Learning to Learn (16mm, sound, black and white, 14 minutes).*
- AIMS Instructional Media Services, P. O. Box 1010, Hollywood, California, 90028. Purchase \$135; Rental \$15 for one to three days.

This documentary film reveals how imaginative methods and materials can instill in very young children the desire to learn. Materials developed by Maria Montessori and methods based on Jean Piaget's philosophy are integrated in a unique presentation. Creative and stimulating environments move children to explore and new discoveries. Although sensory-motor development is emphasized, primary goal is care of and respect for the self and the surrounding world.

204. The Legacy of Anne Sullivan (16mm, sound, color, 28 minutes).
- Film Library, Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154. Loaned free.

This film deals with problems of deaf-blind persons from infancy through adulthood. It shows what deaf-blind individuals of today owe to Helen Keller's teacher (Anne Sullivan) by portraying progress of children at Perkins School for the Blind (Watertown, Massachusetts) where deaf-blind children are educated and at the Industrial Home for the Blind where deaf-blind people are rehabilitated. In addition it tells the story of eight successful deaf-blind adults, their jobs, their accomplishments, and shows the role deaf-blind can play in the world. Sections of the film also deal with the role of sight and hearing in communication, implications for mobility, compensation by individuals with sensory deprivations, and ways deaf-blind individuals break through various barriers. Importance and role of physical and recreational activities are discussed in some detail.

205. Leo Beuerman (16mm, sound, color, 13 minutes).
Cention Educational Films, 1621 West Ninth Street, Lawrence, Kansas, 66044.

One day in the life of a well-adjusted but severely physically impaired person is vividly depicted. Although Leo Beuerman is a person of seclusion, a prisoner of flesh and bone, he exemplifies the fact that a man's drive is what makes him tick. Leo neither asks for nor needs help--he is a man of vision and faith who enjoys life and living as an independent citizen. Leo always had an inventive mind, being able to devise many of the mechanical playthings he enjoyed as a child. He later designed self-help devices such as elevators and ramps to get in and out of his dwelling plus a hoist to raise himself and his cart up on the tractor that gave him mobility and greater independence. Filmed when he was 66 years old, Leo is shown at work--selling products he made--and at play--crocheting. For one who has done so much to help himself, he is unusually appreciative of help he has received from others and regularly helps the poor. His spoken replies are readily intelligible and often marked by banter and wit. Leo Beuerman is living proof that no obstacles exist that can't be overcome by the human spirit.

206. Let Me Live In Your World (16mm, color, sound, 24 minutes).
Premru Productions, 13831 Cherry Creek Drive, Tampa, Florida, 33618.
Purchase \$450; Also available in 8mm color with sound cassette \$99.95.

This film presents the true and inspiring story of Ted Vollrath, double-leg amputee who has earned a black belt in karate. Told in his own words, this is a story of one man's fight for a new life that brings about hope and new avenues for countless others; it should change attitudes and prejudices, often more crippling than physical conditions themselves. In listening to and seeing Ted Vollrath in action, individuals with various physical impairments and disabilities will see what they can also accomplish--no goal is out of reach with persistent effort. The film unfolds as Ted, about to be discharged from the hospital after 75 surgeries, expresses serious doubts about his ability to cope in the world without legs. From the time of his arrival home he, his wife, and their children overcome every barrier confronting them. The normalcy of his life is stimulated through his positive attitude which is fostered through the support of his family. Despite above knee amputations, Ted Vollrath is shown gardening, playing horseshoes, horsing around with the children, shopping, swimming and diving, flying on commercial airlines,

and serving on a jury. He is seen learning and teaching karate. Especially moving are scenes in which Ted works with severely physically impaired youngsters. Professional karate exhibitions against able bodied opponents in no holds barred sessions are vivid demonstrations of his competence and tremendous skill. Ted Vollrath tells how he built back his self-confidence and shows that when one has his legs cut off, his mind is not also cut out.

207. Like Other People (16mm, sound, color, 37 minutes).
Perennial Education, Inc., 1825 Willow Road, Northfield, Illinois, 60093.
Purchase \$375; Rental \$37.50.

This penetrating film deals with sexual, emotional, and social needs of mentally or physically disabled persons. The two central characters are cerebral palsied adults who, in their own words, make a plea to humanity for the understanding that they are real people. They express their feelings and attitudes about relationships with each other and with other people. They explore in depth love and what it means to them, attitudes of others toward romance and marriage for special populations, and their own emotions toward these same things. Frustrations toward others are expressed because of their tendency to look down upon, patronize, and not give them a chance to live a normal life. Parents also tend to keep the impaired and disabled individual a child all his/her life. This adds to their feelings of inadequacy and dependence. Counseling and group home sessions provide opportunities for frank treatment of the most delicate of topics. Scenes after marriage show them looking after and caring for each other. Very vivid is the way the film brings out the fact that a handicapping condition does little to change basic drives, interests, and needs of all people. It also raises questions about the quality of life in residential homes and institutions.

208. Lind Climber (8mm, silent, color, 10 minutes).
Lind Climber Company, 807 Reba Place, Evanston, Illinois.

This film is to introduce the Lind Climber as a versatile, durable, and safe piece of equipment for motor development. Although the film demonstrates several configurations for the Lind Climber, it by no means exhausts possible ways in which it can be set-up. Intermediate aged children are shown using the Lind Climber for balance activities, taking part in ladder activities, and as an obstacle course. Primary aged children are seen scooting, stepping, balancing, and using the ladder in both inclined and straight positions. Children bounce, creep, crawl, balance, vault, step, turn, roll, on, over, under, around, and through the pieces of the Lind Climber. Although not shown with special populations, the Lind Climber has been used with and adapted for children with various handicapping conditions.

209. Listen to the Dance (16mm, sound, black and white, 10 minutes).
Perennial Education, Inc., 1825 Willow Road, P. O. Box 236, Northfield, Illinois, 60093. Purchase \$110; Rental \$11.

This film depicts a group of about 20 men and women who weekly attend a dance movement therapy session in a mental health day treatment center for people experiencing emotional difficulties. Certain dance therapy techniques are used successfully to help participants learn to interact.

communicate, and relate to each other and the outside world. Interaction between therapist and clients and close cooperation between psychotherapist and dance therapist are stressed. Topics discussed in the film include exploring and accepting oneself through movement; understanding through movement ways each individual appears to him/herself and others; exploring the world through the game of Invisible Energy, designed to inspire participants to be more creative, explorative, and expansive with their movements; and moving together as participants share the fun of relating to one another and their environments. Emphasis throughout the film is upon dance therapy as a progress in terms of what is being done, how it is done, and changes that occur in participants because of and through these experiences.

210. A Little Slow (16mm, sound, color, 16 minutes).
Association-Sterling Films, 600 Grand Avenue, Ridgefield, New Jersey, 07657.

This film deals with *human rights* that society has denied mentally retarded persons of all ages throughout the ages. Although progress has been noted in many areas and activities, it has not reached the level of equal opportunity and elimination of discrimination despite numerous law suits and legislation at both federal and state levels. Young mentally retarded adults discuss what mental retardation is and what it isn't. Others express their feelings about school, work, voting, love, and families. Still others discuss peonage that they have been exposed to and how others had to do something about it. Effects of young children being picked on at school and on the playground are vividly shown. Approaches and action programs going on in many localities to counteract these situations are presented. Mentally retarded persons are developing skills so that they can live in community half-way houses; taking part in normal neighborhood activities is another road to normalization. Citizen advocates and advocate groups are pressing to have laws updated and defending mentally retarded individuals as people with rights. Although the importance of legal mechanisms such as equal protection and due process under the law come through loud and clear, true progress is dependent upon changing attitudes of the lay public toward those who are different so that they can live their lives as normally as possible.

211. Lombardi: Commitment to Excellence (16mm, sound, color, 26 minutes).*/**
Robert J. Brady Company, 130 Que Street, N.E., Washington, D. C.
Purchase \$395; Rental \$85.

This is the inspiring story of a man; today Vince Lombardi is a legend, but it wasn't always like that. This film tells of his struggle to succeed. Film clips show his days as one of Fordham's Seven Blocks of Granite, his first coaching job at St. Cecillia's School in New Jersey, the influence of Coach Red Blake at West Point, him as an assistant coach with the New York Giants, and as head coach at Green Bay, victories in Super Bowls I and II, his days as general manager at Green Bay and Washington, and finally illness and death. Ever striving for excellence is present in Vince Lombardi's story that encompasses setback, frustrations, tireless effort, and final triumph. This is a story of an individual's unique ability to motivate others; it will motivate those who see it to made their own commitment to excellence.

212. A Matter of Inconvenience (16mm, sound, color, 10 minutes).
Stanfield House, 900 Euclid Avenue, Santa Monica, California, 90403.

On the wintery slopes of Lake Tahoe, Nevada, we meet an unusual, enthusiastic group of young people. All these skiers are either blind or an amputee. None, however, accepts the stereotype of helplessness. Instead, each exemplifies the fact that an impairment or disability does not have to be handicapping. As the camera follows skiers over the slopes, the impact of this distinction is very clear. Intermixed with shots of active participation are comments on why and how each has overcome limitations.

213. Maybe Tomorrow (16mm, color, sound, 28 minutes).
Adventures in Movement, 945 Danbury Road, Dayton, Ohio, 45420.

Punctuated by blind, deaf, mentally retarded, cerebral palsied, and orthopedically impaired children actively participating in movement activities, role and contributions of Adventures in Movement (AIM) are vividly shown. AIM was started in 1958 in Dayton, Ohio, to provide movement experiences for all children with various handicapping conditions. Housewives, social workers, and others with interest in and commitment to helping these youngsters volunteer their talents and services. AIM instructors show many innovative, original, and effective ways of reaching and teaching youngsters with these various conditions. Emphasis is given to use of basic movements, importance of success, achievement, and fun, teaching and reinforcing a variety of concepts through movement, and use of approaches that are basically the same as those used in teaching normal children. The AIM program is viewed through the eyes, heart, and active participation of a young physical education teacher who enrolls in the training program so that she too can contribute. Scenes from the annual summer seminar show AIM personnel meeting to exchange ideas and share experiences to improve, enrich, and expand these opportunities for all youngsters. Gene Kelly narrates the film but the mission and the impact of the program and movement are expressed at the end of the film by a young girl on crutches who confidently says, "I can walk all by myself."

214. Meet Lisa (16mm, sound, color-animation, 5 minutes).
AIMS Instructional Media Services, P. O. Box 1010, Hollywood, California, 90028. Purchase \$75.

This film discusses characteristics and different emotions of brain-injured children. Major purposes of this presentation are to develop understanding of these children as a basis of promoting positive attitudes, understanding, and appreciation of brain-injured children. A brain-injured girl shares thoughts about herself, her family, friends, hopes, aspirations, and future.

215. Methods of Teaching Art to the Mentally Retarded (16mm, sound, color, 32 minutes).
H.S. Carkin--Film, Box 3162, Chico, California, 95926.

Six steps in planning and presenting an art lesson for mentally retarded children are introduced by a college professor to a teacher training class in special education. When challenged by a student that classes

often hear how to teach children but never see the professor teaching, the professor alternately takes the role of a special education teacher in an actual classroom to illustrate each step. Motivation for an art lesson is provided by a guest guitarist who sings for the children, involves them in the music, and then promises to return after they have made their own musical instruments. Although the basic plan for making a simple shaker is shown to the children, creativity is stressed in decorating the object. The guest returns and the children do have their own band as part of the final step, evaluation.

216. Mt. Hood Kiwanis Camp (16mm, sound, color, 12 minutes).
State Brannon, Department of Special Education, Portland State University,
Portland, Oregon.

Although designed as a communication, public information, public service film, much of the *what, why, and how* of camping for impaired, disabled, and handicapped children is presented. Kiwanis Clubs throughout Oregon have supported this camp since 1932. Operation of the camp shows interdisciplinary, multiagency teamwork at its best. Kiwanis Clubs provide facilities, assist with fund raising, construct and repair facilities, and do many general and special tasks in support and operation of the camp. Students from Portland State University, high school classes, Key Clubs, and volunteers provide competent and dedicated staff. This residential camp serves children with all handicapping conditions so as to emphasize independence of campers who often are away from home and their parents for the first time. Plans have been made to expand camp program and activities to a year round basis to meet needs of these youngsters throughout the year, not simply during the summer. Fulfillment of the Kiwanis motto, *We Build*, is reflected throughout the film as campers are shown hiking, back-packing, fishing, swimming, singing around the camp fire, doing skits, taking part in nature activities, participating in arts and crafts activities, cleaning cabins and the camp site, negotiating an obstacle course, shooting in archery, and playing softball.

217. Movement in Time and Space (16mm, sound, black and white, 30 minutes).
Time-Life Films, Inc., 43 West 16th Street, New York, New York, 10011.

Students from several schools in Bristol, England, participate in exploratory movement activities. Relationships of movement to speech are shown as ideas are expressed through motion and sound. Music influences and is important as a means of imposing mood, limits, and rhythm. Precision, discipline, imagination, and creativity are presented by participants working individually, in pairs, and in groups. An appearance of being happy in space is given as children move with internal and external harmony. The message of the film can be summarized as, "Let the hands be strong, graceful, greedy, beautiful, joyful, happy, and sad."

218. Moving/Making/Me (16mm, sound, black and white, 28 minutes).
Realist, 196 North Park, Buffalo, New York, 14216.

This is a documentary film of 13 primary educable mentally retarded children in dance and arts sessions which were part of a Creative Arts

Therapy research program. The program consisted of individual sessions in each of four arts--*music, dance, drama, art*--to study their effects on the behavior of the children. Participants included spastic cerebral palsied twin boys, a child with a congenital hip anomaly who wore corrective braces, five children with speech impairments, and two youngsters with moderately serious emotional problems. The film moves from session to session in an attempt to show individual growth, compare children with one another, or compare a child's movement and art styles. Basic exploratory/problem solving techniques are shown in both areas as emotions are worked out on materials and in movement. As the children experienced bending, twisting, pulling, pushing in dance with their bodies and in arts with materials, they were able to internalize these concrete experiences into workable language. Throughout the film, there is a great deal of emphasis upon *strengths* rather than weaknesses of each child. The film vividly shows that the various processes involved in moving from individual to partner and group activities varied from child to child.

219. Moving True: A Dance Therapy Session (16mm, sound, black and white, 16 minutes).
Music Therapy Center, 251 West 51st Street, New York, New York, 10019.

General discussions of approaches and benefits of dance therapy and its specific uses in dealing with psychotic persons are presented. An actual dance therapy session is shown as one of the creative arts in a total adjunctive therapy approach at the Music Therapy Center (New York City). The therapist is seen in a one-to-one relationship with an adult patient who has requested that music not be used. Basically the session involves few and unstructured movement and relaxation activities as the patient explores space and time. Throughout the session the patient expresses her feelings to the therapist. In general, this approach is non-directive as the patient is not restricted or inhibited from yelling as the mood dictates. Many smiles of personal satisfaction are observed. Strong emphasis is placed upon the importance of sharing and the intimate feeling and interpersonal relationship between two people. Through this medium the patient develops a more harmonious relationship with herself so that she can use her strength in more positive ways.

220. Music Therapy (16mm, sound, black and white, 20 minutes).
Music Therapy Center, 251 West 51st Street, New York, New York, 10019.

An overview of jobs, roles, and functions of music therapists is presented. Specifically discussed are ways in which music therapists work with all age groups, with other specialists such as dance therapists, and in different environments including clinics and group therapy sessions. Elementary rhythms, basic movement, instrumental and vocal music activities are presented.

221. My Art Is Me (16mm, sound, color, 21 minutes).
Extension Media Center, University of California, Berkeley, California, 94720. Purchase \$230; Rental \$12.50.

A racially and socio-economically integrated group of four and five year old children participate in a variety of preschool activities in an experimental nursery school program. Although the focus is primarily on

use of art materials, the film demonstrates how an art program can relate to all programs within a school. In addition to film sequences showing children working with a variety of materials--painting, drawing, sewing, mixing playdough, manipulating clay, constructing wool scrap sculptures--children's songs and comments about their work and a brief commentary by their teacher are presented. The film illustrates that children do not make a distinction between forms they create in a sandbox and those created at the clay table. Songs, verbalized ideas, and dance movements often accompany painting or sculpture. At no time do teachers tell a child what to create. The educational point-of-view expressed encourages teachers to be patient and allow children to manipulate and explore materials. Since both process and product of an art activity are important to a child, teachers should be able to create working situations where products are an honest reflection of the internal creative process each child undergoes. The film also illustrates ways of setting up materials so that children can participate in all aspects of the activity including preparation and clean-up. Basic, easy-to-control art materials that allow children to develop competence are suggested. The film captures scenes in which children not only enjoy their experiences but verbalize what they are learning.

222. Never Too Young (16mm, sound, color, 14 minutes).
Delayed Development Project, Hockton Unified School District, 4131 Crown Street, Stockton, California, 95207.

The role of education and the importance of individuals from different disciplines working closely together are shown as integral parts of the Delayed Development Project for physically and mentally impaired and disabled children. Emphasis is upon working with parents as well as children to stimulate and maintain positive attitudes. Some infants are taken into the program as early as a few months of age. Specialists such as physical therapists have been found to be more effective in working with parents and volunteers than in providing client services to these very young children. Parent conferences are an important part of the program since many of these adults have more severe problems than their children. Several parents discuss their attitudes and growth before and after taking part in the program. Play and physical therapy are given a great deal of emphasis in this process.

223. A New Kind of Joy: The Story of the Special Olympics. (16mm, sound, color, 12 minutes).
The Joseph P. Kennedy Jr. Foundation, 1701 K Street, N. W., Washington, D. C., 20006. Also available from Special Olympics Committee in each state.

The story of the Special Olympics is presented through scenes from several national and regional games. Pomp and pageantry of the games are shown from impressive opening ceremonies, including the parade of athletes and lighting of the Olympic torch, to the final closing session. Competition is shown in swimming, track and field, basketball, volleyball, and floor hockey. Sports clinics in football, tennis, trampoline, golf, and soccer indicate the scope of these games. Basic philosophy of Special Olympics is to provide opportunities for mentally retarded persons to attain success of which so many have dreamed but have been denied a chance even to try.

224. Nobody Took the Time (16mm, black and white, sound, 26 minutes).
AIMS Instructional Media Services, P. O. Box 1010, Hollywood, California,
90028. Purchase \$175; Rental \$30 for one to three days.

This film addresses itself to the special education teacher who must come to grips with three, four, and five year old inner-city children, handicapped with learning disabilities and often labeled mentally retarded. These youngsters have met failure again and again and have come to distrust themselves, those they come in contact with, and their environment. It is the role of the teacher to reverse each child's concept of him/herself, and convince the child that basic trust in others is important. If children cannot trust adults or their environment, they will not be able to learn. Valid, workable, and educationally sound approaches to teaching the dysfunctional child, including structured classroom and playground techniques, are discussed and graphically shown. However, the first step is through love, care, and understanding--teaching each child as a unique individual. This film elaborates on the following areas which are important to the development of each child--permanency and sense of order, language development, awareness of surroundings, socialization, self-image, and parent involvement. Group discussion and curriculum planning around these areas can expand a student's own awareness in preparation for teaching exceptional preschool children.

225. Normalization (16mm, sound, color, 15 minutes).
Atlanta Association for Retarded Citizens, 1687 Tully Circle, N. E.,
Atlanta, Georgia.

Acceptance of differences in other people is the basic theme of this film. Although presentations are applicable to all developmentally disabled individuals, mentally retarded persons are used as bases for discussions. The concept of normalization is presented along with criteria for implementation. Basic requirements for the normalization process include group homes in communities for adults--the most important lack in the process--and adoptive homes for children. Other needs and requirements for normalization include advocates, a balanced school day, comprehensive services involving physical and recreation specialists, vocational training centers, spiritual guidance, medical attention, guaranteed voting rights, and opportunities for wholesome use of leisure. Every individual is entitled to as normal a life as each can handle and enjoy in gaining acceptance and understanding of other people.

226. Not Just A Spectator (16mm, sound, color, 26 minutes).
Town and Country Productions, 21 Cheyne Row, Chelsea, London, SW3 5HP.
Available in United States from International Rehabilitation Film Library,
20 West 40th Street, New York, New York, 10018. Purchase \$350; Rental \$20.

Within their own capabilities some disabled people have distinguished themselves in national and international sports competition. However, because of lack of leadership, inaccessible facilities, and inadequate transportation, the majority of disabled people have been denied chances to take part in--or even try--physical recreation activities. This film, produced in cooperation with the Disabled Living Foundation (London), shows something of the many--between 40 and 50--and sometimes unlikely activities that challenge, give personal satisfaction, and provide pleasure

to a great number of people with different handicapping conditions. Whether mountain climbing, playing basketball, angling, sailing, kyaking, caving/spelunking, wheelchair dancing, or taking part in less strenuous bird watching or checkers, transportation, facilities, adapted devices, and leadership are available. Able-bodied and disabled participate together; sensible adaptations of usual activities are presented; and similar leisure interests of able-bodied and disabled are emphasized. Social and physical benefits of active participation and what can be achieved pervade the basic message of this film--sports and recreation help make the life of a disabled person worth living.

227. Not Without Sight (16mm, sound, color, 18 minutes)
American Foundation for the Blind, 15 West Sixteenth Street, New York, New York, 10011. Purchase \$120; Rental \$19.

Novel visual effects are used to illustrate tunnel vision, and visual impairment which occurs in glaucoma, and retinitis pigmentosa. Words of visually impaired persons, specially conceived animation, and live effects are used to describe and show what cataracts, macular degeneration, and diabetic retinopathy do to vision. Both vision and visual impairment are defined, misconceptions of blindness discussed, problems of attitude, motivation, and opportunity presented, and influence of categorical generalizations and labeling of visually impaired persons by the general population emphasized.

228. Ohio Looks at Thursday's Child (16mm, sound, color, 28 minutes).
Department of Special Education, University of Cincinnati, Cincinnati, Ohio, 45221.

A panel of specialists, parents, and consumers discuss roles of special education in providing educational services to children with special needs. Discussions, including answers to questions posed by individuals in the studio audience, focus on contributions of technology to progress in this field; personnel needs in terms of supply, demand, and training; importance of early identification and intervention; types of services needed; financing programs and fiscal problems such as more equity in distributing funds; legal ramifications including due process and equal protection under the law; roles of volunteers and the importance of their contributions; gaps in services and populations that have been neglected or underserved; and moral and legal responsibilities of society to educate all children to insure that every special child receives appropriate and adequate educational services.

229. Olympics on Wheels (16mm or video cassette, sound, color, 18 minutes).
Woodrow Wilson Rehabilitation Center, Fishersville, Virginia, 22939.

Role of active participation in a variety of competitive wheelchair sports is explored as a means of enhancing the quality of life of paraplegics, quadriplegics, and amputees. Narration of the program is by participants themselves whose words give greater impact to what is said and seen. The intricate and important classification system for participants in state, regional, national, and international games is discussed. Registration for the Virginia games shows athletes making new friends and renewing old acquaintances. - To the backdrop of opening

ceremonies of regional games at Woodrow Wilson Rehabilitation Center, purposes and history of wheelchair games are presented. Virtually all events are shown as athletes describe the action themselves--weight lifting, track events such as 40, 60, 100, and 440-yard dashes, half-mile and mile runs, 400-yard shuttle relay; field events such as discus, shot, and javelin; salalom or obstacle course, archery, table tennis, swimming, and basketball. Exhibitions events include chess, riflery, bowling, and pool. To answer a question posed by a quadriplegic at the beginning of the program filmed by WVPT Harrisonburg, Virginia-- "What can you do in a chair?" *PLENTY!!*

230. On the Road to Light (filmstrip, color, sound, 15 minutes).
Boy Scouts of America, North Brunswick, New Jersey.

Boys and young men with various handicapping conditions--mental retardation, orthopedic conditions, visual impairments, brain damage, and hearing impairments--participate actively in a wide array of scouting activities. Troops from Texas, Connecticut, Pennsylvania, Indiana, and Florida are shown traveling, taking part in camperees, conducting rodeos, skiing, operating radio stations, doing arts and crafts projects, camping, playing games, and swimming. These youngsters, many in wheelchairs or on crutches, enjoy and are successful in activities found in any Scout troop. For many the only differences noted are in means of communication. Attention is given to all levels of Scouting--Cubs, Scouts, and Explorers. Leaders, parents, and Scouts themselves speak about these programs and their contributions to all participants.

231. Only Kid on the Block (16mm, sound, black and white, 14 minutes).
National Foundation, Box 2000, White Plains, New York, 10602.

Jane Wyatt introduces parents of a young boy with a variety of birth defects including having his intestines out of the body. In addition to dealing with trauma suffered by the parents upon learning of these conditions, this film shows how the boy grows-up and what can be accomplished with early intervention, appropriate programing, family support and involvement, and contributions of agencies such as the National Foundation. From the outset play, recreational, and motor activities are shown as major factors in his habilitation, rehabilitation, and education programs.

232. Optometric Theory (16mm, sound, black and white, 29 minutes).
New York Special Education Instructional Materials Center, 55 Elk Street, Albany, New York.

Development and relationships of motor and visual-motor skills are discussed. The importance of a child being an active participant in the motor/visual-motor processes, especially during learning stages, is emphasized. Basic patterns and characteristics of learning are applied to optometry--general to specific, reinforcement, and multisensory input. Additional emphasis is placed upon motor/visual-motor integration and organization, harmonious movement, and coordination in the total learning process. Gross movements and motor activities shown include jumping jacks, maze tracing on a chalk board, shape identification of objects, light tracking, and reproducing various configurations. The importance

of a team approach, including consultants for specific purposes, is vital to the success of the recommended diagnostic-prescriptive approach. Analogies are made between achieving children and a universal lock--both respond to any key; an underachieving child responds only to the exact key.

233. Ordinary Work (16mm, sound, color, 15 minutes).
Social Rehabilitation Service, Washington, D. C., 20201.

Results of a research project sponsored and funded by Social Rehabilitation Services, U. S. Department of Health, Education, and Welfare, are presented. Severely and profoundly mentally retarded adult males are shown preparing for and participating in productive work--picking, sorting, and crating oranges. Improved physical fitness, motor proficiency, and motor skills are basic to the training program and important for success in these vocational experiences. Planned and progressive physical education and recreational programs are vital to the success of this project. A cross-section representation of various activities in this project, including active participation in physical and recreational activities, are contained in this film.

234. Organizing Free Play (16mm, sound, color, 20 minutes).
Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, New York, 11040.

This film, developed by Vassar College Department of Psychology, explores free play. Questions dealt with include: (1) What is free play?--a time of day when children pursue their own wishes as they learn through play; it is not teacher/leader dominated. (2) How does a teacher organize for free play?--the environment is structured so a child has many choices and resources of all types; boundaries are established and adapted to available environment with limits obvious to the child. (3) How do children use free play time?--children usually select their own tasks but teachers/leaders can assist and guide in the process. Pre-school children are shown participating in a variety of table game activities that permit success with little skill. Many activities correlate with language, counting, and other cognitive skills. Painting, water play, dramatic play, cooking, woodworking, small and large motor activities, collections, and aquariums are all shown in this process. The core of free play is dramatic play in which each child pretends and uses imagination to develop better understanding of the world. Simply put, free play equals a curriculum of discovery.

235. Out of Left Field (16mm, sound, color, 7 minutes).
American Foundation for the Blind, 15 West 16th Street, New York, New York, 10011. Purchase \$25; Rental \$6.

This film, narrated by Peggy Cass, is based upon American Foundation for the Blind sponsored workshops in Baltimore, Maryland, and Raleigh, North Carolina, which emphasized integrating blind and visually impaired youth with their sighted counterparts in community-based social, recreational, and athletic activities. These workshops had actual demonstrations of typical recreational and athletic activities conducted on an integrated basis. Representative of demonstration activities shown in the film are trampoline, rhythms, cards, baseball, basketball, chess,

music, swimming, diving, bowling, tether ball, pool, wrestling, singing, and dancing. Panel discussions of blind, visually impaired, and sighted youth feature discussions of how they meet problems of integration in these activities.

236. Out of the Shadows (16mm, sound, color, 22 minutes).
Guide Dog Foundation for the Blind, 109-19 72nd Avenue, Forrest Hills, New York, 11375.

Independence for blind persons equals physical and psychological freedom in an exciting, self-sufficient way of life. Guide dogs made it possible for many blind persons to attain this degree of independence. This is the story of the Guide Dog Foundation for the Blind. It starts with the offer of a dog and ends with master and dog returning home after individual and dual training. Presented are criteria for selecting dogs, procedures to determine acceptability, and the intensive step-by-step training so that the dog can serve its function as the eyes for a blind person. Thirty day training and orientation of the blind persons are discussed. Matching student and dog and developing the important relationship between them are keys to success together in the community and back home. Student and dog take part in a variety of activities including many leisure time and recreational activities.

237. Outdoor Play--A Motivating Force for Learning (16mm, color, sound, 19 minutes).
Campus Films, 20 East 46th Street, New York, New York, 10017.

Outdoor play is a limitless learning experience in which children interact with things and peers. Children from the Early Childhood Center (Queens College, New York) explore an outdoor environment as they challenge themselves with feats of balance, strength, endurance, and locomotion. Use of homemade or natural equipment is shown throughout the film. Children at different ability levels participate in non-competitive activities using logs, horizontal bars, ropes, and obstacle courses. Each child uses equipment he or she has built in very personal and individual ways. Developmental differences are obvious as various age groups use the same equipment. Confidence through successful play motivates the child to reach out and accept new, more daring challenges.

238. Over, Under, Around (16mm, sound, color, 18 minutes).
Supervisor of Education, Vocation and Recreation, Denton State School and Hospital, Denton, Texas.

Physical and motor activity is presented as the most important developmental area for mentally retarded persons. With a background of various physical activities including parachutes, cage balls, straight and circle ropes, balance beams, circuit training, Special Olympics, and basketball, rationale and *raison d'etre* for these programs are developed. Specific segments of the film deal with (1) equipment and devices, (2) methods and ideas for group and individual activities, (3) similarities and differences of these programs to good developmental programs, (4) reasons for programs and great progress in these to date, (5) goals and objectives, (6) motivation, (7) research verification of benefits and contributions, (8) activity progressions and sequences, (9) principles,

values, uses and organization of circuit training applied to these programs and populations, (10) components and evaluation of physical fitness activities, (11) values, purposes, preparation, and training for competitive activities, and (12) relation of active participation to health and vitality of participants.

239. Playground (16mm, sound, color, 7 minutes).**
ACI Films, 35 West 45th Street, New York, New York, 10036. Purchase \$110.

This is one title in a starting to read series suitable for pre-school, kindergarten, Head Start, primary classes, and special education on the elementary level. Words taught through a catchy and appealing song are play, climb, swing, throw, catch, slide, jump, stop, and go. Typical playground activities provide motivating visualization through jump rope, apparatus, tunnel, water, sprinkler, and sand play, and a horizontal swing. The film can be used for multiple purposes promoting a core curriculum concept developed around a playground and its related activities.

240. Paralympics (16mm, sound, color, 15 minutes).
Joseph Bulova School of Watchmaking, 40-24 62nd Street, Woodside, New York, 11377.

The Fourth Paralympics held during 1972 in Heidelberg, Germany, are described in a fast moving documentary. In addition to the games themselves, from the impressive parade of athletes to the moving closing ceremony, information is presented about aims of the games--friendship, unity, and sportmanship. Other areas dealt with briefly include causes of paraplegia, values of the games, selecting and financing U. S. teams, history of the games from initial activities at Stoke-Mandeville, and competitive classes. Activities shown which emphasize the theme--*its ability that counts*--include sprints, relays, slalom, shot, javelin, discus, archery, archery, table tennis, fencing, weightlifting, swimming and basketball. The film ends with the oath of paralympic athletes being repeated in full.

241. Passive Range of Motion Exercises (16mm, sound, color, 15 minutes; also available on videotape).
Sister Kenny Institute, 1800 Chicago Avenue, Minneapolis, Minnesota, 55404.
Film purchase \$175; Rental \$20.50 per week. Videotape purchase \$130; Rental \$15.50 per week.

A Sister Kenny Institute registered nurse/educator demonstrates proper range of motion procedures on a patient with limited joint mobility. Exercises for both upper and lower extremities in supine as well as prone positions are shown. This presentation emphasizes the ease with which range of motion exercises can be performed and explains how these procedures can be a pleasant experience for both patient and nurse.

242. Paula (16mm, sound, color, 7 minutes).
March of Dimes National Foundation, Box 2000, White Plains, New York, 10602.

Paula, five year old poster girl of the National Foundation, tells her own story in collaboration with her mother. Despite severe birth

defects--open spine, club feet, and water on the brain--she is shown taking part in activities at home, in school, and at play with her parents, brother, and classmates in regular school and community programs.

243. Perceptual-Motor Development (2" Sony videotape, sound, black and white, 33 minutes).

Leonard Kalakian and Jack Lellyn, Department of Physical Education, Mankato State College, Mankato, Minnesota.

Ways movement can foster perceptual-motor functions in developmentally disabled children are described. After a brief introduction in which perceptual-motor development is defined and interpreted for viewers, four basic areas of perceptual-motor function are identified: (1) basic motor proficiency, (2) tactile and kinesthetic perception, (3) visual-perceptual perception and awareness, and (4) auditory perception. In each instance basic description and discussion of the particular area are followed by scenes of children with various developmental disabilities taking part in appropriate activities according to their specific needs. Various clinical staff members--occupational therapists, special education teachers, physical therapists, and physical educators--narrate what is going on, why particular activities and approaches have been selected, and how they are going to help a child. Basic developmental progressions and activity sequences are presented along with rationale for and use of various facilitating devices. Movement is presented as a basis for communication and learning as a child learns to move so that he or she can move to learn. Children with cerebral palsy, mental retardation, amputations, multiple conditions, visual impairments, orthopedic impairments, and hemiplegia are all shown in different stages of the film.

244. Piano: Fun and Fantastic with Problem Hands (video cassette, sound, black and white, 35 minutes).

Audio-Visual Department, University of Colorado, Boulder, Colorado.

Six talented boys and girls, six to 14 years of age, with severe hand and arm problems are shown having fun playing the piano. Each child uses other objects if the fingers can't be used; from the start all use both hands and the full key board. Representative of conditions these children have are birth defects, club hands, arthritis, and various types, kinds, and levels of amputations. These students were taught by Mrs. Lorraine B. Erickson (Boulder, Colorado) who approaches music lessons not as therapy *per se* but as an activity in which the participant can excel.

245. Play in the Hospital (16mm, sound, color, 55 minutes).

Campus Films Productions, 20 Overhill Road, Scarsdale, New York, 10583.

Play for children while hospitalized is one means of reducing some traumatic effects of that experience which alters, if only temporarily, play and home routines and relationships with parents and other members of the family. Since few children are adequately prepared for a hospital experience, activity programs in the room, on the ward, or in a special play room are important to this total adjustment process. Play can be an important part of pediatric care and in the therapeutic process, especially as an outlet for fears and anxieties about the new situation and the hospital itself. Greatest values of play in a hospital program can be

affective or emotional as it provides a cathartic release for many pent-up emotions. Play can also be used to prepare a child for an operation, placement of a cast, or understanding other processes and procedures the individual will experience in his or her treatment. A wide variety of activities--games, water play, arts and crafts, dramatic play--with children having different handicapping conditions are shown. That every one can enjoy play in the hospital is obvious from the many smiles and squeals of joy expressed by children in the film. Each is able to go home feeling good about him/herself and how the hospital experienced was managed.

246. Play Learning Centers for Preschool Handicapped Children (16mm, sound, color, 25 minutes).
Division of Educational Resources, University of South Florida, Tampa, Florida, 33620.

This presents a visual report of an investigation of the design, construction, and evaluation of play learning centers for preschool children with various handicapping conditions. Three different play learning centers are discussed by the project staff; children are shown actively using each of these play learning centers. Basic criteria followed in developing each center include: (1) provide safe developmental opportunities for young children, (2) use basic tools and materials that are available to others and within cost capabilities of similar facilities, and (3) built by non-professional personnel in a reasonable amount of time. Videotapes were used to reward play behaviors of children and to analyze ways they interacted with each center. The same process was used for three different facilities with different populations of children. Further research and evaluation are to continue into the second year of this project funded by the Bureau of Education of the Handicapped.

247. Progress Through Determination (8mm, audio cassette, color, 25 minutes).
Susan J. Grosse, F. J. Gaenslen School, 1301 East Auer Avenue, Milwaukee, Wisconsin, 53212. Rental \$15.

This film illustrates the aquatic program at the F. J. Gaenslen School for orthopedically handicapped children (Milwaukee, Wisconsin). It includes description of swimming instruction, recreational swimming, small craft safety, elementary rescue techniques, and use of mask and snorkel. Participants in the film have a variety of handicapping conditions, including cerebral palsy, spina bifida, arthrogryposis, perthes disease, and muscular dystrophy. Many students have multiple conditions with hearing or vision problems, learning deficiencies, or mental retardation.

248. Project ACTIVE: Motor Ability (filmstrip, sound, color, 17 minutes).
Communicaid Incorporated, P. O. Box 233, Woodstown, New Jersey, 08098.

—Project ACTIVE, sponsored by the Township of Ocean School District (Oakhurst, New Jersey), is an individualized physical education program for kindergarten through 12th graders with special needs not met by the regular physical education program. This sound filmstrip describes how Project ACTIVE works, from the time a child is referred until he or she

no longer needs a special program. The Project ACTIVE procedure has been dubbed TAPE--*test, assess, prescribe, evaluate*. Participants are *tested* for gross body coordination, balance, *eye-hand* coordination, *eye-hand* accuracy, and *eye-foot* accuracy. Test performance is plotted on a profile, and enrichment activities *prescribed* based on the individual's strengths and weaknesses. Nine weeks later each student is *re-tested* and *re-evaluated*. The filmstrip makes it clear that testing and participation in prescribed activities can be conducted in almost any school space-- a stage, a hallway. It is also clear that parents are encouraged to become involved in their child's program, and that one of Project ACTIVE's aims is to assure parents that the school and teachers care.

249. Project ACTIVE: Teacher Training (filmstrip, sound, color, 17 minutes). Communicaid Incorporated, P. O. Box 233, Woodstown, New Jersey, 08098.

This competency based training program for teachers of impaired, disabled, and handicapped persons has been validated as innovative, successful, cost effective, and exportable according to standards and guidelines of the U. S. Office of Education. The program is intended to give teachers competency in planning and implementing physical activity programs for children with a variety of physical and/or mental impairments. Competencies are explained and demonstrated in a four-step process: *test* the child's motor ability and physical vitality, *assess* test results, *prescribe* activities, and *evaluate* the child's progress. Teachers are instructed in such techniques as determining proper crutch length and gait walking. After practice they teach these skills in a field setting accompanied by a trainer who provides supervision and feedback. Individual attention and personalized activities are stressed.

250. The Promise of Play (16mm, sound, color, 22 minutes). Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California, 91775.

This is a film report on a Title VI ESEA program of physical education for orthopedically impaired children at Loma Vista School, Palo Alto (California) Unified School District. The program shown is designed to (1) involve severely disabled children in games and activities enjoyed by their peers, (2) adapt equipment and activities to help each child succeed, (3) integrate orthopedically involved children more fully into regular school programs through games and sports, and (4) teach specific skills to enhance each child's physical health and self-image. In addition to a variety of developmental activities in which an orthopedically impaired second grade youngster practices different physical and motor skills, the film shows the child participating with second grade classmates in relays which emphasize that individual differences do not need to keep people apart. As one of a team, every youngster must do his or her part.

251. The Purple Turtle (16mm, sound, color, 13½ minutes).* ACI Productions, 35 West 45th Street, New York, New York, 10036. Purchase \$150.

This film may be used to motivate young children and to instruct teachers both inservice and in training. The opportunity for children to see others their own age engaged in a variety of art activities can generate enthusiasm and a desire to pursue such activities on their own. The film

provides teachers valuable insights into the role of art in the kindergarten and shows complete involvement of children in a relaxed and congenial atmosphere. Many events that transpire during an art period are shown--activities in which the children are engaged, their comments, their obvious delight, their discussions, their deep involvement, encounters with the teacher, results of their work. Art is presented as an important activity at an age when a large percentage of learning is non-verbal and much of what a child learns is through the senses and feelings. Each medium--paint, crayon, splash painting, finer painting, Kitch craft--is something to be tried and tested to discover what it is and what it will do. The art experience is a highly personal thing for each child--social, solitary, exciting, quiet, assurance, tentative. Each child pursues goals in his or her own way with the assurance that each is respected as an individual whose creative efforts will be equally respected.

252. The Puzzling Children (16mm, sound, black and white, 17 minutes). California Association for Neurologically Handicapped Children, P. O. Box 1526, Vista, California, 92083.

Ways in which the California Association for Neurologically Handicapped Children (CANHC) helps children with various learning disabilities on their difficult journey into tomorrow are discussed. Characteristics and traits of these children, statistics and other prevalence figures, need for upgrading teacher training and preparation, the the multi-dimensional roles and activities of CANHC are presented. Case studies and reports give emphasis to points made especially when older students classified as learning disabled, speak for themselves. Teachers, neurologists, probation officers, and parents are among those who provide additional input. Interdisciplinary and multiagency action are important in a unified attack on problems presented. A major purpose of the film is to help viewers obtain a better understanding of CANHC and its many activities--workshops, literature, materials, and consultive services. Role and importance of recreation agencies and activities in this unified approach are included. A simple criterion for the success of any program is offered--if the child wants to come back the next day, the program has been successful!

253. Quadriplegia: Car Transfer Part III (16mm, 8mm, sound, color, 15 minutes).** Cinema Pictures, Inc., 10212 Noble Avenue, Mission Hills, California, 91340. Purchase 16mm \$190; 8mm \$150; Rental \$25 per week.

This is the third in a film series on advanced patient transfer techniques. It is designed as a teaching and orientation film for personnel and patients in hospitals and rehabilitation facilities. Principles of techniques shown can be applied to patients with impairments or disabilities other than quadriplegia. A physical therapist and patient with a cervical spinal cord quadriplegia demonstrate key principles on how a patient is able to be completely independent in transferring him/herself and a wheelchair in and out of a standard automobile. The demonstration is in three parts: (1) points to consider in selecting a car, (2) wheelchair criteria and special equipment, and (3) how the patient transfers him/herself and the wheelchair.

254. Quadriplegia: Driver Training Part IV. (16mm or 8mm, sound, color, 15 minutes).**

Cinema Pictures, Inc., 10212 Noble Avenue, Mission Hills, California, 91343. Purchase 16mm \$190; 8mm \$150; Rental \$25 per week.

This film was made to be utilized as a teaching tool in rehabilitation centers, hospitals, high schools, colleges, and commercial driving schools. In these settings there is potential for training quadriplegic persons to drive automobiles. The film proceeds from an occupational therapist's evaluation of muscle strength to referral and discussion with a driving instructor prior to training. Actual training of a quadriplegic to drive is demonstrated. The film includes: (1) an occupational therapist's evaluation of physical requirements for safe driving, (2) communication between occupational therapist and driving instructor, (3) equipment needed for driving, and (4) training with the driving instructor.

255. Reaching Inside--Learning Through Music (16mm, sound, color, 30 minutes). Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California, 91775.

This film was produced as part of a Title VI ESEA project in which music activities were used to assist in the personal development of learning disabled and mentally retarded children. The importance of music as a learning device in stimulating language and in building positive self-image and confidence in the individual is stressed. Teachers are shown working with different groups of children in scenes actually taken in their own classrooms. Techniques originated by Zoltan Kodaly and Carl Orff are demonstrated by resource consultants. This film is designed for all teachers, regardless of prior musical training, to help each one use musical activities and techniques to draw out the natural musicality of children and provide opportunities for their creative exploration and individual response. Additional emphasis is on spontaneity and originality of exceptional children, exploration and problem solving techniques, and the importance of success. Music can serve as a multisensory catalyst by which an individual can reach inside for self-expression, it can also be a direct or indirect basis by which children can learn a variety of concepts. Workshops are important in helping teachers reduce fears and apprehensions of expressing themselves.

256. Readin' and Writin' Ain't Everything (16mm, sound, color, 22 minutes). Detroit Film Collective, 2680 West Grand Boulevard, Detroit, Michigan, 48208.

This documentary film provides an enlightening look into mental retardation from personal and community view points. A young man presents his view of life in a typical custodial, residential facility in which there is much rocking, bizarre behavior, and head banging. When he gets out, "...it felt like a million..." as he became free, independent, and dependable. He is shown working at a hospital, in his own apartment where he has privacy, and in a second job as a bus boy because of need for more money to meet expenses. Even though he can't read or write, he can work and make it on his own in the world. New approaches and description of other programs in Michigan are discussed. Other examples emphasize the variety of activities in full services programs for mentally retarded children. Parents discuss their own children who cover a wide age range. The film is a vehicle for creating greater understanding of mental retardation and a tool for fostering and supporting progressive programs and full community services for retarded persons.

257. Role Enactment in Children's Play (16mm, sound, color, 28 minutes).*
Campus Film Productions, 2 Overhill Road, Scarsdale, New York, 10583.

Role playing provides a way in which feelings, attitudes, perceptions, and moods of children can be understood. Motor or nonverbal behavior, also provide important information and clues about a child. In many cases motor and verbal behaviors are combined in ways that facilitate abstract and cognitive functioning. Not only does role enactment represent a child's perceptions of a role but it is related to developmental stages and becomes more complex with age and maturity. Discussion and examples of different developmental stages and their implications for play are presented. Progression from individual solitary play through parallel to group situations is included. Although the cohesive power of common concerns help to advance play, some conflicts are inevitable. However, pride in accomplishment and mutual benefits of working together can be important factors and considerations in using and interpreting the significance of role enactment by children.

258. Run Dick, Run Jane (16mm, sound, color, 20 minutes).**
Brigham Young University, Provo, Utah.

This film deals with an important and current emphasis in preventive medicine--jogging and running as bases for good physical condition. Ways to develop and maintain the condition of cardiorespiratory functions are stressed. Physiological functions of the heart, blood vessels, lungs, and respiratory mechanisms, and interpretation of research data are presented in terms of functional applications. Much of the narration is by Dr. Kenneth Cooper who discusses values of vigorous activities and exercise in the total function of the human organism. Basics of the aerobic approach to developing and maintaining appropriate levels of fitness provide insight into the approach and practical ways to evaluate one's own level of fitness and effects of specific activities in the process. As a device designed to motivate the viewer to action, the film uses both real life scenes and animation. Factual information is presented in interesting and easily understood ways that are punctuated with pertinent examples. Many individuals including students, athletes, teachers, astronauts, labor leaders, impaired persons, and centenarians give their feelings about jogging and how it has led to a happier, more abundant life for each.

259. Rythmik (16mm, sound, color, 25 minutes).
Karolinska Stukhuset, Stockholm, Sweden. Purchase \$840.10.

Rhythm programs and opportunities for moderately (trainable) mentally retarded adults in Sweden are shown. Evaluation of progress is based on a three step process involving doing movements properly, understanding movements, and perfecting the quality of movements. Implementation and implications of rhythmic programs in the normalization process are discussed. How various movement patterns are introduced and taught at various stages of development provide valuable information for viewers. A unique feature of the Swedish approach is utilization of one rhythm throughout learning stages of the program.

260. Safety As We Play (16mm, sound, color, 7 minutes).**
ACI Films, 35 West 45th Street, New York, New York, 10036. Purchase \$125.

Although designed as part of a start to read series, this film can be used with children as basis for discussion of and application to various play activities. Words such as left/right, walk/don't walk, light, go/stop, look, and wait are presented in typical situations such as crossing streets, walking to play, singing, riding bikes, ball activities, flying kites, and playing games. A basic theme throughout is safe and happy places to play. This film is appropriate to use with children themselves and suitable for preschool, kindergarten, Head Start, primary classes, and special education on the elementary level.

261. Sam (16mm, sound, color, 20 minutes; also available in videotape).
OSPI Media Services, ETV/ITV, 325 South Fifth Street, Springfield, Illinois, 62706. No rental fee; purchase, \$55; contact CINE-Graphic Lab, 101 North 17th Street, St. Louis, Missouri.

This sensitive and moving documentary is about an adapted physical education program in Centralia, Illinois. Sam, an orphan, epileptic, and loner talks about his personal ambitions and problems as he runs; some students talk about their problems and aspirations as they watch others participate in a variety of physical activities. Need for adapted physical education is discussed by teachers; students present their reactions to the program. Sam's distrust of the program gradually changes into enthusiastic involvement as the film follows his progress along with others in the program to Sam's climatic winning of a gold medal in the state Special Olympics. Emphasis on success and abilities and the importance of the program is exemplified in Sam's own words about his victory, "The first time I ever won anything as an individual!"

262. School is for Children (16mm, color, sound, 17 minutes).
AIMS Instructional Media Services, P. O. Box 1010, Hollywood, California, 90028.

School is often a child's first experience away from home. This film involves special education for exceptional preschool children. Children in this film learn to master their bodies, share and interact with one another in specially designed group activities where each child can easily succeed. Carefully selected activities develop an exuberance for learning, gross and fine motor skills, self-concept, and social interaction.

263. Scoliosis--Early Identification to Prevent Curvature (16mm, sound, color, 16 minutes).
Oklahoma Society for Crippled Children, 2100 N. W. 63rd Street, Oklahoma City, Oklahoma, 73116.

This is a basic primer about scoliosis--what it is, how it looks, how it is diagnosed, incidence and prevalence, and preventive causes. However, major purposes of the film are to present techniques for and importance of early identification. Principles and procedures for conducting individual and group assessments are discussed. Follow-up and care are presented in terms of exercise regimens, braces, corrective

casts, and combinations of these three approaches. The importance of starting treatment procedures early and of interdisciplinary efforts in identification, care, and treatment of children with scoliosis is emphasized.

264. Scouting Unlimited (slide-audio cassette, color, 15 minutes).
Boy Scouts of America, North Brunswick, New Jersey, 08902. Purchase \$9.80.

This slide/cassette presentation on Scouting for mentally retarded boys was developed cooperatively by the Boy Scouts of America and National Association for Retarded Citizens. As mentally retarded boys are seen actively involved in all three Scouting programs--Cubs, Boy Scouts, and Explorers--many misconceptions about both retardation and scouting are dispelled. The boys as well as their parents and leaders discuss values of Scouting. Emphasis throughout this presentation is upon similarities--not differences--among all boys and contributions of Scouting in promoting physical, mental, social, and emotional development of retarded boys. Focus is on fun in both special and integrated troops, camps, and related activities. Various problems and ways both Scout Service Agencies and Associations for Retarded Citizens can assist in solving them are discussed. An important message of the presentation is need to involve more retarded boys in Scouting.

265. Sensoritonic Readiness Program (16mm, sound, black and white, 20 minutes).
Pathway School, Box 18, Audubon, Pennsylvania, 19407.

Children are shown taking part in a variety of activities to prepare them for classroom participation. In addition to various movement, gross and fine motor, perceptual-motor, physical education, and related activities, ways to control and reduce hyperactivity are discussed. Integration of movement and related activities is shown as important to provide an appropriate foundation for the learning process.

266. Setting Up a Room...Creating an Environment for Learning (16mm, sound, color, 27 minutes).
Campus Film Productions, 2 Overhill Road, Scarsdale, New York, 10583.
Purchase \$185; Rental \$20.

This is one of a series of films for teachers of early childhood education. It shows a teacher and assistant at the beginning of a school year planning to set-up their early childhood classroom. Through live dialogue and narration, the film conveys the process of planning the room, establishing basic work and play areas, and arranging supplementary materials to create a functional, flexible room environment for children. Basic principles and approaches are appropriate to and applicable for any group of children, especially those in these age categories whether with or without handicapping conditions.

267. Seven for Susie (16mm, sound, color, 13 minutes).
National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois, 60612.

Purposes, activities, and functions of seven different members of a rehabilitation team for an orthopedically impaired child are presented.

Specialists who explain their specific role on the helping team included: (1) physical therapists, (2) special education teachers, (3) therapeutic recreation personnel, (4) social workers, (5) occupational therapists, (6) speech pathologists, and (7) psychologists. As head of the team, physicians are shown consulting with each member of the team. In addition to emphasizing and clarifying the cooperative and interdisciplinary nature of the team, this film has implications for counseling students about these fields and for recruitment purposes.

268. Silent Skater (video cassette, sound and captioned, color, 28 minutes). Archives of the American Athletic Association for the Deaf, Edward Miner Gallaudet Memorial Library, Gallaudet College, Washington, D. C.

This special program recorded by WGBH-TV (Boston, Massachusetts) presents hearing impaired and deaf figure skaters in a stirring demonstration of their beauty and skill during the VIII International Winter Games for the Deaf at Lake Placid, New York, in February 1975. Exhibitions include several girls in their teens going through individual skating routines to music; two groups are shown in pairs skating. An exhibition of barrel jumping is shown in which a young man from Canada wins with a leap over 14 barrels. A special demonstration by a 21-year old blind skater from Delaware is included. This presentation is captioned so that the program is appropriate for either hearing or nonhearing individuals.

269. Somebody Waiting (16mm, color, sound, 25 minutes). Extension Media Center, University of California, Berkeley, California, 94720.

This is a story about children who have severe cerebral dysfunction and are among the most physically, emotionally, and mentally handicapped children in society. They are totally dependent on the hospital staff for every physical, nutritional, and personal need. The film demonstrates that further handicapping can be prevented by appropriate environmental stimulation and therapeutic handling. It vividly shows that the children's response to loving care, new physical therapies, and new experiences is often dramatic though subtle. In showing how life is improved for the children, the film is a powerful and effective tool for changing attitudes and improving care of these cases. The film discusses the staff and its improved morale as children are helped. Rather than succumb to feelings of helplessness and depression in the sad routine of watching patients slowly die, the staff decides on its own to reexamine and revise traditional custodial care. Staff members begin to learn, first from visiting professionals such as physical therapists and later from their own experience, how to make life more pleasant, interesting, and rewarding for both the children and themselves. The film shows some results of their efforts, describes changes in their attitudes and practices, and records thoughts about their experiences and their consequent personal and professional growth.

270. Something Shared (16mm, color, sound, 13 minutes). National Association for Retarded Citizens, 2709 Avenue E East, Arlington, Texas, 76011.

The NARC citizen advocate approach and project are seen in action. This program is a combination of the big brother, foster grandparent, and

buddy systems. Different mentally retarded persons (proteges) are shown with their personal friends and helpers (advocates). Various roles are taken by advocates according to interests, needs, and abilities of each protege. This project is not limited to community settings as the program extends to and includes persons in residential facilities. Throughout the film comments and reactions of advocates and proteges are made as they participate in a variety of activities. The concept of the program, the human ecology movement, is emphasized throughout the film.

271. Special Children Special Needs (16mm, color, sound, 22 minutes).
Campus Film Corporation, 2 Overhill Road, Scarsdale, New York, 10583.

A sensitive and comprehensive developmental approach to educating young, multihandicapped children is presented. The film documents three adapted learning environments--an infant school, a preschool learning laboratory, and an outdoor therapeutic playground. The educational orientation of the program is developmental-interaction in that each child's therapeutic program is based on specific abilities and disabilities. Each child is provided with maximum opportunities to be effective and more competent in experiences with people and objects. Various program activities are shown at the Institute for Rehabilitation Medicine (New York University Medical Center). Dramatic play, art, and academic readiness activities are included along with specific roles of physical therapists, teachers, and parents in the total program. The playground is designed so that each child has access to natural materials, experiences activities as freely and independently as possible, understands an outdoor environment, and has an opportunity to be outdoors in a protective environment. The philosophy of the program and intent of the film are summarized in final statements--by recognizing the worth and dignity of each individual as one able to use his or her assets, *every child is given a chance to grow.*

272. Special Equipment for Handicapped Drivers (16mm, sound, color, 24 minutes).**
Driver Education, Health and Safety, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa, 50307.

Various devices designed so that physically impaired individuals can drive cars are discussed in terms of their purposes, functions and operations. These devices are discussed in terms of adaptability and applicability for paraplegics, quadriplegics, triplegics, hemiplegics, amputees, and post polio persons. Representative of hand devices described are accelerating, braking and steering controls, left side accelerators, pedal extenders, lever parking/emergency brake controls and steering knobs. Relocated auxiliary controls such as cross over gear shift arms, turn signal levers, and toggle switches for light dimmers, and horn switches are shown. Leverage or gripping aids for key and ignition and parking brake straps are also described. Power equipment--transmission, brakes, steering--electric windows and air conditioning are discussed briefly. All devices are shown in typical installation and use. Role and importance of medical supervision in selecting appropriate devices are discussed. General philosophy and rationale of the program jointly developed by the Yonker Memorial Rehabilitation

Center (Des Moines) and Iowa State Department of Public Instruction is simply expressed--avoid unnecessary gadgetry in neither over or under equipping a car.

273. Special Olympics Training Film (8mm, audio cassette, color, 13 minutes). Joseph C. Marx, Palos Verdes School for the Trainable Mentally Retarded, 1290 Commodore Drive West, San Bruno, California, 94066..

As a promotional presentation for Special Olympics, this film has been designed to (1) motivate mildly and moderately mentally retarded children to participate in the Special Olympics to attain adequate levels of physical fitness, (2) encourage teachers to begin training programs, and (3) stimulate greater acceptance of retarded children by their families and communities. Based on a local meet in which participants are preparing for the state Special Olympics, equipment, administration, and techniques for standing long jump, high jump, 50-yard dash, softball throw, 300-yard run and 25-yard swim are discussed. Philosophy and rationale for comprehensive and ongoing Special Olympic programs are emphasized throughout the film.

274. Suddenly Life (16mm, sound, color, 14 minutes). National Foundation, Box 2000, White Plains, New York, 10602.

Roles of volunteers in programs and activities involving participants with birth defects and various physical impairments are shown from ongoing programs in different parts of the United States: recreation programs in which volunteers play vital roles are shown in North Carolina; a dance marathon benefits the March of Dimes at the University of Texas; the world of make-believe is brought to children in Denver; a drug education program is conducted for young children in Baltimore; children are taken to the zoo in California. The role and function of the March of Dimes in seeking causes of birth defects and in providing services to individuals all over the country are discussed. Courage and hope are both cause and effect of the total commitment shown by these dedicated volunteers.

275. The Surest Test (16mm, sound, color, 10 minutes). Washington Easter Seal Society, 521 2nd Avenue West, Seattle, Washington, 98119.

With only two words spoken in the entire film, problems confronting individuals in wheelchairs are poignantly expressed. A mobile and independent individual in a wheelchair leaves a clinic and goes apartment hunting. Despite driving her own car she is confronted with architectural barriers of all types everywhere she turns. Telephone booths are too narrow and telephones too high. Steps, revolving doors, narrow door jams, curbs, steps and more steps confront this *uneasy rider*. Whether buildings are big or little, old or new, they all have one thing in common--barriers and more barriers. Public rest rooms--if she can get into one--have unique and special barriers--inaccessible wash basins, too high mirrors, and narrow toilet stall doors that usually open the wrong way! Restrooms at service stations present their barriers--curbs, doors, and cars blocking access. The symptomatic expression of thoughtless attitudes of the general population come through loud and clear. The surest test of a civilization is in its architecture.

276. T.R.E.K. (16mm, color, sound, 45 minutes).
Tucson Public Schools, P. O. Box 4040, 1010 East 10th Street, Tucson,
Arizona, 95717.

This film (the title stands for tourism, recreation, education, knowledge) traces the 12 day bus trip of 33 mentally retarded students from Gump School (Tucson, Arizona) through Arizona, Nevada, and California. These students, accompanied by two professional counselors and three volunteers, are shown singing, exploring, hiking, and participating in fitness activities. Learning opportunities were plentiful as students contrasted and compared the unfamiliar with the familiar. They learned from good times as well as bad as the bus got stuck or broke down on four separate occasions. Social awareness and emotional stability developed as did confidence, initiative, and curiosity. The fact that children were more relaxed, less demanding, accepted new authority, and responded to directions effectively indicates the success of the trip.

277. Take a Second Look (16mm, sound, color, 20 minutes). Canadian Association for the Mentally Retarded, Kinsmen NIMB Building, York University Campus, 4700 Keele Street, Downsview, Toronto, Ontario, Canada, M3J 1P3.

Canadian and international Special Olympics games are presented to acquaint viewers with the variety of activities included in the program. In addition to regular activities, horseback riding, bicycling, hurdles, swimming, trampolining, broom ball, and football are shown. Both preparation for and competition in 1969 and 1971 Canadian Games and 1968 and 1970 Chicago Games are shown. Clinics, final luncheon, and awards ceremonies show some of the ceremony and reactions of participants to them.

278. The Teaching Triad (16mm, sound, color, 17 minutes).
AIMS Instructional Media Services, P. O. Box 1010, Hollywood, California, 90028.

The force of a positive teaching triad--teacher/child/parent--is explored as part of a special project at the Dubnoff Center for Child Development and Educational Therapy (North Hollywood, California). Many ways teachers can individualize instruction to meet needs of each family of a special child are discussed--home visits, parent meetings, and a specially structured school program. Various teaching situations are shown including teacher interaction with infants, toddlers, and preschool children with various handicapping conditions as well as working with parents. Motor development, activities of daily living, socialization, indoor and outdoor play, and family recreational activities are major activities in specific segments of the film.

279. Testing Multihandicapped Children (16mm, sound, black and white, 31 minutes).
United Cerebral Palsy Research and Education Foundation, 66 East 34th Street, New York, New York, 10016.

Using three multihandicapped children as subjects, assessment and diagnostic procedures developed by Elsa Haeusserman (Department of Pediatric Neurology, Jewish Hospital, Brooklyn, New York) are discussed.

Ways and means of getting around sensory and motor problems and deficits that mask the true potential of a child are vividly shown. Common sense adaptations and modifications of various developmental scales and profiles make methods and approaches adaptable and applicable for many different groups and individuals. Emphasis is upon functional abilities, levels of understanding, and conceptual development of each child being tested. Procedures for communicating with those with little if any verbal language are extremely effective. As behavioral patterns reflect basic causes of problems and difficulties, findings and observations are translated into definitive conclusions with recommendations for ways and means of teaching and reaching the child.

280. There's Nobody Else Like You (16mm, sound, color, 14 minutes).*/**
AIMS Instructional Media Service, P. O. Box 1010, Hollywood, California, 90028.

This is a film in which differences are looked for during various situations and in a variety of places--in school, at play, in the community, while traveling. Friends are different from each other and from you. Names, looks, actions, feelings, color of hair/eyes/skin, dress, sex, interests, likes and dislikes, favorites, size, physical traits, and expressions are but a few of the characteristics that differ from person-to-person. Key questions serve as bases for discussion among classmates in the film and will stimulate follow-up and further exploration by viewing students. All differences put together made each one special.

281. Those Other Kids (16mm, sound, color, 25 minutes).
Audiovisual Library Service, Continuing Education and Extension, University of Minnesota, 3300 University Avenue, S. E., Minneapolis, Minnesota, 55414.

Basic to this presentation is the philosophy that *children are children*, regardless of handicapping conditions. Children with special problems can learn and they have the legal right to receive every opportunity that is offered to their nonhandicapped peers. This film provides basic information about the development of special education. It presents legal developments that have guaranteed the *right to education* for every child regardless of the type or severity of his or her condition. Bases for due process are discussed in terms of prior notification, impartial hearings, representation by counsel, examination of evidence before trial, review of evidence and presentation of witnesses, right to cross examine, independent evaluation of the child, and accurate records of hearings. The full continuum of special education services is discussed including regular classroom placement with or without consultation and/or itinerant teachers; regular classroom placement plus resource room and/or specialist assistance; regular and part time special class placement; full time special class placement; special day school; residential school placement; and hospital placement.

282. Three Wonderful Days (16mm, sound, color, 20 minutes).
Texas Association for Retarded Citizens, 833 Houston Street, Austin, Texas, 78756.

The 1972 Texas Special Olympics state games held in Alamo Stadium and at Trinity College (San Antonio) are presented. Viewers are partners with

participants as the Olympic torch is carried around the track, and the traditional Olympic flame lit by one of the young athletes. This film shows track and field events, swimming activities, and participation clinics. Expressions of athletes, coaches, parents, and officials reflect ways in which the program has influenced them. Many begin to plan for another three wonderful days next year.

283. A Time for Georgia (16mm, sound, black and white, 15 minutes).
New York University Film Library, 26 Washington Place, New York, New York, 10003.

Four year old autistic children are presented. Characteristics and behavioral traits, especially those affecting learning and interpersonal relationships, are discussed. The importance of early identification and related early treatment is emphasized along with need for a great deal of individual and personalized attention. Types and range of behavior of these children create many diverse needs. Among specific traits identified as major problems are resisting doing for ones self, inconsistencies, and regressions in behavior. Many play and recreational activities are used to reach these children. Although gains have been slow for this group, they have been significant for several children. Children of this type not in programs by the time they are five years of age have greatly reduced chances of succeeding. The role, support, and sensitivity of other members of the family are extremely important in the entire process.

284. To Be Somebody Again (16mm, sound, color, 20 minutes).
Association Films, 600 Grand Avenue, Ridgefield, New Jersey, 07657.

Glen Ford serves as host and narrates this film which deals with emotional problems confronting one of every 10 Americans. Examples of problems encountered by individuals in everyday situations serve as bases for discussion of causes and types of mental illness and emotional problems, especially those generally characterized by hypertension, depression, anxiety, and neuroses. Treatment programs and approaches at Rest Haven, one of 500 mental health centers in the United States, are discussed. Several individuals involved in cases that introduce the film are shown as active participants in the Rest Haven program. A variety of services discussed include outpatient, evaluation, vocational guidance, and staffings. Specific roles of social workers and physical examinations are also discussed. Other patients, physical activities, physical recreation, arts and crafts, and psychodrama are extremely important in the therapeutic process. Taking a few minutes to relax each day is offered as one means of preventing or reducing likelihood of these conditions occurring. For those who do fall victim to one of these conditions, professional help is available.

285. To Live On (16mm, sound, color, 26 minutes).
Joseph Bulova School of Watchmaking, 40-24 62nd Street, Woodside, New York, 11377.

To the theme of "Oh Lucky Me" students at The Joseph Bulova School of Watchmaking tell the story of the school and what it means to them and their lives. The total program at the school is shown including information about available courses in watchmaking and watch repair.

Supportive services such as personal and vocational counseling, physical therapy, and preparation for community life are discussed. An underlying philosophy of the school and goal for students is to attain personal independence and a life of normal activities in the community. Recreation and wheelchair sports are extremely important in this process. Among activities in which students have opportunities for active participation and shown in the film are basketball, weight-lifting, swimming, archery, boating, and less vigorous activities such as checkers and chess. The importance and significance of opportunities to take part in national and international wheelchair games are expressed by those who have participated. The basic philosophy of the school, its staff, and students is summed up in the motto, "If I'm going to be something, I'm going to be the best."

286. To Serve A Purpose (16mm, sound, color, 15 minutes).

Bureau of Education for the Handicapped Community College, Project in Therapeutic Recreation, Department of Leisure Studies, B-53 IMPE Building, University of Illinois, Urbana-Champaign, Illinois, 61820. Purchase \$65.

Rationale for and purposes of therapeutic recreation are presented through discussions with and comments of leaders in the field. Roles of therapeutic recreation specialists in a variety of settings, with individuals having various handicapping conditions, and in different activities are shown. Points are accentuated and punctuated with a background of participants of all ages taking part in a wide array of indoor and outdoor, active and passive recreational activities in separated as well as integrated programs. Evolving roles in leisure, counseling are discussed along with job potential for individuals with various amounts to training and experience. The film provides an introduction to the *who, what, why, where, when, and how* of therapeutic recreation.

287. Try Another Way (16mm, sound, color, 27 minutes).

Film Productions of Indianapolis, 128 East 36th Street, Indianapolis, Indiana, 46205. Purchase \$275; Rental \$50 per week.

Mark Gold presents a new concept for reaching and teaching severely and profoundly mentally retarded persons. This highly kinesthetic, guided discovery, task oriented approach is shown in terms of specific vocational tasks. However, concepts and specifics can be applied to virtually any activity in which mentally retarded populations take part. Try Another Way is basically nonverbal, uses positive verbal reinforcement, capitalizes on a variety of kinds of feedback from participants, and is predicated upon strong interpersonal relationships between participant and leader. Basic to the success of this approach is positive and appropriate feedback and use of the term "try another way" when an individual reaches an impasse in a task. Residents at Dixon State School (Illinois) are shown assembling bicycle breaks and electronic circuit boards in both training and on the job scenes. Research conducted in relation to the program and approach has shown no relationship between IQ and performance on these tasks. Discussions throughout and at the end of the film emphasize acceptance of mentally retarded individuals as people. It is upon this premise--the system is performed on people not machines--that the approach has been developed and successful. Specific application and use can be made of these methods and techniques to physical and recreational activities for all mentally retarded populations, especially those identified as severely or profoundly retarded.

288. Tune Into Fitness (16mm, color, sound, 28 minutes).
State Department of Education, Tallahassee, Florida, 32304.

A comprehensive physical education program developed under Title III ESEA project at Melrose Park Elementary School is described. Many innovative and inexpensive pieces of equipment are demonstrated. Apparatus has been scaled to size and ability of children; emphasis is on what not to do as well as what to do on each item. Children are tuned in and turned on by the variety of activities provided. Fitness is obviously fun for these children. Lifetime recreational skills and sports are an important part of the total program. Workshops and clinics are held for teachers in other counties served by the project so similar programs can be introduced throughout this section of Florida. Children from special education classes participate in both general and special classes as part of the comprehensive program. Obvious consideration for children's interests, developmental progressions, creative approaches, and fun are evident throughout the film.

289. ...Two, Three, Fasten Your Ski (16mm, sound, color, 17 minutes).
Children's Hospital, 1056 East 19th Avenue, Denver, Colorado, 80218.

Although individuals of all ages with all levels and types of amputations are shown skiing, emphasis of this film is on children in general and participants of the ski program at Children's Hospital (Denver) in particular. Personnel involved in this program discuss values of skiing in rehabilitation, recreation, and therapy. One of the prime aims of this film is to create interest and awareness in skiing in amputees themselves and in the general public.

290. Valley of Miracles (16mm, sound, color, 24 minutes).
Virginia Easter Seal Society for Crippled Children and Adults, P. O. Box 5496, 4848 Williams Road, Roanoke, Virginia, 24012.

Camp Easter Seal, founded in 1957, shows that dreams today are realities tomorrow. This camp offers a variety of outdoor activities to both physically and mentally handicapped persons. In addition to showing active participation in swimming, arts and crafts, music, and sports, other aspects of the total camp effort, such as staff orientation and rainy day activities, are included. This camp program has enriched the lives of many people--campers, staff, parents, and professional alike.

291. Vehicle Selection for the Handicapped Driver (16mm, sound, color, 25 minutes).**
Supervisor of Physical Education and Safety, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa, 50307.

Generally little consideration is given design of cars for impaired and disabled individuals. Two door cars are usually best for individuals who use wheelchairs. Procedures for selecting a car are discussed including (1) how and what to measure; (2) best place to carry a wheelchair; (3) automatic transmission; (4) power steering; (5) power breaks; (6) air conditioning; (7) electric controls for window lifts and seat adjustment; (8) modifications of seat styles; (9) adaptations of switches and key controls; (10) cruise control; (11) tilt steering.

(12) mirrors, (13) rear window defrosters, (14) electric releases for hood and glove compartments, (15) seat belts harness, and latching devices. Vehicle choice, key to mobility for impaired and disabled individuals, cannot be left to chance--it must be by systematic evaluation including actual tryout of the vehicle by the user.

292. The Virtue of Energy (16mm, sound, color, 33 minutes).
International Rehabilitation Film Library, 20 West 40th Street, New York, New York, 10018.

The Third Pan American Wheelchair Games held during 1971, in Kingston, Jamaica, are presented. The splendor of every aspect of these games is shown starting with the impressive parade of athletes and opening ceremony and concluding with the moving closing ceremony. Action in all events--basketball, track, field, pistol shooting, swimming, weightlifting, table tennis, archery, darts, and slalom--reflects contributions of high quality competition to these athletes. Lasting friendships and acquaintances made both on and off the field of friendly strife are shown in a variety of social, party, and dance activities.

293. Visual Perception: Frostig Method (16mm, sound, color, 26 minutes).
New York State Education Department, 55 Elk Street, Room 118, Albany, New York, 12224.

An unrehearsed demonstration lesson involving eight and nine year old children with learning disabilities who use Frostig materials is presented. A Mystery Box emphasizes colors and results in discussions of similarities and differences among various objects; three L's--look, listen, and learn--are found in the box. Containers are filled with buttons, spools, and lockets to separate and discriminate. Other Frostig type materials are introduced to the children during the lesson. Each child gets a gift of appreciation from the Surprise Box. A parent of a child with learning disabilities comments on the program that is introduced and hosted by state directors of special education.

294. Visualization: A Key to Reading (16mm, sound, color, 25 minutes).
Soundings, 2150 Concord Boulevard, Concord, California, 94520. Purchase \$325; Rental \$25.

Innovative methods for testing and developing visual skills required for reading are shown. The 3-D Test for the Skill of Visualization is administered to a 10 year old boy who is in the fourth grade and not yet reading. From the test it is found that lack of visual imagery is preventing him from learning to read. The developmental program which enables him to learn to read is described. This program consists of motor-sensory experiences which enhance the curriculum, integrate sensory channels, and build positive self-concept. Representative of activities to develop and promote sensory-motor integration include laterality activities, lummi sticks, crawling exercises, extreme tactile stimulation with hot wash cloths and ice cubes, drawing, collage activities, making and playing with a life-size model, and typing. The film was made in cooperation with the Institute of Research for Childhood Health and Education, and the San Ramon (California) Valley Unified School District.

295. Walter (16mm, sound, color, 15 minutes).
Churchill Films, 662 N. Robertson Boulevard, Los Angeles, California, 90069.

Walter, a paraplegic since he was involved in an accident at the age of three, is a self-sufficient, independent, cheerful young man. Barriers present, little problem for him as he lives alone and drives his own car. He discusses the concept of handicapped, from his point-of-view. Warmth and acceptance of his foster parents emphasize the importance of developing attitudes that look upon and accept each individual as a person and not as a condition or category. Walter is a determined student of architecture at a community college, a wheelchair handler of dazzling grace, and the spark-plug of a wheelchair basketball team. His coach talks about Walter's attitude, the importance of basketball to him, and the importance of setting goals.

296. Watch Us Move (16mm, sound, color, 21 minutes).
Extension Media Center, University of California, 2223 Fulton Street,
Berkeley, California, 94720.

Assessment of and intervention with preschool mentally retarded children having various sensory-integration problems are discussed in depth. Both assessment and intervention, presented by a physical therapist, are based on Bobath (England) and Ayres (California) techniques. Rationale for and techniques of assessing specific movements as bases for determining level of sensory-motor integration include such things as static and dynamic balance, locomotion, reflex action; muscle tone, visual, and auditory function are also evaluated. Fun permeates activities designed to assist in overcoming specific weaknesses and problems. Relation of improved sensory-motor integration to improved performance and function in other areas--academic, social, communication, art, music, ability to attend and concentrate--is an important additional outcome from this program that has implications for adult life. Periodic reassessment is vital to the success of this approach.

297. Water Play for Teaching Young Children (16mm, sound, color, 16 minutes).
New York University Film Library, 25 Washington Place, New York, New York,
10003.

Children participating in the Vassar Preschool vividly show that playing in water is not only fun but educational. Children work long and hard in and with water exploring, concentrating, measuring, experimenting, and solving problems. Indoors or out, water play provides multi-sensory experiences, promotes language development, encourages children to work together, and develops concepts through increasingly complex activities. Tubs, water tables, and big pans are used indoors; playing in rushing streams, with syphons, and with plain water are examples of outdoor activities. Snow play and sand-mud play are special kinds of water play. Equipment and devices are easily and inexpensively obtained. While water play is often peaceful and soothing it can be a source for release of aggressions in acceptable ways. Versatility and flexibility of environments and water play games made it possible for children to take part in a range of experiences from simple to complex engineering projects. Although the film shows participants in a regular preschool, implications and applications for special programs for impaired, disabled, and handicapped children are tremendous.

298. Water Safety: It's Elementary (16mm, sound, color, 12 minutes).*
AIMS Instructional Media Services, P. O. Box 1010, Hollywood, California,
90028. Purchase \$160; Rental \$20 for three days.

Suggestions are provided both swimmers and non-swimmers so as to combine fun with safety in the water. Film sequences depict swimmers in rivers, ponds, pools, and oceans as basic water safety consideration are discussed. Children are encouraged to practice basic rules of water safety wherever they wade, swim, fish, dive, or boat. Various rescues and related safety procedures and approaches are presented in interesting and appealing ways for children. Axiomatic to the film is that it is more fun when rules of water safety are remembered and practiced. Although not designed for or shown with impaired, disabled, and handicapped children--it was designed for elementary and middle grades--contents and discussions are appropriate for and applicable to special populations.

299. We Can Grow (16mm, sound, color, 13 minutes).
ACI Films, 35 West 45th Street, New York, New York, 10036. Purchase \$160.

Children from the Special School District (St. Louis, Missouri) say and show that they can learn, move, and grow. Each uses strengths and abilities to attain maximum levels of independence as their minds move freely through thoughts to discover meaning of numbers and words. Play and physical activities are important in this process regardless of specific conditions. Specifically, (1) orthopedically impaired are shown playing games and climbing on jungle gyms, turning on bars, and using horizontal ladders; (2) deaf take part in arts and crafts as they hear with their eyes, hands, and hearing aids; and (3) visually impaired participate in nature activities as they see flowers and animals with their hands and ears. All hike and play on the playground. Although they are crippled they lift themselves to greet the world, work to grow straight, and find ways to move their bodies more freely through space.

300. What Do You Do When You See A Blind Person (16mm, sound, color, 13 minutes).
American Foundation for the Blind, 15 West 16th Street, New York, New York,
10011.

A well-meaning but ill-informed sighted person (Phil) meets a blind individual (Jim) waiting to cross a busy New York street. At first Phil wants to avoid Jim but a narrator intercedes and tells him he doesn't know about blind people. To prove his point, we see in Phil's mind how he would treat Jim--both methods are wrong. The narrator shows Phil the proper way to help Jim across the street, how to lead a blind person up steps, and how to walk with him. Phil discovers that Jim works for a living and freely uses words like *look and see*. They strike up a friendship and arrange a luncheon date. During lunch, Phil learns more about treatment of blind people, how to locate articles on the table, and shows a waiter how to talk directly to blind people.

301. What Is A Handicap? (sound filmstrips).**
SFA Educational Media, 2211 Michigan Avenue, P. O. Box 1795, Santa Monica,
California, 90406. Purchase--four sound filmstrips with cassettes \$74.50;
with records \$62.50.

Four sound filmstrips give viewers opportunities to meet four young people with different handicapping conditions. Mark cannot walk; Rosa has difficulty hearing; Cindy cries easily; and Tony learns slowly. Each is shown in everyday situations; they interact with friends, teachers, and families. Play, recreational and physical activities are important in the life of each of these children. Mark plays basketball, swims, does craft projects, and performs magic tricks; Rosa plays handball; Cindy flies kites and plays basketball; and Tony rides bicycles and plays kickball. Intwoven with the dialogue is narration that explains each of these conditions and how each child feels about the condition. These filmstrips are open-ended and close with questions that draw viewers into the situation, encouraging them to see similarities between all people and to establish friendships with impaired, disabled, and handicapped children.

302. What Finer Purpose: Rehabilitation the Science and the Art (16mm, sound, color, 12 minutes).
ICD Rehabilitation and Research Center, 340 East 24th Street, New York, New York, 10010.

Building upon the principle that rehabilitation begins with what an individual has left, this film starts with how personnel from different disciplines and specialties help disabled persons. Key to successful rehabilitation lies in giving a person what is needed, no more or no less. Roles of Institute for Crippled and Disabled (ICD), occupational therapists, sheltered workshop personnel, and other specialists are discussed. A great deal of emphasis is given to exploring sound, psychological, and emotional problems and ways each is dealt with in the ICD program. Just as individuals are the sum of interactions among their physical, mental, emotional, and social environments, the ICD program is a product of integrated activity of various specialties. Training and research functions of ICD are also discussed.

303. What Finer Purpose: The Body (16mm, sound, color, 11 minutes).
ICD Rehabilitation and Research Center, 340 East 24th Street, New York, New York, 10010.

Problems of a disabled body are presented against a background of tennis, running, swimming, diving, and ball games. Optimal restoration to full potential for individuals with back problems, amputees, cardiac cases, and orthopedically impaired persons is emphasized. Contributions of different medical personnel, occupational and physical therapists, and prosthetic specialists are designed to help each disabled individual move, play and work in the real world. Helping each of these individuals compensate for what has been lost is expressed in final scenes of the film--*what finer purpose is there for time, effort and knowledge than to do our best in restoring what God intended and disability has taken away?*

304. Where Do the Children Play? (16mm, sound, color, 15 minutes).
National Association for Retarded Citizens, 2709 Avenue E East, Arlington Texas, 76011.

Today many severely or profoundly mentally retarded children do not have to be institutionalized--they can live at home if there are appropriate services in the community to meet individual and family needs. This documentary film stresses need for community day training programs for such children. In the film hopes of a young couple are shattered when their first child is diagnosed as profoundly retarded. The option of community-based services is contrasted with the traditional alternative of institutionalization.

305. Where There's A Will... (16mm, sound, color, 14 minutes).
Recreation Center For the Handicapped, Tanglewood, Memphis, Tennessee.

History, development, philosophy, and programs of Recreation Center for the Handicapped (Memphis, Tennessee) are presented. Over 5,000 volunteers assist with over 1,000 participants in a variety of vigorous and nonvigorous recreational activities. Individuals with virtually any describable handicapping condition are shown taking part in activities such as swimming, arts and crafts, square dancing, bowling, archery, putt-putt golf, social and special events, dances, and viewing films. Orientation classes are also discussed.

306. Who Handicaps the Handicapped (16mm, sound, black and white, 14 minutes).
Frances Bush, Department of Physical Education, University of Portland, Portland, Oregon.

Children with various handicapping conditions--cerebral palsy, foot and hip disorders, and muscular dystrophy--discuss the importance of movement to them. Focus is on activities of an individual nature, including basic motor stunt and test items. Participants express their philosophies about these activities.

307. World of Deaf-Blind Children: Deaf-Blind Circus (16mm, sound, color, 8 minutes).
Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

Interaction of deaf-blind children at Perkins School for the Blind (Watertown, Massachusetts) with people in the community is emphasized and reemphasized throughout this film. The vehicle for such communication is a circus brought out of isolation at the school and into the real world. In this way deaf-blind children become integral parts of both sound and community situations that are high lighted by interactions between circus performers and their audience. The fact that emotion can only be expressed when it is shared is vividly shown. Involvement of this type is crucial to deaf-blind children because of the continuous nature of their learning. Key to opening doors for them is communication, vital ingredient to promote and maintain give and take with the community and social contact with the world.

308. World of Deaf-Blind Children: Growing Up (16mm, sound, color, 29 minutes).
Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

Preparation of deaf-blind individuals for life beyond arms length is the basic theme of this film. Emphasis is upon a productive, well-rounded, balanced, and satisfying life in which each individual accepts personal

responsibility. Continuity and articulation of special programs, including residential care, through community housing and employment are discussed. Multiple conditions, including mental retardation, perceptual problems, and learning disabilities, complicate educating, training, and preparing deaf-blind children for life. A multi-faceted approach is presented and includes communication, mobility training, activities of daily living, recreation and leisure time activities, vocational and career preparation. A great deal of attention is given to the role of rhythmical perceptual-motor and physical activities as bases for continued growth and development in all areas including in the vital social area. Roles and responsibilities of parents are also discussed along with training and roles of child care workers who have much day-to-day and personal contact with the children while they are in residence. Emphasis is upon flexibility in activities so as to meet changing and individual needs of each child. Society is charged with recognizing its responsibility in providing opportunities for every member of society to attain his or her full potential; with no group is this more important than with deaf-blind persons.

309. World of Deaf-Blind Children--How They Communicate (16mm, sound, color, 28 minutes).
Film Library, Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

This documentary film shows deaf-blind children and their teachers at Perkins School for the Blind (Watertown, Massachusetts). Ways to overcome barriers imposed by defective sight and hearing are illustrated. The key for these children is communication; for teachers, patience and dedication. This film explores many techniques employed by teachers of deaf-blind children and what achieving communication can mean to the children.

310. The World Outside (16mm, sound, black and white, 30 minutes).
S-L Film Productions, P. O. Box 41108, Los Angeles, California, 90041.

Children who appear in this film were selected from a group of 20 children diagnosed as autistic. They participated in a research program at Frostig Center in California where factors in successful therapy were studied. This film shows excerpts from therapy sessions of two blind and severely emotionally disturbed children. Each of these children was one of a set of twins born prematurely; neither had much previous contact with the world about them. Dale showed much progress in week-by-week sessions. A major emphasis to gain physical vocal contact was through perceptual experiences with toys. Musical toys were important in providing a means of developing concept and feel of controlling the environment. As degrees of independence and confidence were shown, Dale began to explore space, had fewer tensions, and was more relaxed. To meet his need for group experiences, he was enrolled in a nursery school in which there was much play and playground activity. Barbara, on the other hand, was filmed once during a therapy session and once in public school. Symbolic behavior is shown with various toys and through different play sequences. She is also shown playing through an operation for a tonsillectomy which she had recently undergone in a hospital. This illustrated her ability to work quickly through a traumatic experience by acting them out through

play. In addition fantasy is channeled and used for the benefit of the child. Autistic children need structured and planned opportunities to venture from their world into the real world. Individualized educational experiences are extremely important. Some of these children require development of perceptual capacities; others need more emphasis on symbolic gratification of thwarted or unfulfilled needs followed by real satisfactions. All require a close and understanding relationship with a flexible therapist/teacher who arranges the therapeutic/educational program to meet changing needs of each child.

311. VIII World Winter Games for the Deaf (color video cassette or black and white video tape, sound, 28 minutes).
Archives of the American Athletic Association for the Deaf, Edward Miner Gallaudet Memorial Library, Gallaudet College, Washington, D. C.

The VIII World Winter Games for the Deaf were held at Lake Placid, New York, during February 1975. During these games, held for the first time in the United States, 150 athletes, representing 13 nations competed in 11 official and two exhibition events. Filmed high lights of Alpine ski events--downhill, slalom, giant slalom--and Nordic ski events--individual and cross country relays--are shown. Interviews with several gold medal winners from Russia are included (English is translated to spoken Russian which is translated into Russian signs with the reverse process for answers). Scenes from a hockey exhibition between teams from the United States and Canada are shown along with excerpts from figure skating exhibitions. Closing ceremonies include the director for the 1975 games speaking followed by lowering of the official flag which will be used for the summer games in Bulgaria in 1977, and the IX Winter Games in Oslo, Norway, in 1979.

312. Yes I Can (filmstrip, audio cassette, color, 20 minutes).
Phi Delta Kappa, Eighth and Union, P. O. Box 789, Bloomington, Indiana, 747401. Purchase \$7.50 (instruction booklet included).

The importance of properly selected and sequenced physical movement exercises and activities to help young children develop poise and a healthy self-image is discussed. Although designed for elementary school classroom teachers interested in combining physical development and personality strengthening, rationale, approaches, and procedures are appropriate for and applicable to both regular and special classes with children from special education. Contents can be used with parent and other community groups to emphasize physical education programs and activities that stress personal development through successfully meeting challenges in physical, movement and motor activities.

313. You Can Compose A Dance (16mm, sound, black and white).
S-L Film Productions, 5126 Hartwick Street, Los Angeles, California, 90041.

Part I - 9 minutes*/** Elementary school age children are shown composing and creating dances which consist of movements they discover for themselves. Elementary forms of locomotion and bodily movement are shown--skipping, jumping high, hopping, moving different body parts. Many movement ideas may be found by watching children move with ribbons,

cardboard discs, and exploring space around them. Some movements shown include stretching, falling, rolling, crawling, wiggling, sliding, skipping, swaying, doing polka steps, jumping, walking, and hopping. Viewers are invited throughout the film to explore, discover, and try movements themselves.

Part II - 10 minutes** The companion film in this series deals with dance composition in its simplest form: Representative examples of dances by several children are used to explain the structure of dance composition. Particular emphasis is placed on how to start to compose a dance or how to find a good beginning movement; relationships of first and last movements are compared. Topics discussed and illustrated include feelings and ideas, rhythm, exploring and discovering movement, repetition, enjoyment of bodily movement, and self-esteem. This film also encourages viewers to get up and try to compose a dance--now. Each individual discovers movements, composes a dance, and enjoys doing it.

314. Your Changing Body: A Guided Self-Exploration (Program kit consists of: (1) two audio cassettes, (2) 16 page guide for parents and teachers, (3) sample letters, (4) evaluation forms, and (5) student feedback sheets. Purchase single program \$40; ten program \$350). Perennial Education, Inc., Box 236, 1825 Willow Road, Northfield, Illinois, 60093.

This kit contains materials for guided body exploration and presents a direct approach for answering questions visually impaired and other young people ask about their developing sexuality and growing-up. Although these materials have been designed for use with visually impaired adolescents, they have been used successfully with non-visually impaired, shy, and reticent youngsters. Each kit contains cassettes to guide boys and girls through exploration of their own bodies. One cassette incorporates commonly heard slang terms while the other does not. Emphasis of materials is to develop understanding of physical, emotional, and personal changes that begin during puberty and extend through adolescence and often into young adulthood. In addition to personal and individualized exploration, basic factual information about puberty and growing-up is presented. A final summary introduces basic questions often asked by both boys and girls during this period and about changes they are undergoing.

ADDITIONAL PUBLICATIONS AND SOURCES FOR AUDIO-VISUAL MATERIALS

New films and other audiovisual materials dealing with physical education, recreation, and related areas for impaired, disabled, and handicapped participants are released regularly from many different sources. The staff of Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC) continually reviews materials and makes periodic releases of abstracts and summaries of these materials. This publication will be updated as needed.

Data about appropriate audiovisual materials are also included on information sheets, in guides, and other AAHPER/IRUC materials and publications related specifically to various handicapping conditions, different activities, or topics related to special populations. Films are reviewed in publications and periodicals of various organizations and agencies and can be found in special and/or regular publications and catalogs of film companies, commercial distributors, governmental agencies, professional associations, and volunteer groups. Film theaters are regularly held at national conferences of associations such as the Council for Exceptional Children (1920 Association Drive, Reston, Virginia 22091); Association for Children with Learning Disabilities (5225 Grace Street, Pittsburgh, Pennsylvania 15236); International Rehabilitation Film Library (20 West 40th Street, New York, New York 10018). Many local and state public health offices, public libraries, mental retardation agencies, mental health organizations, school systems, and community and state colleges or universities sponsor audiovisual or media centers and distribute films dealing with special populations.

To obtain additional information and announcements about new films and audiovisual or media releases readers should become acquainted and conversant with general catalogs and materials of various groups, companies, and associations that deal directly and/or indirectly with this area. Representative of such publications and resources are:

Annotated Bibliography on Perceptual-Motor Development. American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N. W., Washington, D.C. 20036, 1972, \$3.25.

Includes brief descriptions of films on perceptual-motor programs and activities. This listing can also be found in Foundations & Practices in Perceptual Motor Learning--A Quest for Understanding (Washington, D.C.: AAHPER, 1971, \$3.95).

Audio-Visual Media and Materials on Mental Retardation. National Association for Retarded Citizens, 2709 Avenue E. East, Arlington, Texas 76011, \$.50.

Lists available films and other audiovisual materials dealing with mental retardation; includes a brief annotation of each. This guide was prepared and designed by practitioners in the field.

The Best of Challenge, Volume I. American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N. W., Washington, D. C. 20036, \$5.00.

Compilation of Volume I through V (December 1965-May 1970) of Challenge; Volume I of Outlook (December 1969-April 1970). Both newsletters dealt with various aspects of physical education, recreation, and related areas for impaired, disabled, and handicapped participants and included sections with annotated film and audiovisual listings. (Outlook is no longer published).

The Best of Challenge, Volume II. American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N. W., Washington, D. C. 20036, \$5.00.

Compilation of Volumes VI through VIII (September 1970-May 1973) of Challenge--contains a section with annotated film and audiovisual listings.

The Best of Challenge, Volume III. American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D. C. 20036. (To be released in September 1976). \$5.50.

Compilation of Volumes IX through XII (September/October 1973-April/May 1976) of Challenge; contains a section with annotated film, media, and audiovisual listings.

CANHC-GRAM. Newsletter. California Association for Neurologically Handicapped Children, P.O. Box 4088, Los Angeles, California 90051.

Includes section on films and audiovisual aids in each issue. CANHC can also provide additional information about audiovisual materials.

Catalog of Audio-Visual Aids for Counselor Training in Mental Retardation and Emotional Disability. The Devereux Foundation, Devon, Pennsylvania 19333.

Contains annotated listing of audiovisual materials appropriate for use in university counselor-training programs and agency in-service training programs preparing staff to work with mentally and/or emotionally handicapped persons.

Catalog of Captioned Films for the Deaf (Educational Films). The Educational Media Distribution Center, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016.

Provides annotated listing of educational films available through Media Services and Captioned Films, Bureau of Education for the Handicapped; contains both subject and alphabetical title sections.

Challenge. American Alliance for Health, Physical Education, and Recreation, #201 16th Street, N.W., Washington, D.C. 20036.

Bimonthly newsletter deals with health education, physical education, camping, outdoor education, sports/athletics, dance, perceptual-motor development, aquatics/swimming, and related areas for impaired, disabled, and handicapped participants with special emphasis on programs and activities for mentally retarded persons; includes annotations of films and other audiovisual materials.

Directory of Films, Slides, Audiotapes and Records on Minimal Brain-Injured and Related Areas. Canadian Association for Children with Learning Disabilities, Suite 318, 88 Eglinton Avenue, East, Toronto, Canada, \$1.00.

Compilation is continuously updated by volunteers who search available audiovisual materials.

Directory of Films to Understand, Help, and Teach Individuals With Learning Disabilities. California Association for Neurologically Handicapped Children, P. O. Box 4088, Los Angeles, California 90051.

Contains summaries of films and other audiovisual materials dealing with learning disabilities; provides several indexes and listings of sources from which films and related materials can be obtained.

Educators Guide to Free Films. Educators Progress Service, Inc., Randolph, Wisconsin 53956.

Contains film descriptions by title and subject indexes. Many films rented to schools by other agencies are free from sources listed in this guide. Listings are updated annually to include new materials. Guide to Free Filmstrips and Guide to Health, Physical Education, and Recreation Materials are also available through this service.

Film Catalog. Georgia Department of Public Health, 47 Trinity Avenue, S.W., Atlanta, Georgia 30334.

Catalog of free health films includes a section on mental health and mental retardation.

Films About Blindness. American Foundation for the Blind, 15 West 16th Street, New York, New York 10011.

Lists films available from American Foundation for the Blind dealing with blindness and visual impairments.

Films and Public Service Announcements from Special Olympics. Special Olympics, Inc., 1701 K Street, N.W., Suite 203, Washington, D.C. 20006.

Lists various materials to interpret and promote Special Olympics programs and activities.

International Rehabilitation Film Review Catalogue. Film Review Editor, IRF Library, 20 West 40th Street, New York, New York 10018.

Lists films on rehabilitation from all over the world alphabetically by title and disability; new reviews are sent to users three times per year.

Mental Retardation Film List. Division of Mental Retardation, Social and Rehabilitation Service, National Medical Audiovisual Center, U.S. Department of Health, Education, and Welfare, Washington, D. C.

Resource listing of selected audiovisual materials for use in mental retardation education programs. Films for use by the general public are grouped under heading of nonprofessional and include nature, causes, general treatment, and prevention of mental retardation. Other films dealing with specific aspects of diagnosis, clinical treatment, rehabilitation, and control are listed in the professional section. Films are listed alphabetically in the descriptive sections in the title index.

Mental Retardation Films. Parsons State Hospital and Training Center, 2601 Gabriel, Parsons, Kansas 67357.

Listing of 16 mm films on mental retardation is an outgrowth of the International Film Festival on Mental Retardation. Each film was checked to determine its direct relationship to the field of mental retardation so as to eliminate films dealing with subjects peripheral to the field.

National Audiovisual Center. National Archives, Pennsylvania Avenue at 8th Street; N.W., Washington, D.C. 20004.

Operates search service to locate source of distribution for any film when title is provided.

Psychological Cinema Register--Films in the Behavioral Sciences. Audiovisual Service, The Pennsylvania State University, University Park, Pennsylvania 16802.

Includes listings of films related to psychological and/or emotional development of impaired, disabled, or handicapped individuals.

The Recycled Junk Playground Catalogue. Playground Clearing House, Inc., 26 Buckwalter Road, Phoenixville, Pennsylvania 19460.

Provides information specifically about films and slide programs showing how different localities have utilized total community efforts to develop and build appealing playgrounds with educational and developmental values without losing elements of fun and challenge.

Selected Mental Health Audiovisuals. National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852.

Contains summaries of audiovisual materials related to mental health; subject headings are arranged in alphabetical order with title, distributor information, and related data.

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 243,260,262,267,278,281,288,293,299,
 312
- Special Olympics-1,8,27,38,44,83,109,
 180,189,223,238,273,277,282
- Spina Bifida-129,160,242,247
- Spinal Cord Injuries-160,190
- Stegel Activities-9,115
- Stick Dance (see Tinikling)
- Swimming (see Aquatics)

Team Activities-128,167 (see also Dual Activities, Individual Activities)
Therapeutic Recreation-267,286 (see also Recreation)

Therapy-137,160,161,178,185,209,219,269, 284,289,310 (see also Rehabilitation)

Tinkling/Stick Dance-106

Tire Activities-37

Track and Field-1,8,44

Trampoline-9,166

Transportation-124

Traumatic Injuries-139

Tumbling-32,112,113

Visually Impaired-56,75,119,131,136, 141,145,174,190,212,213,227,230, 235,236,243,268,299,300,310,314

Visual Perception-73,116,117,184, 232,293,294 (see also Perceptual-Motor Activities/Training)

Volleyball-96

Volunteers-129,161,213,216,22,228, 270,274,305

Water Play-149,297 (see also Aquatics)

Wheelchair Activities/Sports-69, 70,102,190,229,285,292

World Games For the Deaf-268,311 (see also Hearing Impaired)