



Supplements

Understanding the Middle East: A Bibliographic Essay

by Leonard S. Kenworthy

What a complex, controversial, critical area the Middle East is. Because of its many current problems with their international implications, and its long, rich, and diversified history, it cries out for attention in schools, even though it is a complicated region to study. For anyone interested in examining controversial issues and utilizing the problem-solving approach to the social studies, the Middle East is an ideal topic.

Fortunately there are many books and pamphlets on the area. This bibliographical essay will review several of them and will indicate some sources for others cited, including the publications of several organizations that focus on this world region. Librarians and teachers would also do well to keep a clipping file of current articles from magazines and newspapers in order to keep abreast of up-to-date material.

Because of the shifting political situation in this pivotal part of the world, the materials cited here are all relatively recent.

Bibliographies

For 25 cents readers may obtain a copy of **A Middle East Reading Guide** from Americans for Middle East Understanding (Room 538, 475 Riverside Drive, New York City 10027).

In the February, 1976, issue of **Social Education** is a splendid article by Malcolm C. Peck on "Teaching Materials and Sources of Information on the Middle East for Secondary School Teachers."

For children's books on this region, there is a 1970 booklet of the United States Committee for UNICEF entitled **The Near East**, available for \$1 from the Information Center on Children's Cultures, U.S. Committee for UNICEF, 331 East 38th Street, New York City 10016. The same group has lists of children's books on Egypt, Iran, Iraq, Kuwait, Lebanon, Saudi Arabia, Syria, and Turkey, which may be obtained free with the enclosure of a stamped, self-addressed envelope.

Many suggestions for teaching about the Middle East are contained in the writer's booklet on **Studying The**

Middle East in Elementary and Secondary Schools (Teachers College Press, 1968, 57 pp., \$2.00). Although the bibliographies are not up to date, the major concepts to stress and other background information should be valuable.

Background Books for Advanced Readers

Scores of background books on the Middle East have been issued in recent years; six of the best have been selected for inclusion here. Each represents a different approach to this area, and together they constitute an excellent small library on this region. The reading levels are adult, for the most part, but upper high school students should be able to handle them with ease.

Especially outstanding as a compact yet comprehensive survey of problems in the Middle East today is a small paperback on **The Middle East and The New Realism** (New York International Peace Society, 1975, 99 pp., \$2.65) by Indarjit Rikhye and John Volkmar. Its chief strengths are its quotations from a wide range of persons and organizations; the brief but pungent statements in bold-face type throughout the booklet on the stereotypes Arabs hold of Israelis and Israelis of Arabs; and its moderate suggestions for a final settlement of the conflicts there.

Behind the Middle East Conflict: The Real Impasse Between Arab and Jew by Gil Carl Alroy (Putnam, 1975, 317 pp., \$9.95) is a fascinating volume. In it the author stresses that the conflict there is not a conventional one and that "conflict models" from other parts of the world therefore cannot be used. The nearest analogy is the India-Pakistan conflict, with its religious roots. A special dimension the author underlines is the "missionary complex" of so many western writers on the Middle East. Alroy suggests that psychiatrists are better able to explain the tensions in that part of the world than diplomats. This is a well-written account, which is enhanced by an extensive bibliography.

Ray Vicker's **The Kingdom of Oil: The Middle East: Its People and Its Power** (Scribner's, 1974, 264 pp.,

\$7.95) concentrates on the significance of oil, but it is not limited to that topic. There are several general chapters, as well as chapters on "The Egyptians," "The Israelis," "The Palestinians and Jordanians," and other national groups. The only disappointing feature of this book is its vagueness on possible solutions.

Much more specific is a volume by Harris Hopkins on **Egypt: The Crucible: The Unfinished Revolution in the Arab World** (Houghton Mifflin, 1970, 533 pp., \$10.00). Hopkins writes of the distorted lens through which most of us in the U.S. view Egypt and attempts to correct our image of that strategic land. He has considerable respect for the unfinished revolution underway in Egypt and for some of its recent leaders. To him the Aswan dam is the symbol of the ongoing changes in Egypt which are bettering the lot of its citizens and widening their horizons. Although a long and detailed book, the author's style makes one want to read the entire volume.

For those who want access to the most important documents on the Middle East, the paperback entitled **The Israel-Arab Reader**, edited by Walter Laquer (Bantam, 1967, 371 pp., \$1.25) is one of the best sources. In it are such statements as the Balfour Declaration, the Churchill White Paper, the United Nations Resolutions, some speeches of Nasser and Abba Eban, plus many other significant papers and articles.

Occasionally a novel gives readers insights into a world area. Such is the case with James Michener's **The Source** (Random House, 1965, 909 pp., \$12.95 or as a Fawcett Crest paperback, \$1.95). Through the imaginary excavations of level after level of a site in modern Israel, Michener tells the story of the history of this region over centuries in a fabulous, fascinating manner. **The Source** is a history told in a remarkable way by a great storyteller and a former social studies teacher, giving readers a "feel" for this ancient and yet modern area.

Slightly easier reading is Hugo Jaekel and Don Peretz's **The Middle East** (Scholastic, 1970, 160 pp., \$2.25) which has chapters on Turkey, Iran, Israel, and other nations, plus several more general chapters. This pamphlet is also strong on maps and charts. It is one of several Scholastic World Affairs Multi-Texts.

A country-by-country approach is taken in Ray L. Cleveland's **Middle East and South Asia** (Stryker-Post, 1975, 91 pp., \$2.25), a publication which is up-dated each year. It too is one of a series on world regions.

A briefer booklet and the least expensive of those mentioned here is **The Middle East: Case Studies for Student Understanding** (Xerox Education Publications, 1975, 47 pp., 50 cents.) Because of its emphasis upon case studies, it could be used profitably by students with any of the foregoing publications.

More Specialized Materials

Two recent volumes of readings on this region are Robert P. Pearson's **Through Middle Eastern Eyes** (Praeger, 1975, 254 pp., \$8.50 hardcover and \$4.95 paperback), and Don Peretz's **The Middle East: Selected Readings** (Houghton Mifflin, 1973, 246 pp., \$1.65).

The Pearson volume contains 40 readings divided between two parts—"Tradition and Change" and "Past Glories, Future Hopes." Included are such topics as "Learning To Be A Man," "Going to a Koranic School," "Oil in Kuwait," and "Life in Cities."

Peretz's book is similar, with a slightly stronger emphasis upon historical and political excerpts, such as "Ibn Khaldun—A Great Historian," "The British Occupancy of Egypt," and "The Young Revolutionary."

Then there are many single volumes devoted to each of the countries of this region. Two on Egypt are Queenie M. Bilbo's **The Story of Egypt and The Sudan** (McCormick-Mathers, 1972, 186 pp., \$2.72 list price, \$2.04 school price) and Shirley Kay's **The Egyptians: How They Live and Work** (Praeger, 1975, 152 pp., \$8.95).

Bilbo's volume is especially attractive in its format; it is also easier reading than the Kay text. And it includes some material on the Sudan, a nation on which very little is available. The latter book, however, contains much more information and can be used with better readers. In addition to chapters on living and working, mentioned in the title, there are chapters on "How They Learn," "How They Get About," and "How They Amuse Themselves." Unfortunately this book is not illustrated.

The same publishers have produced similar volumes on Israel. **The Story of Israel**, by Emil Lengel and Queenie Bilbo (McCormick-Mathers, 1973, 156 pp., \$2.72 list price, \$2.04 school price) emphasizes Israel today and is most attractively printed. Brian Dicks' **The Israelis: How They Live and Work** (Praeger, 1975, 156 pp., \$8.95) includes more information and is more suitable for better readers. It too suffers from the fact that it is not illustrated.

Unit Texts for Middle and Upper Grades

Within the last few years several textbook publishers have issued paperback units on the Middle East for middle and upper grade students, with the emphasis upon those in ninth and tenth grade area studies courses.

Basically, each of these pamphlets, units, or small books gives an overview of the area with an interdisciplinary approach, including geography, history, political science, anthropology and sociology, economics, and international relations. Libraries and social studies teachers are urged to purchase several copies of each of these booklets in order to provide for individual differences among students in reading ability and/or

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interests. Teachers can then assign topics and encourage students to read about them in at least two booklets, comparing and contrasting the facts presented and the attitudes of the authors. In this manner a class can pool its findings and share ideas.

Seven such unit booklets on the Middle East have been selected for this essay. The longest and most comprehensive is Don Peretz' **The Middle East** (Houghton Mifflin, Revised Edition, 1973, 258 pp., \$3.96). Although covering the present as well as the past, it is especially strong on the history of this region, with chapters on "The Ancient Middle East," "The Rise of Islam," "The Muslim Empire," and "The Ottoman Empire." Contemporary Turkey, Egypt, and Israel are singled out for extensive coverage. It is well illustrated with charts, maps, and photographs.

Similar in content is Thomas G. Kavunedus and Harold E. Hammond's **The Middle East: History, Culture, People** (Cambridge Book Company, 1972, 215 pp., \$2.40), one of seven booklets in their regional studies series. These two authors give a comprehensive view of the area, with four of their nine chapters devoted to history and to Islam. Emphasis is on whether the people of that region can be optimistic about their future and how Americans can help to achieve progress in solving problems there.

John R. Randall's **Middle East** (Ginn-Xerox, 1974, 122 pp., \$2.00 list price, \$1.50 school price) covers much the same content but it is somewhat broader in its approach, with chapters on "Literature, Science, and the Arts" and "Mass Media and Education." Vignettes of various leaders in the Middle East are also highlighted throughout this paperback, one of several of this publisher's cultural area booklets.

Frank Tachau's **The Middle East** (Macmillan, 1970, 168 pp., \$2.28 list price, \$1.71 school price) is one of a series of pamphlets on the various cultural regions of the world. It covers the salient points of the entire region, with emphasis upon village and urban living and on Islam. An outstanding feature of this pamphlet is its annotated list of books for additional reading.

Two titles on Turkey are Roderic H. Davison's **Turkey** (Prentice-Hall, 1968, 181 pp., \$1.95 paperback) and the Life World Library volume by Desmond Stewart entitled *Turkey* (Time-Life, 1965, 160 pp., \$5.00). Together these two books present a splendid perspective on this ancient and modern land, with the Life volume especially appealing because of its many photographs, several of them in color.

Fortunate are those schools and libraries which have copies of the short, excellent pamphlets issued by Nelson Doubleday and The American Geographical Society in their **Around the World Program**. Titles include **Afghanistan, Israel, Lebanon, and Syria**. Although these can no longer be purchased, they may be

on the shelves of your library. They are especially welcome because of their brevity and their outstanding colored illustrations.

The Persian Gulf: Prospects for Stability by J.C. Hurewitz is one of the Headline Books of the Foreign Policy Association (1974, 63 pp., \$1.25). It is particularly good to have this short account because there is so little readable material on this part of the Middle East.

Some Books for Children

New books on the Middle East written for elementary school children are unfortunately not numerous, but six recent titles have come to the attention of this reviewer. Of the six, three are on children, two on countries, and one on the Suez Canal.

Ali of Turkey (Messner, 1969, 63 pp., \$3.50) by Judith M. Spiegelman is about a 6-year-old lad and his sister and the adjustments they have to make as they move from a village in western Turkey to another locale. Many black and white illustrations add greatly to the simple text for grades 3-6.

Miriam Lives in a Kibbutz (Lothrop, Lee and Shepard, 1971, 48 pp., \$3.95), by Cordelia Edwardson, is the story of a 5-year-old girl from Morocco and her gradual adjustment to life on a kibbutz in Israel, aided by her 8-year-old friend, David. Most outstanding are the superb black and white photographs by Anna Riwickin-Brick. Her photos are larger than in other books which use her work; the larger size is most welcome. [Ed. Note: See full review in CAS, Vol. 12, No. 1, p. 63].

Abu (Lothrop, Lee and Shepard, 1975, 120 pp., \$4.95) is about an arrogant, impish, yet friendly and lovable little Arab thief who is befriended by a 40-year-old Israeli. This intriguing story is for older boys and girls, perhaps fourth through sixth graders. It is not illustrated but that does not detract from the originality of the story. [Ed. Note: See review in this issue of CR, p. 214.]

Getting to Know Turkey (Coward, McCann and Geoghegan, 1971, 71 pp., \$3.25) is a revised edition of an earlier book by Fanny Davis, with illustrations by Kiyo Komoda. This volume tells the story of Turkish history and depicts the contemporary scene in a simple text suitable for middle and upper grade readers in elementary schools. It is illustrated with pen and ink drawings.

Come Along to Saudi Arabia (T.S. Denison, 1974, 167 pp., \$5.98) contains a remarkably broad picture of that desert country with its oil, coffee, and fruit trees. Many black and white photographs and a few other illustrations add to a simple yet comprehensive story of Saudi Arabia, with emphasis upon the changes occurring in that increasingly important land.

Getting to Know the Suez Canal (Coward, McCann and Geoghegan, 1971, 65 pp., \$3.29) focuses on the 40-year-old dream of Ferdinand de Lesseps and the build-

ing of that strategic waterway. It is well illustrated with many drawings and two important maps.

Organizations for Middle East Studies

There are several organizations solely or chiefly interested in the Middle East. Six have been singled out for mention here as representing a wide range of viewpoints and approaches to this region. Because their materials change often, librarians and teachers are urged to write to them for their latest listings. Addresses include:

Americans for Middle East Understanding
Room 538, 475 Riverside Drive
New York, N.Y. 10027

Arab Information Center
747 Third Avenue
New York, N.Y. 10017

Fellowship of Reconciliation
Box 271
Nyack, N.Y. 10960

Israeli Information Services
11 East 70th Street
New York, N.Y. 10021

The Middle East Institute
1761 N Street, N.W.
Washington, D.C. 20036

U.S. Government Printing Office
Washington, D.C. 20402

Examining the materials and the points of view of these six publishers and comparing their approaches should help students (and teachers) to understand the complex problems of this pivotal part of our planet.

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EYES ON THE ARAB WORLD

JoAnne Buggey, June Tyler, and Doreen Ingrams
EMC Corporation, 1975
Kit, \$88.00
Grade Level: 7-12

General Description

No one needs to be convinced about the importance of the Arab world today. In fact, political and economic decisions by Arab leaders have an almost immediate and

profound effect on the daily lives of all of us. Yet at one time the goal of studying this ancient civilization in school was to cover the few pages of text as quickly and painlessly as possible. The purpose of *Eyes on the Arab World* is to provide sufficient materials in a variety of formats for teachers and students to begin to build an understanding of this area and its culture.

Through the use of filmstrips, case studies, readings, and activities, students are challenged to consider their own stereotyped attitudes toward the Arab peoples and to increase their knowledge of the area's history over the centuries—its peoples, its lifestyles, and its potential for global confrontation. More importantly, the authors have attempted to expose their audience to the totality of the Arab world. The four units are:

- I. The Mark of History
- II. Oil: Key to World Power
- III. From Nomad to City Dweller
- IV. Contrasting Societies: Yemen and Kuwait

Organization

The first unit introduces the student to the physical characteristics of the region, the historical background, and the overriding conflict of the Arab-Israeli confrontation. An in-depth examination of the oil industry follows with its obvious political and economic impact. The basic lifestyles of contemporary Arabs are the focus of the third section. The last part contrasts two contemporary cultures: Yemen Arab Republic, a state without oil resources, and Kuwait, a society with the highest per capita income in the world. Three resource books are included in the kit:

1. *Mosques and Minarets* (acquaints students with Islam).
2. *Tents to City Sidewalks* (explores the traditional Arab lifestyles in a modern setting).
3. *New Ways for Ancient Lands* (discusses modernization in a traditional setting).

Objectives

With each of the four filmstrip units, the authors have carefully designed a variety of objectives. With no additional effort by the teacher, a student may select one of four or five objectives and pursue study either in class or independently with a large assortment of questions or activities.

Rationale

No program designed for general use can cover all of the specific topics that students might choose. *Eyes on the Arab World* focuses attention on a little-understood region with the intent of furthering cultural understanding. What is particularly commendable is its attempt to present the Arab world in totality and to demonstrate